



DEPARTMENT OF

# SOCIAL WORK FIELD GUIDE



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# Field Guide

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**Revised June 2022**

# **Social Work Program**

# **Field Guide**

**Twenty-ninth Edition**

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Revised June 2022

# CONTENTS

Introduction.....	1
Mission Statement, Goals, and Objectives .....	4
Biblical Foundation for Social Work.....	5
Code of Ethics.....	6
NASW Code of Ethics .....	6
Code of Ethics: English (socialworkers.org).....	6
Student Code of Ethics .....	6
Educational Policy and Accreditation Standards.....	9
Mutual Responsibilities.....	12
The Student.....	12
The University.....	13
The Professor.....	13
The Field Instructor .....	14
Policies .....	17
Access to Field Guide Appendices .....	17
Criteria for agencies supervising students in field placements.....	17
Field Placement Agency Interviews .....	18
Field Experience Placement Process.....	18
Group Interviewing Policy.....	19
No Exemptions From Field Experience.....	19
Paid Field Experience .....	19
Paid Field Instructors.....	20
Special Arrangement Expenses.....	20
Finishing Field Experience Early or Late.....	20
FBI And BCI&I Reports.....	20
Holidays and Vacations.....	20
Lunch period.....	21
Transportation and Insurance .....	21
Inclement Weather.....	21
Changing Field Placement.....	21
Appropriateness for Field Experience.....	21

Academic.....	21
Professional.....	21
Recourse For Grievances .....	22
Incident Reporting .....	22
Sexual Harassment Policy and Procedures.....	22
Social Media Policy .....	24
Anti-racism, diversity, equity, and inclusion (ADEI) Policy .....	25
Implementation Plan for Student Exposure to ADEI .....	26
Infectious Disease Exposure .....	26
Practice Classes Policy .....	27
Dismissal Policy .....	27
Academic.....	27
Professional.....	27
Dismissal Procedure .....	28
International Field Experience .....	30
General Information.....	30
COST.....	31
QUALIFICATIONS .....	31
APPLICATION REQUIREMENTS.....	31
PRE-DEPARTURE REQUIREMENTS .....	31
RE-ENTRY REQUIREMENTS .....	32
Specific Information - Ecuador .....	32
Specific Information - Uganda .....	33
Specific Information - India.....	34
APPENDICES .....	36

# PREFACE

This guide is intended to familiarize you, the student, and the field instructor, with the format and content of field experience. It is designed to initially orient you to field experience as well as to serve as an ongoing reference and guide throughout the field experience. The mission statement, goals, and objectives of the social work program, the social work code of ethics, and the Educational Policy and Accreditation Standards are included in the guide in order to provide a framework for field experience. The goals and objectives in these documents are important to incorporate in class and in the field in order to prepare students to become effective generalist social workers.

Social work, as an applied discipline and profession, requires emphasis upon planned field experience as a vital component of the educational process. At Cedarville University, application and practice are key concepts in designing field experience and seminar class to meet the educational objectives of the social work program. The experience couples field experiences with classroom activity. This provides for integration of theoretical learning and practical experience that has proven to be invaluable in professional development.

Inquiries and/or comments concerning information in this guide or regarding the social work program should be directed to the Social Work Program, Cedarville University, 251 N. Main St., Cedarville, OH 45314, (937) 766-3265 or [estherlanham@cedarville.edu](mailto:estherlanham@cedarville.edu).

## **ACKNOWLEDGMENTS**

The Social Work Program Field Director, George E. Huff, MSSA, LISW-S and Melissa D. Brown, MSW, LISW, International Field Co-Ordinator, compiled this field guide.

A special thanks to Esther Lanham, accreditation specialist of the Department of Social Work, for her outstanding technical assistance.

## INTRODUCTION

The social work program at Cedarville University offers a broad range of field experience opportunities at a variety of social service agencies in metropolitan, rural, and international settings. The field experience process for the student follows an employment model in both field experience courses. This is one of the significant ways in which the program prepares the student for beginning social work practice.

There have been several courses developed to prepare and assist the student for a successful experience in field agencies. These courses include *Total Immersion Experience* (SWK 1100), *Introduction to Social Work* (SWK 2330), *Field Survey* (SWK 2350), and *Ethics in the Helping Professions* (SWK 2900). Each course is designed to help the student understand what they can expect during the two field experience sequences, as well as the profession in general.

The *Total Immersion Experience* (TIE) course is available to all students interested in the helping professions. It is primarily a course designed for social work students who will receive a pre-professional experience in social work. The student's participation will be in a social service agency, "shadowing" a social worker who has a degree in social work or who is licensed in social work for one full week (five consecutive days) in order to better understand: 1) social work as a vocation and the student's feelings toward a social work career; 2) the vulnerable populations social workers serve; 3) the professional helping relationship; and 4) the agency setting. The requirements of the course are typically fulfilled during the student's spring semester. (Available to non-majors.)

*Introduction to Social Work* introduces the profession and the variety of social work practice. It includes a study of the historical development and professionalization of social work. The course emphasizes an overview of the biblical foundation for the social work profession. (Available to non-majors.)

*Field Survey* provides experiential learning through visitation and observation of social workers and intra-disciplinary teams in agency settings. It also provides detailed exposure to fields of social work practice, the role of social workers, and agency structure. There is a special emphasis on understanding a biblical view of the diverse populations social workers serve. A series of field trips will provide students with an understanding of agency structure, the role of a social worker in a variety of settings, generalist social work practice, the dynamics of giving and taking help, and how to establish a professional helping relationship. (Available to non-majors.)

*Ethics in the Helping Professions* is designed to introduce students to current issues and ethical dilemmas confronting professional helpers. This course encourages the development of critical thinking skills by looking at dilemmas from a multifaceted point of view, keeping in mind the ramifications decisions have on practice, services, and clients. Students learn to address dilemmas by drawing upon Scripture, professional values, and ethical principles as presented in the National Association of Social Workers Code of Ethics, as well as codes of ethics from other helping professions. The importance of human rights, justice, and mercy are incorporated throughout the course content. (Available to non-majors.)

A minimum of 600 hours of field experience is required of all social work majors 150 hours in the junior year and 450 hours in the senior year. The 450 hours in the senior year meets the Council on Social Work Education's minimum requirement for field hours. In addition, the Cedarville University social work program requires 150 hours of field in the junior year to enhance the social work education of the students with an emphasis on poverty. Students are required to select a different agency for each year to ensure a broad and varied experience in the field.

Junior field experience provides practical experience in a social work agency, institution, or department designed to complement the student's academic work and enable the students to apply theory to actual social work situations. The primary focus of the students will be serving an indigent population. The students will have the opportunity to observe the social worker's role in the helping process, to have direct contact in agencies with a variety of individuals, groups, and/or community resource workers, to learn various preliminary social work tasks, and to share experiences with other students in small field seminar classes. The students will be expected to perform at an introductory level the functions of the agency to which they are assigned and put into practice primary social work skills. The course is designed to develop competence in linking people with systems that provide them with resources, services, and opportunities, to develop skill in applying knowledge of human diversity in behavior and social environment, and to understand social work issues from a global/multi-cultural perspective.

Juniors fulfill their field experience requirement typically over two (2) semesters (fall and spring) within one (1) agency. The experience requires eight (8) hours per week for a minimum of 150 hours. It is expected that students will remain in field through their eighth week of Jr Field Experience II regardless of their accumulated hours.

Junior students in field experience report to a field instructor (social worker) with whom they meet on a weekly basis. The field instructors are selected in accordance with our policy entitled "[Criteria for Agencies Supervising Students in Field Placements](#)" in the Policy Section of this Field Guide. In special circumstances, the professor may choose the placement in the best interest of the student.

The junior experience is integrated with class work, especially in *Social Work Practice with Groups (SWK 3020)*, *Human Behavior in the Social Environment (SWK 3010)* and *Social Work Practice with Individuals and Families (SWK 3210)*. This involves the integration of learned knowledge and experiences to maximize each student's cognitive and practical use of social work theory and practice.

In addition, juniors meet in seminar classes with the professor for a minimum of one hour a week throughout the experience in addition to the 150 hours spent in the agency. These groups give the students an opportunity to share new knowledge, awareness, and reactions to their new field experiences with their peers and faculty on campus.

The senior field experience is designed to provide the student with an opportunity to further integrate and apply knowledge and theory learned in academic courses to actual social work situations. In the senior year, the student is expected to perform social work responsibilities equivalent to those of a new staff member in the agency, under close supervision of the field instructor. It is expected that the student will become aware of and analyze his/her own value orientations and feelings about people and the problems that they bring to social agencies. In addition, emphasis is placed on the acquisition of knowledge and understanding of the network of

social work services in the community, and on learning techniques and skills common to social work practice, and an understanding of social work issues from a global/multi-cultural perspective.

Seniors will fulfill their required field experience during the fall and spring semesters of their senior year. They complete 225 hours fall semester and the remaining 225 hours during spring semester. It is suggested that students participate in field on two (2) full days on Mondays and Wednesdays with any incomplete hours to be made up on Fridays of each week. Some examples would be a holiday, illness, or a snow day to be made up Friday of that week. It is expected that a student will remain in field through their last seminar class regardless of their accumulated hours.

The senior field experience is also integrated with class work, especially in the *Social Work Practice with Diverse Populations (SWK 4210)* and *Social Work Practice with Communities and Organizations (SWK 4220)*. This involves the integration of previously learned knowledge and experiences to maximize each student's cognitive and practical use of social work theory and practice. Seniors also meet in field seminar classes with the professor two (2) hours a week, in addition to the 450 hours spent in the agency, to discuss the above areas and to individualize their practice of social work.

Throughout the field experience program, continuous and intensive involvement provides students with a continuity of contact with the social work profession. Familiarization with routines and procedures gives the student a more solid identification and feeling of belonging with the agency, professionals, clients, and delivery systems. Students have ongoing supervision from both the field instructor and the professor, addressing a variety of issues and needs such as progress, obstacles to growth, and observations. The professor serves as a pivotal link between the curriculum, field experience, and the student. These relationships give the students consistent opportunities for feedback and input on how they can work more effectively as professionals. The field instructors are selected in accordance with our policy entitled "Criteria for Agencies Supervising Students in Field Placements" in this Field Guide.

Junior and senior field experiences are both graded on an A to F scale. Students receive separate grades for field and seminar class. Six (6) credits are earned for the junior field experience, and twelve (12) credits are earned for senior field experience. Additional course requirements are covered in the course syllabi.

# MISSION STATEMENT, GOALS, AND OBJECTIVES

## Mission Statement

The Cedarville University Social Work Program develops competent servant leaders grounded in biblical truth to practice generalist social work in diverse settings worldwide advancing human and community well-being.

## Program Goals

The goal of the social work program is to prepare future professional social workers who are competent in the areas of:

1. Serving diverse people, groups and communities by treating all with dignity and respect, valuing all relationships.
2. Addressing conditions that limit human rights, promoting social, economic and environmental justice worldwide, and working toward the elimination of poverty with the underpinning component of enhancing the quality of life for all people.
3. Practicing with competence and integrity using scientific inquiry and evidence-based interventions.
4. Applying the person and the environment construct to practice, understanding the impact poverty can have on social functioning.
5. Ethically integrating faith and social work practice.

## Program Objectives

Graduates of Cedarville University Social Work Program will demonstrate a basic level of competency in the profession of social work by:

1. Integrating faith and practice through a process of ethical reasoning while respecting spiritual diversity.
2. Evaluating multiple sources of knowledge and apply strategies of ethical reasoning to integrate knowledge and practice.
3. Engaging effectively with diverse individuals, groups, communities, organizations and colleagues, being mindful of the importance of difference in shaping life experiences.
4. Assuring continual professional development by practicing reflection and self-correction and managing personal biases and values in a way that allows professional values to guide practice.
5. Assessing client strengths and needs using a bio-psycho-social-spiritual model and analyze, formulate, and advocate for policies that advance social well-being, recognizing the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.

