Field Manual

Master of Social Work Program

University of Memphis
School of Urban Affairs and Public Policy
Department of Social Work

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MASTER OF SOCIAL WORK PROGRAM

The Department of Social Work at the University of Memphis is situated in the School of Urban Affairs and Public Policy, an academic unit within the College of Arts and Sciences. In service to the needs of the community, the department has offered a Bachelor of Arts degree in social work for over 35 years. Extending that mission in 2011, the department accepted its first graduate students in a program that offers the Master of Social Work (MSW) degree.

The MSW program was established with a single concentration—preparing students for work with children and families. In its inception, the program was able to build on the efforts of the undergraduate program in social work, particularly the relationships the Department of Social Work already enjoyed with a variety of public, quasi-public, and private agencies and programs that provide a variety of services to diverse client systems. Many of those relationships were essential to helping establish a foundation for the development of the MSW program and will continue to play a vital role in the development of the program by serving as field placement sites at which the program's students secure first-hand knowledge and experience in the provision of social work service.

This manual outlines the parameters of the field program and the policies and procedures pertaining to this important component of social work education. Readers should note that, while the manual outlines the structure of the field program and details the policies and procedures on which the program is founded, the manual periodically will be updated to reflect changes and developments in the MSW program. Students in the MSW program are encouraged to use this document in conjunction with the program's Student Handbook.

Note: Throughout this document, several terms may be used interchangeably. At various times, the terms:
  ➢ "Field", "field placement", "field practice", "field practicum", "placement", "practicum", and "internship" all are used to communicate that part of the curriculum in which MSW students are engaged as social work interns in agencies in the community;
  ➢ "Director of Field Placement", "Director of Graduate Field Placement", "MSW Director of Field Placement", "field director", and "MSW field director" all are used to indicate that member of the social work faculty charged with overseeing the field component of the MSW curriculum.

MISSION STATEMENTS

Mission Statement of the University of Memphis:

The University of Memphis is a doctoral degree-granting urban research university committed to excellence in undergraduate, graduate, and professional education; in the discovery and dissemination of knowledge; in service to the metropolitan community, the state, and the nation; and in preparation of a diverse student population for successful careers and meaningful participation in a global society. The University of Memphis remains committed to the education of a non-racially identifiable student body and promotes diversity and access without regard to race, gender, religion, national origin, age, disability, or veteran status.

Mission Statement of the College of Arts and Sciences:

The College of Arts and Sciences offers a comprehensive liberal arts curriculum to equip its students in pursuing rich personal and professional lives. It is dedicated to providing educational opportunities that broaden student knowledge within the major areas of human study, in-depth understanding of at least one area of inquiry, and the skills and abilities necessary for a lifetime of learning, career success, and participatory citizenship.

Mission Statement of the School of Urban Affairs and Public Policy:

The School of Urban Affairs and Public Policy (SUAPP) links existing units within the College of Arts and Sciences to create alliances that focus on urban and regional problems and create an interdisciplinary body of knowledge. SUAPP's academic programs and research centers prepare individuals to assume community leadership roles; provide assistance with issues confronting communities; and emphasize community oriented, multidisciplinary research within a global perspective.

Mission Statement of the Department of Social Work:

The Department of Social Work is committed to the mission of the University of Memphis, a learner-centered metropolitan research university providing high quality educational experiences while pursuing new knowledge through research, artistic expression, and interdisciplinary and engaged scholarship. Within this context, the mission of the Department of Social Work is to transmit, develop, critically examine, and apply knowledge to advance social work practice and social welfare policy in order to promote social, cultural and economic justice for the betterment of poor, vulnerable, and oppressed individuals, families, groups, communities, organizations, and society. The Department accomplishes

this by preparing ethical and competent social work practitioners, conducting engaged scholarship, and by providing innovative leadership and service to the community and the profession.

The Department of Social Work provides a social work education program that prepares undergraduate and graduate students for professional social work practice. The educational goals of the Department are accomplished by providing a high-quality, comprehensive, learner-centered educational experience focused on fostering critical thinking and lifelong learning. The Department of Social Work is committed to promoting the strengths of diversity through education, research, and service while maintaining a particular focus on the needs of the city of Memphis and the surrounding communities. The faculty, staff and students conduct engaged scholarship and community outreach to enhance the quality of life for people in the Mid-South region and throughout Tennessee, with particular concern for improving life conditions, addressing social injustice, and serving economically disadvantaged groups. Central to this mission is the creation of a culture of evidence-based practice throughout the social work community that builds the capacity to apply research to practice, the ability to assess and evaluate practice and policy effectiveness, and the competence to disseminate new knowledge to guide policy and practice. The mission of the Department of Social Work is undertaken with a commitment to social work's professional code of ethics and the values of the profession

Vision Statement of the Department of Social Work:

The Department of Social Work seeks to be a leader in social work education by: preparing students with cutting-edge social work skills necessary to practice in complex settings; creating knowledge through research and engaged scholarship; reducing poverty, inequality, and social and economic injustice through evidence based practices; and addressing the needs of the Mid-South within a global perspective.

Mission Statement of the Master of Social Work Program:

The mission of the Master of Social Work program is to educate advanced professional social workers for practice with at-risk populations, particularly children and families. The Master of Social Work program is dedicated to (a) educating social workers with knowledge, values, and skills for evidence-based practice with children and families; (b) advancing the knowledge base of the social work profession; and (c) providing regional leadership in the development and implementation of policies, programs, and services for at-risk populations, particularly children and families. This mission is consistent with the mission of the University of Memphis, the College of Arts and Sciences, and the School of Urban Affairs and Public Policy.

PURPOSE / GOALS

Purpose of the Social Work Profession:

The social work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional social workers are leaders in a variety of organizational settings and service delivery systems within local, state, national and global contexts.

The profession of social work is based on the values of service, social and economic justice, the dignity and worth of the person, the importance of human relationships, and integrity and competence in practice. With these values as defining principles, the purposes of social work are:

1. To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice;

2. To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress;

3. To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities;

4. To pursue policies, services, and resources through advocacy and social or political actions that promote social and economic justice;

5. To develop and use research, knowledge, and skills that advance social work practice; and

6. To develop and apply practice in the context of diverse cultures.

Purpose of Social Work Education:

Social work education is grounded in the profession's history, purposes, and philosophy, and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice, educating students so as to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. To that end, social work education is committed to developing student knowledge, values, and skills essential to competent social work practice, the importance of human relationships, the dignity and worth of all persons, and integrity throughout all aspects of professional practice.

Purpose of Field Education:

Field placement is an important component of the social work degree program and is designed to help students integrate their academic learning so as to understand and develop good skills for entering the profession of social work. An internship placement provides opportunities for students to apply concepts and skills learned in the classroom in "real-world" work settings and to build work histories of relevant experience that will assist them in beginning their social work careers.

The purpose of the internship is to provide students with the opportunity to test, through practical experience, the knowledge and skills acquired in academic courses. The experience also allows students to identify areas in which they need additional educational experience. Through application of concepts, theories, and practices learned in the classroom, students learn role behavior and techniques necessary to function effectively as skillful social workers. The experience provides further value by helping students decide what kind of positions they may wish to pursue after graduation. Internships primarily function to provide a learning experience for the student. Secondarily, internships provide a valuable community service by contributing to the placement agencies, offering assistance on valued projects and bringing new ideas to practitioners.

