



Field Handbook

AY 2015-16

Table of Contents

INTRODUCTION	1
PURPOSE OF THE FIELD EDUCATION MANUAL.....	1
MISSION OF THE MID-TENNESSEE COLLABORATIVE MASTER OF SOCIAL WORK (MTC-MSW) PROGRAM.....	1
THE MTC-MSW PROGRAM'S GOALS AND OBJECTIVES.....	1
Foundation Competencies and Behaviors.....	2
Concentration Competencies and Behaviors.....	3
THE MTC-MSW PROGRAM'S ADVANCED GENERALIST MODEL.....	Error! Bookmark not defined.
DEFINITION OF TERMS.....	7
Field Liaison.....	7
Field Agency.....	8
Field Instructor.....	8
Task Supervisor.....	9
CRITERIA FOR AGENCY SELECTION.....	9
CRITERIA FOR FIELD INSTRUCTOR SELECTION.....	10
ADMISSION OF MSW STUDENTS TO FIELD PRACTICUM.....	11
EMPLOYMENT-BASED FIELD PRACTICUM	12
EXPECTATIONS FOR FIELD PERFORMANCE.....	1
Adherence to Agency and University Policies.....	1
Avoiding Conflicts of Interest.....	1
Confidentiality	1
Liability Insurance.....	1
Transportation	1
THE FIELD EDUCATION PROCESS	2
Developing the Learning Contract	2
Ongoing Field Supervision	3
Problem-solving.....	3
Evaluation	3
PLACEMENT CHANGE OR TERMINATION	4
APPENDIX A: SELECTED UNIVERSITY POLICIES	6
ACADEMIC INTEGRITY.....	7
REASONABLE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES.....	7
REPORTING OF UNOFFICIAL WITHDRAWALS.....	8
NON-DISCRIMINATION POLICY	8

POLICY ON HARASSMENT	8
ACCESS TO EDUCATIONAL RECORDS	9
APPENDIX B: FIELD EDUCATION POLICIES	10
Policy #2.1: Requirements for Admission to MSW Field	11
Policy #2.2: Conflicts of Interest.....	11
Policy #2.3: Confidentiality	12
Policy #2.4: Professional Liability Insurance	12
Policy #2.5: Practicum Hours and Attendance.....	12
Policy #2.6: Employment-Based Practicum.....	13
Policy #2.7: Compliance with Field Agency Policies and Procedures	14
Policy #2.8: Compliance with University Policies and Procedures.....	14
Policy #2.9: Transportation	14
Policy #2.10: Change of Placement	15
Policy #2.11: Removal of a Student from Field Practicum.....	15
Policy #2.12: Field Education Grading	16
APPENDIX C: FIELD EDUCATION FORMS	17
<i>APPLICATION FOR MID-TENNESSEE COLLABORATIVE MASTER OF SOCIAL WORK (MTC-MSW) PROGRAM FIELD PLACEMENT</i>	18

INTRODUCTION

Social work is a practice-based profession, and field education is an essential element of graduate-level social work education. The field experience provides opportunities for students to apply the knowledge and skills learned in the classroom to real life interactions with clients as well as to bring actual practice examples back to the classroom. Students are able to observe the benefits and challenges of working within various organizational settings with diverse client populations. By working under the supervision and instruction of a competent MSW practitioner, students are able to acquire and demonstrate their own ability to provide advanced generalist social work services. Through this experience, students become socialized to the profession and can deepen their understanding of the profession's values and ethics as well as its commitment to social, economic and environmental justice.

The university is dependent upon community agencies to carry out this component of the learning process. Students are supervised by a professional social worker in the agency (the field instructor) and by a faculty member (field liaison) from the social work department. This is intended to facilitate the integration of classroom learning with agency-based practice and to provide support to students as they engage in this dynamic process.

PURPOSE OF THE FIELD EDUCATION MANUAL

This manual is designed to offer students information about the field education component of the Mid-Tennessee Collaborative Master of Social Work Program. It is intended to provide an overview of our philosophy about and approach to field education, to define the roles of various people in students' field education experience, and to describe the steps in the field education process. It also contains selected university policies as well as relevant field education policies and forms. In addition to this manual, students are encouraged to review the *MSW Student Handbook* for further information about the program and its policies.

MISSION OF THE MID-TENNESSEE COLLABORATIVE MASTER OF SOCIAL WORK (MTC-MSW) PROGRAM

The mission of the MTC-MSW Program is dedicated to the enhancement of human well-being, diversity, and social justice through developing and improving systems of public social services, especially for children and families, by offering graduate training in Social Work with a hybrid model of delivery.

THE MTC-MSW PROGRAM'S GOALS AND OBJECTIVES

To fulfill its mission, the MTC-MSW Program has identified six goals:

1. To prepare a diverse student population for advanced generalist social work practice based on professional values and ethics to serve client systems of various sizes and types.

2. To promote the development of social policies and services to reduce the impact of poverty, oppression and discrimination.
3. To develop analytical skills and critical thinking that will encourage active participation in the development, evaluation, and improvement of social work knowledge and skills through research aimed at advancing social work practice.
4. To promote the development of a multiple theoretical orientation applicable across system sizes.
5. To provide an understanding of diversity and cultural competence with an emphasis on social justice, empowerment, and improving the well-being of people.
6. To socialize students to the profession of social work and the organizational environment through evidenced based practice.

Foundation Competencies and Behaviors

The goals of the MTC-MSW Program address educational issues related to practice, policy, research, human behavior, cultural competence, and professional development. Consistent with these program goals, we designed our foundation curriculum to support students' achievement of the following foundation competencies and behaviors:

1. **Demonstrate Ethical and Professional Behavior**
 - a. Make ethical decisions by applying the standards of the NASW Code of Ethics
 - b. Use reflection and self-regulation to manage personal values and maintain professionalism.
 - c. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
 - d. Use technology ethically and appropriately to facilitate practice outcomes
 - e. Use supervision and consultation to guide professional judgment and behavior
2. **Engage Diversity and Difference in Practice**
 - a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice
 - b. Present themselves as learners and engage client systems as experts of their own experiences
 - c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse client systems
3. **Advance Human Rights and Social and Economic Justice**
 - a. Apply their understanding of social and economic, and environmental justice to advocate for human rights at the individual and systems levels
 - b. Engage in practices that advance social, economic and environmental justice
4. **Engage in Practice-Informed Research and Research-Informed Practice**
 - a. Use practice experiences to inform scientific inquiry and research
 - b. Engage in critical analysis of quantitative and qualitative research methods and research findings
 - c. Use and translate research findings to inform and improve practice, policy and service delivery
5. **Engage in Policy Practice**
 - a. Assess how social welfare and economic policies impact the delivery of and access to

- social services
 - b. Critically analyze and promote policies that advance human rights and social, economic, and environmental justice
- 6. Engage with Individuals, Families, Groups, Organizations, and Communities
 - a. Apply knowledge of human behavior and the social environment and practice context to engage with clients and constituencies
 - b. Use empathy, self-regulation, interpersonal skills to effectively engage diverse clients and constituencies
- 7. Assess Individuals, Families, Groups, Organizations, and Communities
 - a. Collect, organize, and critically analyze and interpret information from client systems
 - b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the assessment of data from client systems
 - c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies
 - d. Select appropriate intervention strategies based on the assessment, research, knowledge, and values and preferences of client systems
- 8. Intervene with Individuals, Families, Groups, Organizations and Communities
 - a. Implement interventions to achieve practice goals and enhance capacities of clients and constituencies
 - b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
 - c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
 - d. Negotiate, mediate, and advocate with and on behalf of clients and constituencies
 - e. Facilitate effective transitions and endings that advance mutually agreed-on goals
- 9. Evaluate practice with Individuals, Families, Groups, Organizations, and Communities
 - a. Select and use appropriate methods for evaluations of outcomes
 - b. Critically analyze, monitor, and evaluate intervention process and outcomes
 - c. Apply evaluation findings to improve practice effectiveness at the micro and macro levels

Concentration Competencies and Behaviors

The MTC-MSW Program's concentration curriculum builds upon foundation-level generalist practice knowledge and skills and prepares MSW students for advanced generalist social work practice. The concentration competencies address advanced generalist practice from the standpoints of theory, research, diversity, and policy within the public service organizational arena. The concentration competencies and behaviors are:

1. Demonstrate Ethical and Professional Behavior
 - a. Identifies as a social work professional
 - b. Understands and identifies professional strengths, limitation and challenges