## BIBLICAL FOUNDATION FOR SOCIAL WORK

# BIBLICAL FOUNDATION FOR SOCIAL WORK AT CEDARVILLE UNIVERSITY

### CREATION

God created the heavens and the earth. In six literal days, God created light, water, sky, vegetation, day, night, and all living creatures. He created mankind in His own image, blessed them and set them to rule over every living creature and every plant throughout the whole world. He saw that all He created was good. On the seventh day, God finished His work and rested. He then blessed the seventh day and made it holy because He rested from all the work of creation that He had done. *Genesis 1; Genesis 2:1–2*

God formed man from the dust of the ground. He put the man in the Garden of Eden to work and take care of it. He commanded the man to eat from any tree in the garden except for the tree of knowledge of good and evil. The Lord then created the woman from the man. Tempted by the serpent, the woman ate from the tree of knowledge of good and evil. She also gave some to the man. God then banished them from the Garden of Eden. *Genesis 3*

### SIN

When Adam disobeyed God and ate from the tree of knowledge of good and evil, sin entered the world, and in this way death came to all people, because all sinned. The presence of sin creates a chasm between God and all people, as all are now born with a sinful nature. It is because of this sinful nature that we are condemned before a holy God. *Roman 5:12; Leviticus 19:1–2; Isaiah 64:6*

### REDEMPTION

God, all-powerful, all-knowing, and always present, sent Jesus Christ, His only begotten Son, conceived by the Holy Spirit, born of the virgin Mary. Jesus Christ was sent to die for our sins according to the Scriptures as a representative and substitutionary sacrifice. Those who repent and believe in Jesus Christ are justified on the grounds of His shed blood and are saved by grace through faith wholly apart from human merit or works. *Matthew 22:41–46; Acts 1:11; John 1:12,13; 3:3–16; 5:24; 10:28,29; Acts 13:39; 16:31; Romans 3:21–28; Ephesians 1:3–14; 2:8–10; Philippians 1:6; Titus 3:3–8; 1 Peter 1:23; 2 Peter 1:4–11*

### RESURRECTION, ASCENSION, RETURN

Three days after Jesus was crucified, He was resurrected and appeared to the disciples. He ascended into heaven where He lives presently as our high priest and mediator, and will rapture the Church before the tribulation. He will return bodily and visibly to earth at the end of the tribulation to establish His millennial kingdom, and reign as the supreme Lord over all nations. *Luke 24:36–43; John 14:1–6; 20:24–29; Acts 1:9–11; 1 Corinthians 15:12–58; 1 Thessalonians 4:13–18; 5:1–11; 1 Timothy 2:5; Revelation 1:4–7; 19:11–16; 20:6*

### BELIEVER'S INHERITANCE

Our belief in the death, burial, and resurrection of our Lord Jesus Christ gives us an inheritance that can never perish, spoil, or fade, the salvation of our souls. After we believed, we were sealed with the promised Holy Spirit, who Christ gave us as a deposit guaranteeing our inheritance until the redemption of all those who are God's possession. *Ephesians 1:13–14; 1 Peter 1:3–9*

### DIVINE GRACE

Until the return of our Lord Jesus Christ, God, because He is good and shows mercy to all of His creation, causes the sun to rise, sends rain, provides food and drink, and fills hearts with the capacity for joy for the sons and daughters of Adam and the sons and daughters of Jesus Christ. *Psalms 145:9; Matthew 4:45; Acts 14:15*

### SERVANTS OF COMMON GRACE

While followers of Jesus Christ live in the assurance of salvation, all human beings face the consequences of sin, which may include false teachings, painful toil, malnutrition, famine, drought, poverty, hardship, abuses, physical and mental illness, and the pains of grief from dealing with the physical death of loved ones. *Genesis 3:17–19; Acts 6:1; Hebrews 13:1–3, 6–14*

Believers in Jesus Christ, filled with the Holy Spirit, called to the vocation of social work, equipped with a biblical integration of social work knowledge, values, and skills, serve as evidence of God's goodness and mercy for all of His creation. Social work at Cedarville University prepares students to become servants of common grace trained to help the sick, the prisoner, the widow, the orphan, and others who are suffering from the consequences of sin. Graduates of the social work program at Cedarville University are grounded in knowledge and committed to seeking wisdom in God's holy and inerrant Word, prepared to be competent in their professional practice, and ready to give their testimony for Jesus Christ. *Matthew 25:40–46; Acts 6:2; 2 Corinthians 5:20–21; James 1:27; 2:14–26; 2 Timothy 1:6–13; Micah 6:8*



# CODE OF ETHICS

All social work majors are required to take SWK 2900 *Ethics in the Helping Professions*. This course acquaints the student with ethical principles and professional values as presented in the National Association of Social Workers Code of Ethics, as well as codes of ethics from other helping professions.

## NASW CODE OF ETHICS

The NASW Code of Ethics is available at this [site](#). It explains the purposes of the code, provides the ethical principles for the social work values, and details the ethical standards relevant to the professional activities of all social workers. I workers.

[CODE OF ETHICS: ENGLISH \(SOCIALWORKERS.ORG\)](#)

## STUDENT CODE OF ETHICS

(Written by students in SWK 2900 *Ethics in the Helping Professions* Spring 2011. Revised by Advisory Council and student representatives April 2016. Adapted by the Social Work Department May 2016.)

### **1. Social work students' ethical responsibilities to learning**

- 1.1 Social work students should understand that the program offers a generalist method foundation, and upon graduation practice should be completed within this framework.
- 1.2 Social work students may not cheat. (Definition: Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices in any academic exercise. This definition includes unauthorized communication (oral and/or written) or receipt of such information during an academic exercise).
  - a. *Dishonesty, Fraud, and Deception*: As cited in the National Association of Social Workers (NASW) Code 4, social work students should not participate in, condone, or be associated with dishonesty, fraud, and/or deception.
  - b. *Fabrication and Falsification*: Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.
  - c. *Plagiarism*: Presenting the words or ideas of another as one's own without proper acknowledgement of the source.
  - d. *Abuse of Academic Materials*: Intentionally, knowingly destroying, stealing, or making materials inaccessible (i.e. library or other borrowed academic resources).
  - e. *Complicity in Academic Dishonesty*: Intentionally or knowingly helping, or attempting to help another to commit an act of academic dishonesty.
- 1.3 Social work majors not yet admitted into the Program should make an earnest effort to complete volunteer work that is meaningful for one's social work education and interest.

### **2. Social work students' ethical responsibilities to other students**

- 2.1 Social work students must respect the differences of other students' opinions.
- 2.2 Social work students should not intentionally disrupt classes in any form or manner.
- 2.3 Social work students should not act in a way that endangers other students, faculty, staff, and/or clients.
- 2.4 Social work students may not bring frivolous or false charges against other students.

2.5 Social work students who observe, believe, or suspect another student of cheating in any graded assignment must immediately bring the matter to the attention of the instructor.

### **3. Social work students' ethical responsibilities to professors and the social work program**

3.1 Social work students should conduct themselves as an entry-level professional at all times on and off campus.

3.2 Social work students must fully embrace the generalist model as a perspective for social work practice.

3.3 Social work students are obligated to live up to their full intellectual potential in completing assignments.

3.4 Social work students should focus on course content and practice application rather than preoccupation with grades.

3.5 Social work students who question the ethical validity of the field agencies' assignments are obligated to confer with the social work program field director.

3.6 Social work students who question the ethical validity of the field professor's policies and procedures are obligated to confer with the program director.

### **4. Social work students' ethical responsibilities to field work client system**

4.1 Students are obligated to comply with all ethical responsibilities to client systems as articulated in the NASW Code of Ethics (standards 1.01-1.16). The following ethical standards relevant to the activities of all social work students include: Commitment to Clients, Self-Determination, Informed Consent, Competence, Cultural Competence and Social Diversity, Conflicts of interest, Privacy and Confidentiality, Access to Records, Sexual Relationships, Physical Contact, Sexual Harassment, Derogatory Language, Payment for Services, Clients Who Lack Decision-Making Capacity, Interruption of Services, and Termination of Services.

4.2 Students will incorporate technology into client services in accordance with the NASW and ASWB Standards of Technology and Social Work Practice found at [Standards for Technology in Social Work Practice \(socialworkers.org\)](http://socialworkers.org)

a. Protect client confidentiality at all times.

b. Follow agency policies and procedures for use of technology.

c. Ensure compliance with federal laws regarding client written and electronic records.

4.3 Social work students who are involved in volunteer work and/or field work and are confused about an impending ethical issue should consult the setting supervisor and a social work faculty member.

### **5. Social work students' ethical responsibilities to field instructors**

5.1 Social work students are obligated to fulfill the terms of the Affiliation Agreement.

a. Adhere to professional ethics and conform to the usual standards and practices of the agency.

b. Meet work requirements as regularly scheduled by the agency within the Program's requirement of 8 hours/week for juniors and 16 hours/week for seniors.

c. Observe accuracy and promptness in preparation of correspondence, records, and reports.

d. Protect the validity and confidentiality of electronic and written records and reports.

e. Relate to appointed agency field instructor in matters of consultation and supervision, keeping the field instructor informed of activities and progress.

f. Provide professionally sound and appropriate services to clients.

- 5.2 Social work students are obligated to complete field assignments in a committed, serious, and purposeful fashion.
- 5.3 Social work students are obligated to live up to their full intellectual abilities when completing their field work experience.
- 5.4 Social work students are obligated to comply with field agency policies and procedures.
- 5.5 Social work students who question the ethical validity of the field agencies' assignments are obligated to confer with the field instructor and if further question exists, confer with the field director.

**6. Social work students' ethical responsibilities to the University**

- 6.1 Social work students should act in a manner that brings a positive image or credit to the university.
- 6.2 Social work students are obligated to comply with the university Student Handbook, the Community Covenant, the Social Work Program Student Handbook, and the guidelines found in the Field Guide.
- 6.3 Social work students are obligated to refrain from defacing university property and equipment.

## EDUCATIONAL POLICY AND ACCREDITATION STANDARDS

The Council on Social Work Education (CSWE) has established Educational Policy and Accreditation Standards (EPAS). This policy outlines the curriculum content of all schools of social work that CSWE accredits. The intent of this policy is to provide a sound, consistent curriculum for students, so that upon graduation, students will possess the knowledge, values, and skills needed for a generalist social worker.

EPAS describes five features of an integrated curriculum design: (1) program mission and goals; (2) Antiracism, diversity, equity, and inclusion; (3) explicit curriculum; (4) implicit curriculum; and (5) assessment. Competency-based education is an outcome performance approach to curriculum design. EPAS recognizes a holistic view of competency; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations.

The goal of this approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The nine core competencies are listed below, followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Cedarville University's Social Work Program has added a tenth competency consistent with its mission and goals. [www.cswe.org](http://www.cswe.org), 2022 EPAS

The field instructor is a vital and equal partner in the education process. It is expected that the field instructor be committed to firmly grounding the student's social work education according to the EPAS. The Educational Policy is included in this guide, as it serves as the framework for the social work curriculum:

<b>Competency 1 – Demonstrate Ethical and Professional Behavior</b>
1.1 Social workers make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research and additional codes of ethics as appropriate to context.
1.2 Social workers demonstrate professional behavior, appearance, and oral, written, and electronic communication.
1.3 Social workers manage personal and professional value conflicts and affective reactions.
1.4 Social workers use technology ethically and appropriately to facilitate practice outcomes.
1.5 Social workers use supervision and consultation to guide professional judgment and behavior.
<b>Competency 2 – Advance Human Rights and Social, Racial, Economic, and Environmental Justice</b>
2.1 Social workers advocate for human rights at the individual and system levels.

