

Tennessee State University
Baccalaureate Social Work Program
Field Education Manual

Baccalaureate Social Work Program
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Acknowledgement

The social work program joins with graduates from nearly 5 decades to acknowledge the work and legacy of former Field Education Coordinator, Waldine DeBerry. We would also like to express our gratitude to all the professionals who have given of their time and expertise to the development of the next generation of social workers and the longevity and rigor of TSU Social Work Field Education.

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Social Work Program History, Mission, and Goals

The Social Work Program at Tennessee State University has a significant and dynamic history in preparing generalist at the baccalaureate level for employment in social work. The inception of the undergraduate social work program at Tennessee State University occurred in 1943 with a proposal for pre-professional curriculum in social work. It was known as the Area of Social Administration located within the Department of Sociology in the School of Arts and Sciences. In 1963 the Area of Social Administration became a constituent member of the Council on Social Work Education, Undergraduate Division.

The program was committed to constant improvement and in innovations in instruction that would provide broader educational experience for students. In 1970 the acquisition of funds made it possible for the program to increase the number of teaching faculty and staff, employ a full time field instructor, revise curriculum content to adhere to the requirements of the Council on Social Work Education, purchase office equipment and furniture and develop a field instruction component which expanded the traditional social work agencies placement program. In 1973 the Council on Social Work Education mandated generalist preparation for all baccalaureate programs and that is the primary emphasis of the Social Work Program at present. Additionally, funds to support the professional development of faculty became available. In 1974 the Area of Social Welfare received full accreditation by the Council on the Social Work Education. The program was the first undergraduate social work program to receive accreditation status in the state of Tennessee. The program has continuously maintained its accreditation standards and status. In 1975 the program was granted departmental status by the Tennessee Board of Regents and in 1986 the department was renamed the Department of Social Work. In 1987, the department became part of the Department of Social Work and Sociology as a result of the merging of the two departments. The Social Work Program has had four directors- Mrs. Annie B. Martin was the first director, Dr. Benjamin Mason was the second director, Dr. Roderic N. Burton was the third director. Professor Vicki G. Williams led the

program until Fall 2013. The current Interim Director of Social Work is Dr. Michael A. Wright.

Social Work Program Mission Statement

The Social Work Program prepares students for entry-level professional social work practice, leadership, and service in an urban setting. The program promotes social and economic justice, the application of cultural competence, scholarly inquiry, and lifelong learning.

Mission Core Elements

The Social Work Program mission indicates seven core elements: social work practice, leadership, service in an urban setting, social and economic justice, cultural competence, scholarly inquiry, and lifelong learning. These connect directly to the social work code of ethics. These values are actively promoted and modeled within the social work department and expected to be demonstrated by our faculty, staff, students, and honored alumni. The National Association of Social Workers (NASW) Code of Ethics core values include Service, Social justice, Dignity and worth of the person, Importance of human relationships, Integrity, and Competence.

Social work practice in the program mission connects with all ethical parameters identified by the NASW Code of Ethics. The TSU social work program instructs application of those ethics across systems including micro, mezzo, macro, and exo systems and time or chrono-systems. Leadership in the program mission expresses the importance of human relationships as a function of both collaboration, influence, and behavior change through theories of human impact. Service connects directly with the ethical parameter of service from NASW. TSU is a Carnegie designated service institution. The social work program reports service hours logged to this effort, but also explains the concept of service as a core value of the profession. Social and economic justice expands upon the foundation of social justice provided in the NASW code of ethics. The TSU social work program recognizes the challenge in urban environments to balance access, provide a voice in advocacy, as well as make ends meet and build a framework of financial literacy for wealth creation. Cultural competence connects directly with the ethical parameter of Dignity and Worth of the Person. The TSU social work program operationalizes a respect and celebration of difference through active engagement of a diverse student population, varied

metropolitan community, and (through our college) opportunities for study abroad and student exchange. Scholarly inquiry relates directly to the NASW ethical parameter of Integrity. The social work program works to ensure that students ask honest questions of themselves and community leaders. Lifelong learning connects to the NASW ethical parameter of Competence. The TSU social work program expects and models competence as a continuous education in our capstone portfolio questioning as well as daily course admonition to “go beyond the text.”

Program Goals

The Tennessee State University Social Work Program goals are to:

1. Prepare students for entry-level generalist social work practice that effectively meets the human needs of individuals, families, groups, organizations, and communities in Metro Nashville and beyond (Mission Core Element 1: Social Work Practice).
2. Develop leaders in the development of the social work profession, the service delivery system, and the community across the social strata of economics, policy, culture, and technology (Mission Core Element 2: Leadership).
3. Inspire students to think, work, and serve through exposure to multiples systems of interaction, models of helping, and practice settings (Mission Core Element 3: Service).
4. Provide students with perspectives on the dynamics and consequences of human oppression and discrimination as a basis for developing strategies to promote social and economic justice (Mission Core Element 4: Social and Economic Justice).
5. Provide underrepresented students from diverse social, economic, ethnic, and cultural backgrounds with the self-awareness and sustainable options to effectively deal with the stressors of professional social work practice (Mission Core Element 5: Cultural Competence).
6. Develop analytical, critical thinking, and professional curiosity based in knowledge of the person in their social environment, changing contexts and perceptions, human behavior in organizations, and theories of social change (Mission Core Element 6: Scholarly Inquiry).
7. Prepare students to be committed to life-long learning, personal and professional value integration, and contribution to the growth of the social work profession (Mission Core Element 7: Lifelong Learning).