- c. Effectively uses reflection, self-correction, supervision and consultation to evaluate and enhance professional practice
 - d. Apply ethical decision making skills to issues specific to advanced generalist practice
- 2. Engage Diversity and Difference in Practice
 - a. Apply and communicate diversity and difference in advanced generalist practice
 - b. Engage with and ensure participation of diverse and marginalized clients and constituencies
 - c. Identify and use practitioner, client, and constituent differences from a strengths perspective
- 3. Advance Human Rights and Social, Economic, and Environmental Justice
 - a. Use knowledge of the effects of oppression, discrimination, and historical trauma on clients and constituencies to guide planning and intervention
 - b. Participate in practices that advance social, economic and environmental justice in advanced generalist practice.
- 4. Engage in Practice Informed Research and Research-Informed Practice
 - a. Use research methodology to evaluate advanced generalist practice effectiveness and outcomes
 - b. Participate in the generation of new knowledge through research and advanced generalist practice
- 5. Engage in Policy Practice
 - a. Advocate to stakeholders the implication of policies and proposed change as they affect clients and constituents of advanced generalist practice
 - b. Analyze policy as it applies to the macro community, environmental justice, social justice, and diversity
 - c. Provide leadership in organizations and communities for effective, ethical interventions that improve the well-being of individuals, families, organizations, and communities
- 6. Engage with Individuals, Families, Groups, Organizations, and Communities
 - a. Develop a culturally responsive relationship while engaging clients and constituents
 - b. Demonstrate advanced practice engagement with an increased awareness of social justice, environmental justice, diversity, and public service to clients and constituents
 - c. Work collaboratively with others to identify and effect systemic change that is sustainable within the context of practice
- 7. Assess Individuals, Families, Groups, Organizations, and Communities
 - a. Identify theoretical framework for assessment and planning in advanced practice
 - b. Perform advanced generalist practice assessment with an increased awareness of culture, context, social justice, environmental justice, diversity, and public service to clients and constituents
 - c. Establish a relationally based process that encourages clients and constituents to be equal participants in the establishment of goals and outcomes. Develop mutually agreed upon goals and objectives and select evidence based interventions with clients and constituents

- d. Select appropriate intervention strategies based on continuous assessment of clients and constituents
- 8. Intervene with Individuals, Families, Groups, Organizations and Communities
 - a. Critically evaluate, select, and apply best practices and evidence-based interventions
 - b. Modify appropriate intervention strategies based on continuous assessment of clients and constituents
 - c. Collaborate with other professionals to coordinate interventions
- 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
 - a. Evaluate the process and outcomes to develop best practice interventions for clients and constituents
 - b. Contribute to the theoretical knowledge base of the social work profession through practice-based research.

ADVANCED GENERALIST

- increased knowledge of theories & models for practice with individuals/groups/organizations/communities
- increased skills to address complex direct practice issues including individual/family/group techniques
- increased awareness of the needs, potentials, and influences of systems of public social services
- increased ability to use, engage in, and analyze theoretical & practice research and evaluation
- abilities to conduct discipline and systematic eclectic practice via extrapolation, synthesis and refinement of generalist competencies
- increased skills to address complex indirect practice issues including supervision/administration/policy practice and program evaluation
- increased capacity to build or link scarce resources in the environment
- added emphasis on client system strengths and empowerment

FOUNDATION GENERALIST PERSPECTIVE

- Ecosystems perspective
- Openness in theory & methods
- Indirect & direct intervention
- Client centered perspective
- Evidence based practice
- Commitment to democracy, humanism, & empowerment

COMPETENCIES

- Ethics & Professionalism
- Diversity & Difference
- Human Rights & SEEJ
- Practice/Research Continuum
- Policy Practice
- Engage with IFGOC
- Assess IFGOC
- Intervene IFGOC
- Evaluate IFGOC

LIBERAL ARTS

- Self-Awareness
- Valuing Others
- Cultural Literacy
- Appreciation of Arts
- Communication Skills
- Understanding Social Change & Gov't

THE STRUCTURE OF FIELD EDUCATION IN THE MTC-MSW PROGRAM

Students who enter the MTC-MSW Program without advanced standing complete two, distinct field placements: a 6-credit, 400-hour foundation placement and an 8-credit, 500-hour concentration placement. Those who come into the program with advanced standing complete a single, 8-credit, 500-hour concentration field placement.

The foundation placement exposes students to the knowledge and skills needed to engage in generalist social work practice. During the concentration placement, advanced generalist practice knowledge and skills are developed, and students acquire the ability to respond with greater autonomy to increasingly complex practice situations involving diverse clients systems of various sizes. Diversity, populations at risk of discrimination and oppression, and social and economic justice are stressed in both foundation and concentration placements. Each field placement also allows students to deepen their understanding of professional values and ethics.

Finally, students are encouraged in their field experiences to use evidence, both from the literature and from their own practice evaluations, to inform their work with clients and constituencies.

All field placements begin January. Students have the option of completing their field education credits as a single block placement during the Spring Semester or dividing the placement between the Spring and Summer Semesters. To complete the foundation placement in a single Spring Semester requires students to devote about 27 hours/week; if performed during the Spring and Summer Semesters, students spend approximately 16 hours/week at their placement. For the concentration placement, students spend about 33 hours/week at their placement in order to finish it in a single, Spring Semester; to complete the concentration placement during the Spring and Summer Semesters requires students to be at their placement approximately 20 hours/week. (Policy # 2.5)

DEFINITION OF TERMS

MSW Field Coordinator

At each campus, a faculty member has been identified as having responsibility for the overall operations of the MSW field education component. This person, known as the *MSW field coordinator*, works to ensure that: high-quality foundation and concentration field agency placements are available, agency-based field instructors are oriented to their responsibilities, students are prepared to enter field and are matched appropriately with a field agency, field education policies and procedures are carried out, and feedback is regularly obtained so as to strengthen the field component as well as the MTC-MSW Program as a whole.

Field Liaison

Sometimes called the *faculty field liaison*, the *field liaison* is a faculty member who provides linkage between the university, the student, and the field agency. Field liaisons have primary responsibility for coordinating MSW students' assignments and activities during the field

practicum. They are able to utilize their professional experiences in the field to assist students in integrating theory with practice, thereby enhancing agency-based instruction. They work in partnership with students and their agency-based field instructors to ensure that learning activities build on students' strengths and allow them to progressively develop the competencies of an advanced generalist social worker. Field liaisons monitor and evaluate students' performance in the field, engage in problem-solving should issues arise in the placement, and ultimately assign students' grades for the semester.

Field Agency

Agencies at which MSW field placements are performed are known as *field agencies* or *field placement agencies*. Field agencies are public, private nonprofit, or private for-profit organizations that meet the selection criteria described in the next section. Field agencies are carefully screened to ensure that they can provide a rich variety of learning experiences for MSW students completing foundation generalist or advanced generalist field education.

Field Instructor

The individual who provides supervision and instruction for a student's field placement is termed the *field instructor*. In most cases the field instructor is an agency employee who works in the program or unit to which the student is assigned; however, the role occasionally is assumed by someone who may not be at the placement site (see discussion in the next section).

The responsibilities and duties of field instructors are varied and extensive. Field instructors meet with prospective students to discuss what a practicum at the agency would entail and to assess students' appropriateness for the setting; subsequently, they complete a post-interview evaluation form that provides feedback for placement decisions. They orient students to the agency, acquainting students with the agency's policies, procedures, and service delivery strategies as well as with other relevant organizations in the agency's environment. They consult with students in the development of a learning contract; structure and supervise students' learning experiences; give feedback to students on their performance; and, ultimately, participate in the evaluation of students' field education learning. Field instructors engage in problem-solving with students and field liaisons if problems arise in the field setting and communicate with the MSW field coordinator regarding any agency changes that may impact the placement.

Of most importance, field instructors serve as professional role models. They reflect and model professional social work values, skills, and behavior. Students are keenly aware of how their field instructor interacts with clients, co-workers, and other community contacts. Field instructors can help students to understand different communication styles and contexts, agency politics, and how to balance real life dynamics with text-book ideals.

Task Supervisor

Occasionally, the professional at the field agency to whom a MSW student directly reports does not meet the requirements to be appointed as a field instructor. This individual, who provides a student's day-to-day supervision, is termed a *task supervisor*. The task supervisor does not replace the field instructor, but instead works with the field instructor and the field liaison to develop, implement, and monitor the student's learning tasks.

CRITERIA FOR AGENCY SELECTION

Field agencies provide students the opportunity to engage in supervised experiential learning – that is, to apply what they have learned in the classroom to actual situations faced by client systems of all sizes and to bring their practice experiences back to the classroom. The learning activities created in field agencies encourage students to deepen their understanding of the profession's values and ethics, commitment to populations at-risk and social and economic justice, and emphasis on issues of diversity and cultural competence. Students, in turn, provide field agencies the opportunity to bring new ideas and insights to service delivery.