2.2 Social workers engage in practices that advance human rights to promote social, racial, economic, and environmental justice.
<b>Competency 3 - Engage Anti-Racism, Diversity, Equity, and Inclusion in Practice</b>
3.1 Social workers demonstrate antiracist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.
3.2 Social workers demonstrate cultural humility applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.
<b>Competency 4 – Engage in Practice-informed Research and Research-informed Practice</b>
4.1 Social workers apply research findings to inform and improve practice, policy, and programs.
4.2 Social workers identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative methods of research to advance the purposes of social work.
<b>Competency 5 – Engage in Policy Practice</b>
5.1 Social workers use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.
5.2 Social workers apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.
<b>Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities</b>
6.1 Social workers apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks to engage with clients and constituencies.
6.2 Social workers use empathy, reflection and interpersonal skills to engage in culturally responsive practice with clients and constituencies.
<b>Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities</b>
7.1 Social workers apply knowledge of human behavior and person-in-environment, and other culturally responsive interprofessional theoretical frameworks when assessing clients and constituencies.
7.2 Social workers demonstrate respect for client self-determination during the assessment process collaborating with clients and constituencies in developing mutually agreed-on goals.
<b>Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities</b>

8.1 Social workers engage clients and constituencies to critically choose and implement culturally responsive, evidence-based interventions to achieve mutually agreed-on plans and increase the capacities of clients and constituencies.
8.2 Social workers incorporate culturally responsive methods to negotiate, mediate, and advocate, with and on behalf of diverse clients and constituencies.
<b>Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>
9.1 Social workers select and use culturally responsive methods for evaluation of outcomes.
9.2 Social workers critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.
<b>Program Specific Competency 10 – Faith and Practice</b>
10.1 Social workers integrate faith and practice through a process of ethical reasoning 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.
10.2 Social workers apply self-awareness and use reflection and self-regulation to manage personal biases and values and maintain professionalism in practice situations.
10.3 Social workers respect spiritual diversity, applying into their practice an understanding of the importance of diversity and difference in shaping life experiences.
10.4 Social workers assess client strengths and needs using a bio-psycho-social-spiritual model.

# MUTUAL RESPONSIBILITIES

## THE STUDENT

The student is responsible to:

- Arrange an academic schedule during the junior and senior years so that the hours required for the experience can generally be scheduled in half-day/full-day segments.
- Participate in the interview process to solidify the internship placement, as outlined in the [interviewing policy](#) in this guide.
- Perform in a responsible professional manner, keeping commitments to the agency, the field instructor, the clients, and the professor.
- Abide by professional digital communication standards.
- Take the initiative in seeking advice and consultation or help from the agency field instructor or the professor.
- Schedule debriefing sessions with the professor following observation visits.
- Bring to the attention of the field instructor and professor questionable professional practices within the agency.
- Notify the agency field instructor of unavoidable absences and tardiness in advance, as is expected in professional employment.
- Complete work assigned by the field instructor in the agency and the accountability documents required by the professor within specified deadlines, as found in ipt.
- Conduct self as a member of the social work profession and abide by agency work policies and procedures.
- Adhere to the agency's dress and appearance policies.
- Apply principles of social work learned in the classroom to the field and strive continuously to improve skills through on-going self-evaluation.
- Learn the ethics of the social work profession and apply these principles in field experience at all times.
- Develop cultural humility and demonstrate antiracist and anti-oppressive social work practice.
- Prepare evaluation reports, beginning with the learning contract in ipt.
- Set up and participate in individualized learning contracts with their field instructor and with the professor.

- Keep records of their time spent in field and participate in the evaluation process.
- Have transportation to and from field experience. Students are not to use their personal vehicles to transport individuals associated with their internships. Students are permitted to carpool to and from internships.
- In the event of an accident and/or injury, fill out the agency's incident report form and/or Appendix H Incident Report and give a copy to the field director.
- Prepare agenda for weekly supervisory meetings with field instructor as found in ipt.
- Pay a course fee to help offset operational expenses associated with the field experience.
- Complete all field experience requirements by the last day of the semester in order to satisfactorily complete the course.
- Attend ALL required social work program events. This may include events outside regular class hours.

## THE UNIVERSITY

It is the responsibility of the university to maintain a social work program that includes a field experience component that meets the accreditation standards of the Council on Social Work Education. The university provides professors (MSWs) who are responsible for selecting agencies with qualified field instructors who will provide learning opportunities for students. The university maintains institutional liability insurance.

## THE PROFESSOR

The professor is responsible to:

- Enhance the teaching contribution of the field instructors by providing them with workshops, orientation sessions, course syllabi, university information, and consultation.
- Offer field experiences that meet the program's criteria, to execute agreements between the agency and the university as needed, and to orient field instructors to the program's curriculum and the background of the individual student.
- Help the new field instructors plan for the students in accordance with the objectives of field experience.
- Hold orientation meetings for students prior to experience.
- Review records of the student's time spent in field and evaluation reports.
- Meet with the field instructor and the student in three-way conferences for developing the Learning Contract.
- Conduct an observation of the student in his/her field setting.

- Be available to debrief following the field observation.
- Be available as a resource person for the student.
- Be available as a consultant to the field instructor.
- Provide field seminar classes for students in field experience (see section on field seminar class).
- Provide an annual report on field placements and field instructors.

## THE FIELD INSTRUCTOR

The Field Instructor is responsible to:

- Complete a Field Instructor Information Form.
- Attend orientation and training sessions.
- Sign or facilitate a signature on an Affiliation Agreement.
- Develop a learning climate and environment for the student in the agency through a workable learning/teaching plan or structure.
- Conduct an orientation to the agency.
- Educate the student about personal risks (i.e. physical health and safety) and appropriate protections.
- Provide suitable space, availability of desk, telephone, etc.
- Meet weekly in a student-field instructor conference (minimum one hour a week) to provide feedback and act as educator and model.
- Give assignments geared to helping promote the student's learning and professional growth as a beginning social worker and broaden their understanding of ADEI.
- Structure assignments to help the student learn a broad range of social work interventions common to generalist social work practice.
- Serve as a role model for social work practice.
- Encourage innovative practice that is congruent with the program's objectives, ethics, and values of the profession.
- Evaluate the student's progress toward meeting their goals.
- Complete the FPPAI online semester evaluation of each student's performance.
- Recommend a grade to the professor.

- Complete the Field Instructor's Program Evaluation in IPT.
- Notify the professor of any ethical issues or serious learning blocks. Examples of such blocks are lack of personal integrity, emotional instability, violation of agency standards, violation of the Code of Ethics, tardiness, absenteeism, insubordination.

Field experience teaching may include a combination of individual tutorial conferences, consultation, group and peer supervision, student seminars, agency staff meetings, and in-service training. These teaching methods are geared to the individual teaching styles of the field instructors, the needs of the students, and the needs of the agencies. Assignments are frequently influenced by the service demands of the agency and the time schedules of both the student and the agency.

In addition, the field instructor is responsible to:

- Provide a minimum of one (1) hour/week in supervisory conference with student in order to provide feedback and act as educator and model (documented in IPT).
- Be available to each student in emergency situations.

The field instructor cooperates with the professor in enriching the learning of the student:

- By attendance at program-sponsored orientation sessions, educational seminars, and workshops.
- By becoming familiar with the social work curriculum.
- By submitting university forms as needed for evaluation and reporting.

The field instructors are encouraged to share their expertise by being special guest lecturers in the classroom. Opportunities are provided through the field instructors to help the students move toward increasing their autonomy as a learner, to develop accountability as professional social workers, and to take responsibility for their own learning.

If learning/teaching problems arise, the field instructor should consult with the professor. The field instructor is responsible:

- For informing the professor of serious learning blocks.
- For notifying the professor in advance if he/she is unable to supervise the student for the entire term of the experience.
- For preparation of student evaluations to cover the period of supervision (a new field instructor is responsible for remainder of year reports).
- For consulting with the professor about the selection of a new field instructor.

In summary, the mutual responsibilities of student, field instructor, and professor with the university's program structure involve a three-way process that is intended to bring together social work

knowledge, theoretical applications, and ethical practices of the profession as a vital part of preparing the student for beginning social work employment.

Within this three-way process, there are special relationships among the student, field instructor and professor. The instructor relationship that develops between the student and field instructor is crucial to the learning process. This relationship can affect the progress of the social work student and the fulfillment of mutual responsibilities herein described. The professor is available to help explore these relationships and work toward the solution of problems that may arise within these relationships.

# POLICIES

## ACCESS TO FIELD GUIDE APPENDICES

Students may access the Field Guide Appendices in Canvas.

Field Instructors and students will receive information by email from the Social Work Office on accessing and using the online forms.

## CRITERIA FOR AGENCIES SUPERVISING STUDENTS IN FIELD PLACEMENTS

- A. The field instructor must have one (1) of the following qualifications for senior field experience:
- (1) MSW degree with one (1) year of experience after graduation (LSW/LISW preferred)
  - (2) In the senior year in instances where a non-MSW is providing field instruction, the student will meet once a week with a qualified MSW from the agency other than the field instructor or an MSW from another agency. The field director may discuss an appropriate course of action in the above circumstances on an individual basis.
  - (3) In the rare circumstance of a student not having a field instructor who holds a CSWE-accredited baccalaureate or master's social work degree, the program assumes responsibility for reinforcing the social work perspective by having the student assigned to the field director or designated faculty member who meets the requirements of the social work program. This would include, but is not limited to, one-hour weekly supervision sessions, drafting of the Learning Contract, meeting the terms of the weekly Supervisory Agenda form, evaluating the student's progress in meeting their goals, and completing a semester evaluation of the student's performance using FPPAI online.
- B. The field instructor must have one (1) of the following qualifications for junior field experience:
- (1) Bachelor of social work degree (LSW preferred) with minimum of two (2) years of social work experience after graduation
  - (2) Bachelor's degree in human services with a minimum of five (5) years of social work experience after graduation (appropriate license preferred)
  - (3) The field director may discuss an appropriate course of action on an individual basis in the event the above circumstances are not met.
- C. The agency agrees to provide direct supervision for social work students. The assigned field instructors are expected to carry out the following responsibilities:
- (1) Attend all pre-experience meetings with students and field director
  - (2) Provide orientation to agency and job/task
  - (3) Provide a minimum of one (1) hour/week in supervisory conference with student in order to provide feedback and act as educator and model
  - (4) Provide on-going supervision and evaluations of assigned students throughout the experience

- (5) Offer in-service training as they are available.
- (6) Participate in evaluation meetings with the student and field director, usually one (1) per semester
- (7) Verify and sign time sheets and other field experience forms presented by the student
- (8) Notify the field director of any problems or questions as soon as they become evident
- (9) Provide a generalist practice experience

## FIELD PLACEMENT AGENCY INTERVIEWS

We strive to ensure that our students' experiences are similar to what they might experience in real life. In order to achieve this goal, our students are required to interview at a minimum of two social service agencies. Students may search the web-based program "intern placement tracking" (ipt) for approved agencies at which to interview. Students are free to interview at agencies not in ipt. Students may do more than two interviews. This requirement is used to help students understand the competitiveness that may come in finding employment upon graduation from Cedarville University (CU) and to understand the importance of an interview. At the discretion of the professor, a student may be required to complete additional interviews. **Failure to complete the minimum two (2) interviews or additional interviews required by the professor will result in the student's grade being lowered by half a letter grade (for example, from an A- to a B+) and/or not being able to start their internship.** Students will take their resumes, a program brochure, and a letter from the professor on university letterhead to each interview. Once the students have completed their interviews, the students go through a process to determine at which agency they would like to intern. This involves their professor as well as the prospective field instructor. The agency plays an important aspect of evaluating whether they are interested in accepting the student(s) as an intern. Once the students have decided where they would like to do their internship and are accepted by that agency, the students send out letters of decline to those agencies they did not choose. The students also send out a letter of acceptance to the agency at which they were approved for internship.