Curriculum

Statement on Course Credit for Life or Work Experience

The Department of Social Work does not grant social work course credit for life experience or previous work experience.

Social Work Program Definition of Generalist Practice

The social work program takes its definition of generalist practice from the Council on Social Work Education 2008 Educational Policy and Accreditation Standards (EPAS) document which states:

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies. (EP B2.2)

Practice Behaviors

The following are the practice behaviors adopted by the social work program that operationalize each the 10 generalist core competencies required by the Council on Social Work Education in accordance with EPAS 2.1 through 2.1.10(d). These practice behaviors are used to guide curriculum design and assess student application of generalist practice and development of competence. Field Instructors observe, guide, and evaluate students in the performance of these practice behaviors.

C1. Identify as a professional social worker and conduct oneself accordingly.

Practice Behaviors:

1. advocate for client access to the services of social work
2. practice personal reflection and self-correction to assure continual professional development
3. attend to professional roles and boundaries
4. demonstrate professional demeanor in behavior, appearance, and communication

5. engage in career-long learning
 6. use supervision and consultation
- C2. Apply social work ethical principles to guide professional practice.
Practice Behaviors:
7. recognize and manage personal values in a way that allows professional values to guide practice
 8. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles
 9. tolerate ambiguity in resolving ethical conflicts
 10. apply strategies of ethical reasoning to arrive at principles decisions
- C3. Apply critical thinking to inform and communicate professional judgments
Practice Behaviors:
11. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
 12. analyze models of assessment, prevention, intervention, and evaluation
 13. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues
- C4. Engage diversity and difference in practice
Practice Behaviors:
14. recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
 15. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
 16. recognize and communicate their understanding of the importance of difference in shaping life experiences
 17. view themselves as learners and engage those with whom they work as informants
- C5. Advance human rights and social and economic justice
Practice Behaviors:
18. understand the forms and mechanisms of oppression and discrimination
 19. advocate for human rights and social and economic justice
 20. engage in practices that advance social and economic justice
- C6. Engage in research-informed practice and practice-informed research
Practice Behaviors:
21. use practice experience to inform scientific inquiry
 22. use research evidence to inform practice
- C7. Apply knowledge of human behavior and the social environment
Practice Behaviors:

23. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
 24. critique and apply knowledge to understand person and environment
- C8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
Practice Behaviors:
25. analyze, formulate, and advocate for policies that advance social well-being
 26. collaborate with colleagues and clients for effective policy action
- C9. Respond to context that shape practice.
Practice Behaviors:
27. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
 28. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services
- C10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
Practice Behaviors:
- Engagement**
29. substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
 30. use empathy and other interpersonal skills
 31. develop a mutually agreed-on focus of work and desired outcomes
- Assessment**
32. collect, organize, and interpret client data
 33. assess client strengths and limitations
 34. develop mutually agreed-on intervention goals and objectives
 35. select appropriate intervention strategies
- Intervention**
36. initiate actions to achieve organizational goals
 37. implement prevention interventions that enhance client capacities
 38. help clients resolve problems
 39. negotiate, mediate, and advocate for clients
 40. facilitate transitions and endings
- Evaluation**
41. critically analyze, monitor, and evaluate interventions

Liberal Arts Grounding

The overall design of the social work curriculum begins with the liberal arts and ends with the professional foundation. The core liberal arts curriculum of Tennessee State University is designed to foster the intellectual development of the whole person and give the student the foundation of a broad college education. The program curriculum is

designed to move from a strong liberal arts base during the freshman and sophomore years to mastery of professional knowledge, skills and values necessary for effective entry-level generalist social work practitioners during the junior and senior years.

The General Education Core courses include 12 credits of English (6 of the credit in Black Arts & Literature), 6 credits of American history, 8 credits of laboratory science (Human Biology), 3 credits Mathematics, 3 credits of Economics, 3 credits Political Science, 3 credits Psychology, 3 credits of Sociology, 3 credits of Communication, 3 credits Philosophy, 3 credits of Art or Music Appreciation, 1 credit hour of orientation, and 6 credits of Free Electives.

Social Work Cognates and Core Sequences

The Social Work Program require its students to take 15 credits in upper division courses 3 credits in lower division course that support the Professional Curriculum. Students must complete 6 credits in Sociology, 3 credits of Psychology, 3 credits of Political Science, 3 credits of English and 3 credits in Humanities.