Contact regarding a field internship can be initiated by the university or the agency. The affiliation process begins with a phone conversation between the agency and the MSW field coordinator to determine if the agency meets the criteria below. If appropriate as a field site, an agency application form is sent and a visit to the agency may be scheduled. The MSW field coordinator reviews the application; if approved, an Affiliation Agreement is signed by authorized representatives of the agency and the university.

To become affiliated with the MTC-MSW Program, agencies must meet the following criteria:

1. An agency's philosophy of service should be compatible with the philosophy, values and ethics of the social work profession. The primary purpose of the organization (or program) must be to address human needs.
2. Services provided by the agency must be appropriate for graduate social work practice, the learning opportunities must be suitable to foundation generalist and/or advanced generalist practice, and there must be a sufficient caseload of clients (and work) for students to gain "hands on" experience.
3. There must be appropriate supervision available. Thus, there should be at least one staff member with a MSW and 2 years' experience who can serve as the student's field instructor. Preference is for field instructors who are licensed for social work practice in Tennessee. (See below for exceptions to this requirement.)
4. Agencies must support the field education process by providing release time for field instructors to carry out their field instruction responsibilities and to attend field-related meetings.
5. Agencies must provide students with adequate work space and office supplies, access to a telephone, computer, and other resources needed to carry out their learning tasks, and access to client and agency records appropriate for the learning experience. When travel is required by the agency, students should have access to transportation and/or travel

reimbursement as well as to information regarding transportation policies and liability coverage.

6. Agencies should not engage in discriminatory practices in the hiring of personnel, the acceptance of students, or the provision of services to clientele.
7. Agencies must agree to participate in various processes of the field program, including field orientation, periodic field agency updates, and interviews with prospective field students, and communication with faculty serving as field liaisons as well as others representing the university.
8. Agencies must agree to abide by the policies and procedures of the university with which it is partnering.
9. Agencies must agree to inform the MSW field coordinator as soon as possible regarding staff or organizational changes that affect the field placement.
10. Agencies must be willing to work in partnership with the faculty serving as field liaisons, as well as others representing the university, to maximize the field education of social work students and, as necessary, to engage in creative problem-solving to resolve problems arising in the field placement.

There may be unique situations when agencies do not have a MSW available to provide direct field instruction, although the agency's philosophy is consistent with that of the social work profession, its services address human needs, it offers learning opportunities appropriate to the development of foundation generalist and/or advanced generalist knowledge and skills, and it has staff capable of offering day-to-day task supervision. In such instances, a qualified field instructor from another program within the agency, another agency, or from the Department of Social Work will be assigned. The assigned field instructor will work collaboratively with the day-to-day task supervisor and the student to ensure the appropriateness of learning assignments, guide student activities, and evaluate student performance. The assigned field instructor will help the student integrate a social work perspective into the field learning experience.

CRITERIA FOR FIELD INSTRUCTOR SELECTION

Field instructors play one of the most critical roles in the educational process of MSW students. They engage in the dual role of agency practitioner and social work educator. Because the primary goal of field instruction is social work education, rather than agency service, the teaching role of the field instructor is critical. Conversely, the primary task of the field student is that of learning rather than serving agency personnel needs.

In order to be approved as a field instructor, an agency employee should meet the following criteria.

1. A MSW degree from an accredited social work program.
2. At least two years professional social work employment experience, including at least six months' employment at the field agency.
3. Ability to supervise and instruct MSW students, including sensitivity to how differences in learning styles and diverse cultural backgrounds can impact students' learning, and to give adequate time for supervision.

4. Acceptance of the MTC-MSW Program's advanced generalist social work educational model.
5. Willingness to engage in problem-solving with students and field liaisons to address issues that arise during field placements.
6. Commitment to work cooperatively with the MSW field coordinator and the field liaison to ensure a successful placement experience.
7. Demonstrated professional social work values, knowledge, skills, and behaviors in relation to clients, agency co-workers, social work interns, and other community and professional constituencies.

Field instructors are expected to attend a field orientation as well as other training sessions that may be provided during the academic year. In addition, input and participation from field instructors is appreciated in order to continue to upgrade and enhance the field program, the MSW curriculum, and the entire MTC-MSW Program.

There is no monetary compensation for serving as a field instructor for the MTC-MSW Program. However, each of the participating social work programs offers continuing education credit for participation in the field instructor training and may also provide access to other university resources.

ADMISSION OF MSW STUDENTS TO FIELD PRACTICUM

To be accepted for foundation field education (SW 6130/6140), MSW students must complete the four Fall Semester foundations courses:

- Practice I (SW 6000)
- HBSE (SW 6010)
- Research I (SW 6020)
- Social Welfare Policy and Services (SW 6030)

They also must achieve an overall GPA of 3.0 or higher in their social work courses. In addition, students must attend a general field introductory session, as well as any other required field education meetings; complete and submit all required paperwork in a timely fashion; and meet with the MSW field coordinator, as required. (See Policy #2.1)

To be accepted for the advanced generalist concentration field experience (SW 6310/6320), MSW students must complete four required Fall Semester concentration courses:

- Advanced Practice with Individuals (SW 6200)
- Advanced Practice with Families (SW 6210) OR Advanced Group Practice (SW 6220)
- Advanced Macro Practice (SW 6230)
- Social Policy Analysis (SW 6240)

They also must achieve an overall GPA of 3.0 or higher in their social work courses. In addition, students must attend a general field introductory session as well as any other required field education meetings; complete and submit all required paperwork in a timely fashion; and meet with the MSW field coordinator, as required. (See Policy #2.1)

EMPLOYMENT-BASED FIELD PRACTICUM

As discussed in more detail in Policy #2.6, MSW students who are working in social service agencies may be interested in doing a field practicum at their place of employment. An employment setting can offer a MSW student an attractive field education opportunity for a foundation and/or a concentration placement. However, because field education is focused on educating students for advanced generalist social work practice, the following criteria have been established to ensure that an employment-based field practicum provides appropriate learning opportunities:

1. The field practicum must be an entirely different experience than the one where the student is working or is employed.
2. Assignments developed for the practicum must be educationally focused and must be clearly delineated from work assignments.
3. The student's work supervisor should not serve as the field instructor.
4. The person supervising the student cannot be enrolled in the MTC-MSW Program.
5. The agency must meet the same criteria as other field practicum agencies, as specified in the Field Education Manual.
6. The person designated as the field instructor must meet the same criteria as other field instructors, as specified in the Field Education Manual.
7. The student must fill out the Field Education Application for an employment-based placement request.
8. The field coordinator may make an agency visit.

The MSW field coordinator will review a student's request and will work with the student to determine if the agency has appropriate learning tasks and supervision available. The MSW field coordinator also may contact the employing agency to discuss the requirements for a field education placement and work out the details for establishing a placement. The MSW field coordinator must approve an employment-based practicum request before a student can begin the field placement.

At times, students may wish to do both placements at their place of employment. A second, employment-based placement may be approved if the employing agency is large enough to be able to provide the student with a new learning experience that is distinct from what the student does for his or her employment and from what he or she did for the first field placement. The MSW field coordinator will make this determination after talking with the student and/or agency personnel.

EXPECTATIONS FOR FIELD PERFORMANCE

Attendance

All MSW students must observe agency work hours and notify the field instructor of any unavoidable absences or lateness in advance if possible. Students must make up time for being late and/or absent. They are responsible for completing the required number of field hours.

Adherence to Agency and University Policies

Students are expected to comply with agency and university policies during their field placements. Students represent their practicum agencies, the MTC-MSW Program, and their home university in their contacts with clients, other agencies, and the general public. They therefore are expected to present themselves in a professional manner and to demonstrate behavior that is consistent with agency requirements, university standards, and the NASW Code of Ethics (<http://www.socialworkers.org/pubs/code/code.asp>). (Policies #2.7 & 2.8)

Avoiding Conflicts of Interest

MSW students should take appropriate steps to avoid conflicts of interest that could arise in the selection of a field placement or during the course of a placement. MSW students should inform the MSW field coordinator of any actual or potential conflicts of interest that could influence the field placement selection process. Once in a placement, students should immediately inform the field instructor when a real or potential conflict of interest arises and take action to resolve the matter expeditiously in a way that affords maximum protection to clients' interests. (Policy #2.2)

Confidentiality

MSW students are expected to maintain the confidentiality of information obtained during their practicum experiences and to behave in ways consistent with the NASW Code of Ethics (<http://www.socialworkers.org/pubs/code/code.asp>) (Policy #2.3)

Liability Insurance

Although the risk is relatively small, the MTC-MSW Program requires that all students in placement obtain professional liability insurance. In some cases, agencies may be able to include students, especially students who are their employees, under the agencies' "blanket policy." However, neither the MTC-MSW Program nor the three host campuses is able to cover the costs of students obtaining such coverage. Students are encouraged to check with their insurance providers as well as with NASW (<https://www.socialworkers.org/joinBenefits/protection.asp>) for information about the availability and costs of such coverage.