Students may choose an agency not in ipt. Additional paperwork is involved for placements outside of ipt.

## FIELD EXPERIENCE PLACEMENT PROCESS

This policy has been developed to facilitate a smooth and timely placement of students. This policy is necessary because there is a finite number of agencies available, and also because of the agency's capacity to provide students with an enriching experience.

The program desires that all students be placed in the agency that is their first choice. However, it will not always be possible due to the reasons already stated. The policy begins at the time the student submits their Student's Final Choice in ipt. The professor will review these selections and assess each student's choices. Where there are multiple requests for first choice agencies, the professor will decide which student will actually be placed in the agency. The professor will make a decision based on the following criteria:

**Timeliness of Submission:** The old adage "The early bird gets the worm" is true. It cannot be stressed enough having your work submitted on or before the due date. The adage "He who hesitates is lost" is also a truism.

**The Desire and Need of the Agency:** An agency representative may be impressed with one student over another. The decision will be made in favor of the agency.

**The Discretion of the Professor:** Sometimes there is not a clear-cut choice based upon the first two criteria. When this is the case, the professor or field director will make a decision for the students. What does this mean? The professor/field director will evaluate the information and make a decision based upon what would be in the best interest of the students. The program will endeavor to make these difficult decisions with a keen sense of fairness.

## GROUP INTERVIEWING POLICY

This policy has been added in order to address how to handle multiple individuals interviewing at any one agency. It has been difficult for some agencies to accommodate large numbers of students who want to interview for a field experience at their agency. There have also been concerns regarding group interviews and how the dynamics affect the individual students. In order to be respectful of the agency's needs as well as the student's, the following policy has been adopted:

- When there is more than one student interested in pursuing placement at a given agency, a group lead will be assigned. The lead will be responsible to communicate with the identified agency and report back to the other interested students. While individual interviews are preferred, students will abide by the request of the identified agency. Students who operate outside of the group interviewing policy may not be eligible to join the group interview.
- The professor may use discretion regarding the number of students interviewing at each agency.

## NO EXEMPTIONS FROM FIELD EXPERIENCE

There are no exemptions from junior or senior field experience. The Accreditation Standards of the Council on Social Work Education clearly state that "Academic credit for life experience and previous work experience shall not be given, in whole or in part, in lieu of the field experience or of the courses in the professional foundation areas."

## PAID FIELD EXPERIENCE

If a student is employed by a social services organization, the program may permit a field placement to occur concurrently with the employment. The student's assignments and employee tasks must be directly linked to social work competencies. This will be managed and documented in the Learning Contract. Field education supervision may be provided by the same supervisor if field supervision is distinct from employment supervision and the supervisor meets the requirements outlined in Criteria for Agencies Supervising Students in Field Placements. The field supervision will be documented weekly in the Supervisory Agenda form in ipt.

Emphasis must be on field experience as a learning experience rather than as paid employment. The field professor will communicate the parameters for concurrent field experience and employment in a letter to the agency which is copied to the student.

Should the student's employment end, it is expected that the agency will allow the field experience to be completed as established in the Affiliation Agreement. If this is not possible, the

program will assist the student in finding a new placement through the process described in "[Field Experience Placement Process.](#)"

### PAID FIELD INSTRUCTORS

Supervision by a field instructor is expected to be a voluntary service, rising from their commitment to the profession. Neither the student nor the university will pay for the services of a field instructor.

### SPECIAL ARRANGEMENT EXPENSES

When special arrangements need to be made for a student's field experience, expenditures will be determined by the program that may include meals, mileage, and overnight accommodations. These expenditures will be the responsibility of the student, and the student will sign a contractual agreement.

### FINISHING FIELD EXPERIENCE EARLY OR LATE

It is expected that students will complete their field experience hours concurrently with their junior or senior seminar courses. Therefore, seniors must continue in their field placements until the last day of their seminar course in order to contribute to class discussions. Juniors must remain in their field experience until the 8<sup>th</sup> week of seminar in the Spring semester. Extra field hours from one semester may not be used toward the following semester. For example, if a student has accumulated 90 hours in the Fall, (15 hours over the required 75 for juniors), this does not result in a requirement of 60 hours for the Spring semester. The student must still complete the full requirement of 75 hours for juniors and 225 hours for seniors in the Spring semester.

In the case of a student completing their field experience hours after the expected due date (a situation that must be approved by the professor/field director), a contract must be established in writing. The contract will include the number of remaining hours to be completed, the date by which the hours will be completed, the day established for weekly agency supervision, and the weekday and time to meet with the professor to discuss any field issues.

The professor/field director must approve any student's request to start field experience early.

### FBI AND BCI&I REPORTS

Criminal investigation reports are the responsibility of the placing agency. The social work office may provide a copy of the FBI background report. However, background checks are only good for one year. BCI&I will provide a copy for a fee. You may call the Ohio Bureau of Criminal Identification and Investigation for further information at (740) 845-2000.

### HOLIDAYS AND VACATIONS

The university does not require students to do field experience during holidays and vacations. However, an agency may request that a student work during this period of time. The nature of the field experience will determine the student's responsibility to the clients. The field instructor and student will negotiate the number of hours the student is to work to meet the program requirements of 150 hours for a junior intern and 450 hours for a senior intern. The students are responsible for informing their field instructors of their schedules. The student and the field instructor should determine if he/she needs to be present during the holiday.

## LUNCH PERIOD

The lunch hour is not to be counted toward Field Experience hours unless it is a working lunch i.e. training, meetings, supervision etc. The student should adhere to the standards for employees at the agency.

## TRANSPORTATION AND INSURANCE

Students are responsible for arranging transportation to and from field experience. Students are not to use their personal vehicles to transport individuals associated with their internships. The University's insurance does not extend to this activity. Students may transport clients if alternate means are provided by the agency.

## INCLEMENT WEATHER

When Cedarville University is closed due to weather, students are not to report to their internships. Students are responsible to communicate all delays and absences to their field instructors as early as possible. When the university remains open, and the weather is a concern, students are to confer with their field instructors and use their best judgment. Students will not be granted field hours for weather-related absences.

## CHANGING FIELD PLACEMENT

Students are to remain in the same agency for the entire year. However, unusual circumstances may arise which will necessitate a change in field placement. The professor, field instructor, or student may initiate a change. If a student feels their placement needs to be changed for any reason, they must discuss this with the professor or field director. The professor or field director will determine if a change is in the best interest of the student and if necessary will then initiate a change.

## APPROPRIATENESS FOR FIELD EXPERIENCE

A student may be required to delay their field experience or may be removed from field experience should they fail to meet the academic or professional standards of the program.

### *ACADEMIC*

A minimum grade of C is mandatory in all classes required by the social work major, as well as a cumulative GPA of 2.5 or higher.

In addition, a student must meet generally accepted standards of professional conduct (knowledge, values, skills, cognitive and affective processes). Examples include consistent failure to demonstrate effective interpersonal skills necessary for forming professional helping relationships, inability to demonstrate a non-judgmental attitude, and inadequate documentation and comprehension skills.

### *PROFESSIONAL*

Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice, or inappropriate or disruptive behavior toward colleagues, faculty, or staff (at school or field experience). Examples include emotional instability which prevents the student from meeting/completing requirements, involvement in an illegal activity, violation of agency standards, violation of the Code of Ethics, lack of punctuality, absenteeism, insubordination, inappropriate attire, or violation of university standards (see Cedarville University Student Handbook).

## RECOURSE FOR GRIEVANCES

If a student has a grievance related to field experience, they should first discuss the matter with the person immediately involved. In the next step, the professor should be included in discussions. If the student is dissatisfied with the outcome of these discussions, they can then bring their grievance to their advisor. If the student continues to be dissatisfied, they have recourse to the social work chair. The student should document all proceedings. Note: If the grievance is academic in nature, recourse is to the University's official academic grievance policy as found in the applicable handbooks.

## INCIDENT REPORTING

Incidents that occur while in field experience are to be documented using the Incident Report Form (Appendix H). An incident is a situation that poses a risk or a threat or an actual event that impacts a person's health or safety or the destruction of personal property. The purpose of incident reporting is to ensure that the immediate concerns for the safety and well-being of the student are being addressed as well as to help eliminate or minimize the risk of future harmful occurrences.

In the event of an incident while in an internship, students should follow the guidelines in place at their agency. Students should then fill out the Incident Report Form (found in the Field Guide and in Canvas) and attach an agency and police report if relevant. The completed Incident Report Form and relevant attachments should be submitted to your professor. A copy may be retained by the field agency at their request.

## SEXUAL HARASSMENT POLICY AND PROCEDURES

Sexual harassment will not be tolerated by the agency, by Cedarville University, or by the student in the field experience. Cedarville University and the Department of Social Work seek to provide programs, activities, and an educational environment free from sex discrimination. Title IX of the Education Amendments of 1972 states:

"No person in the United States shall, on the basis of sex, be excluded from participation in, or be denied the benefits of, or be subjected to discrimination under any education program or any activity receiving Federal financial assistance."

For the purposes of this policy, "sex discrimination" shall also include, but not be limited to, any acts of sexual assault, sexual violence, and sexual harassment. Cedarville University defines Prohibited Conduct to include sex discrimination, sexual harassment, sexual assault, domestic violence, dating violence, stalking, and sexual acts not involving contact. This policy also prohibits retaliation.

### **Scope:**

The prohibitions in Cedarville's Title IX policy apply to all University community members. Per the August 14, 2021 updated federal regulations, this community includes students, faculty, administrators, staff, volunteers, vendors, independent contractors, visitors, alumni, and any individuals regularly or temporarily employed, studying, living, visiting, conducting business, or **having any official capacity with the University** or on University property. **In particular, off-campus conduct is subject to this policy if the conduct occurred in the context of an education**

**program or activity of the University** or had continuing adverse effects on campus or in an off-campus education program or activity.

### **Reporting and Receiving Support:**

The following procedures are established to protect the student from sexual harassment when placed in a social work field experience. If a student in a field experience believes that he or she is being sexually harassed the following procedures should be followed:

1. The student should immediately report the incident verbally to the professor of record and in writing (Appendix H, Incident Report Form).

A student in an international field placement should immediately report the incident verbally to the in-country field coordinator and in writing (Appendix H, Incident Report Form). A copy of the Incident Report Form should be submitted to the International Field Coordinator. The student should seek the advice of the in-country field coordinator about what steps to take regarding the offending individual. The student should also report it to their in-country professor and field instructor unless this is the harassing individual.

2. The professor of record will discuss the situation with the agency director (or their designated representative).

For international field, the International Field Coordinator will consult with the in-country field coordinator. The in-country field coordinator will discuss the situation with the agency director (or their designated representative).

3. The social work professor of record will be responsible for arranging a meeting to discuss the problem with the student, field instructor, and agency director (or their designated representative).

For international field, the International Field Coordinator is responsible for ensuring the in-country field coordinator will conduct a meeting to discuss the situation with the agency director (or their designated representative), the student and professor. The in-country field coordinator will report the proceedings of this meeting to the International Field Coordinator.

4. The Title IX Coordinator will be contacted by the professor or the student and/or the field director, directly.

5. Action will be taken appropriate to the agency's sexual harassment policy and/or the international study program's policy if applicable.

6. A student will be given the option of changing their field experience depending upon the outcome of the sexual harassment assessment, whether in a domestic setting or in an international placement.