The remainder of the Social Work program consists of 45 semester hours of the Professional Foundation divided into five core curriculum sequences. Human Behavior and the Environment component consists of 6 credits hours. The Social Welfare Policy sequence has 6 credit hours, the Social Work Research sequence consists of 5 credit hours, the Social Work Practice sequence consists of 6 credit hours, and the Field Education sequence includes of 11 credit hours.

Students are also required to complete 11 semester hours of elective courses, 6 semester hours in any discipline and level offered at the University and 5 semester hours of Program electives. Students are free to select whatever courses they want for their electives. The Social Work Program does not offer a minor in its curriculum.

Field Education Clock-Hour Requirement

Students must spend a minimum of 450 clock hours (1 semester) in field instruction in selected social service agencies and organizations, while registered for SOWK 4100 Field Experience. This experience provides students with an opportunity to

apply theory to actual practice under supervision and guidance of a qualified practitioner. Students are evaluated on the basis of their growth and development in relation to the program's formal education outcomes. Students must have a cumulative grade point average of at least 2.3 and must have earned the grade of C or better in SOWK 2010, 2100, 3300, 3350, 3400, 3450, 3500, 4600, and 4800, as well as in SOCI 3000, before being admitted to Field Instruction. No academic credit is given for life experience or prior work experience. Only Social Work majors are admitted to the Field Instruction program.

Courses Taken Concurrently with Field Education

The Field Instruction component of the Social Work curriculum consists of two courses taught in the Social Work Program. These courses are SOWK 4100 and SOWK 4200. These courses are taken in the final semester of the senior year.

Field Instruction SOWK 4100 is 8 credits and SOWK 4200 is 3 credits. They are co-requisites and must be taken together. A two credits course SOWK 4850 and a one credit SOWK 4900 may also be taken in the same semester with Field Instructions. The total load for the student's final semester is 14 credit hours.

***(M) SOWK 4850 Social Work Research II (2).** The development and implementation of a practice-related research design. Emphasis is on data collection, data analysis, and reporting of data collected in field placement. Prerequisite: SOWK 4800. Co-requisites: SOWK 4100, 4200. Enrollment limited to Social Work majors only.

***(M) SOWK 4100 Field Instruction (8).** Field instruction to provide the student with the opportunity to apply and integrate academic content and to develop skills that meet the requirements for entry-level professional social work practice. Supervision in the field is provided by a qualified practitioner committed to undergraduate social work education. Students are required to spend a minimum of 450 clock hours in an educationally oriented field practicum. Seniors are admitted after the completion of a formal admission process, including recommendation by the student's advisor. Prerequisites: completion of general education core, SOWK 2010, 2100, 3300, 3350, 3400, 3450, 3500, 4600, 4800, SOCI 3000. Co-requisites: SOWK 4850, 4200. Enrollment limited to senior Social Work majors only.

***(M) SOWK 4200 Field Instruction Seminar (3).** A course to give students in field instruction an opportunity to discuss and share agency experiences and to relate social work theory to direct field practice. Discussion in the Seminar moves from the level of personal experiences to abstraction. Co-requisites: SOWK 3850, 4100. Enrollment limited to Social Work majors only.

***(M) SOWK 4900 Senior Seminar in Social Work (1).** A course designed to: (1) initiate areas of interest through discussion; (2) emphasize new trends and contributions to the field; and (3) familiarize students with the various examinations and other techniques for gaining employment and admission to graduate school. Offered in spring semester only. Co-requisite: SOWK 4100, 4200, 4850. Enrollment limited to Social Work majors only.

(M) SOWK 4950, Social Work Readings and Research (3). Independent study and research under faculty guidance for students who desire to do special projects. Prerequisites: junior or senior standing and permission of instructor. Enrollment limited to Social Work majors only.

Social Work Field Education

Definitions

The Social Work Program at Tennessee State University uses four titles to identify the professionals who provide educational experiences for students through the Field Instruction. These terms are Director of Field Education, Field Liaison, Field Instructor, Task Supervisor, and BSW/MSW Consultant. In order to avoid confusion, a brief definition of each term is provided below.

Director of Field Education: The program faculty member who carries primary responsibility for the field instruction. The Coordinator approves agencies for field placements, sets up placements for students, participates in the evaluation of students, supervises field liaisons, assigns BSW/MSW consultant.

Field Liaison: A faculty member employed the Social Work Program who is responsible for visiting the agency to evaluate the field instruction student. The field liaison works with the agency field instructor to resolve any problems. The field liaison reports to the Director of Field Education.

Agency Field Instructor: The person who actually provides direct supervision of the student in the field agency. The Agency Field Instructor is employed by the agency.

Task Supervisor: Occasionally, the professional at the field agency to whom a BSW 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.

BSW/MSW Consultant: The consultant is used to provide BSW/MSW supervision to students placed in settings that do not have a BSW or an MSW available to provide direct supervision. The BSW/MSW consultant is usually employed outside the agency and his/her supervision focuses on the social work aspects of the placement.