Goals of the Master of Social Work Program:

Stemming from the mission statements of the Department of Social Work and the Master of Social Work Program, nine (9) program goals have been developed for the MSW program at the University of Memphis:

Goal 1: Graduates will possess advanced knowledge, values, and skills to practice in a critical, reflective manner;

Goal 2: Graduates will possess an advanced professional foundation with an emphasis on critical thinking and the ability to implement evidence-based methods with at risk populations;

Goal 3: Graduates will possess a professional foundation with a generalist practice perspective emphasizing critical thinking and relationship to practice;

Goal 4: Graduates will possess advanced knowledge, values, and skills for practice that will include at-risk communities of families and children in rural and urban environments;

Goal 5: Graduates will possess a professional foundation with a generalist perspective that includes practice with both rural and urban at-risk populations;

Goal 6: Graduates will develop an array of competencies useful for working with children and families at all levels of intervention;

Goal 7: Graduates will possess a professional foundation consisting of a generalist practice perspective for practice in public, publicly supported, and nonprofit settings;

Goal 8: Graduates will possess a professional foundation with a generalist perspective that includes leadership at multiple levels of service delivery; and

Goal 9: Graduates will possess advanced knowledge, values, and skills to provide leadership with and on behalf of children and families.

Goals of the Field Practicum:

The field practicum is rooted in the understanding that social work practitioners require knowledge and skills that enable them to assess and intervene in ways that are ethical and effective in helping transform systems that fail to sustain or promote the well-being of clients. Field education students are expected to apply the professional foundation in ways that demonstrate an understanding of social work values and ethics and their implications. In linking field to their classroom courses, students are expected to:

1. Articulate basic social work concepts, roles, processes and methods for working with individuals, families, small groups, organizations, and communities;

2. Establish a professional identity that is characterized by professional demeanor in behavior, appearance, and communication;

3. Apply evidence-based practice perspectives and a systems approach to problem-solving and in working with systems of various sizes and diversity;

4. Apply knowledge and understanding of federal, state, local, and agency policies, procedures, organizational structures, and channels of communication to conceptualization and implementation of practice strategies;

5. Demonstrate appropriate analytical and interactional skills in carrying out each phase of a problem-solving process with clients, using an ecological systems framework for identifying problems and planning interventions at micro, mezzo, and macro levels as required;

6. Reflect use of social work values and ethics in work with client systems, colleagues, organizations and others involved in the change efforts, particularly in maintaining confidentiality and rights to self-determination, and in respecting the uniqueness, worth, and dignity of individuals and in accepting and respecting human diversity;

7. Demonstrate understanding, sensitivity, and respect for socio-cultural differences in working with gender differences, racial and ethnic minorities, persons of all socio-economic groups, and differences regarding sexual orientation;

8. Exhibit ability to connect with diverse clients and develop culturally responsive therapeutic relationships in work with client systems;

9. Engage in practices that advance social and economic justice within the placement organization and in practice at all levels of service delivery;

10. Use research methodology to evaluate practice effectiveness and/or outcomes in practice with client systems;

11. Apply theories and conceptual frameworks of human behavior to assessment, intervention, and evaluation practices;

12. Assume appropriate direct practitioner roles in contributing to the policy process for monitoring and improving the service delivery system in which they function;

13. Identify strengths and limitations in their knowledge, values, and skills from regular feedback of the field instructor, peers, and faculty liaison;

14. Collect, organize, and interpret client data in regard to work with individuals, families, groups, organizations, and communities;

15. Develop competence in oral and in written communication; and

16. Develop skills in assessing the effectiveness of interventions with various systems.

PROGRAM DESCRIPTION

Overview of MSW Curriculum:

The curriculum of the Master of Social Work program consists of two main components – the first thirty (30) hours dedicated to a foundation (generalist) curriculum and the final thirty (30) hours of the program dedicated to an advanced (concentration) curriculum. These requirements include six (6) hours of field practicum each year. The program goals (outlined above) are translated into the field program through competency measures that provide an outcome performance approach to curriculum design.

The curriculum of the program integrates ten core competencies identified by the Council on Social Work Education (CSWE) in such a manner as to apply to the needs of the region, and meet the mission of the Program, Department, School, College, and University. Within these considerations, the curriculum is designed to instill the importance of incorporating professional ethics and values into all aspects of social work practice, to develop students' critical and ethical thinking skills, to foster an appreciation and understanding about human diversity and the effects of oppression at all system levels, and to include an examination of the concerns of the social work profession with at-risk populations, human rights, and social and economic justice. Both the foundation and concentration portions of the program emphasize evidence-based practice and critical thinking skills.

The foundation curriculum is designed to prepare students for generalist social work practice through mastery of the ten core competencies. The foundation focuses on ethically-informed social work practice with diverse populations of individuals, groups, families, organizations, and communities. Beginning with the foundation curriculum and extending through the concentration, the MSW program educates students for work as professionals on multidisciplinary teams and in interdisciplinary settings to deliver, develop, manage, and evaluate services and to advocate for change across service delivery systems. The student's proficiency in those practice behaviors that apply most directly to foundation field placement is measured both by the student and her/his field instructor at the end of each semester of the foundation placement year.

Similarly, the goal of the concentration curriculum is to advance the foundation content in a manner that prepares students to utilize evidence-based, ethically-informed social work practices to help children and families restore, maintain, and promote social functioning. The knowledge, skills, and competence acquired by students in the concentration are designed to produce advanced social work practitioners who have the skills for ethically-informed social work practice including advanced assessment, relationship building/enhancement, application of goal-oriented and evidence-based interventions, evaluation of practice, and lifelong professional development. The concentration curriculum

builds on the foundation curriculum to further prepare students to identify issues salient to client needs, to plan objectives, to logically develop and implement interventions, and to evaluate outcomes. Again, the student's proficiency in those practice behaviors that apply most directly to concentration field placement is measured both by the student and her/his field instructor at the end of each semester of the concentration placement year.

In an effort to accommodate a wide range of student needs, the MSW program of study offers options for full-time (2 years of study; 60 credit hours), extended study (3 to 4 years of study; 60 credit hours), and advanced standing (1-2 years of study; 37 credit hours). Regardless of progression through the program, the educational components of each sequencing option are the same; all MSW students follow the same learning expectations for field education and meet the same requirements for graduation.

Embedded throughout the curriculum is a focus on social work practice with at-risk populations, particularly children and families. In addition, classroom and field learning experiences are dedicated to: (a) educating social workers by fostering knowledge, values, and skills for evidence-based practice with children and families; (b) advancing the knowledge base of the social work profession; and (c) providing regional leadership in the development and implementation of policies, programs, and services for at-risk populations, particularly children and families.

Foundation Curriculum:

Students must follow a structured program of study that includes all of the following foundation courses (30 credit hours):

- SWRK 7001   Skills for Professional Social Work Practice (3)
- SWRK 7002   Foundation Practice with Individuals and Families (3)
- SWRK 7003   Foundation Practice with Groups, Orgs., and Communities (3)
- SWRK 7005   Assessment, Diagnosis, and Psychopathology (3)
- SWRK 7021   Human Behavior and the Social Environment I (3)
- SWRK 7022   Human Behavior and the Social Environment II (3)
- SWRK 7025   Scientific Methods in Social Work (3)
- SWRK 7030   Social Welfare Policy and Services (3)
- SWRK 7051   Foundation Field Placement I (3)
- SWRK 7052   Foundation Field Placement II (3)

Advanced Standing students take the following foundation curriculum during the summer before their concentration year:

- 7005 Psychopathology (3)
- 7025 Scientific Methods (3)
- 7050 Advanced Standing Field (1)

Concentration Curriculum:

Upon successful completion of all foundation courses, students move to the concentration curriculum which includes the following courses (30 credit hours):

- SWRK 7004   Cognitive Behavioral Interventions (3)
- SWRK 7009   Child Welfare Best Practices (3)
- SWRK 7010   Violence and the Family (3)
- SWRK 7011   Mental Health and Disabilities (3)
- PADM 7612   Program and Policy Evaluation (3)
- SWRK 7053   Concentration Field Placement I (3)
- SWRK 7054   Concentration Field Placement II (3)
- Three Elective Courses   (3 credits each for a total of 9 credits)

The Role of Field Placement in the Curriculum:

As the signature pedagogy of social work education, field placement is an important component of the social work degree program and is designed to further academic learning by integrating theories, conceptual frameworks, values, and skills into the "real world" social work practice environment. The overall goal of the MSW field education program is to facilitate students' professional socialization, to expand their perspective of social work practice, and to provide the opportunity to apply to "real world" social work situations the knowledge and skills learned in the classroom. The focus of the field practice experience is evidence-based practice in actual social service settings and the development of students' understanding of and commitment to the profession.