Cedarville University views an act of sexual harassment by a student to be intolerable. The following procedures are established to effectively address an allegation of sexual harassment by a Cedarville student:

1. The field instructor will provide verbal and written documentation to the professor of record that a social work student has been suspected of sexually harassing an agency staff member or client.

In international field experiences, the in-country field coordinator will provide written documentation to the International Field Coordinator that a social work student has been suspected of sexually harassing an agency staff member or client.

2. The professor of record will discuss the allegations with the agency director (or their designated representative) and the in-country field coordinator if applicable.
3. The professor of record is responsible for arranging meetings to discuss the allegation with the student, the professor, the on-site coordinator, the field instructor, and the agency director. This may be conducted via communications technology or conference telephone calls for placements outside the Miami Valley area. The professor of record may choose to delegate the responsibility for some of these meetings to the on-site field coordinator for international field placements. The on-site field coordinator will report the proceedings of all meetings regarding the allegation to the professor of record.
4. Action will be taken appropriate to the agency's Sexual Harassment Policy.
5. If an act of sexual harassment has been verified, the student will be removed from the field experience and a review of the student's suitability for continuance in the social work program will be conducted.
6. Alleged acts of sexual harassment by a Cedarville student will be reported to the Vice President for Student Life and will be handled in accordance with the applicable disciplinary procedures provided in the Cedarville University Student Handbook.

## SOCIAL MEDIA POLICY

Social work students are expected to adhere to professional social work values and ethical standards when interacting on social media or social networking sites. While social media creates exciting opportunities and is an effective communication tool, it can create serious challenges in the professional setting. Be cognizant of your professional self when using social media.

**Boundaries** between personal and professional matters can easily become blurred when using social media. Consequently, social work students must exercise caution in the use of social media technology. Students should not look up, "friend" or follow past or current clients. A polite way to decline is to emphasize agency policy and your professional obligation to protect the client's privacy.

**Students need to take steps to protect their personal safety and privacy.** Once information is shared, it does not disappear. Students must engage in the rigorous protection of privacy, remembering that social networks allow access of personal information to countless people, including clients, both in the present and the future. Practice the use of secure settings on all social media.

Clients are not restricted from searching online for information about a student or an employee. Photos, videos, written comments, and other postings can arm a client to test professional boundaries and competence. Moreover, such information could be used to jeopardize an individual's personal safety.

**Student interns must maintain the privacy of their clients.** The same rules regarding the privacy of clients and confidentiality of client information must be strictly adhered to in the realm of social media use. Students are expected to read, understand and abide by the NASW Code of Ethics (found in this handbook) regarding the use of technology to protect the welfare of clients. It is the student intern's responsibility to learn about their field agency's rules regarding social media. Discuss your agency's social media policy with your field instructor.

**Audio and visual conferencing for class requires awareness of your surroundings.** Ensure your surroundings are secure and clear from inappropriate observers and listeners. Further protect the university, clients and your field agency by taking care not to share details that could possibly identify specific clients, agencies, or agency staff, such as names, locations, physical descriptions. Understand that any unethical use of technology may result in termination from the field setting and referral to the program director.

It is important for social work students to remember that anything (comments, pictures, videos, etc.) posted online is potentially accessible to anyone (clients, agency staff, field instructors, professors, and prospective employers), despite the use of security settings. It is in the profession's best interest for students to remember that social media sites are public domains and any and all information can potentially be accessed by anyone.

*(Adapted in part from Gallaudet University Department of Social Work Student Handbook)*

## **ANTI-RACISM, DIVERSITY, EQUITY, AND INCLUSION (ADEI) POLICY**

### **Responsibility of Social Work Faculty**

Social work faculty must work to assure that each graduate of the Cedarville University social work program is prepared to work with the range of human diversity that social work professionals invariably encounter in practice. Students will not graduate with a degree in social work unless they demonstrate a willingness and capability to engage and serve the needs of all people regardless of age, generational status, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, legal status, immigration status, marital status, political ideology, race, economic status, religion/spirituality, sex, sexual orientation and tribal sovereign status. Students take courses that have anti-racism, diversity, equity, and inclusion competence criteria as specific course objectives. The social work faculty must work to ensure that students are prepared to demonstrate cultural humility, anti-racism, diversity, equity, and inclusion in their professional practice at both the junior and senior level field experiences. Field instructors work closely with the social work faculty to ensure that students demonstrate this competence in their practice.

### **Responsibility of Social Work Students**

Students applying for admission to the social work program must commit themselves to actively engage in learning experiences that will help them become competent in providing professional services to diverse populations. Students must be willing to examine their personal backgrounds and world and life views with the goals of working through any barriers or conflicts and managing the influence of bias, power, privilege, and personal values that could interfere with providing effective services to all clientele. Students will not graduate with a degree in social work unless they demonstrate a willingness and capability to engage and serve the needs of all people.

## **Responsibility of the Social Work Program**

The social work program will strive to provide students with a wide variety of opportunities to interact with diverse populations and experience cross-cultural relationships including sponsored alternative spring break trips, club activities, class guest speakers, workshop presenters, mandatory major meetings, class projects, readings and assignments, summer trips and study abroad opportunities. In addition, field experience agencies for both the junior and senior years will be included in the field directory based on their ability to provide a diverse experience via interaction with agency staff (i.e., field instructors) and clientele. The social work program diversity policy covers the recruitment of students and the hiring of faculty and staff within the confines of university policy.

## **IMPLEMENTATION PLAN FOR STUDENT EXPOSURE TO ADEI**

The student's field experience in their junior and senior year will involve exposure to, and contact with, varying ethnicities and/or cultures through client contact and interaction with their field instructors. The field instructor and professor will assign readings and applicable tasks that will further enhance the student's understanding of privilege, racism, diversity, equity and inclusion, and help develop cultural humility. The student will also be responsible for maintaining journal assignments and attending the social work seminar course in order to discuss a wide variety of issues including ADEI topics.

The faculty and staff of the social work program will continue to seek out field agencies that are of varied cultures and ethnicities, as well as ethnic minorities as field instructors. In some cases, the professor may assign students to a particular field experience based on the student's need for broadened exposure to diverse groups of people.

Social work students will be encouraged to participate in campus-wide discussions and activities that address racism, diversity, equity, and inclusion, or that enhance cultural competency, such as relevant events sponsored by other academic departments or student organizations.

## **INFECTIOUS DISEASE EXPOSURE**

Social workers serve marginalized and vulnerable populations, including those with healthcare related illness. Students may encounter a variety of viral and community acquired illnesses, including COVID-19. Students are encouraged to discuss risk, prevention, and treatment with their healthcare provider. Students are expected to comply with their field agency's healthcare related policies which may include vaccinations.

If a student experiences direct contact with airborne or blood borne pathogens, the student should:

1. Immediately and thoroughly cleanse exposed area.
2. Notify his/her field instructor and follow agency procedure.
3. Complete Student Exposure Incident Report (Appendix I) and inform the field director and University Medical Services.

University Medical Services will determine what additional steps are needed.

The Social Work Department advises students to follow CDC guidelines if they have tested positive for COVID or been in contact with someone who has tested positive for COVID. If the

University Medical Services (UMS) has asked the student to quarantine, they will be asked to not attend their internship in person, even if they are asymptomatic. This is for the safety of our students, as well as the agency's staff and clients. If the student can support the agency virtually, the program asks the agency to please utilize them.

### PRACTICE CLASSES POLICY

Students who do not successfully complete any practice course may not be permitted to enter or continue in a field placement. The course must be retaken and passed with a C or higher in order to remain in the social work program.

### DISMISSAL POLICY

Cedarville University's Academic Integrity Pledge is a commitment to live with integrity in all areas of life including field experience. All forms of academic dishonesty violate this pledge and could result in dismissal from this community. Failure to act with academic integrity includes, but is not limited to, the following:

- Cheating on examinations or quizzes
- Plagiarism
- Knowingly furnishing false information by forgery, alteration, or misuse of documents, records, or identification. Includes, but is not limited to, questions to be asked on exams or answers for questions which will be asked
- Representing another person's work as one's own

Academic dishonesty in any assignment will result in an F for the assignment. Cheating on any quiz or exam will result in an F for the course. All violations will be reported to the Vice President for Academics and the Department Chair. Failure to comply with CU academic integrity standards will be resolved using university policies.

Students will be dismissed from the social work program for failure to meet the academic or professional standards of the program.

#### *ACADEMIC*

A minimum grade of C is mandatory in all classes required by the social work major, as well as a cumulative GPA of 2.5 or higher.

In addition, a student must meet generally accepted standards of professional conduct (knowledge, values, skills, cognitive processes and affective responses). Examples include consistent failure to demonstrate effective interpersonal skills necessary for forming professional helping relationships, inability to demonstrate a non-judgmental attitude, and inadequate documentation and comprehension skills.

#### *PROFESSIONAL*

Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice, or inappropriate or disruptive behavior toward colleagues, faculty, or staff (at school or field experience). Examples include emotional instability which prevents the student from meeting/completing requirements, involvement in an illegal activity, violation of agency standards, violation of

the Code of Ethics, lack of punctuality, absenteeism, insubordination, inappropriate attire, or violation of university standards (see Cedarville University Student Handbook).

## **DISMISSAL PROCEDURE**

### **Notification**

- A. In the event any student in the social work program fails to comply with any of the policies and procedures of the program contained in the social work program Student Handbook or Field Guide, such student will be subject to termination from the program.
- B. In the event of a decision by the social work program faculty to dismiss a student from the program, a notice of such dismissal will be sent from the program director to such student.
- C. The Notice of Dismissal will include the following:
  1. A brief statement for the reason or reasons for such dismissal
  2. The right of the student to appeal the dismissal
  3. A brief description of the appeal process
- D. If the student desires to appeal his or her dismissal, within five (5) days after receipt of a Notice of Dismissal, the student must inform the program director in writing of his or her request for an appeal hearing and deliver such notice to the program director.
- E. Within ten (10) days following receipt of the request for an appeal hearing, the program director shall notify the student in writing of the following:
  1. The time and date of the hearing
  2. A brief summary of the reasons for dismissal
  3. The names of any persons who may testify in support of dismissal at the hearing
  4. The student's right to confront any such witnesses
  5. The student's right to be represented by an advisor and that such advisor may be present to assist the student at the hearing. Such advisor may be another student, a member of the university faculty or staff, or a Resident Assistant or Resident Director. Any attorney-at-law who may represent this student may not be present at the hearing.

### **Hearing**

- A. If a hearing is convened, it will be conducted by the program director. Except in the discretion of the program director, only the following persons may be present at the hearing:
  1. The Hearing Panel
  2. The student whose dismissal is the subject of the hearing
  3. The student's advisor, if any

4. The witnesses may be present only at the time they are called to testify
- B. The Hearing Panel shall consist of:
- A member of the social work Advisory Council, who shall be selected by the Council; a member of the program faculty, who shall be selected by the members of the program faculty; and a student representative of the Advisory Council, also to be selected by the Council.
- C. Hearing Procedure
1. Although the student may not be represented by an attorney-at-law, his or her advisor, selected from the group of persons about, may be present to assist and advise the student.
  2. The hearing will be recorded.
  3. Formal rules of evidence will not apply. The Hearing Panel at the discretion of the program director may accept records, exhibits, and written statements for consideration. Any procedural questions will be determined by the program director.
  4. Following the presentation of all the evidence and testimony by the program, the student will be entitled to present witnesses and evidence and to make a statement to the panel.
  5. Following presentation of all testimony and evidence, the Hearing Panel will determine by majority vote whether it is more likely than not that the student has failed to meet the requirements of the social work program policies and procedures.
  6. Within ten (10) days after the hearing, the chair of the Hearing Panel will prepare a written report and such decision will be sent to the student.
  7. The student may appeal the panel's decision to the university's Vice President for Academics by requesting such an appeal in writing within five (5) days of the receipt of the report of the Hearing Panel.