Within two weeks of beginning a practicum, students must submit documentation of the liability insurance acquired to the MSW field coordinator. (Policy #2.4)

Transportation

Neither the MTC-MSW Program nor the three host campuses is able to cover students' placement-related transportation costs or provide vehicles for students' use. All costs incurred traveling to and from the field placement agency, including but not limited to gas, parking, and tolls, are the responsibility of the student. If an agency vehicle is not available, students may be asked to use their own vehicles for agency business, including client transport. In these situations, students should talk with their field instructors about agency policy and procedures for reimbursement of expenses. Students also need to talk with their field instructors and their insurance agents about the type of automobile insurance required, especially if they are to transport clients in their own vehicles. It is students' responsibility to ensure that these issues are resolved before they transport any clients. (Policy #2.9)

THE FIELD EDUCATION PROCESS

Application and Selection

The following steps describe the sequence of events for placement in the field:

1. Eligible students attend a field orientation session conducted by the MSW field coordinator. This session is held in the fall semester preceding students' entry into field.
2. Students complete and submit a Field Application to the MSW field coordinator by the specified date; they also schedule an appointment with the MSW field coordinator.
3. The MSW field coordinator reviews the field applications for eligibility and completeness.
4. The MSW field coordinator meets individually with students to discuss field placement options.
5. Students schedule and complete interviews with identified contacts at potential field agencies.
6. Students and field instructors submit a confirmation of interview form to the MSW field coordinator.
7. The MSW field coordinator confirms and finalizes assigned placements and notifies students and field agencies.
8. Within two weeks of starting the field placement students must submit to the MSW field coordinator documentation of liability insurance.

Again, it is students' responsibility to inform the MSW field coordinator of any actual or potential conflicts of interest that could influence the field placement selection process.

Developing the Learning Contract

One of a student's first activities after starting a field placement is to work on the development of his or her field learning contract. The student, with consultation from the field instructor, identifies learning tasks that, over the course of the placement, will allow her or him to achieve the educational competencies specified in the syllabus and the Field Education Learning Contract and Evaluation form. Nine (9) competencies and supportive behaviors have been established for foundation placements and nine (9) competencies and supportive behaviors

have been identified for concentration placements. Students, with input from their field instructors, are expected to articulate a minimum of one learning task for each of the identified behaviors. Reflecting the generalist and advanced generalist orientations of the two MSW placements, the learning tasks within the behaviors should be structured so as to provide students' learning opportunities with client systems of various sizes and diverse characteristics.

The Field Education Learning Contract and Evaluation form should be completed within the first three weeks of a student's field placement and submitted to the field liaison for review. The field liaison will contact the student and the field instructor if there are questions.

Ongoing Field Supervision

Meeting with the field instructor. MSW students are expected to meet regularly with their field instructors for supervision. Typically, these meetings occur weekly, at a prescheduled time, for about an hour. Informal conversations that occur during the normal course of work interactions supplement, but do not replace, these formally scheduled field supervision meetings. The weekly meetings are educationally focused and are intended to foster students' field-based learning, integration of classroom and experiential learning, and professional development. These regular meetings afford students (and field instructors) opportunities for reflection. They also allow students to receive ongoing feedback on their performance throughout the semester.

Field liaison contact. Students have regular contact with the faculty field liaison during their field placements. At least once during the semester, the field liaison visits the placement agency to meet with the student and the field instructor. Students also have regular, online contact with the liaison; each week, students are expected to electronically submit field journals to the faculty field liaison. In addition to ongoing placement monitoring, the field liaison is available to both the student and the field instructor to assist in addressing concerns that may arise in the placement.

Problem-solving

If difficulties arise in a field placement, the student and field instructor are expected to work together to try to resolve the issues. A student should make the field instructor aware of the problem (and vice versa) and explore ways to address the matter before involving others in the situation. At times, however, a resolution cannot be achieved by the student and his or her field instructor. In these instances, the field liaison should be contacted and asked to participate in the problem-solving process.

Evaluation

A formal evaluation is conducted at the end of a student's field placement. The educational competencies and behaviors with associated tasks established in the student's learning contract provide the criteria against which the student's progress is assessed. The Foundation and the Concentration Field Education Learning Contract and Evaluation forms provide space for recording competency-specific and general evaluative assessments.

The field practicum is graded on "Pass" or "Fail" basis. The field instructor recommends a grade to the field liaison. However, it is the field liaison, as a faculty member, who is ultimately responsible for assigning the grade and submitting it to the university. (Policy #2.12)

In addition to the above evaluation of learning, the student also is asked at the end of the placement to provide feedback on her or his learning experience. The Student Evaluation of Internship form documents students' assessments of the field learning opportunities and the field instruction received at the placement site.

PLACEMENT CHANGE OR TERMINATION

Occasionally, difficulties arising in a field placement result in the need to change the agency placement. If the difficulty is sufficiently severe and cannot be resolved by the student, field instructor, and field liaison through engaging in problem-solving, the field liaison will apprise the MSW field coordinator of the situation and the field coordinator will consider a change of placement. Additionally, per the educational agreement between the universities and the agency, the agreement to have students placed at the agency is strictly voluntary and can be cancelled at any point. (Policy #2.10)

In addition, a student can be removed from his or her field placement due to unsatisfactory performance at the practicum. Reasons for termination include, for example, engaging in behavior that is unethical, illegal, or dangerous to clients or staff; breaching agency policy, refusing to be supervised, failure to maintain the agreed upon schedule, or being unable to fulfill agency assignments. A student who is terminated from his or her field placement will receive a grade of "Fail" for the field education credits in which he or she is registered and will be asked to leave the MTC-MSW Program. (Policy #2.11)

APPENDIX A: SELECTED UNIVERSITY POLICIES

Students are expected to comply with all university policies. In this appendix we highlight several university policies that, we believe, are especially relevant to you as a graduate-level social work student.

ACADEMIC INTEGRITY

MSW students are expected to intellectually honest and forthright in their academic and field placement activities. All work MSW students complete for all courses should be their own. MSW students are expected to give credit to the sources used in their work by including appropriate citations and identifying direct quotations with quotation marks and providing complete reference information. Each of the collaborating universities has a policy for academic integrity, including the potential penalties for academic misconduct, and the MTC-MSW Program will adhere to those policies. Academic misconduct includes the following behaviors: plagiarism, cheating, fabrication, or facilitating any such act. The following definitions apply:

- (1) Plagiarism.** The adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper acknowledgment.
- (2) Cheating.** Using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.
- (3) Fabrication.** Unauthorized falsification or invention of any information or citation in an academic exercise.
- (4) Facilitation.** Helping or attempting to help another to violate a provision of the institutional code of academic misconduct.

Refer to the *Graduate Catalog/Graduate Bulletin* at each university for additional information:

APSU <http://www.apsu.edu/registrar/bulletins#grad>

MTSU <http://www.mtsu.edu/gcat/>

TSU <http://www.tnstate.edu/graduate/graduatecatalog.aspx>

REASONABLE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

If you have a disability that may require assistance or accommodations, or if you have any questions related to any accommodation for testing, note taking, reading, etc., please speak with the instructor as soon as possible. To register with the university for accommodations, contact:

- APSU: Office of Disability Services, Austin Peay State University, Morgan University Center 114, Clarksville, TN 37044, 931-221-6230 (Voice)/931-221-6278 (TTY)
- MTSU: Office of Disabled Student Services, Middle Tennessee State University, KUC 120, Murfreesboro, TN 37132, 615-898-2158 (Voice)/615-898-2836 (TTY)
- TSU: Office of Students with Disabilities, Tennessee State University, Kean Hall 117, Nashville, TN 37209, 615-963-7400

REPORTING OF UNOFFICIAL WITHDRAWALS

Federal regulations require that students who cease class attendance but do not officially withdraw from the University must be reported so that future financial aid will cease and/or the student will be required to return funds. Therefore, during the term, the instructor is required to complete a roster indicating those students who have stopped attending class without officially withdrawing.