POLICIES AND PROCEDURES (PROGRAM DESIGN)

Course Requirements:

At the University of Memphis, the field practicum consists of four (4) courses: two (2) courses for the foundation level of placement – Foundation Field Placement I (SWRK 7051) and Foundation Field Placement II (SWRK 7052); and two (2) courses for the advanced (concentration) level – Concentration Field Placement I (SWRK 7053) and Concentration Field Placement II (SWRK 7054). Each course is intended to complement the material being learned in the classroom setting during that semester as well as in preceding terms, with each semester building on the preceding semester(s).

Advanced standing students are required to complete Advanced Standing Field (SWRK 7050) which incorporates objectives and competencies from both the Foundation Field Placement I (SWRK 7051) and the Foundation Field Placement II (SWRK 7052) courses.

As part of the field courses in the foundation year of placement, students also are required to participate in an integrative seminar class (both in classroom and online settings) in which they have opportunities to process what they are learning in the field, applying theory to practice in a group setting, and learning from peers placed at other types of agencies. Activities related to the seminar are included in determining the grade for the respective field course in the foundation year of placement.

Students are eligible to begin field placement only after completing the majority of the SWRK 7001 course (Social Work Practice Skills). Extended study (part-time) students, complete the entire SWRK 7001 course prior to beginning field, whereas full-time students phase into beginning their placements in the final two weeks of the SWRK 7001 course. Students in the foundation year of placement (both full-time and extended study) must attend and participate in the concurrent field seminar sessions.

In order to successfully complete the requirements for field placement, each student is required to:

1. Spend a minimum of 960 clock hours working in the field – 400 hours in foundation field placement; and 560 hours in concentration field placement;

2. Submit time logs (see Appendix C-3) that document her/his time and activities in the field;

3. Establish a learning contract (see Appendices C1-2) for each year of placement. Early in the field experience, the agency field instructor and the student should construct a detailed list of tasks and responsibilities that will lead to the accomplishment of the competencies prescribed for the field placement course. This

learning contract, signed by the field instructor and the student, should be unique to the student and should be used in monitoring the student's progress;

4. Maintain an online journal which reflects her/his reactions to issues raised in her/his work with clients, agency professionals, and peers. This journal is to be shared with the student's field instructor and with the MSW field director and should demonstrate the student's growth as a professional; and

5. Complete and submit an evaluation of her/his performance in regard to the program competencies at the end of each semester.

Students in the advanced standing program must complete the following requirements for field placement, each student is required to:

1. Spend a minimum of 570 clock hours working in the field -10 hours in Advanced Standing Field (SWRK 7050)- student will complete volunteer hours to get acclimated to clinical programming in the graduate school; 560 hours in concentration field placement;

2. Submit time logs (see Appendix C-3) that document her/his time and activities in the field;

3. Establish a learning contract (see Appendices C1-2) for each year of placement. Early in the field experience, the agency field instructor and the student should construct a detailed list of tasks and responsibilities that will lead to the accomplishment of the competencies prescribed for the field placement course. This learning contract, signed by the field instructor and the student, should be unique to the student and should be used in monitoring the student's progress;

4. Maintain an online journal which reflects her/his reactions to issues raised in her/his work with clients, agency professionals, and peers. This journal is to be shared with the student's field instructor and with the MSW field director and should demonstrate the student's growth as a professional; and

5. Complete and submit an evaluation of her/his performance in regard to the program competencies at the end of each semester.

Students interested in pursuing School Social Work Licensure during their graduate programming must complete the following requirements for field placement:

1. Evidence of completion of a field placement for a minimum of one academic year in a school setting (minimum of 400 clock hours). This requirement can also be satisfied through employment for at least six months as a school social worker in a school setting. In the latter instance, we must receive a letter directly from your supervisor with a description of length of employment, duties, and an evaluation of your

performance in this setting. Students should meet with their academic advisor/major professor early in their first year of study (MSSW) in order to plan an appropriate program which meets the course requirements, field experience requirement, and the six standards for state licensure. Upon completion of the degree and additional requirements, application for Tennessee state licensure in school social work can be made.

2. Must take part in activities within the context of field that incorporate the following six standards dictated by the Tennessee State Department of Education: 1) Understanding of social, emotional, cultural and economic issues affecting students and schools and ability to assist students and families in overcoming barriers to learning; 2) Understanding of the needs of students at risk due to disability, economic condition, family disruption or other environmental factors and ability to work with teachers, school counselors, school psychologists and family resource center staff in addressing student needs; 3) Ability to serve as liaison between home and school, assist parents in understanding their children's needs, interpret student assessments to parents, and work with the parents in developing parenting skills; 4) Ability to perform case management functions, facilitating the coordination and integration of community services to benefit students and their families; 5) Ability to support students with special needs by preparing social histories, contributing to the development and implementation of individualized education programs (IEPs) and helping ensure the participation of parents; 6) Understanding of federal, state and local laws and policies affecting students including issues such as services for disadvantaged students, services required by students with disabilities, due process rights of students and families, child abuse and neglect, HIV and AIDS, confidentiality, attendance, suspension and expulsion.

3. Submit time logs (see Appendix C-3) that document her/his time and activities in the field;

4. Establish a learning contract (see Appendices C1-2) for each year of placement. Early in the field experience, the agency field instructor and the student should construct a detailed list of tasks and responsibilities that will lead to the accomplishment of the competencies prescribed for the field placement course. This learning contract, signed by the field instructor and the student, should be unique to the student and should be used in monitoring the student's progress;

5. Maintain an online journal which reflects her/his reactions to issues raised in her/his work with clients, agency professionals, and peers. This journal is to be shared with the student's field instructor and with the MSW field director and should demonstrate the student's growth as a professional; and

6. Complete and submit an evaluation of her/his performance in regard to the program competencies at the end of each semester.

Grading:

Students are evaluated at the end of each term. The program competencies define the standards by which both the field instructor and student evaluate the student's performance. In the foundation year of placement, these evaluation results are combined with scores obtained by the student through participation in field seminar to determine a grade for the respective semester. All field grades for both the foundation and the concentration years of placement are given by the Director of Field Placement for the Department of Social Work.

If a student receives less than a "B" in field, s/he will be reviewed by the MSW program retention committee. In such cases, the student's standing within the program will be addressed by the MSW program retention committee. Generally this committee will consist of: 1) the student's advisor, 2) the MSW field coordinator, and 3) the field liaison. The program retention committee will review oral and written reports of the student's performance and the student will be given the opportunity to address the committee. The committee will deliberate and decide whether or not to recommend dismissal of the student from the program to the Associate Dean for Graduate Studies or the Student Judicial Affairs Committee. Students shall be dismissed from field placement only after the appropriate disciplinary or academic policies and procedures of the university have been followed. However, while involved in placement, students should be cognizant that they serve at the approval of the agency to which they are assigned. As an extension of this provision, the agency may immediately remove from its premises any student who they believe poses an immediate threat or danger.

If the decision made by the MSW program retention committee is not to recommend dismissal, the student will be given an opportunity to re-take the field course for that year of placement (foundation or concentration), but will have to start over at a different agency with zero (0) hours credited toward the respective year of placement. If the committee's decision is to recommend dismissal of the student from the program, the student will be given a letter explaining the rationale behind the decision. In accordance with university policy, the student's case also will be reviewed by either the Associate Dean for Graduate Studies of the College of Arts and Sciences or by the Student Judicial Affairs Committee. The decision of either the Associate Dean for Graduate Studies or the Student Judicial Affairs Committee will be final. If the student wishes to appeal the decision made by the Associate Dean for Graduate Studies or the Student Judicial Affairs Committee, he or she must follow university policies outlined in the Code of Student Rights and Responsibilities.