(Reviewed by University General Counsel, June 2019)

# INTERNATIONAL FIELD EXPERIENCE

## POLICIES AND PROCEDURES FOR INTERNATIONAL FIELD EXPERIENCE (IFE)

### GENERAL INFORMATION

1. Cedarville University offers three different options for International Field Experience (IFE). The locations of these opportunities are in: Quito, Ecuador, Chennai, India, and Mukono, Uganda.
2. Students completing an IFE must be mentally, emotionally, and spiritually mature. Students completing an IFE must be strong problem solvers, culturally humble and sensitive, and able to adapt to a variety of settings with minimal planning or advanced notice. Students completing an IFE must be self-aware and self-reflective, recognizing that they are there to learn from the host culture.
3. The interested student should go online at <https://www.landli.org> for the Ecuador Living and Learning Program, <https://www.ugandastudiesprogram.org/> for the Uganda Studies Program (USP) and [www.GlobalPartnerships.US](http://www.GlobalPartnerships.US) for the India Studies Program (ISP) offered through Pennsylvania Center for International Exchange and Partnership (PCIEP) and **read as much as possible about these internship offerings.**
4. The student should meet with their advisor to discuss the feasibility of an IFE experience. Due to unique scheduling needs, this should be done as early in the college experience as possible. If the academic advisor has assessed that the interested student is a positive fit for an IFE, the interested student should contact the International Field Coordinator (IFC) to make an appointment to further discuss scheduling needs.
5. The student will then meet with the Social Work Program's IFC to discuss specific courses taken in international field, to review the Four-Year Plan for the international social work experience, and to ask any questions about the IFE program. The IFC will ask the student questions to better assess appropriateness for an IFE placement. Interest in IFE does not guarantee opportunity to complete an IFE.
6. After meeting with the IFC, the prospective student will complete an application essay outlining their interest. The essay template can be found on the SWK Canvas course and is to be turned in to the IFC prior to moving forward. (See Appendix K.)
7. The student will make an appointment with the Staff Assistant Director of CU Study Abroad to discuss their role in the international internships and begin application procedures.
8. When the student completes the application requirements, the Social Work International Field Coordinator, the Director of Field, and the Staff Assistant Director of CU Study Abroad will determine whether the student is approved to make application to the international internship organization. *Please note, if there are limited spaces for international internships, an interview process may be required by the Social Work Department.*
9. If the student is accepted by L&LI, ISP or USP for an international internship, the student will continue meeting with the International Field Coordinator and the Staff Assistant Director of CU Study Abroad to finalize plans for the student's internship experience. This

will include a completion of the international internship pre-departure checklist, which will be provided to the student wishing to complete an international internship.

10. Any students needing to take proficiency-level math must pass DEV-0900 *Intermediate Algebra* before applying for an international internship.
11. The student must have full admission to the Social Work Program before departure.
12. A student may only do one international field internship.
13. The student will be required to have a GPA of at least a 2.75 within their core social work courses.
14. Upon notification of acceptance by L&LI, USP or ISP, the student will submit a copy of the acceptance letter to the Social Work International Field Coordinator.

### **COST**

Students will register for classes through CU and pay block tuition pricing. If a student exceeds the number of credit hours for block pricing, the student will pay tuition over and above the block pricing. Block pricing does not apply for summer international internships. Students should budget accordingly for recommended and/or required immunizations, travel insurance, and international healthcare coverage including emergency medical evacuation. Students should discuss CDC recommended and/or required immunizations with a healthcare provider.

The student will pay the traditional course fees associated with Field Experience. An administrative fee may be applied by Study Abroad. Students are encouraged to check with the preferred program for application fees. It is the student's responsibility to pay airfare and in-country expenses.

Block tuition pricing for IFE is not covered under the tuition remission policy.

### **QUALIFICATIONS**

In addition to the required application procedure for L&LI, USP or ISP programs, the applicant is expected to consistently demonstrate emotional maturity and stability, ability to work as a member of the team, servanthood, flexibility, teachability, sensitivity to others, willingness to learn, discipline, responsibility, and ability to function independently when necessary. It is expected that the student can articulate multi-cultural/cross-cultural sensitivity.

### **APPLICATION REQUIREMENTS**

Each program has different application procedures, so the student is advised to check the ISP, USP, or L&LI website for deadlines and further instructions.

For the student planning to attend ISP, please note that departure will occur in June. Application needs to be submitted one year prior to departure. Earlier application is advised on all accounts.

### **PRE-DEPARTURE REQUIREMENTS**

The student will be required to meet with the International Field Coordinator for a minimum of four times prior to departure. Meetings will focus on the country's culture, people, climate, and other pertinent topics. The student is to come prepared with questions of concern or interest. This will be done the semester prior to departure.

- Please note that ISP students will have an additional pre-departure training set up by PCIEP, taking place in early June. Additional requirements might be emphasized by PCIEP.

The student is required to read *When Helping Hurts* by Steve Corbett and Brian Fikkert. The student will be responsible to discuss two to three observations they learned each week pertaining to the assigned chapter(s). In addition to the required reading, it is recommended that the student read as much as possible about the country in which they will intern.

NOTE: The student will also fulfill all orientation obligations within the CU Abroad department. You may contact CU Abroad at ext. 7953 to learn more about this component.

#### **RE-ENTRY REQUIREMENTS**

The student is required to make an appointment with the International Field Coordinator no later than one week into the semester following their return to the United States. The student and the International Field Coordinator will meet for re-entry at a minimum five times. The student will also be required to read *Re-Entry* (Peter Jordan) and be prepared to discuss two to three observations or questions about each chapter. It is recommended that the student keep their return semester as light as possible. NOTE: The student will also fulfill all re-entry obligations within the CU Abroad department. You may contact the CU Abroad at ext. 7953 to learn more about this component.

#### **SPECIFIC INFORMATION - ECUADOR**

Key contact: Greg Belgum –VP Strategic Partnerships

#### **LIVING AND LEARNING INTERNATIONAL, SOCIAL WORK EMPHASIS (JUNIOR)**

The L&LI international social work internship may be taken in the fall or spring semester. Students will register for Junior Field Experience I & II (6 credit hours) and Junior Seminar I and II (2 credit hours). Students will complete a minimum requirement of 150 hours in an internship and complete subsequent Seminar. Students will be registered through the CU Abroad office in conjunction with the International Field Coordinator.

A student is required to take *Community Development* (1 or 4 hours), which may be substituted for *Social Work with Communities and Organizations* if all 4 credits are taken. A course substitution form is required. Students may also take *Ecuador History, Art, and Culture* which may be substituted for *Cultural Anthropology*. A course substitution form is required. Students may take a variety of Spanish courses, depending on their placement testing (SPAN 1710, 1720, 2710, 2720, 3610, 3620, 3100, 3640) and a course substitution form will be required. Grades for all courses taken under Living and Learning International will be assigned by Living and Learning International and will be transferred in by College of the Ozarks.

Students will identify a population they would like to work with while completing the L&LI application. Final agency placement will be made by the L&LI Director. Potential options for placement include:

##### ***Casa Mi Suenos***

##### **Description:**

Women, Children, Adolescents  
LGTBQ – Trans Community  
Crisis Intervention  
Counseling  
Micro Finance  
Community Resource Linkage  
Home visits  
Groups

**Setting:** Micro, Mezzo

##### ***Carmen Bajo***

##### **Description:**

Children and Adolescents  
Crisis Intervention  
Home Visits  
Poverty Alleviation  
Education  
Community Needs Assessment  
Research

**Setting:** Micro, Mezzo, Macro

## SPECIFIC INFORMATION - UGANDA

Key contact : Lisa Tokpa, MSW – Social Work Coordinator

### UGANDA STUDIES PROGRAM (JUNIOR AND SENIOR)

The USP international social work internship may be taken in the fall or spring semester. Students will register for Junior Field Experience I & II (6 credit hours) and Junior Seminar I and II (2 credit hours). Students will complete a minimum requirement of 150 hours in an internship and complete subsequent Seminar. Students will be registered through the CU Abroad office in conjunction with the International Field Coordinator.

Uganda internship is also available to seniors in the fall and spring semester. Seniors will register for Senior Field Experience I and II (12 credit hours) and Senior Seminar I (2 credit hours). Students will complete a minimum requirement of 450 hours in an internship.

Senior Seminar II (2 credit hours) is available only through CU and will be taken the semester following the IFE. The plan to take Senior Seminar II is to be worked out with the International Field Coordinator. *It may be best for written assignments for Senior Seminar II be completed during the USP semester abroad.* It is the expectation that the student is able to recall pertinent information to insightfully complete each journal and enrichment assignment. The student will also set aside questions each week to be discussed during the seminar class and complete all assignments as assigned by the instructor.

A student is required to take *Faith and Action in the Ugandan Context*, which may be substituted for *Cultural Anthropology* (a course substitution form is required). The junior student will be required to take at least one additional course. The *African Literature* course has been approved to meet the CU literature elective (a course substitution form is required). *Social Work and Mental Health* has been approved to substitute for *Social Work in Mental Health Settings* (a course substitution form is required). Grades for all courses taken under the Uganda Studies Program will be assigned by the Uganda Studies Program.

Students will identify a population they would like to work with while completing the USP application. Final agency placement will be made by the USP MSW. Potential options for placement include:

#### **ROTOM**

##### Description:

Senior Adults  
Children  
Healthcare  
Home visits  
Groups

Setting: Micro, Mezzo, Macro

#### **ACHERU**

##### Description:

Children and Adolescents  
Medical and Healthcare  
Education  
Multidisciplinary collaboration

Setting: Micro and Mezzo

#### **OFF TU ACADEMY (K-4)**

##### Description:

Children  
Education  
TESL  
Orphan Care

Setting: Micro and Macro

#### **CHAIN FOUNDATION**

##### Description:

Children with visual disabilities  
Education  
HIV/AIDS Campaigns  
Income generating programs  
Home Visits  
Vocational Training Program

Setting: Micro and Macro

**REFUGEE LAW PROJECT****Description:**

Refugees  
 Education  
 TESL  
 Policy – grants, research  
 Individual and Community Assessments

**Setting:** Micro, Mezzo, Macro

**COMPASSION INTERNATIONAL CHILD DEVELOPMENT CENTER****Description:**

Children and Families  
 Orphan Care  
 HIV/AIDS Education  
 International Policy  
 Poverty Alleviation

**Setting:** Micro and Macro

**SPECIFIC INFORMATION - INDIA**

Key contact: Robert William, PCIEP Director

**INDIA STUDIES PROGRAM (JUNIOR)**

The ISP international social work internship may be taken *only* in the fall semester. \*Please note, the fall semester in India runs mid June to late November.\*

Students will register for Junior Field Experience I & II (6 credit hours) and Junior Seminar I and II (2 credit hours). Students will complete a minimum requirement of 150 hours in an internship and complete subsequent Seminar. Students will be registered through the CU Abroad office in conjunction with the International Field Coordinator.

A student is required to take *Understanding Indian Society*, which may be substituted for *Cultural Anthropology* (a course substitution form is required). *Social Work and Mental Health* has been approved to substitute for *Social Work in Mental Health Settings* (a course substitution form is required). Grades for all courses taken under the India Studies Program will be assigned by Madras Christian College.