NON-DISCRIMINATION POLICY

Each university participating in this collaboration is a community of people with respect for diversity that emphasizes the dignity and equality common to all individual faculty, staff, and students. For information on non-discrimination contact:

- APSU: Office of Affirmative Action, Austin Peay State University, Browning Bldg. 7B, Clarksville, TN 37044, 931-221-7178
- MTSU: Institutional Equity and Compliance Office, Middle Tennessee State University, Cope Administration Building #220, Murfreesboro, TN 37132, 615-898-2185
- TSU: Office of Equity, Diversity, and Compliance, Tennessee State University, 3500 John Merritt Blvd., Nashville, TN 37209, 615-963-7435.

The MTC-MSW Program and the Social Work departments at each of the collaborating universities make specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity (including age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation) are practiced. Social work education builds upon professional practice and values; therefore, the MTC-MSW Program provides a learning context that is nondiscriminatory and reflects the profession's fundamental tenets. The learning context, the educational program (including faculty, staff, and student composition; selection of agencies and their clientele as field education settings; composition of program advisory or field committees; resource allocation; program leadership; speakers series, seminars, and special programs; research and other initiatives), and the program's curriculum model understanding of and respect for diversity.

POLICY ON HARASSMENT

Each of the collaborating institutions is committed to establishing an atmosphere where your work, education, and participation in the university's activities and programs will be free from intimidation or offensive behaviors. Sexual, racial or other forms of harassment have no place in a university community. For more information contact:

- APSU: Office of Affirmative Action, Austin Peay State University, Browning Bldg. 7B, Clarksville, TN 37044, 931-221-7178
- MTSU: Institutional Equity and Compliance Office, Middle Tennessee State University,
- TSU: Office of Equity, Diversity, and Compliance, Tennessee State University, 3500 John Merritt Blvd., Nashville, TN 37209, 615-963-7435.

ACCESS TO EDUCATIONAL RECORDS

Each university participating in this collaboration has established procedures by which students can access their educational records. Please consult the *Graduate Catalog/Graduate Bulletin* of your home university for further details. These documents can be accessed at:

APSU <http://www.apsu.edu/registrar/bulletins#grad>

MTSU <http://www.mtsu.edu/gcat/>

TSU <http://www.tnstate.edu/graduate/graduatecatalog.aspx>

APPENDIX B: FIELD EDUCATION POLICIES

(Adopted February 2010)

Policy #2.1: Requirements for Admission to MSW Field

To be accepted for foundation field education (SW 6130/6140), MSW students must complete Practice I (SW 6000), HBSE (SW 6010), Research I (SW 6020), and Social Welfare Policy and Services (SW 6030) and achieve an overall GPA of 3.0 or higher in their MSW courses. In addition, students are required to attend a general field introductory session as well as other field education meetings. Pre-placement application materials must be submitted to the Department of Social Work prior to scheduling an individual appointment with the Field Coordinator. Student will be responsible for contacting the potential practicum agency and meeting with the field instructor to finalize the placement. Written confirmation of the placement must be received by the Social Work office prior to the end of the fall semester.

To be accepted for the advanced generalist concentration field experience (SW 6310/6320), MSW students must complete Advanced Practice with Individuals (SW 6200), Advanced Practice with Families (SW 6210) OR Advanced Group Practice (SW 6220), Advanced Macro Practice (SW 6230), and Social Policy Analysis (SW 6240) and have a cumulative GPA of 3.0 or higher. Students must enroll concurrently in Empirical Social Work Practice (SW 6300) during the spring semester in which they do their concentration field placement. Students are responsible for ensuring that request for placement forms, interviews with the Field Coordinator and with the potential field instructor, and written confirmation of the placement are completed by the deadlines set by the Department of Social Work.

Policy #2.2: Conflicts of Interest

Field students should be alert to and avoid conflicts of interest that interfere with professional discretion and impartial judgment. During the field placement planning process, MSW students should let the Field Coordinator know about any agencies with which there may be a conflict of interest because:

1. students and/or their family members are currently receiving or have recently finished receiving agency services.
2. a family member is currently employed by the agency or has recently left a position with the agency.

Once in the field education placement, MSW students should follow the required steps to avoid conflicts of interest:

1. inform the field instructor when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the client's interests primary and protects client's interests to the greatest extent.
2. refrain from taking unfair advantage of any professional relationship or exploiting others to further personal, political, religious, or business interests.
3. refrain from engaging in dual or multiple relationships with clients or former clients in which there is a risk of potential harm or exploitation to the client. Dual or multiple relationships occur when MSW students relate to clients in more than one relationship, whether professional, social, or business.
4. when providing services to two or more individuals who have a relationship with each

other (i.e., couples, family members), MSW students should clarify with all parties which individuals are considered clients and professional obligations to all individuals who are receiving services.

Policy #2.3: Confidentiality

MSW students are expected to demonstrate professional behavior that is consistent with the ethical standards identified in the NASW Code of Ethics. As part of this, students are expected to maintain the confidentiality of information during their practicum experiences. They should avoid discussing the particulars of cases with friends, family members, and others not directly involved in the cases. Students should never disclose client names to others or use actual client names in their process recordings, journals, course notebooks, papers, etc.

Policy #2.4: Professional Liability Insurance

While the risk is relatively small, the student and the agency should recognize the possibility of lawsuit in a case where a student is involved, even though the suit may not involve the student directly. The Mid-Tennessee Collaborative Master of Social Work Program requires malpractice insurance for all practicum students. Neither the Mid-Tennessee Collaborative Master of Social Work Program nor the three host campuses is able to cover the costs for such liability insurance for MSW students.

In some cases, agencies may be able to include students (who are their employees) under their "blanket policy." Alternatively, students can check with their insurance providers to see if they have a rider to cover such liability insurance. NASW provides such insurance for a nominal fee to its members. Information on NASW membership and insurance is available at:

<https://www.socialworkers.org/join.asp>

Within two weeks of beginning their practicum, students must submit documentation of liability insurance to the MSW Field Coordinator at their home campus.

Policy #2.5: Practicum Hours and Attendance

The foundation practicum (SW 6130/6140) involves a total of 400 hours, or 6 credits. MSW students can enter their foundation practicum only in the spring semester. Students have the option of registering for all 6 credits and completing all 400 hours in a single spring semester OR registering for 3 credits and completing 200 hours in the spring semester and finishing the remaining 3 credits/200 hours in the summer semester. Students who register for all 6 credits of foundation field education in the spring semester must complete approximately 27 hours of practicum per week over the course of the semester, excluding the period for spring break.

Those who register for 3 credits of foundation field education in the spring and 3 credits in the summer must complete approximately 16 hours of practicum per week, excluding the spring break period and the time between semesters.

The advanced generalist concentration practicum (SW 6310/6320) involves a total of 500 hours, or 8 credits. MSW students can enter their concentration practicum only in the spring semester. Students have the option of registering for all 8 credits and completing all 500 hours in a single spring semester OR registering for 4 credits and completing 250 hours in the spring semester and

finishing the remaining 4 credits/250 hours in the summer semester. Students who register for all 8 credits of concentration field education in the spring semester must complete approximately 33 hours of practicum per week over the course of the semester, excluding the period for spring break. Those who register for 4 credits of concentration field education in the spring and 4 credits in the summer must complete approximately 20 hours of practicum per week, excluding the spring break period and the time between semesters.

All students must observe agency work hours and notify the field instructor of any unavoidable absences or lateness in advance if possible. Students must make up time for being late and/or absent. Students are entitled to hazardous weather closings and to holidays that are observed by the field agency. Students are not expected to report to their field agency on holidays observed by the university, should these differ from the holidays observed by the field agency. However, students must discuss this with their field instructors prior to the absence; the field instructors may request that the students come to the agency that day.

If approved by their field instructors, students may continue in their practicum during spring break as well as during the period between spring and summer semesters. They may complete no more than their usual number of hours per week during these periods. A schedule must be submitted to the faculty liaison at least two weeks prior to the break.

Students are responsible for completing the required number of field hours and for maintaining a timesheet to document the completion of their field hours. Although students sometimes will want to complete more than the required number of hours per week in order to reduce the number of weeks in which they are at their practicum setting, they should be aware that they have made a commitment to the agency and are expected to extend their practicum throughout the semester in which they are enrolled. Therefore, students should not expect to complete their practicum prior to the final week of classes.

Policy #2.6: Employment-Based Practicum

Students who are working in a social service agency or whose employment with a social service agency will begin at least 30 days prior to the start of their field placement can request a field practicum at their place of employment. The employing agency must be agreeable to serving as the employee's field practicum site and willing to create learning experiences, provide field instruction, and comply with other field education requirements. The practicum assignment must be clearly educational, should afford the student learning experiences that contribute to his or her development as an advanced generalist social worker, and do not replicate current or past work assignments. The use of settings where the student is already an employee as a field practicum site may be permitted if the following conditions are met:

1. The field practicum must be an entirely different experience than the one where the student is working or is employed.
2. Assignments developed for the practicum must be educationally focused and must be clearly delineated from work assignments.
3. The student's work supervisor should not serve as the field instructor.
4. The person supervising the student cannot be enrolled in the Mid-Tennessee

Collaborative Master of Social Work Program.