A grade of "Incomplete" can be given if evaluation of the student's progress is not received by the Director of Field Placement by the specified date. If 2/3 of the hours needed in field are not accrued by the end of the semester, the student will receive an "F" for a final grade in field. If the student has accrued at least 2/3 of the hours required for the semester, but is

short hours due to unforeseen circumstance (previously discussed with the seminar and field instructor) then the student will receive an "I" for field. Unless the student completes the requirements for removal of the "I" within 90 days from the end of the semester or summer term in which it was received (see University Calendar), the "I" will automatically change to an "F," regardless of whether or not the student is enrolled for the subsequent semester.

The student will be certified for graduation when all requirements are met, including the removal of all "I" grades. For students who have an "I" in the semester in which they expect to graduate, the certification process and graduation will automatically be deferred to the next term.

Selection of the Practicum Agency/Institution:

Field settings are selected based upon their ability to offer students experience in providing social work services and adequate supervision for the specific activities in which they are engaged in the respective year of placement – generalist skills for foundation field, and skills specific to the program concentration for advanced field. For both years of placement, settings must be able to provide a range of activities such that the student will be able to demonstrate competence across the range of practice behaviors identified on the competency matrix for the respective year of placement.

A key feature in the selection of a field agency is whether it can provide adequate supervision for the placement experience. Per the mandates of the Council on Social Work Education, such supervision must be provided by an instructor who holds a Master's degree in social work from a CSWE-accredited program. Additionally, the Department of Social Work prefers that said instructor have at least two years of post-MSW experience. Agencies selected to serve as placement sites are expected to promote the educational aspect of this process by allowing the agency staff member designated to serve as the field instructor sufficient time to:

a. Hold regular weekly conferences with each student;

b. Be available in emergency situations;

c. Have conferences with the faculty liaison at least once a semester;

d. Attend meetings sponsored by the Department of Social Work; and

e. Prepare evaluations of the student's work.

The Department of Social Work foresees rare situations in which an agency might not be able to provide student supervision by an agency staff member who holds a CSWE-

accredited social work degree (e.g., a field instructor leaves the agency in the middle of the placement and is replaced by someone other than a social worker). In these circumstances, a faculty member may be asked to serve as field instructor. In such situations, the agency should provide the faculty member with adequate space to meet with the student, as needed, and should assign an agency staff member to serve as liaison to the field instructor. This liaison will be charged with the responsibility to provide orientation and ongoing information about agency policies and to facilitate assignments for the student.

For the student, the agency should provide a suitable workspace. This generally should include a desk and chair, telephone, computer, supplies, and access to clerical services, but the Department of Social Work recognizes that work environments vary from one agency to another. In all cases, students should be privileged to privacy when conducting client services that require confidentiality.

Some agencies may provide reimbursement for travel or other expenses in carrying out agency business, or may offer a stipend or salary in exchange for the services the student provides. Arrangements regarding stipends and reimbursement of expenses are strictly between the agency and the student; neither the University of Memphis, nor the Department of Social Work, has any standing in such arrangements.

The criteria for selecting a field education agency includes, but is not limited to:

1. The agency/institution must be legally established;

2. The agency/institution must follow the guidelines of the Council on Social Work Education (CSWE) for MSW programs;

3. The agency/institution must be an organization that embraces and incorporates the values and ethics of the National Association of Social Workers (NASW);

4. The agency must offer social work practice across micro, mezzo, and/or macro systems, providing direct services that are preventive, habilitative, or rehabilitative;

5. Clients from the agency must be sufficiently diverse in terms of gender, race, ethnicity, age, culture, religion, sexual orientation and identity, and social class so as to insure that students are exposed to issues that have an impact on a range of people and problems;

6. The agency/institution must provide direct weekly supervision with a social worker who holds a MSW degree from an accredited institution, but also can include diverse learning opportunities under the supervision of various staff members;

7. Although students are to be involved in doing the work of the agency, said agency must recognize that field placement is a learning experience and must agree to view work expectations and workloads for students differently from those of staff;

8. The agency/institution must provide facilities for the student's use (e.g., office space, office equipment, etc.);

9. The agency/institution must observe policies of non-discrimination in regard to race, ethnic origin, sex, age, religion, disability, or sexual orientation and identity;

10. The agency/institution must allow time necessary for the field instructor to adequately supervise students, meet with the faculty liaison and/or the Director of Field Placement, attend training(s), and prepare student evaluations as required;

11. Membership in a national standard-setting body appropriate to its function or licensing by the state is desirable. The agency must approve the arrangements for the practicum and the agency staff must be receptive to students and willing to cooperate with their program of learning; and

12. The agency/institution must provide a learning environment that allows the student to demonstrate all ten core competencies outlined in the Educational Policy and Accreditation Standards of the Council on Social Work Education.

Acceptance and Placement of Students in Field Practice:

The following criteria are used for accepting and placing students in field positions:

1. Students are eligible to begin foundation field placement only after completing the majority of the SWRK 7001 course (Social Work Practice Skills). Extended study (part-time) students, complete the entire SWRK 7001 course prior to beginning field, whereas full-time students phase into beginning their placements in the final two weeks of the SWRK 7001 course;

2. Students are to make a formal written application for the foundation year of field placement. For full-time students, this application is to be submitted immediately after they are accepted into the MSW program; part-time students should submit their application for the foundation year while engaged in coursework 4-6 months prior to when they plan to begin placement;

3. Along with submitting an application for field placement, the student must join the National Association of Social Workers (NASW) and purchase liability insurance (with minimum coverage of 1,000,000 / 5,000,000), and provide documentation of such coverage to the Director of Field Placement;

4. Foundation students are assigned to an agency by the program's field director. The primary basis for these assignments is information provided by the student on an application for field placement (see Appendix A-3), but the field director also may rely on ancillary information (e.g. information the student already has provided in her/his application to the MSW program and information shared in classes, if

applicable). In completing the field application form, the student is invited to indicate the type of social work agency to which s/he would like to be assigned, but the program does not guarantee that the student's assignment will match those preferences. Assignment to placement is solely the province of the program's Director of Field Placement;

5. Students are notified of their foundation assignments via e-mail, asking them to contact a specific person at the assigned agency to request an interview for placement with the agency. Generally this person is the field instructor who will be the student's supervisor while in placement, but for some agencies the point of contact is a coordinator of interns. In making the assignment, the field director sends both the student and the prospective field instructor (or coordinator of interns) a form to be sent back to the field director following the interview. For the agency, this form allows them to indicate whether they feel the placement can proceed or if they feel the matter needs further consideration, whereas the student form asks the student to document when and where s/he is to report on the first day of placement as well as requirements to which the student must attend prior to beginning placement (e.g., background check, physical exam, TB test, orientation) (See Appendices A-2, A-3, and A-4 for forms related to the assignment process);

6. Based on this interview, if neither the instructor nor the student strongly objects to moving forward, the student formally is assigned to that agency/institution for placement. Students may then want to contact the faculty liaison to the respective agency/institution in order to learn more about the placement;

7. When the placement plan is not acceptable either to the student or to the agency/institution, these concerns should be brought to the attention of the Director of Field Placement, who has the responsibility of addressing these concerns. Even in these situations, however, assignment to placement remains solely the province of the program's Director of Field Placement;

8. The process of assignment for concentration placements differs in that students have more voice in selecting the agency at which they would like to do placement. The field director still is charged with making the actual assignment, but students have the opportunity to interview with more than one placement site and both student and agency preferences are given strong consideration in deciding which student will be assigned to which agency. Again, assignments are done via e-mail but, in most cases, this is done following the interview process, not preceding it. Although students are more involved in selecting the agency at which they will do their concentration placement, assignment to placement remains solely the province of the program's Director of Field Placement; and

9. In the interest of assuring a well-rounded social work education, students are not allowed to do their concentration placement at the same agency at which they did their foundation placement. In that same interest of assuring a well-rounded social work experience, students admitted to the advanced standing program (when that option becomes available) will not be allowed to do their placement at the same agency at which they did an undergraduate placement. (Please note: various programs within the same agency are not to be considered separate placement sites).