The student may choose from the following field placement options:

**St. Andrews-ASHA Project:****Description:**

Children and Adolescents  
 MR/DD  
 Education  
 Community Outreach

**Setting:** Micro, Macro

**Young Women's Christian Association (YWCA)****Project:****Description:**

**Navajeevan Project**  
 Women  
 Mental Health  
 In-patient and out-patient rehabilitation

**Setting:** Micro

**Madras Christian Counseling Services****Description:**

Women and adolescent boys  
 Human Trafficking  
 Crisis Intervention  
 Counseling  
 In-patient treatment for adolescent boys  
 Micro Finance

**Setting:** Micro, Mezzo, Macro.

**Sahodari Project****Description:**

Women and Children  
 Crisis Intervention  
 Domestic Violence  
 Counseling  
 Mental Health  
 Legal Assistance  
 Vocational Training

**Setting:** Micro

Field and Seminar Courses	Uganda Studies Program	India Studies Program	Ecuador Program
<b>Junior Field Experience I &amp; II</b>	Done in Uganda Fall or Spring Semester	Done in India in the Fall Semester  (June -Nov)	Done in Ecuador in the Fall or Spring Semester
<b>Junior Seminar I &amp; II</b>	Both completed while in Uganda with MSW onsite	Both completed while in India with MSW onsite	Both completed virtually while in Ecuador with off-site MSW
<b>Senior Field Experience I &amp; II</b>	Done in Uganda Fall or Spring Semester	N/A	Done in Ecuador Fall or Spring Semester
<b>Senior Seminar I</b>	Completed in Uganda with MSW onsite	N/A	Completed virtually while in Ecuador with off-site MSW
<b>Senior Seminar II</b>	Assignments done in Uganda. <b>Attend seminar at CU the following semester.</b>  <b>International Field Coordinator approval required</b>	N/A	Assignments done in Ecuador. Attend seminar at CU the following semester.  <b>International Field Coordination approval required.</b>

## APPENDICES

- A. Sample Emails of Decline and Acceptance – *upload your letters into ipt*
- B. Field Instructor Information Form – *forward the digital document to the Social Work office by email attachment.*
- C. Affiliation Agreement – *submit in IPT*
- D. Instructions for Learning Contract Conference Preparation
- E. Supervisory Agenda/Time Sheet (*submitted weekly in IPT*)
- F. Guidelines for Junior Field Experience Journals – *submit in Canvas*
- G. Guidelines for Senior Field Experience Journals – *submit in Canvas*
- H. Incident Report Form – *submit form to professor*
- I. Infectious Disease Exposure Incident Report - *submit form to professor*
- J. Observation Template
- K. International Field Experience Essay

## Appendix A

### Sample Letters of Decline and Acceptance

Cedarville University Social Work Program

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**Letter of Decline** (This is only a sample. Students are to write **individualized** emails to the agencies they did not select for field placement.) Take a screen shot of your email and upload it into ipt on your student page.

Subject Line: Thank you for the interview

Dear Ms. Addams:

Thank you for the opportunity to interview at (type in name of agency). I learned a great deal about your agency, and the services that you provide. I was very impressed with the various programs that you have implemented, and especially with your commitment to helping people. Although your agency has a lot to offer, I have decided to complete my field experience at another agency.

Thank you again for your time, and I wish the best for you as you continue in the field of social work.

Sincerely,

Intern's Name

**Letter of Acceptance** (This is only a sample. Students are to write an **individualized** email to the agency they selected for field placement.) Take a screen shot of your email and upload it into ipt on your student page.

Subject Line: Acceptance of Field Placement

Dear Ms. Addams:

Thank you for the opportunity to interview at your agency. I learned a great deal about your agency, and the services that you provide. I was very impressed with the various programs that you have implemented, and especially with your commitment to helping people. Your agency appears to offer the type of experience that I would like to have in a field experience. I would appreciate the opportunity to work with you.

I am looking forward to working with you, and learning about the populations you serve. I will be contacting you this summer to establish a starting time for me to report to your agency and what you would want me to do to prepare. The fall semester begins \_\_\_\_\_.

Sincerely,

Intern's Name

## Appendix B

### Field Instructor Information Form

Please return this completed form by email attachment to your student.

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#### SECTION 1:

**Today's Date:** Click or tap to enter a date.

**Name:** Click or tap here to enter text. **Cell Phone:** Click or tap here to enter text.

**Present Employer:** Click or tap here to enter text. **Work Phone:** Click or tap here to enter text. **Work Street Address:** Click or tap here to enter text.

**Work Address -Dept, Suite, etc.:** Click or tap here to enter text. **City, State, Zip:** Click or tap here to enter text.

**Email Address:** Click or tap here to enter text. **Fax:** Click or tap here to enter text. **Professional Licenses held:** Click or tap here to enter text.

**CU student I will be supervising: First Name** Click or tap here to enter text. **Last Name** Click or tap here to enter text.

#### SECTION 2:

##### EDUCATION

**Name/location of college:** Click or tap here to enter text.

**Date of graduation:** Click or tap here to enter text. **Degree earned:** Click or tap here to enter text. **Name/location of graduate school:** Click or tap here to enter text.

**Date of graduation:** Click or tap here to enter text. **Degree earned:** Click or tap here to enter text. **Additional Education/Training/Certifications:** Click or tap here to enter text.

SECTION 3: A current resume may be attached in place of

Section 3 Resume attached:  Yes  No

EMPLOYMENT HISTORY (Paid and Volunteer)

(Agency/Organization--present or most recent): Click or tap here to enter text.

(Time Employed): Click or tap here to enter text.

Appendix C  
Affiliation Agreement  
Cedarville University Social Work Program

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Completed in IPT

Cedarville University, on behalf of its social work program, (CEDARVILLE UNIVERSITY), and

\_\_\_\_\_ (AGENCY) agree as follows:

WHEREAS, CEDARVILLE UNIVERSITY has established a program for professional education development as part of its requirements leading to a degree from the social work program (the field experience); and

WHEREAS, the AGENCY desires to aid the professional development of students in the social work program;

NOW THEREFORE, in consideration of the mutual benefits to be received, the parties do hereby mutually agree to the following provisions:

Section 1:     Discrimination

Neither party shall unlawfully discriminate against any student desiring to participate or any student participating in the field experience because of race, color, sex, national origin, handicap, disability, age, or political orientation.

Section 2:     Sexual Harassment

- A. Sexual harassment will not be tolerated by the AGENCY, by CEDARVILLE UNIVERSITY, or by the student in the field experience.
- B. All parties acknowledge that sexual harassment of students is a violation of Title IX of the Educational Amendments of 1972, which prohibits sex discrimination in education. Academic sexual harassment is the use of authority to emphasize the sexuality of a student in a manner that prevents or impairs that student's full enjoyment of educational benefits, climate, or opportunities. Unwelcomed sexual advances, requests for sexual favors, and other verbal or physical conduct of sexual nature constitute sexual harassment when grades or educational progress are contingent upon submission to such conduct, or when the conduct has the purpose or effect of interfering with the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment.
- C. All parties agree matters concerning alleged sexual harassment by students will be conducted according to procedures as outlined in the Field Guide.

Section 3:     Insurance

- A. CEDARVILLE UNIVERSITY maintains institutional liability insurance. The University's insurance does not extend to students using their personal vehicle to transport individuals associated with their internships.
- B. CEDARVILLE UNIVERSITY acknowledges that students shall not be covered under the AGENCY Compensation Insurance and informs the students of this fact.

Section 4: Mutual Responsibilities

- A. The AGENCY will assign a qualified field instructor to coordinate student learning experiences with the professor. The field instructor is responsible to:
1. Complete a Field Instructor Information Form before an experience occurs (Appendix B of the Field Guide).
  2. Attend orientation and training sessions.
  3. Develop a learning climate and environment for the student in the agency through a workable learning/teaching plan or structure.
  4. Conduct an orientation to the agency.
  5. Educate the student about personal risks (i.e. physical health and safety) and appropriate protections.
  6. Provide suitable space, availability of desk, telephone.
  7. Meet weekly in a student-field instructor conference to provide feedback and act as educator and model.
  8. Give assignments geared to promoting the student's learning and professional growth as a beginning social worker.
  9. Structure assignments to help the student learn a broad range of social work interventions common to generalist social work practice.
  10. Serve as a role model for social work practice.
  11. Encourage innovative practice that is congruent with the program's objectives, ethics, and values of the profession.
  12. Set up and participate in individualized learning contracts with each student and with the professor (Appendix D of the Field Guide).
  13. Evaluate the student's progress toward meeting his/her goals.
  14. Complete an online evaluation of each student's performance each semester.
  15. Participate in a three-way conference at the beginning and near the end of the experience with the professor and the student.
  16. Be available to each student in emergency situations.
  17. Submit university forms as needed for evaluation and reporting.
  18. Be familiar with the social work curriculum.
  19. Inform the professor of any serious hindrance to learning.

20. Provide a generalist social work experience in working in micro, mezzo, and macro settings.
21. In cases of paid internships, the Agency will make the field experience the priority over the paid internship, ensuring students are provided opportunities to develop competency in all areas required by CSWE and accomplish the tasks in their Learning Contracts.
22. Hold the university harmless from any and all actions, causes of action claims, debts, expenses, damages and/or liabilities of any kind and nature resulting from each other's performance hereunder.

B. CEDARVILLE UNIVERSITY is responsible to:

1. Maintain a social work program that includes a field experience component that meets the accreditation standards of the Council on Social Work Education.
2. Provide a field director who is responsible for recruiting and selecting agencies with qualified field instructors.
3. Agree to inform students that they shall not receive any salary, stipends, housing, or medical insurance from the AGENCY in association with educational activities that are a subject of this agreement. Reimbursement of expenses such as gasoline, background checks, conference fees, etc. must be determined between the agency and the student.
4. Hold the agency harmless from any and all actions, causes of action claims, debts, expenses, damages and/or liabilities of any kind and nature resulting from each other's performance hereunder.
5. Adhere to rules and regulations that govern HIPAA.

C. The field director/professor is responsible to:

1. Enhance the teaching contribution of the field instructors by providing them with workshops, seminars, and orientation sessions, course syllabi, the Field Guide, and consultation.
2. Offer field experiences that meet the program's criteria, for executing agreements between agency and the university as needed, for the orientation of field instructors to the program's curriculum and the background of the individual student.
3. Help new field instructors plan for students in accordance with the objectives of field experience.
4. Hold orientation meetings for students prior to field experience.
5. Keep records of student's time spent in field and evaluation reports.
6. Will be available for a 3-way conference at any point during the two semesters.
7. Be available as a resource person for the student and as a consultant to the field instructor.
8. Provide field seminar classes for students in field experience.
9. Complete field director's Field Instructor Evaluation and Field Director's Agency Evaluation.

D. The STUDENT is responsible to:

1. Attend field experience orientation meetings at the beginning of the school year and go through the steps involved in obtaining an experience.
2. Arrange an academic schedule during the junior and senior years so that the hours required for the experience can generally be scheduled in half-day/full-day segments.
3. Perform in a professional manner and keep commitments to the agency, the field instructor, the clients, and the professor.
4. Take the initiative in seeking advice and consultation or help from the agency field instructor or the professor.
5. Bring to the attention of the professor questionable professional practices within the agency.
6. Notify agency field instructors of unavoidable absences and tardiness in advance, as is expected in professional employment.
7. Complete work assigned by the field instructor in the agency and the accountability documents required by the field director within specified deadlines.
8. Conduct self as a member of the social work profession and abide by agency work policies and procedures.
9. Apply principles of social work learned in the classroom to the field and strive continuously to improve skills through periodic self-evaluation.
10. Learn the ethics of the social work profession (See Code of Ethics section of the Field Guide) and apply these principles to field experience at all times (confidentiality is especially important as an ethical principle).
11. Comply with all applicable state, federal, and local laws regarding the confidentiality of client/patient information and medical records.
12. Prepare evaluation reports, beginning with the learning contract.
13. Conduct oneself in a professional manner, which is consistent with the standards found in the Cedarville University Handbook. The student shall adhere to the mission and lifestyle commitment of Cedarville University, which holds to principles from the Word of God that guide personal development and governs one's behavior.