Structure of Field Education

The field instruction is a modified block placement. The student is in placement 7.5 hours per day, four days per week, each week of the semester. The student will spend a minimum of 450 clock hours in field setting during the semester. One day per week (Friday) students return to campus to attend classes (SOWK 4850 and SOWK 4200). Within the first two weeks of field, students are required to develop a Student Learning Contract (Appendix) to specify the individual learning goals for each student. Generally

speaking, student experiences in the field move from activities which stress knowing, to activities which require understanding, to activities which require doing. Within the first three weeks of the Field Education, students should assume responsibility for providing client services.

The practicum is monitored by the Director of Field Education in conjunction with the faculty liaison. The faculty liaison makes two formal evaluation visits to the agency during the semester. The faculty liaison, the agency field instructor, BSW/MSW consultant (if one is assigned) and the student normally attend these evaluation sessions. Additional phone contacts are made with the agency field instructor, as needed.

The Director of Field Education also maintains contact with the field students on a weekly basis scheduled group meetings. Students are evaluated on the basis of the Student Field Instruction Evaluation and Learning Contract. The responsibility for assigning a grade on student performance rests with the Field Instruction Coordinator.

The primary vehicle for the integration of academic content and practicum experience is the Field Instruction Seminar (SOWK 4200). This class is taught by a program faculty member. The Director of Field Education meets with the Field students for one hour on Fridays. Evaluation of student performance in the seminar is done by program faculty who grades the written, integrative assignments required of the students for the Field Instruction Seminar. Additionally, the Student Portfolio is evaluated by Program Faculty and students (See the Appendix for the specific assignments and portfolio forms).

In the Field Instruction Seminar students are expected to discuss their experiences in and reactions to the activities of the practicum. Students also discuss their analysis and work in each of the assignments. Presentation and evaluation of the Student Portfolio activities are done in the Field Instruction Seminar class. Students begin building the portfolio the semester that they are formally admitted to the Social Work Program. The presentation during Field Instruction is the culmination of that activity. The portfolio includes written and experiential assignments that students have completed throughout

their study in the Social Work Program. Evaluation of the Student Portfolio is done by program faculty and students.

Admission of Students to Field Education

Only social work majors are admitted to the field instruction program. Only those students who have met specified field criteria may be admitted to Field Instruction (SOWK 4100). In order to ensure that students are ready to begin the field instruction, it is necessary for students to:

1. Complete the Application for Field Instruction in the semester preceding field placement. This form alerts the Director of Field to the need for a field placement site, verifies that the student has completed prerequisite tasks, and indicates the preference by population or practice setting desired by the student.
2. Complete the Senior Standing Form. This form requires the student to list course work, grades, and courses in which they are yet to enroll. Students must have earned at least a 2.0 cumulative grade point average with grade of at least “C” in all social work course. This is verified by signature of the student’s academic advisor. Completion of this application process will help to ensure that students are adequately prepared to report to the field agency and will assist the Field Coordinator in the selection of an appreciate practicum agency.
3. Attend a group or individualized presentation of the Field Education program.
4. Qualify for enrollment in SOWK4100. The university catalog, and subsequent Banner registration pre-requisite scheme, prohibits any student without all prerequisite courses and acceptable grades in social work courses from registering for SOWK4100.

Failure to complete the application process by the established deadlines will mean that students have not completed the prerequisites for Field Instruction and are unable to begin their field placement in a timely manner. A late start in field instruction may have serious consequences, since students cannot be awarded a grade in the course until the required agency clock hours (450) of field instruction have been completed.

Field Agency Selection and Monitoring

Agency Selection Criteria and Process

The TSU Social Work Program selects Field Education sites that have the capacity to each student with an opportunity to apply the knowledge, skills, and values of generalist practice. A full complement of policies governing agency selection, student placement, student monitoring, field liaison contacts, student evaluation, and agency evaluation is available in the Field Education Manual.

Field Education sites are selected based on the following **Selection Criteria**:

1. The agency **MUST** have an established human services program that provides students with opportunities for generalist social work practice with reasonable verification that all generalist practice behaviors can be observed, practiced, and evaluated.
2. The agency **SHOULD** be able to provide a qualified agency field instructor with sufficient time to supervise and monitor the student's activities and progress. Agencies that cannot provide a BSW or MSW-degreed Field Instructor **MUST** agree to allow a BSW or MSW-degreed Consultant to share supervisory responsibility with the agency field instructor on an on-going and consistent basis (at least once per week). In these cases, the agency representative is considered a "Task Supervisor." The consultant is considered the "Field Instructor."
3. The agency **MUST NOT** discriminate on the basis of age, creed, gender, race, religion, national origin, ability, or sexual orientation.
4. The agency **MUST** enable a Field Instructor the time to participate in Field Instruction training conducted by the Social Work Program.
5. The agency **SHOULD** be able to provide physical resources necessary for the practicum student to carry out his/her responsibilities. These resources should include office space and a desk.
6. The agency **SHOULD** exemplify the values and ethics of the social work profession in its policies, procedures, and the expectations of its staff.