10. Possible impact of a misdemeanor or felony record on students pursuing field placement:

A misdemeanor or felony conviction may impact your internship and employment prospects, because many agencies and employers request criminal records of their prospective interns and hires. In addition, a conviction may impact your ability to secure liability insurance as an intern/professional as well as licensure upon graduation from an accredited social work program. Below are the identified practices of the NASW, liability companies, and the Tennessee Board of Social Workers:

NASW – A conviction does not prevent a student from being able to apply and be accepted into the NASW.

Liability Insurance - Will consider liability insurance for a student or professional with a felony/misdemeanor conviction on a case by case basis. They do not guarantee approval.

TN Board of Social Workers – A student with a conviction must provide a letter of explanation and documents form jurisdiction with disposition indicated. The board will review and consider each application on a case by case basis.

Selection of Field Instructors:

Anyone selected to serve as field instructor must hold a Master's Degree in Social Work from a CSWE-accredited program. The Department of Social Work also prefers the instructor have at least two years of post-MSW practice experience. Those who indicate an interest in serving as field instructors are asked to complete an informational form on which they document their academic credentials and professional background (see Appendix B-1).

The program foresees rare situations in which an agency might not be able to provide student supervision by an instructor who holds a CSWE-accredited social work degree (e.g., a field instructor leaves the agency in the middle of the placement and is replaced by

someone other than a social worker). In these cases, a member of the social work faculty, in close collaboration with the agency, will be asked to provide such supervision. These situations would be exceptions to standard practice.

Field instructors should be comfortable teaching from a conceptual standpoint as well as training students to perform specific tasks. Persons serving as field instructors are expected to have demonstrated a high level of skill with respect to communication and practice, as well as being committed to the education of students. Prior experience in supervision is desirable.

Those selected as field instructors also must express a willingness to participate in all aspects of the field program as outlined in this manual – attending pertinent training sessions, corresponding with the faculty liaison and Director of Field Placement, providing meaningful student supervision, and completing forms (e.g., the learning agreement, performance evaluations, and signing off on time logs) necessary to substantiate the field education process.

ETHICS AND VALUES IN FIELD INSTRUCTION

Social work is a profession that is organized around the assumption that people have a right to the social services necessary for a good quality of life and that society has a corresponding responsibility to provide these services. In this capacity, social work is responsible for providing services designed to enhance the functioning of individuals, families, groups, and larger systems in relation to intra- and inter-personal factors, as well as to environmental components that impinge upon their lives. These services are based on the philosophy, the body of knowledge, and the methodologies for practice promoted by the social work profession.

Practice in social work addresses the person-in-situation with a clearly defined understanding of the interdependence between the individual and society. Students are encouraged to develop consistent patterns of respect for the commitment of the profession to serving populations-at-risk – e.g., consideration of issues related to race, gender, ethnicity, culture, age, class, religion, sexual orientation, and disability.

Although each client is a unique person with different life experiences, there also is acknowledgment that there are common human needs that must be addressed in social work practice. To this end, field placement students must demonstrate an ability to analyze, formulate, and advocate for social welfare policies that impact the client population(s) with whom they are working and to explore ways in which they can address the broader societal and global concerns that contribute to their clients' areas of need.

Students are taught to assess and intervene in the lives of their clients using the ethics and values that guide the profession. Prior to beginning field placement, students study and discuss the Code of Ethics of the National Association of Social Workers (NASW) (See http://www.socialworkers.org/pubs/code/default.asp). In response to their study of the code, students are required to sign a form (see Appendix A-7), indicating their willingness to adhere to the principles outlined in the code throughout their field practicum.

Students are encouraged to reflect on the values and ethics that have been taught within the classroom setting as these concerns now become an integral part of their practice in the field placement. Discussions are facilitated in the concomitant field seminar (of the foundation year) intended to help students to see the utility of the Code of Ethics and the importance of applying social work values and ethics to casework situations.

Emphasis is given in the placement to issues of self-determination, the client's right to participate in the helping process, and to confidentiality. In looking at what techniques and policies hamper the client's self-determination, the social work student is encouraged to become an advocate for the client. Additionally in his/her role as client advocate, the

student works toward the protection of the client's individual rights, particularly the client's right to confidentiality. As part of this role, it is incumbent upon the social work student to inform the client of those times when confidentiality will not be maintained – e.g., when there is a serious suicide threat/attempt, when threats against others occur, or when legal requirements to report abuse of any nature are met.

Professional Conduct:

Students enrolled in the Master of Social Work program must conduct themselves in a professional and ethical manner toward clients, students, faculty, and staff. **Professional conduct is expected at all times**. The Department of Social Work, through its faculty and appropriate committees, reserves the discretionary right to recommend dismissal from the program of any student who exhibits failure to maintain appropriate personal conduct or professional standards and ethics. Any act that would constitute unethical practice, professional misconduct, or violations of the law (whether committed in college-related activities or not) may be ground for disciplinary action – up to and including dismissal from the program. The NASW Code of Ethics and The University of Memphis Student Code of Rights and Responsibilities serve as guidelines and standards for professional conduct both on- and off-campus.

In their role as social work educators, the members of the faculty of the Department of Social Work are charged with a gate-keeping function in which they are responsible for assessing the professional "fit" of those who are seeking to join the profession – measured in regard to the student's skills and knowledge levels, but also by consistent ethical competence. In light of that charge, students should understand that if there is evidence of the student's lack of professional preparedness and/or ethics, the Department of Social Work may recommend the student be dismissed from the MSW program. Such a lack could include, but is not limited to, the following examples:

1. Documented behavior that is inconsistent with the Code of Ethics of the National Association of Social Workers;
2. Documented problems in behavior or performance, which raise questions from the faculty or field instructor about the student's suitability for professional social work. Such problems could include, but are not limited to, the following list of behaviors:
    a. Inappropriate behaviors and/or communications with client(s);
    b. Forced or coerced sexual behavior with client(s);
    c. Sexual activity with client(s) including, but not limited to, kissing, fondling, or sexual intercourse;
    d. Physical aggression, such as hitting, spanking, or slapping, directed at client(s), student(s), faculty or staff member(s);

e. Physical or emotional threats directed toward client(s), student(s), faculty or staff member(s);

f. Acceptance of gifts or money (not considered standard payment for services) from client(s). Students shall not ask for, or accept, gifts from client(s);

g. Illegal or unethical behavior that limits or takes away client(s)' rights or results in financial, material, or emotional loss for client(s) or gain for the social work student; and/or

h. Sexual harassment of client(s).

3. Plagiarism, cheating, or any other form of academic dishonesty or disruption;

4. Failure of the student to maintain a 3.0 GPA beyond one semester of academic probation;

5. Failure to follow policies and rules as outlined in the MSW Student Handbook, the MSW Field Manual, or the University of Memphis Student Code of Student Rights and Responsibilities;

6. Failure to comply with policies and procedures of the professional agency; and/or

7. Non-attendance at the clinical site.

Concerns about unethical behavior will be addressed by the MSW program retention committee. If the unethical behavior occurs in regard to academic processes other than field placement, the program retention committee will consist of: 1) the student's advisor, 2) the classroom instructor, and 3) one additional faculty member. If the unethical behavior occurs in regard to field placement, the program retention committee will consist of: 1) the student's advisor, 2) the MSW Director of Field Placement, and 3) the faculty liaison. If the unethical behavior occurs in regard to a student organization event, the program retention committee will consist of: 1) the student's advisor, 2) the faculty liaison to the student organization, and 3) another faculty member.

The program retention committee will review oral and written reports of the student's unethical behavior. The student will be given the opportunity to address the committee. The committee will deliberate and decide whether or not to recommend dismissal of the student. If a decision is made to recommend dismissal, the student will be given a letter explaining the rationale behind the decision. The Department of Social Work will then follow University policies and procedures for dismissal by referring the student's case to either the Associate Dean for Graduate Studies and Research in the College of Arts and Sciences or to the Student Judicial Affairs Committee, as indicated.