Section 5. Term of Agreement

The term of this agreement shall be for two academic semesters beginning on \_\_\_\_\_. Either party may cancel this agreement for any reason upon sixty (60) days prior written notice to the other party. In the event of cancellation by AGENCY, Student will be permitted to complete the internship experience.

Section 6. Choice of Law

This agreement shall be governed by the laws of the state of Ohio.

IN WITNESS THEREOF, the parties have executed this agreement in duplicated originals, each of which shall be regarded as an original though constituting but one agreement, on the day and year set forth above.

\_\_\_\_\_  
CEDARVILLE UNIVERSITY STUDENT

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

\_\_\_\_\_  
AGENCY REPRESENTATIVE

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

\_\_\_\_\_  
CEDARVILLE UNIVERSITY REPRESENTATIVE

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

## Appendix D

### Instructions for Learning Contract Conference Preparation

Cedarville University Social Work Program

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There are three (3) parts to preparing for the Learning Contract Conference:

- (1) Scheduling the conference
- (2) Preparing the Learning Contract form (done in IPT)
- (3) Participating in the conference

#### 1. Scheduling the Learning Contract Conference

The conference usually takes place at the field experience agency. Participants are the field instructor, the student or students, and the professor. Allow an hour for each conference. See professor for finalizing the date, time, and place.

The student is responsible for setting up a date and time that is agreeable to all participants. If more than one student is involved, perhaps one could take the responsibility for coordinating the scheduling for that field experience agency. It may be necessary for some to use time outside of regularly scheduled field experience hours. The student receives credit on time sheets for conference time.

#### 2. Preparing the Learning Contract Form

The intention of the form is to address the competencies and behaviors set by CSWE and to identify goals/ tasks for field experience that are individualized for each student, that are feasible in the agency, and that are attainable within the school year. The student is responsible for the preparation, and the field instructor is expected to be involved to the extent that is mutually agreeable. The student is expected to work on the Learning Contract before scheduling a time to meet with the Field Instructor. After the student is done with their draft of the Learning Contract, a meeting should take place between the student and Field Instructor before the professor is contacted for an agency conference time to review the Learning Contract with all involved parties. **The contract should be developed online in IPT and submitted to the professor two days before the conference time.**

The headings of sections reflect the CSWE Competencies and are intended to offer a focus for broad coverage. The main idea of the sections is to encourage the student to identify or develop tasks in each of these competencies, which are all considered important to social work professional training. The sub-headings list the behaviors for the competency as identified by CSWE. There may be overlapping of goals (tasks) under these sub-headings, and this is acceptable.

#### 3. Participating in the Conference

The purpose of the conference is to confirm, clarify, expand, or modify goals/tasks. This is done through sharing, questioning, and feedback. The Learning Contract form is a working document that is the basis for the conference. Some learning tasks may need some revisions as a result of brainstorming during the conference. Some forms will not require any modification. The student, the field instructor, and the professor are all expected to offer input at the conference. The professor may use the opportunity to learn more about the specifics of the field experience assignments.

The final form signed by the student, the field instructor, and the professor is retained in IPT. The student and the field instructor can refer to it online or print out hard copies as needed. The Learning Contract becomes part of the framework for training at the agency. The Learning Tasks become the basis for future evaluation of the student. Final evaluation of field experience takes place just before completion of the required number of hours each semester.

Revision of the Learning Contract form may be necessary following the conference. If revision is necessary, the student is expected to amend the form and submit it to the professor within three (3) days of the conference.

### Field Experience Supervisory Agenda/Time Sheet

Cedarville University Social Work Program

**Instructions:**

This form is used to guide the weekly hour-long supervision time between the student and field instructor. The student must come prepared each week with the agenda items section completed outlining the topics for discussion. The field instructor may add other items to the agenda as well. During the course of the meeting, the student is responsible to include additional issues discussed on the form. At the end of the meeting, both the field instructor and student sign off to verify that the meeting took place and to document the hours in field.

It is not necessarily expected that every section of the form will be filled in each week; however, the form should reflect how the student is progressing and the time they have spent in their field placement. Juniors are required to submit 8 forms each semester. Seniors must submit 12 forms each semester. Juniors must complete and document at least 75 hours in field each semester. Seniors must complete and document at least 225 hours in field each semester.

Week of \_\_\_\_\_

Agenda Items:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

Tasks completed this week from the Learning Contract - Juniors should list 1 to 2 tasks; Seniors should list 3 to 4 tasks. (Reference the specific competency and behavior for each task listed):

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

Ethical Practice – to be referenced to the NASW Code of Ethics, as applicable (write out):

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Things the Student Did Well:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Personal Reflection (self-awareness):

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Plan for Improvement:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Learning Objectives for the Next Session:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Hours in field since last supervision session \_\_\_\_\_

Total hours for semester \_\_\_\_\_

I affirm that information found within this form is accurate to the best of my knowledge.

Field instructor's Signature:

\_\_\_\_\_

Student's Signature:

\_\_\_\_\_

Appendix F  
**Guidelines for Junior Field Experience Journal**  
Cedarville University Social Work Program

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(Use professional jargon where possible in recording.)

Name: \_\_\_\_\_ Week of: \_\_\_\_\_

Agency: \_\_\_\_\_ Journal # \_\_\_\_\_

Field instructor: \_\_\_\_\_

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Two (2) to four (4) typed pages (12-point font) doubled spaced. Include the above heading on each journal submitted. List and answer each of the following questions:

1. What did you learn (positive or negative) from field experience this past week? Include facts.
2. What did you learn from your client(s) and how did this new information/insight encourage you to learn more regarding the situation? Give me an example of how you implemented this.
3. How did you integrate knowledge (including research based knowledge), values, and skills into your practice?
4. What interviewing skills did you use or did you observe and how did you/they do?
5. What issues related to poverty did you observe? Include any oppression/discrimination findings and suggest any interventions for change.
6. What professional social work values did you observe or apply from the Codes of Ethics? Indicate which code of ethics you utilized.
7. List the activities that you were involved in this week (i.e. client contacts, orientations, paperwork).
8. Suggest at least one outstanding learning experience or question which might be shared with the class.
9. Give an example of when you analyzed and/or applied the knowledge, values, and skills of the social work practice from a Christian worldview. Support it with Scripture. Are there any local church implications?
10. What did you say in class this past week that would count toward your participation grade?
11. What tasks or activities have you completed that help you fulfill your learning contract?
12. Did you need to submit a personal safety report at your agency? If yes, please explain.

Appendix G

**Guidelines for Senior Field Experience Journal**

Cedarville University Social Work Program

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(Use professional jargon where possible in recording.)

Name: \_\_\_\_\_ Week of: \_\_\_\_\_

Agency: \_\_\_\_\_ Journal # \_\_\_\_\_

Field instructor: \_\_\_\_\_

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Two (2) to four (4) typed pages (12 point font) double spaced. Include the above heading on each journal submitted. List and answer each of the following questions.

1. What tasks did you accomplish as part of your learning contract this week? Please elaborate.
2. What did you learn from your client(s) that pertained to anti-racism, diversity, equity, inclusion, privilege and how did this new information/insight encourage you to learn more regarding their situation? Give me an example of how you implemented this.
3. What feelings (self-awareness, reflection, and self-regulation) did you experience in field this week? In what ways did your personal and/or professional values help or hinder the feelings you were experiencing?
4. What are some of the things you would have done differently in field experience if you were given the opportunity to do it over again?
5. What would be the change of outcomes in doing things over again?
6. How did you integrate knowledge (including research based knowledge/quantitative and qualitative research methods), values, and skills into your practice?
7. What plan or intervention would you or did you use in research evidence to improve practice, policy and service delivery?
8. What interpersonal skills (such as empathy/reflection) did you find yourself consciously applying in your practice?
9. Suggest at least one outstanding learning experience or question which might be shared with the class.
10. Give an example where you analyzed and/or applied the knowledge, values, and skills of the social work practice from a Christian worldview. Support it with Scripture. Are there any local church implications?
11. What did you say in class this past week that would count toward your participation grade?
12. Did you need to submit a personal safety report at your agency? If yes, please explain.

Appendix H  
**Incident Report Form**  
Cedarville University Social Work Program

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

Placement agency: \_\_\_\_\_

Field instructor: \_\_\_\_\_

Field instructor's phone: \_\_\_\_\_

Date(s) and location of alleged incident: \_\_\_\_\_

Describe the incident in your own words. Be sure to describe steps that have been taken to date, including the agency's policy related to the incident.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Should a referral be made to Title IX?

Desired Outcome: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student Signature: \_\_\_\_\_ Today's Date: \_\_\_\_\_

Field Instructor Signature (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

\*\*Sign and Submit hard copy to your professor\*\*



**Appendix J**  
Field Observation Form

**Student Name:**

**Junior:**

**Senior:**

**Agency:**

**Date of Observation:**

**Professor:**

**Name of Person Evaluating Student:**

Dimensions	<b>1</b> Below Expectations	<b>2</b> Meets Expectations	<b>3</b> Exceeds Expectations	Comments
<p><b>Cognitive – critical thinking/ problem solving</b></p> <ul style="list-style-type: none"> <li>• Ability to define a problem, generate alternatives, making a selection from the alternatives, and implementing a solution</li> </ul>				
<p><b>Affective – ability to engage and connect with client</b></p> <ul style="list-style-type: none"> <li>• Moods, feelings, and attitudes</li> <li>• Listening to others, following steps/rules, ignoring distractions, asking for help, staying calm with others, demonstrating responsibility for behavior, taking turns when speaking</li> </ul>				
<p><b>Knowledge – Information obtained through education (theories) and experience</b></p>				
<p style="text-align: center;"><b>Values</b></p> <ul style="list-style-type: none"> <li>• Dignity and worth of the person</li> <li>• Competence</li> <li>• Integrity</li> <li>• Service</li> <li>• Importance of Human Relationships</li> <li>• Social Justice</li> </ul>				
<p style="text-align: center;"><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Empathy</li> <li>• Active listening</li> <li>• Reflective listening</li> <li>• Open body language</li> <li>• Positioning of self/posture</li> <li>• Tracking</li> <li>• Communication</li> <li>• Resource knowledge</li> <li>• Strengths identification</li> <li>• Rapport building</li> </ul>				

## Appendix K

### International Field Experience Essay

Students who wish to complete International Field Experience (IFE) are to meet with the International Field Coordinator (IFC) to review their questions pertaining to IFE and their suitability for IFE. A student desiring to move forward with an IFE will complete the following essay and return it to the IFC. While not a graded assignment, college level workmanship is expected. The essay should be double spaced, include the following questions, and should not exceed 4 pages.

1. Explain your interest in completing an international internship, highlighting how this will enhance your spiritual and educational goals.
  
2. Describe your present walk with the Lord.
  
3. Students desiring an international placement must be strong problem solvers and need to be comfortable operating with ambiguity. Explain a time in your life when you had to demonstrate problem solving skills. Explain the challenge, how you dealt with the challenge, and how you came to a solution.
  
4. Explain your understanding of ambiguity. How have you dealt with ambiguity in your life? Provide an example of how you encountered and worked through an ambiguous situation.
  
5. An international internship will require that you engage with people who are very different from you. Explain how you have interacted with diversity in your personal life including diversity of race, culture, language, sexuality, and socio-economic status.
  
6. Address how you will practice with anti-racism, diversity, equity, and inclusion in an international setting.
  
7. Explain how you will approach an international internship with a learner's stance, demonstrating cultural humility and sensitivity.