Selection Process. Each potential field instruction placement is initially visited by the Director of Field Education for the social work program. This visit is meant to ensure that

the selection criteria are met by the agency. The field director tours the facility and notes the office accommodations, workflow, and general operations of the agency. During the interview with the new agency field instructor, the Director of Field Education presents an orientation to the Social Work Program, and discusses the expectations of the field education program in the context of the TSU Social Work Program. Agencies that fit the selection criteria are offered a contract between TSU and the agency. It is the policy of Tennessee State University that any legal relationship be cleared through the president's office. Signatures of a representative from the field agency and the TSU President finalize the contract.

Student Placement

1. The Director of Field Education makes specific placement assignments. Students are notified in writing that they must schedule an interview within 14 days with the Field Instructor identified for the agency.
2. The student contacts the Field Instructor to arrange an interview with the agency Field Instructor. Students must take with them a copy of the Interview Evaluation Form to be completed by the Field Instructor. Students should also be prepared to provide the agency Field Instructor with a professional resume.
3. The purposes of the interview are to: a) provide student and agency field instructor an opportunity to evaluate the suitability of the placement for meeting the student's educational needs, b) discuss any relevant conditions of the placement, c) acquaint the student with the agency, its purpose, and its services.
4. Following the interview, the student and Field Instructor will contact the Director of Field Education to discuss the suitability of the placement. The Interview Evaluation Form should be returned to the Director of Field Education.
5. If both student and Field Instructor **AGREE TO THE PLACEMENT**, the Field Instruction Confirmation Sheet must be completed and returned to the Director of Field Education. This form is available on the TSU Social Work website and in any print manuals typically provided at field instructor trainings.
6. If the student or the agency field instructor **DOES NOT AGREE TO THE PLACEMENT**, the field instruction coordinator seeks an alternate placement.

7. The student is permitted to voluntarily reject only ONE field placement assignment. Any proposed rejection of subsequent assignments is conducted through the Appeal Procedure for field placement. This policy is presented in detail in the Field Education Manual.
8. If it is necessary to assign an alternate placement to the student, steps 1 through 5 are repeated.
9. Finalization of the placement is made by the completion of step 5.
10. If unforeseen circumstances arise necessitating a change in placement after it has been finalized, the Director of Field Education should be contacted immediately so that another placement can be assigned.

Student Monitoring

Monitoring of students by a professional social worker is critical to quality field education. The collaboration between liaisons, the Director of Field, and the Field Instructor also assists the student to clarify and integrate knowledge, skills, and values from the classroom to the practice field. Therefore, the program requires that the students have a Field Instructor possessing an earned and accredited BSW or MSW degree. It is preferred that the BSW-degreed Field Instructor have two years supervised post-baccalaureate social work experience. It is preferred that MSW-degreed Field Instructor have two years supervised post-masters social work experience. Day to day monitoring and assignments of task is the responsibility of the Field Instructor. This is facilitated in weekly supervision between the student and the Field Instructors. Additionally, each student's progress is monitored with the following:

Field Activity Sheets: Students are expected to maintain documentation regarding their weekly field experiences. The student is responsible for completing a written description and assessment of their work at the agency every week.

Field Seminar: Field Seminar (SOWK4200) offers each student a weekly, structured time to review their progress, stressors, coping, and achievements made during the field experience. These course are administered by faculty members who meet the criteria to be Field Instructors. Students are expected to assume an active role in field seminar discussions and complete all required assignments.

Maintaining Liaison Contracts.

Field program liaisons are here defined as representatives of the TSU social work program who visit field sites in order to monitor student progress and agency adherence to contract parameters and selection criteria. Due to the size of our program, the Director of Field Education acts as this liaison making two contacts with each field agency where a student is placed every semester. In the event that additional liaisons are required, university Adjunct Hiring policies will govern duty assignment of the professional. The Liaison will be responsible for 1) Ensuring student progress according to weekly activity reports, 2) Verifying the agency's continued eligibility as noted in the Selection Criteria, and 3) Noting any changes in the agency that may impact student progress, ability to engage in generalist practice or meet practice behaviors.

Evaluating Student Learning

Student learning is evaluated through a number of tools and documented through the following:

Social Work Competency Evaluation Rubric: This form is completed by each Field Instructor for each student. It evaluates the student's efficacy on a 5-point scale for each generalist practice behavior. The PBER provides a summative evaluation of the student learning.

Portfolio Presentation: The capstone Portfolio is completed and presented by each student as a condition of successful matriculation. Students are evaluated by two social work faculty members, two student peers, and a liberal arts faculty member on their presentation, evidence, and articulation of all 10 generalist core competencies. Field factors heavily in their ability to connect theory and practice utilizing actual practice example.

Evaluating Field Agency Effectiveness

Field Agency Effectiveness is evaluated through in two distinct ways. The first, **Liaison Report of Agency**, is initiated by the Director of Field Education or Field Liaison as an ongoing monitoring of the site operations and suitability as a field location. The second, **Student Evaluation of Internship**, is completed by the student and submitted to the Director of Field Education at the conclusion of the field experience.