Students who wish to appeal a recommendation of dismissal must first write a letter of appeal to the MSW Program Coordinator. If the dispute is not resolved to the student's satisfaction by the MSW Program Coordinator, the student must follow the grievance procedures of the Graduate School as outlined in the Graduate Catalog.

Professional Boundaries:

In their work with clients, students are reminded that they are to maintain professional boundaries at all times. This provision includes, but is not limited to:

- Refraining from engagement in any type of dual relationship with a client;
- Refraining from giving clients his/her cell phone number; and/or
- Refraining from giving clients access to the student's social media sites.

Sexual Harassment:

Harassment is reprehensible and will not be tolerated by the University. It subverts the mission of the University and threatens the careers, educational experience, and wellbeing of students, faculty, and staff. Incidents involving sexual harassment or racial harassment have no place within the University, nor in its programs (e.g. field practicum). In both obvious and subtle ways, even a suggestion of sexual or racial harassment is destructive to individual students, faculty, staff and the academic community as a whole. When through fear, or reprisal, a student, staff member, or faculty member submits or is pressured to submit to unwanted sexual attention, the University's ability to carry out its mission is undermined.

While sexual harassment most often takes place in situations of a power differential between the persons involved, the University also recognizes that sexual harassment may occur between persons of the same status. The University will not tolerate harassment between or among members of the University or its programs.

Sexual harassment and racial harassment have been held to constitute forms of discrimination prohibited by Title VI, Title VII of the Civil Rights Act of 1964, as amended and Title IX of the Educational Amendments of 1972. The University may be held liable pursuant to Title VI or Title VII and/or lose federal funds pursuant to Title IX for failure to properly investigate and remedy claims of sexual or racial harassment.

Academic Conduct

Graduate students at the University of Memphis are expected to observe the regulations and policies that govern the behavior of students as members of this academic community. These regulations and policies are published in the MSW Student Handbook. In particular, graduate students should become familiar with the University's policies on plagiarism in its various forms. Furthermore, term papers may not be used to meet the requirements of more than one course unless approved in advance by both instructors.

The University of Memphis Code of Student Rights and Responsibilities defines academic misconduct as all acts of cheating, plagiarism, forgery, and falsification.

The term "cheating" includes, but is not limited to:

- Using any unauthorized assistance in taking quizzes or tests;

- Using sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;

- Acquiring tests or other academic material before such material is revealed or distributed by the instructor;

- Misrepresenting papers, reports, assignments or other materials as the product of a student's sole independent effort when this is not the case;

- Failing to abide by the instructions of the proctor concerning test-taking procedures;

- Influencing, or attempting to influence, any university employee in order to affect a student's grade or evaluation; and/or

- Any forgery, alteration, unauthorized possession, or misuse of university documents.

The term plagiarism includes but is not limited to the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Academic misconduct also includes furnishing false information to a University official, faculty member, or office; or the forgery, alteration, or misuse of any University document, record, or instrument of identification. The Academic Discipline Committee, a standing University committee appointed by the President, addresses allegations of academic misconduct.

POLICIES AND PROCEDURES (GENERAL)

The student in field practice has a responsibility to perform in the same professional manner as an employed staff member and is expected to follow agency policies and abide by the rules and regulations of the agency as well as those of the Department of Social Work. These responsibilities include:

1. Protecting the confidentiality of all information about clients;

2. Observing agency working hours;

3. Being at the agency when assigned to be so;

4. Being on time for the placement and punctual in completion of assignments;

5. Being available for client emergencies if at all possible, even if these occur after regular hours;

6. Completing and submitting activity reports in a timely fashion;

7. Notifying the field instructor <u>in advance</u> (if possible) of unavoidable absences or tardiness; and

8. Making up time for absences and tardiness.

As a general rule, students spend only the required number of hours per week in field practice and reserve the other time for classroom courses and study. Classroom work should not be done during field practice and, ordinarily, students should not be asked to fulfill field obligations during class time. A student who works overtime in field practice for client emergencies or special projects may arrange with the field instructor to take time off for necessary academic work. On some occasions when students are encouraged by faculty of the Department of Social Work to participate in off-site activities (e.g., Social Work Day on the Hill), it is left to the discretion of the field instructor whether the hours involved in those activities should be considered as applicable to the student's placement.

Some agencies may prefer that students spread the required field hours over more than two days per week in order to provide client coverage, and some students with part-time jobs or child care responsibilities may request some flexibility in scheduling for field practice. The Department of Social Work has no objection to any arrangement that provides the necessary learning experiences, meets the requirement for hours of field practice, is satisfactory to the agency and student, and insures good service to clients. Similarly, students who wish to be involved in placement between the semesters of the practicum year (i.e., between SWRK 7051 and 7052, or between SWRK 7053 and 7054) may do so only with the agency's approval. In such instances, the student's time can be credited toward the

following semester, but the student must remain engaged in placement throughout the entirety of the subsequent semester.

Communication

An e-mail account is available free of charge to University of Memphis students. This UoM account will be the official contact used for all Department of Social Work correspondence. If the student elects to use another e-mail service, s/he must obtain an account through the university and forward her/his mail to the personal account. Much correspondence is conveyed to students via email so the account should be checked frequently.

Students are asked to ensure that the Department office has a current e-mail address, mailing address and telephone number. The success of this degree program depends partly on the department's ability to foster ties to its students, alumni, and the larger community. Students can update their contact information by informing the Department of Social Work administrative assistant of any changes.

Holidays

Students are entitled to observe holidays listed on the University of Memphis calendar and to holidays and hazardous weather closings observed by the agency – even when these fall on field practice days. However the student remains responsible for making up these hours at some other time such that s/he completes the required number of hours for the placement.

Professional Liability Insurance:

All students enrolled in field placement are responsible for procuring liability insurance (with a minimum coverage of 1,000,000/5,000,000) prior to the beginning of field placement. Coverage can be obtained through the National Association of Social Workers Assurance Services (see Appendix A-6 for information pertaining to this insurance). The student must provide the Director of Field Placement a copy of the certificate of coverage, verifying her/his purchase of the insurance, prior to beginning placement.

Transportation

Students are responsible for their own transportation to and from the agency. If transportation is a problem, the student should communicate this to the Director of Field Placement. Some agencies pay mileage for travel required to perform agency work. Students should ask their field instructor about mileage reimbursement if required to travel.

Arrangements regarding mileage reimbursement are strictly between the agency and the student; neither the University of Memphis, nor the Department of Social Work, has any standing in such arrangements. Students who drive must have a valid, current driver's license and automobile liability insurance.

Due to liability concerns (i.e., to be sure that s/he is covered to do so), any student who transports clients in her/his personal vehicle must, at the beginning of the placement, inform the provider of her/his automobile insurance that s/he is using the vehicle for internship. If s/he is asked to transport clients in an agency vehicle, s/he is to meet all requirements for licensing and insurance coverage designated by the agency prior to providing transportation. Students who drive (or ride) in a vehicle in performance of their field responsibilities – whether transporting clients or not – should be aware that they are not covered for this activity under the university's insurance.

Financial Remuneration:

Some agencies may provide reimbursement for travel or other expenses in carrying out agency business, or may offer a stipend or salary in exchange for the services the student provides. Arrangements regarding stipends and reimbursement of expenses are strictly between the agency and the student; neither the University of Memphis, nor the Department of Social Work, has any standing in such arrangements.