5. The agency must meet the same criteria as other field practicum agencies, as specified in the Field Education Manual.
6. The person designated as the field instructor must meet the same criteria as other field instructors, as specified in the Field Education Manual.
7. The student must fill out the Field Education Application for an employment-based placement request.
8. The Field Coordinator may make an agency visit

Policy #2.7: Compliance with Field Agency Policies and Procedures

MSW students are expected to follow agency policies and procedures and abide by the rules and regulations of the agency while in their field placements. They are responsible for fulfilling the practicum agencies' requirements for background checks, health screenings, finger printing, and the like. Students represent their practicum agencies in their contacts with clients, other agencies and organizations, and the general public. They therefore are expected to present themselves in a professional manner and to demonstrate behavior that is consistent both with agency requirements and with the NASW Code of Ethics.

Policy #2.8: Compliance with University Policies and Procedures

During their field education experiences MSW students are expected to follow the policies and procedures of their home university and the MTC- MSW Program. These include, but are not limited to, university policies concerning non-discrimination, academic integrity, and harassment. Students are not only representing their practicum agencies, but also their university and the MTC-MSW Program in their contacts with clients, other agencies and organizations, and the general public. They therefore are expected to present themselves in a professional manner and to demonstrate behavior that is consistent with university policies and codes of conduct.

Policy #2.9: Transportation

All costs incurred travelling to and from the field placement agency, including but not limited to gas, parking, and tolls, are the responsibility of the student. In some cases, students may be required to use their own vehicles to perform activities associated with the field placement, such as making home visits or attending case conferences at other agencies. Students who use their own vehicles for agency business should talk with their field instructors about agency policy and procedures for reimbursement of expenses incurred. It is the students' responsibility to submit documentation required for reimbursement to the agency.

Students also should discuss potential liability issues with their field instructors as well as with their insurance agents and make sure that they have adequate automobile insurance coverage.

Students at times may be asked to transport clients in their own cars as part of their placement duties. If at all possible, the agency should provide students with an agency vehicle for the purpose of conducting agency business (i.e. transporting clients). However, an agency may not always be able to do this. In these cases it is the students' responsibility to discuss with their field instructors and their insurance agents the type of automobile insurance required if they are to transport clients in their own vehicles and to ensure that they have adequate automobile

insurance coverage. These liability issues should be resolved before a student transports any clients.

Policy #2.10: Change of Placement

Occasionally, difficulties arise in a field placement resulting in a need to change the agency placement. It is the responsibility of the student to maintain appropriate contact with the field liaison and/or Field Coordinator in an attempt to prevent issues that come up in the practicum from escalating to the point where a change of placement may be required.

Students who feel they are having problems should first try to resolve the issues directly with their field instructors. If these efforts do not resolve the problem, then students should contact their field liaison. In most cases, difficulties can be resolved through the combined efforts of the student, the faculty liaison, and the field instructor.

If the difficulty is sufficiently severe and cannot be resolved in this manner, the field liaison will apprise the Field Coordinator of the situation and the Field Coordinator will consider a change of placement. If the student and the Field Coordinator cannot agree on an appropriate course of action, the student can ask the MSW Program Coordinator to become involved in the matter. If after involving the MSW Program Coordinator the student still does not accept the recommended course of action, he or she can initiate an academic grievance, following the policies and procedures prescribed by the university.

Additionally, per the educational agreement between the universities and the agency, the agreement to have students placed at the agency is strictly voluntary and can be cancelled at any point.

Policy #2.11: Removal of a Student from Field Practicum

Field education is considered an essential component of a MSW student's academic preparation for professional social work practice. Therefore, what happens at a student's practicum is considered to be an academic matter and, as such, comes within the purview of not only the field education policies, but also those of the MTC-MSW Program, the Graduate College, and the University.

A student can be removed from his or her field placement due to unsatisfactory performance at the practicum. Reasons for termination from the field include:

1. Serious or repeated violation of social work ethics as outlined in the NASW Code of Ethics.
2. Breaking a law in an agency-related matter or conviction of a felony during the practicum year. (If it is discovered while the student is in the field that the student has failed to disclose a prior serious criminal conviction, this may also be considered grounds for action.)
3. Evidence of chemical dependence or illegal use of drugs while enrolled in the program.
4. A serious breach of the practicum agency's policy.
5. A hostile or resistant attitude toward learning or supervision.
6. An inability to carry out assignments in the practicum.

7. Behavior that is emotionally or physically dangerous to agency clients or to agency staff.

A student who is terminated from his or her field placement will receive a grade of "Fail" for the field education credits in which he or she is registered and will be asked to leave the MSW Program.

Policy #2.12: Field Education Grading

A formal evaluation is conducted at the end of a student's field placement. The educational and tasks established by the field instructor and student in the Field Education Learning Contract and Evaluation form provide the criteria against which the student's progress can be assessed. The field instructor and student should independently evaluate the student's performance and then should discuss their assessments with each other, identifying areas of commonality as well as difference. In this way the evaluation itself can be part of the student's learning.

The field practicum is graded on "Pass" or "Fail" basis. The field instructor recommends a grade to the field liaison. However, it is the field liaison, as a faculty member, who ultimately is responsible for assigning the grade and submitting it to the university.

The option of repeating a course in which a failing grade is received does not extend to field education (SW 6130/6140 and SW 6310/6320). Therefore, if a student receives a grade of "Fail" for the field practicum, he or she will be asked to leave the MSW program. The student has the right to appeal the grade of "Fail"; the procedures a student must use to appeal a grade are described in the *Graduate Catalog/Graduate Bulletin* of the student's home campus.

The grade of "I" (Incomplete) may be given if the student has not completed the required number of field hours or assignments. The grade of "I" (Incomplete) is a temporary grade indicating that the student has performed satisfactorily in the field placement but was unable to complete all practicum hours or assignments due to unforeseen circumstances. The field liaison, the field instructor, and the student jointly decide on the terms for the removal of the incomplete. If the grade of "I" (Incomplete) is not removed within the following semester, the grade will be changed from an "I" to an "F" (Fail) grade and, as described above, the student will be asked to leave the MTC-MSW program.

APPENDIX C: FIELD EDUCATION FORMS

**APPLICATION FOR MID-TENNESSEE COLLABORATIVE MASTER OF SOCIAL WORK
(MTC-MSW) PROGRAM FIELD PLACEMENT**

This application is for those students who are considering enrollment in their Foundation Field Education experience (SW 6130/6140) or Concentration Field Education experience (SW 6310/6320).

- **Foundation Field Education** involves a total of 400 hours, or 6 credits. Students have the option of registering for all 6 credits and completing all 400 hours in a single Spring Semester OR registering for 3 credits and completing 200 hours in the Spring semester and finishing the remaining 3 credits/200 hours in the Summer semester.

To be accepted for the Foundation field placement, students must provide documentation of having completed Practice I (SW 6000), HBSE (SW 6010), Research I (SW 6020), and Social Welfare Policy and Services (SW6030) and of having achieved an overall GPA of 3.0 or higher in their MSW courses.

- **Concentration Field Education** involves a total of 500 hours, or 8 credits. Students have the option of registering for all 8 credits and completing all 500 hours in a single Spring Semester OR registering for 4 credits and completing 250 hours in the Spring Semester and finishing the remaining 4 credits/250 hours in the Summer Semester. Students must enroll in SW6300 Empirical Social Work Practice during the Spring Semester while they are in their concentration field placement.

To be accepted for the Concentration field placement, students must provide documentation of having completed Advanced Practice with Individuals (SW 6200), Advanced Practice with Families (SW 6210) OR Advanced Group Practice (SW 6220), Advanced Macro Practice (SW 6230), and Social Policy Analysis (SW 6240) and of having achieved an overall GPA of 3.0 or higher in their MSW courses.

Procedure: You are required to attend a field education orientation session as well as all other field education meetings. Failure to participate in these required sessions may result in a delay in the admission to Field process.

You must complete the Application for Field Education form and attach: a) 1 copy of your resume; and b) a current unofficial transcript. Submit the Application for Field Education with both attachments to the Department of Social Work office.

There will be a 30 minute general orientation session for all students who intend to begin field education in the Spring Semester. At the end of the orientation session you will schedule an individual appointment with the Field Coordinator. All application materials must be received prior to your meeting with the Field Coordinator; the meeting will be rescheduled if all application materials have not been submitted.