Credentials and Practice Experience of Field Instructors

A qualified agency Field Instructor is one who possesses a BSW or MSW degree and two years post-degree practice experience. Agencies that cannot provide a BSW or MSW-degreed Field Instructor **MUST** agree to allow a BSW or MSW-degreed Consultant to share supervisory responsibility with the agency field instructor on an on-going and consistent basis (at least once per week). In these cases, the agency representative is considered a “Task Supervisor.” The consultant is considered the “Field Instructor.” On occasion program faculty members have served as MSW consultants.

1. **Educational Requirements:** (Listed in rank order of preference)
 - a. MSW or BSW degree from a CSWE accredited program
 - b. Graduate degree in a related field (requires additional supervision by MSW or BSW consultant)
2. **Experience Requirement:** Two years supervised experience post-degree is preferred.
3. **Practice Orientation:** Field Instructors have knowledge of the Generalist Intervention Model (GIM), and have the ability to teach utilizing this method.
4. **Values and Ethics:** Agency instructors demonstrate commitment to social work values and ethics in his/her personal practice.
5. **Diversity:** Field Instructors demonstrate sensitivity to the special needs of diverse groups including those related to gender and gender identity, ethnicity, cultural difference, ability differences, sexual orientation, and religious difference.
6. **Training:** Field Instructors receive training related to field instruction annually. The Social Work Program at Tennessee State University schedules group training free of charge for agency field instructors with CE availability.

Field Instructor Orientation

Field instruction orientation and training are two means by which on-going practitioner input is entered into the Social Work Program. All new field instructors have an orientation session prior to assuming field responsibilities. The orientation includes discussing policies, procedures, and expectations. Moreover, the orientation addresses information included in the field instructions manuals. Instructors attending the training

session are eligible to receive continuing education (CE) credits. The social work program also provides agency field instruction training sessions once per semester

Field Instruction Administrative Policies

Scheduling, Holidays, Absences & Extra Hours

Students are in agency placement four days per week. Monday through Thursday. Each Friday students are required to attend the Field Instruction Seminar (SOWK 4200) for three hours.

Students must report to their Field Instruction agency placement on the first day of scheduled classes at the beginning of the semester. Failure to report to the agency within 48 hours of the first day of classes without the prior permission of both the Agency Field Instructor and the Field Instruction Coordinator is considered a serious violation of Field Instruction Policy. Such violations may result in **termination of the practicum**. The last day of Field Instruction is the last day of regular classes for the semester.

Students are to observe the regular agency hours unless prior arrangements have been made with the Agency Field Instructor and written approval of the Field Instruction Coordinator has been obtained. Students may not receive credit for work done at home unless prior written approval is obtained from the Field Instruction Coordinator. Students may not routinely obtain credit for working during lunch hour unless the written approval of the Field Instruction Coordinator has been obtained students may not routinely accrue over 8.5 hours per day without written approval from Director of Field Education. Students may obtain credit for hours worked between 10 PM and 8 AM only under exceptional circumstances with written approval by the Field Instruction Coordinator. No student is to receive credit for time driving to the placement in the morning or from the placement at the end of the day.

Students are expected to keep a weekly Time Sheet and have it signed by their agency instructor. An agency field instructor may designate one additional person who is authorized to sign time sheets in his/her absence. **Time sheet that are not signed by Agency Field Instruction will be considered invalid.**

Students are to submit the Field Instruction Activity Sheet each Friday. Students are given no credit for hours in placement setting unless the appropriate activity sheet is submitted. Students will be penalized grade points for activity sheets that are submitted late. No whiteout or correction tape is to be used on time sheets. Any corrections must be crossed through and initialed by both the student and the agency field instructor. Any alterations of a time sheet after it has been signed by the Agency

Field Instructor is a **serious violation** of field policy and may result in **termination of the practicum**.

Reporting of hours that the student did not work is also a serious violation of policy may result in **termination of the practicum**.

Holidays

Students observe all official agency holidays. Students do not observe University holidays unless such holidays coincide with agency holidays. Any exceptions to this policy must be negotiated with the Agency Field Instructor and the Field Instruction Coordinator. During the Spring Semester, field students are permitted to observed the university spring break period.

Absences

The student is expected to notify the Agency Field Instructor promptly if s/he must be absent from the agency or will be late to work. Generally, acceptable excuses for absences include health reasons and family emergencies. Students may be asked to provide documentation to substantiate the reason for their absence from the field. Absences should be recorded on the student's time sheet. The Agency Field Instructor should notify the Field Instruction Coordinator if there is an unexplained absence of a student.

Students may obtain field credit for attendance at professional meetings. However, the student must obtain prior approval from the Agency Field Instructor and the Field Instruction Coordinator in order to get practicum credit for attendance at professional meeting. The Field Instruction Coordinator and the Agency Field Instructor will decide on meetings that are desirable and permissible based on the educational value of such meetings in meeting the student's learning objectives.