Use of Job as Practicum Site:

Students currently employed in a social service agency/institution or human service organization may complete their field practicum in their current job only if specific conditions are met. Approval of plans by the Director of Field Placement is required before the start of the practicum. Specific restrictions include, but are not limited to, the following:

1. Students are allowed to use their place of employment as a field placement site but can do so for only one of their two placement experiences, and only if that agency meets all requirements for serving as a placement site (including, in the case of the concentration year, if that agency is suitable for the competencies specific to advanced practice);

2. The field instruction experience must be distinct from the student's normal work activities and must be evaluated separately from those activities;

3. The student must be supervised by someone who is not his/her regular work supervisor. This instructor must meet the usual requirements of field instruction – i.e., someone who holds a MSW degree with at least 1-2 years of post-graduate experience in the field of social work;

4. The hours credited toward field placement must be distinct from the student's employment hours (which will be gathered through the completion of the *Student Request to use employment as Field* form); and

5. Assignment to placement remains solely the province of the program's Director of Field Placement.

Disability Services:

Students with disabilities are encouraged to notify Student Disability Services for reasonable accommodations. Students must follow established university procedures for obtaining accommodations and services. Specific accommodations and services are determined on an individual basis and are based on documented functional limitations resulting from the disability.

Equal Opportunity:

The University of Memphis, a Tennessee Board of Regents institution, offers equal opportunity to all persons without regard to race, religion, sex, creed, color, national origin or disability. The University does not discriminate on these bases in recruitment and admission of students or in the operation of its programs and activities, as specified by federal laws and regulations. Designated coordinators for University compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 are the Vice President for Student Affairs and the Equal Opportunity Compliance Officer. Information in this document will be provided in alternate format upon request. The University of Memphis is an Equal Opportunity/Affirmative Action University. It is committed to education of a non-racially identifiable student body.

ROLES AND RESPONSIBILITIES

Responsibilities of the Department of Social Work:

In the partnership between itself and the cooperating field agencies/institutions, the Department of Social Work will execute the following responsibilities:

1. Design the curriculum, establish a framework for outcome measurement (competencies), determine the "norm" of expected content of field instruction (including, but not limited to, assignments), and share these with those who provide field instruction;

2. Conduct workshops and periodic meetings for field instructors and/or students to ensure understanding of the material(s) and its use in a way that achieves the goals of the program and the particularized learning needs of the student;

3. Arrange meetings, seminars, and/or workshops for field instructors to orient, train, and coordinate class content and field practice. These times also serve to further the development of the teaching skills of the field instructors. Such sessions also are used to familiarize field instructors with current concepts and theories in social work;

4. Recruit and make decisions regarding the acceptance of field instruction agencies and the placement of students in these agencies;

5. Evaluate the field instruction agency/institution's commitment to, and ability to provide, a good experience of the profession of social work;

6. Provide faculty who act as liaisons to serve as mediators between the Department of Social Work and the agency/institution regarding their respective needs, to monitor the student's performance, and to proactively solve problems that may arise; and

7. Arrange practice seminars for students in order to better prepare them for entrance into practice, and hold ongoing meetings with special emphasis on the use of the overall educational experience in the field placement.

Responsibilities of the Director of Field Placement:

The Director of Field Placement is responsible to the MSW Program Coordinator, and by extension to the Chair of the Department of Social Work and the Head of the School of Urban Affairs and Public Policy (SUAPP). This person has primary responsibility for the practicum component of the social work program which includes implementation of field processes and procedures, development of good field sites, and maintaining effective working relationships with placement sites, field instructors, faculty, and students. The responsibilities of the Director of Field Placement are to:

1. Develop policies, procedures, and competencies for the field courses: Foundation Field Placement I (SWRK 7051), Foundation Field Placement II (SWRK 7052), Concentration Field Placement I (SWRK 7053), and Concentration Field Placement II (SWRK 7054);

2. Develop field placements by negotiating with appropriate agencies in the community that can provide a well-rounded social work field experience for the student;

3. Work with the agency/institution administrators concerning the selection and approval of field instructors, and the maintenance of ongoing communication with agencies concerning the implementation of the field program;

4. Provide orientation and other opportunities for field instructors to become familiar with the overall curriculum of the Department of Social Work, including trends and changes in course content, and to participate in the ongoing assessment and development of the overall field program;

5. Plan seminars and meetings of field instructors in order to develop the quality of teaching in the field and strengthen the performance of the field instructors as educators;

6. Arrange meetings with interested student applicants to discuss the goals of the field practicum, the agencies/institutions available as placement sites, and policies and procedures for beginning placement;

7. Coordinate planning for the placement of students in agency/institution settings, and assign students to the designated field sites;

8. Assign a faculty liaison to work with the field instructor and student in relation to the student's field performance;

9. In cooperation with the field instructor and the faculty liaison, evaluate the student's performance in the field and assign an appropriate grade for his/her completion of the field placement;

10. Provide an opportunity for students to evaluate their field experience, and in cooperation with the faculty liaisons, evaluate and assess the agencies that participate in the field instruction program; and

11. In cooperation with the coordinator of the MSW program, develop, and revise as needed, the policies and procedures for field practicum. Similarly, maintain, and modify as necessary, the field manual.

Responsibilities of the Faculty Liaison:

The faculty liaison serves as a consultant to field instructors and ensures the educational integrity of the field experience for his/her respective students. The faculty liaison also serves as a mediator/problem solver when conflicts may arise between the agency and/or the field instructor and the student. The responsibilities of the faculty liaison are to:

1. Advise students with regard to what they are learning in their field placements. This includes direct contact with the student during each semester in order to review progress and to evaluate the adequacy of the learning experience;

2. Represent the MSW program of the University of Memphis Department of Social Work to the administration, field instructors, and other significant staff of the agency/institution, and act as the liaison between the agency/institution and the Department of Social Work;

3. Consult with the field instructor in relation to learning opportunities available to students, problems in the placement, and overall evaluation of the student's performance;

4. Perform a minimum of one site visit per semester to each agency/institution for which s/he serves as faculty liaison;

5. Communicate with the field instructor during the course of the semester in order to serve as a mediator between the Department of Social Work and the agency/institution regarding their respective needs, to monitor the student's performance, and to proactively solve problems that may arise;

6. In collaboration with the field instructor, assess the student's performance. If the student's performance is considered marginal during the semester, the liaison arranges a meeting with the student and the field instructor to discuss the situation and to help the student and instructor to use the teaching/learning experience more effectively. If the difficulty cannot be resolved, the liaison refers the matter to the Director of Field Placement; and

7. Provide an evaluation of the field placement at the end of the semester and make recommendations about placement planning with the respective agency/institution for subsequent semesters.

Responsibilities of the Field Instruction Agency:

Agencies play a vital role in the education of social work students. It is through the agency/institution experience that the student comes to grips with the reality of working with people experiencing problems. Through this process, the student learns to test his/her knowledge and skills. It is important that agencies create an atmosphere for learning and

provide a means through which students can begin to identify with the values and objectives of the social work profession. In order to afford a well-rounded educational experience for students, the agency/institution (as represented by its administration) assumes responsibility for the following:

1. Contract with the Department of Social Work via the clinical affiliation agreement to work mutually with the department in providing the student(s) with a good field experience of the social work profession;

2. Select qualified field instructors and allow time in their schedules for teaching responsibilities;

3. Provide adequate physical space and facilities for the student to function effectively;

4. Provide appropriate learning experiences, including orientation to the agency/institution and the community in which the agency operates, as well as direct experience with clients;

5. Demonstrate a commitment to the values and ethics of the social work profession, including provision for confidentiality of records;

6. Commit to the education of social workers at the graduate level and work collaboratively with the Department of Social Work in developing the field instruction program; and

7. Discuss the progress of the student with the faculty liaison and/or Director of Field Placement and maintain close contact with the Department of Social Work should problems occur in regard to the student's field performance.

Responsibilities of the Field Instructor:

The major function in field instruction is teaching through practice. The field instructor provides the support and experience through which students can develop, test, and demonstrate the degree of their integration of social work knowledge, principles, and methods. In doing so, the field instructor assumes primary responsibility for the student's education in the placement setting. This involves locating appropriate assignments which enable the student to achieve the program's educational objectives, sharing knowledge, providing regular feedback to students, writing formal evaluations and enabling the student to evaluate self. The role of field instructor requires a basic commitment to the teaching role and commitment to development of the profession of social work.