You are responsible for contacting the agency and meeting with the supervisor to finalize the placement. Written confirmation of the placement must be received by the Social Work office prior to the end of the fall semester by the assigned dates.

Please be aware that some agencies require a background check, a health screening, or proof of insurance be completed before a placement can begin. If the agency where you will be doing your

field placement has any of these requirements, it is your responsibility to make the arrangements necessary and to pay any associated costs.

Changing field placement: Once a field placement has been confirmed, documentation of extenuating circumstances must be submitted in order to be considered for a change of placement.

Mid-Tennessee Collaborative Master of Social Work Program Field Education Placement Application

This completed application requires:

- D This form
- D One copy of your resume
- D Current unofficial transcript

- D Foundation
- D Full Time (Spring only)
- D Concentration
- D Part-Time (Spring/Summer)

Student ID: _____

Name: _____

Address: _____

Phone Number: _____

Student Email: _____

Placement Plan: Please identify the agency you are planning to complete your practicum

Name of Agency: _____

Agency Address: _____

MSW Supervisor: _____

Phone/Email for Supervisor: _____

Describe the planned activities or tasks you will perform during the placement:

A large, empty rectangular box with a thin black border, intended for the user to describe their planned activities or tasks during the placement. The box occupies most of the page's vertical space below the instruction.

Describe your learning goals or expectations for this field placement:

Is this placement a *previous* employer or internship location? Yes No

If yes, please describe previous work and the assigned supervisor_____.

Is this placement your *current* employer? Yes No

If yes, please provide your current job title/work responsibilities as well as your employment supervisor. Attach a job description if available.

Provide a brief description of your planned days and hours you will report to the field placement

Acknowledgement of Employment Based Placement Request

The Mid-Tennessee Collaborative allows students to complete their practicum hours at the current place of employment, under certain requirements. Those are posted in the Field Education Manual, and are to be reviewed by the student prior to application to the Field Education placement. This document and signature confirms the student has reviewed the requirements of the placement and affirms that proposed learning application meets those conditions.

Please provide the following:

Describe how the field placement will be different from your current job responsibilities (i.e., unit, type of services, population).

Employment: _____

Employment Supervisor: _____

Contact number: _____

Employment Supervisor email: _____

Student Signature: _____ Date: _____

Confirmation of Agency Placement

Agreement for student placement for _____ (Semester) _____ 20 _____

Student Name _____

Student email: _____

The Mid-Tennessee Collaborative Master of Social Work Program and the Field Agency below jointly agree to a student field placement for the purpose of providing graduate social work field education.

Agency: _____

Supervisor: _____

Address: _____

City: _____

Phone: _____

Email: _____

For the Agency Field Instructor

I certify that I have met with the student below and we have agreed on a field placement for the identified semester.

Signature of Field Instructor _____ Date: _____

Signature of Student _____ Date: _____

Confidentiality Statement
(To be completed by student)

I have read the Confidentiality policy in the MTC-MSW Program Field Education Manual and agree to abide by that policy. I have also read the NASW Code of Ethics and agree to uphold the ethical guidelines for social work practice. I will respect the privacy of clients and, as consistent with agency policy, hold in confidence information obtained in the course of my field placement. I will hold in confidence any proprietary information about the agency shared with me during the field placement. I will not disclose data that can be linked to individual clients or staff members when using information from the field experience in my coursework.

Student Name (Print): _____

Student Signature: _____ Date _____

MID- TENNESSEE COLLABORATIVE MASTER OF SOCIAL WORK (MTC-MSW) PROGRAM
FOUNDATION FIELD EDUCATION LEARNING CONTRACT & EVALUATION

Student: _____

Semester: _____

Field Instructor: _____

Faculty Liaison: _____

Agency: _____

Agency Address: _____

Phone/Email of Agency/Field Instructor: _____

This document will serve as the Educational Contract, the Mid-Term Evaluation, and the Final Evaluation for the MSW students who are enrolled in the foundation year practicum. The competencies are shown are the competencies that are to be met by all students. The student, working with the Field Instructor, will complete the educational contract by listing tasks that will support development of each competency and behavior to be accomplished by the student at the practicum site during the designated semester of study. A minimum of one task will be listed for each behavior. Tasks are dependent on the agency setting and the client population. The faculty Liaison must approve the educational contract.

The Field Instructor should ensure that the tasks on the educational contract are appropriate for students working under supervision. Evaluation of student activity is based on task accomplishment and is not related to course grading criteria. In the event a student is graded at the 5 level for all tasks relating to one objective at mid-term. New activities may be developed for the remainder of the semester.

The Field Instructor will evaluate the student at mid-term and at the end of the semester using the following scale:

- 5= Professional level activity, equivalent to employee
- 4= Competent level activity, with indirect supervision
- 3= Meets expectations, with direct supervision
- 2= Beginning level activity only
- 1= Attempted but failed to engage in this task
- N/A= List task deferred at this time

Final Rating Scale:
 5= Professional level activity, equivalent to employee
 4= Competent level activity, with indirect supervision
 3= Meets expectations, with direct supervision
 2= Beginning level activity only
 1= Attempted but failed to engage in this task
 N/A= List task deferred at this time

Competency	Behavior	Midterm Rating	Final Rating
1) Demonstrate Ethical and Professional Behavior	a) Make ethical decisions by applying the standards of the NASW Code of Ethics.		
	b) Use reflection and self-regulation to manage personal values and maintain professionalism.		
	c) Demonstrate professional demeanor in behavior, appearance, oral, written, & electronic communication		
	d) Use technology ethically and appropriately to facilitate practice outcomes.		
	e) Use supervision and consultation to guide professional judgment and behavior.		
	Competency Overall Score		
2) Engage Diversity and Difference in Practice	a) Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice.		
	b) Present themselves as learners and engage client & constituencies as experts of their own experiences.		
	c) Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse client systems		
	Competency Overall Score		

Final Rating Scale:
 5= Professional level activity, equivalent to employee
 4= Competent level activity, with indirect supervision
 3= Meets expectations, with direct supervision
 2= Beginning level activity only
 1= Attempted but failed to engage in this task
 N/A= List task deferred at this time

Competency	Behavior	Midterm Rating	Final Rating
3) Advance Human Rights and Social and Economic Justice	a) Apply their understanding of social, economic, & environmental justice to advocate for human rights.		
	b) Engage in practice that advocates social, economic, & environmental justice.		
	Competency Overall Score		
4) Engage in Practice-Informed Research and Research-Informed Practice	a) Use practice experience and theory to inform scientific inquiry and research.		
	b) Engage in critical analysis of quantitative and qualitative research methods and research findings.		
	c) Use and translate research findings to inform and improve practice, policy, and service delivery.		
	Competency Overall Score		
5) Engage in Policy Practice	a) Assess how social welfare and economic policies impact the delivery of and access to social services.		
	b) Critically analyze and promote policies that advance human rights and social, economic, & environmental justice.		
	Competency Overall Score		

Final Rating Scale:			
5= Professional level activity, equivalent to employee		2= Beginning level activity only	
4= Competent level activity, with indirect supervision		1= Attempted but failed to engage in this task	
3= Meets expectations, with direct supervision		N/A= List task deferred at this time	
Competency	Behavior	Midterm Rating	Final Rating
6) Engage in Practice-Informed Research and Research-Informed Practice	a) Apply knowledge of human behavior and the social environment and practice context to engage with client & constituencies.		
	b) Use empathy, reflection, self-regulation, and interpersonal skills to effectively engage diverse client & constituencies.		
	Competency Overall Score		
7) Assess Individuals, Families, Groups, and Organizations, and Communities	a) Collect, organize, and critically analyze and interpret information from client & constituencies.		
	b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the assessment of data from client & constituencies.		
	c) Development mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within client & constituencies.		
	d) Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of client & constituencies.		
	Competency Overall Score		

Final Rating Scale:
 5= Professional level activity, equivalent to employee
 4= Competent level activity, with indirect supervision
 3= Meets expectations, with direct supervision
 2= Beginning level activity only
 1= Attempted but failed to engage in this task
 N/A= List task deferred at this time

Competency	Behavior	Midterm Rating	Final Rating
8) Intervene with Individuals, Families, Groups, Organizations, and Communities	a) Implement interventions to achieve practice goals & to enhance capacities of client & constituencies.		
	b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with client & constituencies.		
	c) Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes		
	d) Negotiate, mediate, and advocate on behalf of client & constituencies.		
	e) Facilitate effective transitions and endings that advance mutually agreed-on goals		
	Competency Overall Score		
9) Evaluate practice with Individuals, Families, Groups, Organizations, and Communities	9a. Select and use appropriate methods for evaluations of outcomes.		
	9b. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.		
	9c. Apply evaluation findings to improve practice effectiveness at the micro & macro levels.		
	Competency Overall Score		

Final Overall Assessment

Please evaluate the student by choosing the one response that clearly reflects your assessment of their performance. Also attach any additional written comments.