Regular attendance in Field Instruction is expected any hours the student misses must be made up. Students who do not complete the minimum 450 clock hours of field requirement by the last day of finals will receive an 'incomplete' grade.

Extra Hours

Students may occasionally accrue more than 30 hours per week in the placement. This time can be credited against the minimum 450 agency clock hour requirement on an hour per hour basis. However, the student's placement ends on the University calendar and not necessarily when the minimum 450 hour requirement has been completed.

Professional Behavior

Students in Field Instruction are representatives of the agency and the Social Work Program. They are expected to act in a way that demonstrates ethical professional behavior. **Violation of ethical standards** for social work practice (such as violation of confidentiality or racist remarks) may result in **termination of the practicum**.

Students are expected to observe agency policy and procedure. Thus, students may be asked to dress and to behave in a manner that is more formal than the university campus and in some instances the agency setting. Any problems with professional behavior or with colleagues should be reported to the Field Instruction Coordinator immediately. Serious or repeated **violations of agency policy** may result in **termination of the practicum**.

Students will be asked to discuss their agency experiences in the Field Instruction Seminar. When doing so, client names or initials should never be used in order to preserve confidentiality.

Safety Tips for Students in the Field

Agency Protocol

It is important for students to know the agency's protocol for safety and security. The following are guidelines and suggestions that may be helpful to students, field instructors, and field liaisons as they consider the particular safety issues in their settings. Specific steps taken by students or agency personnel will obviously have to be determined by the individual situation, the nature of the setting, etc. The agency should know the student's schedule and whereabouts at all times, especially when the student is working outside the building.

Security of Belongings

The agency is responsible for providing students with a secure place to keep belongings while at placement. It is preferable that the space be one that can be locked, and could be in a desk drawer or filing cabinet. Students should not leave cell phones, laptops, backpacks, purses and other personal articles visible and unattended, even in an office with the door closed. Valuables should not be brought to placement settings. Items of value should not be left in cars, and should not be placed out of view just prior to leaving a vehicle.

Safety Issues Related to Working with Clients

Social work students work with clients/consumers in a range of settings and situations. Some of these include work with individuals dealing with overwhelming emotions and environmental stressors that result in behaviors that are threatening or appear to be threatening to the student.

Students should always consult with agency field instructors regarding preparation for and handling of specific situations that are potentially difficult or threatening, such as medical emergencies, suicide or homicide risks, potential abuse of others, and the presence of weapons.

Safety Tips for Office Meetings

When considering the location of an office meeting, it is important to consider what is in the room, whether there is more than one exit, and where each person will sit. When scheduling the appointment, it is helpful to think about whether other people will be around and available at the time of the meeting for help if needed. Also, it is important to have a plan for assistance in the event that the client/consumer becomes agitated. This may include having another staff person in the meeting. Clothing that is provocative is never appropriate and, in some instances, may impede one's ability to act in an unsafe situation.

Safety Tips for Travel

When a student is traveling by car for field education activities, it is advisable to have clear directions and know where he or she is going. In general, it is important to be alert and attentive to one's surroundings, and to lock doors and close windows. Valuables should be placed out of sight in one's vehicle prior to parking at the destination.

When traveling by foot or public transportation, it is advisable that students carry as little as possible. It is advisable to dress in comfortable clothes that are loose fitting, and to wear sturdy flat walking shoes. It is also helpful to be alert, and to walk with a purpose, as if one has a clear destination. One should be aware of people in the immediate area, without staring or maintaining eye contact.

Safety Tips for Home Visits

Prior to making a home visit, the student should discuss any issues related to safety with the field instructor. On an initial home visit it is often advisable to go with another worker. Most agencies will want to know the location and scheduling of the home visits. If the student feels unsafe upon arrival or at any time during the visit s/he should contact the field instructor immediately.

Procedures for Reporting an Incident

If an incident occurs in which a student is threatened or hurt, the field instructor, or agency should contact the field liaison immediately to discuss what actions the agency and Program should take to ensure the student's physical and emotional well-being.

The incident should be documented and the steps taken to address it. There will be a meeting with the student, the agency and the school to discuss the situation, assesses the immediate and ongoing risk, and find a resolution that promotes the student's sense of well-being and the learning process.

Disciplinary Policy

Unfortunately, there are instances in which the Social Work Program must take disciplinary action against students who are in field. Disciplinary action may be taken in order to correct problem behaviors which students demonstrate in the field setting. The general policy is that action should be centered on correcting problem behaviors rather than punishing student. However, as problems become more serious or repetitive disciplinary actions could carry more serious consequences.

Student behaviors which may result in disciplinary action being taken are categorized as either major or minor rules violations. Major rules violations are very serious in nature and could result in the field instruction being terminated. Repeated minor rules violations may also result in a termination of the practicum.

Major Rules Violations

Examples of major rules violations include, but are not limited to:

1. Violations of the NASW Code of Ethics i.e. violation of confidentiality, lack of respect for colleagues, etc.
2. Unauthorized alteration of a time sheet after it is signed by the field instructor.
3. Reporting hours not actually worked.
4. Violations of the Field Instruction Contract.
5. Unauthorized absences from the field setting.
6. Unauthorized appropriation of agency resources for personal use.
7. Unauthorized failure to report to the field agency within 48 hours of the first class day of the semester.
8. Excessive absences or tardiness.
9. Refusal to perform work properly assigned by the field instructor.

10. Reporting to the field agency under the influence of alcohol or drugs (i.e. drugs not prescribed by a physical.)
11. Acts which may endanger the safety of co-workers or clients.
12. Abusive or unruly conduct.
13. Sexual harassment - sexual relationship with a client or supervisor, etc.
14. Significant impairment of ability to perform internship due to emotional or personal difficulties; emotional instability (severe mood swings, failure to maintain prescribed medication schedule, etc.)
15. Disruptive behavior toward colleagues, faculty or school such as negative communication due to ethnicity, religious beliefs or sexual orientation, etc., impairment due substance abuse or mental illness and conviction of a felony (i.e., found to be under the influence of drugs or alcohol; mental illness not being managed by medication, etc.

Minor Rules Violations

Examples of minor rules violations may include, but not limited to:

1. Unsatisfactory performance of duties.
2. Failure to notify field instructor of absences at earliest practical time.
3. Failure to observe assigned work schedule. (i.e. tardiness to work, quitting early, sleeping in office, long lunches, etc.)
4. Violations of agency policy.
5. Violation of Tennessee State University Social Work Program Field Instruction Policy.
6. Excessive visiting or use of the agency phone for personal calls.
7. Unauthorized loafing or performing personal work on agency time.
8. Unexcused absences from Field Instruction Seminar.
9. Failure to attend Field Instruction Group Meeting.
10. Failure to adhere to deadlines for submitting documents and/or written reports.

When rules violations are reported, the Field Instruction Coordinator and the Agency Field Instructor should counsel with the student in order to identify the source of the problem and to suggest corrective action. The Field Instruction Coordinator should make a written summary of the counseling session and should provide the student with a written copy of any corrective action plan.

In the event the rules violations are serious or are repetitious of past violations where corrective actions have been taken, the student may be placed on probation. Before placing the student on probation, the Field Instruction Coordinator and the Agency Field Instructor should counsel the student regarding the problem. A plan of action for resolving the problem should be developed. The Field

Instruction Coordinator should make a written summary of this meeting. The student should be given a written statement notifying him/her of the probation and the fact that the practicum may be terminated if future rules infractions occur. A written plan for removing the probation should be provided to the student.

Should rule violations occur when a field student is on probationary status, the practicum may be terminated. The Field Instruction Coordinator and Agency Field Instructor should meet with the student and discuss the rules violations. At this point the probation may be continued, modified, or the practicum may be terminated. The student will be given a written statement of the reasons for terminating the practicum.

Students should expect that any disciplinary action will negatively affect the grade assigned to field instruction. Students appeal of disciplinary action in field should be handled through the Appeal Procedures outlined in the Social Work Student Handbook.

Policy on Repeating Field Instruction

Students who have been terminated from the Field Instruction or who has made a grade of D or F may wish to repeat the Field Instruction. However, students who apply to repeat the Field Instruction must submit written documentation to the Field Instruction Coordinator that previous behaviors and/or skills deficits have been addressed. This documentation will be reviewed by to determine if a second field placement is in the best interest of the student, the Social Work Program, and the field agency.

The Field Instruction Committee will make a recommendation to the Field Instruction Coordinator concerning the student's request for a second field placement. The Field Instruction Coordinator will review this recommendation with the student, and if appropriate, will discuss appropriate remedial action that student could take. Students may appeal the recommendation of the Field Instruction Committee through the Appeal Procedures outlined in the Social Work Student Handbook.

Student Employment as Field Site

It is the preference of the Social Work Program that students NOT be employed by the agency where they intend to complete field education. In special circumstances, the program may approve an exception to this preference. The agency or employment location must be capable of

providing a new and different learning experience for the student which clearly meets the criteria for selection of placement sites and generalist practice behaviors. The agency assignment must provide a clear opportunity for generalist practice with urban populations. It must be clear that field instruction is educationally directed rather than centered on provision of agency services.

The following criteria must be met for assignment within student's place of employment:

- A. The field instruction site clearly affords the opportunity for generalist practice as defined in the Field Education Manual.
- B. The assignment constitutes a change from previously assigned duties within the agency to different populations and/or a different focus.
- C. The agency must have an employee other than the student's work supervisor to provide field instruction. In some situations the agency field instructor may be provided support and consultation by University faculty.
- D. The Agency must be approved as a field instruction site by the Department of Social Work and meet all criteria as outlined in the section on Selection of Agencies for field instruction sites.
- E. The Agency will grant release time or some other agreeable arrangement enabling the student to complete field instruction activities as specified within the Field Education Manual.