- 5. Strongly Agree
- 4. Agree
- 3. Disagree
- 2. Strongly Disagree
- 1. Did not have time to adequately assess student

- 1. ___ This student exhibited an eagerness to learn new things and accept responsibility
- 2. ___ This student is well organized
- 3. ___ This student was ready for this field experience.
- 4. ___ This student is prepared to perform as an entry-level social worker
- 5. ___ If given the opportunity, I would recommend this student for employment in this agency.
- 6. ___ If given the opportunity, I would recommend this student for employment in the field of social services.

WRITTEN COMMENTS ON OVERALL PERFORMANCE OF STUDENT:

SIGNATURE PAGE

Educational Contract Tasks Completed and Approved

Student _____

Date _____

Field Instructor _____

Date _____

Faculty Liaison _____

Date _____

Mid-Term Evaluation Completed and Approved

Student _____

Date _____

Field Instructor _____

Date _____

Faculty Liaison _____

Date _____

Final Evaluation Completed and Approved

Student _____

Date _____

Field Instructor _____

Date _____

Faculty Liaison _____

Date _____

Semester Approval

Field Coordinator _____

Date _____

MSW Program Coordinator _____

Date _____

MID-TENNESSEE COLLABORATIVE MASTER OF SOCIAL WORK (MTC-MSW) PROGRAM

ADVANCED GENERALIST CONCENTRATION FIELD EDUCATION LEARNING CONTRACT & EVALUATION

Student: _____

Semester: _____

Field Instructor: _____

Faculty Liaison: _____

Agency: _____

Agency Address: _____

Phone/Email of Agency/Field Instructor: _____

This document will serve as the Educational Contract and the Evaluation for MTC-MSW students who are enrolled in the concentration practicum. The competencies shown are the competencies that are to be met by all students completing the MSW advanced generalist concentration curriculum. The students, working with the Field Instructor, will complete the educational contract by listing learning tasks for each behavior accomplished by the student at the practicum site during the placement. The particular Tasks identified are dependent on the setting and the population. The Faculty Field Liaison must approve the educational contract.

The Field Instructor should ensure that the tasks on the educational contract are appropriate for concentration-level MSW students working under supervision. The educational contract can be modified based on the student's mastery of the learning tasks, with new tasks being added. Evaluation of student activity is based on competency development. Please inform the Faculty Field Liaison of modifications made to the educational contract.

The Field Instructor will evaluate the student at mid-term and at the end of the semester using the following scale:

- 5= Professional level activity, equivalent to employee
- 4= Competent level activity, with indirect supervision
- 3= Meets expectations, with direct supervision
- 2= Beginning level activity only
- 1= Attempted but failed to engage in this task
- N/A= List task deferred at this time

Final Rating Scale:

5= Professional level activity, equivalent to employee
 4= Competent level activity, with indirect supervision
 3= Meets expectations, with direct supervision

2= Beginning level activity only
 1= Attempted but failed to engage in this task
 N/A= List task deferred at this time

Competency	Behavior	Midterm Rating	Final Rating
1) Demonstrate Ethical and Professional Behavior	a) Identifies as a social work professional		
	a) Understands & identifies professional strengths, limitations, & challenges		
	b) Effectively uses reflection, self-correction, supervision & consultation to evaluate and enhance professional practice		
	c) Apply ethical decision making skills to issues specific to advanced generalist practice		
	Competency Overall Score		
2) Engage Diversity and Difference in Practice	a) Apply & communicate diversity & difference in advanced generalist practice		
	b) Engage with and ensure participation of diverse and marginalized clients and constituencies		
	c) Identify and use practitioner/client/constituent differences from a strengths perspective		
	Competency Overall Score		

Final Rating Scale:			
5= Professional level activity, equivalent to employee		2= Beginning level activity only	
4= Competent level activity, with indirect supervision		1= Attempted but failed to engage in this task	
3= Meets expectations, with direct supervision		N/A= List task deferred at this time	
Competency	Behavior	Midterm Rating	Final Rating
3) Advance Human Rights and Social and Economic Justice	a) Use knowledge of the effects of oppression, discrimination, and historical trauma on clients and constituents to guide planning and intervention		
	b) Participate in practices that advance Social, Economic, & Environmental Justice in advanced generalist practice		
	Competency Overall Score		
4) Engage in Practice-Informed Research and Research-Informed Practice	a) Use research methodology to evaluate advanced generalist practice effectiveness and outcomes		
	b) Participate in the generation of new knowledge through research and advanced generalist practice		
	Competency Overall Score		
5) Engage in Policy Practice	a) Advocate to stakeholders the implications of policies and proposed change as they affect clients and constituents of advanced generalist practice		
	b) Analyze policy as it applies to the macro community, environment justice, social justice, and diversity		
	c) Provide leadership in organizations and communities for effective, ethical interventions that improve the well0being of individuals, families, organizations, and communities		
	Competency Overall Score		

Final Rating Scale: 5= Professional level activity, equivalent to employee 4= Competent level activity, with indirect supervision 3= Meets expectations, with direct supervision		2= Beginning level activity only 1= Attempted but failed to engage in this task N/A= List task deferred at this time	Midterm Rating	Final Rating
6) Engage in Practice-Informed Research and Research-Informed Practice	a) Develop a culturally responsive relationship while engaging clients and constituents			
	b) Demonstrate advanced practice engagement with an increased awareness of social justice, environmental justice			
	Competency Overall Score			
7) Assess Individuals, Families, Groups, and Organizations, and Communities	Identify theoretical frameworks for assessment and planning in advanced practice			
	Establish a relationally based process that encourages clients and constituents to be equal participants in the establishment of goals * objectives and select evidence-based interventions with clients & constituents			
	Perform advanced generalist practice assessment with an increased awareness of culture, context, social justice, environmental justice, diversity, and public services to clients and constituents			
	Select appropriate intervention strategies based on continuous assessment of clients and constituents			
	Competency Overall Score			

8) Intervene with Individuals, Families, Groups, Organizations, and Communities	a) Critically evaluate, select, and apply best practices and evidence-based interventions		
	b) Modify appropriate intervention strategies based on continuous assessment of clients and constituents.		
	c) Collaborate with other professionals to coordinate interventions		
	Competency Overall Score		
9) Evaluate practice with Individuals, Families, Groups, Organizations, and Communities	a) Evaluate the process and the outcome to develop best practice interventions for client and constituents		
	b) Contribute to the theoretical knowledge based of the social work profession through practice-based research		
	Competency Overall Score		

Final Overall Assessment

Please evaluate the student by choosing the one response that clearly reflects your assessment of their performance. Also attach any additional written comments.

5. Strongly Agree

4. Agree

3. Disagree

2. Strongly Disagree

1. Did not have time to adequately assess student

1. ____ This student exhibited an eagerness to learn new things and accept responsibility for additional tasks.
2. ____ This student was well organized.
3. ____ This student completed agency paperwork in an accurate and timely fashion.
4. ____ This student demonstrated respect for clients, coworkers, and others with whom she/he interacted.
5. ____ This student demonstrated respect for issues of diversity.
6. ____ This student acted in a professional manner.
7. ____ This student displayed values consistent with master's level advanced generalist social work practitioner.
8. ____ This student displayed values consistent with master's level advanced generalist social work practice.
9. ____ This student practiced in a manner consistent with the ethical standards of the social work profession.
10. ____ This student showed a commitment to lifelong learning and continued professional development.
11. ____ This student exhibited an awareness of how issues of social justice relate to advanced generalist social work practice.
12. ____ This student displayed an understanding of advanced generalist social work practice in public social services
13. ____ This student used evidence from the literature as well as the student's own evaluations to inform her or his practice interventions.
14. ____ If given the opportunity, I would recommend this student for employment in this agency. (NA=employment-based interventions)
15. ____ If given the opportunity, I would recommend this student for employment in the field of social services.

WRITTEN COMMENTS ON OVERALL PERFORMANCE OF STUDENT:

SIGNATURE PAGE

Educational Contract Tasks Completed and Approved

Student _____

Date _____

Field Instructor _____

Date _____

Faculty Liaison _____

Date _____

Mid-Term Evaluation Completed and Approved

Student _____

Date _____

Field Instructor _____

Date _____

Faculty Liaison _____

Date _____

Final Evaluation Completed and Approved

Student _____

Date _____

Field Instructor _____

Date _____

Faculty Liaison _____

Date _____

Semester Approval

Field Coordinator _____

Date _____

MSW Program Coordinator _____

Date _____