In his/her role as educator, the field instructor will execute the following responsibilities:

1. Provide the Department of Social Work with information regarding her/his academic background and a current resume relative to acting as an instructor for social work students;

2. Familiarize him/herself with the educational philosophy of the Department of Social Work and with the content of the social work curriculum which the student already has taken or currently is taking. At times, the field instructor may be called upon to teach specific content material for students to fulfill a particular field assignment when this content has not yet been covered in the classroom;

3. Attend an orientation, if new to the role, which will help the instructor become familiar with his/her responsibility in taking on this role, educational requirements of the field process, the design of the learning experience, what to do regarding early identification of problems, and the curriculum of the Department of Social Work;

4. Attend training sessions at the university throughout the year. Field instructors who do not attend the orientation, or who habitually miss training sessions, may be asked to discontinue the responsibility of field instruction;

5. Conduct an orientation for the student to help her/him prepare adequately for her/his field practice. This orientation includes, but is not limited to:

    a. Policies and procedures of the agency/institution;

    b. Composition of the community and the clientele served;

    c. The role of the agency/institution in the community; its relation to the community resources most often used;

    d. Societal factors that may impact the clientele of the agency/institution;

    e. Content regarding cultural diversity and discrimination that may affect the agency/institution's clientele;

    f. Responsibilities of the student to the client, as well as to the agency/institution;

    g. Mutual roles of the field instructor and the student in the field setting;

    h. The practical models most frequently employed for direct practice and measures used for evaluation of practice; and

    i. Codes of conduct and office rules – e.g., dress codes, punctuality, absenteeism.

6. Arrange a schedule that makes time available for weekly supervision meetings. This includes a weekly conference with each student of at least one (1) hour and sufficient time to prepare for supervision;

7. Negotiate and mutually develop a learning agreement with the student early in the course of the placement that guides the learning experience and serves as a point of reference for subsequent evaluations. Said learning agreement is to be based in the competencies on which the student will be evaluated at the end of each semester;

8. Monitor the time and activities of the student while in placement and sign off on the logs the student submits in reporting on her/his time and activities;

9. Make available to the student relevant materials and arrange time for conferences with the faculty liaison and/or the Director of Field Placement. In these meetings, the field instructor should be prepared to discuss the student's progress, learning difficulties, and performance in the respective placement;

10. Consult with the faculty liaison regarding the student's performance in the placement, including problems that need attention; and

11. Prepare a written evaluation of the student's performance near the end of each semester and discuss this with the student in a mutual process. The field instructor will submit this evaluation and other statistical reports to the Director of Field Placement according to designated timelines and/or deadlines. If the student objects to anything in the evaluation, s/he has the right to submit those objections to the Director of Field Placement (with copies being submitted to the faculty liaison and the field instructor as well).

Responsibilities of the Student in Field Placement:

The student is an adult learner preparing for a professional career. As such, s/he is expected to exhibit a serious commitment to the learning process, a capacity for self-evaluation, willingness to change one's ways of thinking, feeling, and acting, and openness to respond to suggestions and directions offered by the professionals who are assisting in the field process. Although students learn in different ways and at varying rates, all students are expected to take responsibility for their own learning. In addition, by accepting placement at an agency/institution, the student agrees to adhere to the mission of the agency/institution and to serve the clientele of the agency/institution in the most professional manner possible.

The following are student responsibilities deemed appropriate to field placement, and while not conclusive, are basic for carrying out active participation in the learning process:

1. The student is considered an adult learner. In this role, s/he is to take responsibility for the learning process in which s/he is engaged. The field placement assignment is to be treated as though it were an employment experience – i.e., the student is to be

there as assigned, be on time, dress appropriately, respect the agency/institution staff, mission, policies and procedures, etc.;

2. The required number of hours for a scheduled field day is 8 hours but can vary according to the schedule of the assigned agency/institution. In no instance should a student plan for less than four (4) hours at-a-time at the field site. The exceptions to this are illness of the student, or important personal matters, that require one to leave the site unexpectedly. Such absences should not happen regularly, and should become matter for corrective action if this privilege is abused;

3. Appropriate use of field placement hours includes preparation done for contact with the client(s), summaries done for agency/institution purposes, staff conferences, supervisory sessions, other meetings that are part of the learning experience, travel time to and from client contacts, and work on related seminar assignments;

4. Students can follow the calendar of the university regarding holidays, etc. However, it is vitally important that students coordinate any planned absences with the field instructor and prepare the client(s) sufficiently regarding these breaks. Also, the student remains responsible for making up these hours at some other time such that s/he completes the required number of hours for each semester of the placement;

5. Students are allowed to serve in placement during holidays and breaks in the academic schedule if they and the field instructor work out such an agreement;

6. The student is responsible for securing membership in the National Association of Social Workers (NASW). S/he also is responsible for becoming familiar with the NASW Code of Ethics and expected to act in a manner consistent with that code in the practicum. The student is asked to sign an agreement form early in the semester indicating his/her willingness to abide by the Code of Ethics;

7. The student is responsible for procuring liability insurance (with minimum coverage of 1,000,000/5,000,000) prior to beginning the placement and providing the Director of Field Placement with a copy of the Certificate of Coverage;

8. The student will participate with the field instructor in the process of developing a learning agreement that outlines the activities in which s/he is to be engaged while in placement. Said learning agreement is to be based in the competencies on which the student will be evaluated at the end of each semester;

9. The student is to regularly (every 1-2 weeks) submit reports that document the time and activities in which s/he has been engaged while in placement for the respective period of time;

10. The student is to dress appropriately as a representative of the profession. This code of dress may differ from one agency to the next or from one task to another, but the

student should discuss these requirements with her/his field instructor and comply with the standards of the agency;

11. Students in the foundation and concentration years of placement must attend the concomitant seminar class and complete all assignments pertaining to the seminar. The student assumes responsibility for all commitments made with clients, colleagues, and other significant people in relation to service provision. The student must inform the instructor/supervisor when an emergency precludes the fulfillment of these commitments;

12. Using experiences from their respective placements, students are to maintain an online journal which reflects their reactions to issues raised in their work with clients, agency professionals, and peers;

13. Within the student/instructor relationship, it is appropriate for the student to look to the field instructor for advancement of knowledge, skills, and techniques, and in the development of self-awareness. It is the student's responsibility to be prepared for all supervisory sessions, including submitting issues and concerns in writing prior to the meeting in order that the supervision time can be used optimally;

14. The student should freely communicate his/her educational needs and interests to the field instructor. This includes talking with the field instructor about too much or not enough work, interest in learning about and being involved in other services that the agency placement offers, and any or all areas of the field learning experience;

15. The student is to meet at least once-a-week with the field instructor in order to discuss his/her learning in the placement. This is to provide a forum in which s/he can discuss performance and professional growth issues, questions about the agency/institution's procedures, and questions regarding the particular site/clientele that is served;

16. The student is to communicate with the faculty liaison during the semester in order to keep him/her informed of progress in the field placement;

17. The student is to take the initiative, through the usual lines of communication, to protest the abuse of any person requesting or receiving services from a given agency/institution. Similarly, s/he is to act in a manner commensurate with the professional code of ethics if individuals or groups within the community abuse the rights of people seeking services and/or assistance;

18. The student is responsible for preparing clients appropriately for termination. S/he must have work assignments up to date before leaving the agency/institution and must inform the field instructor of these activities, as well as those matters that remain pending with respect to client service; and

19. The student is to complete and submit an evaluation of his/her competence to the Director of Field Placement at the end of each year of placement.

Appendix Section

Appendix A: Student Information / Forms

A-1:   Overview of Field Hour Requirements

A-2:   Checklist for First Semester of Field Placement

A-3:   Field Application for 1st Year Placement

A-4:   Letter of Assignment for 1st Year Placement

A-5:   Student's Response to 1st Year Placement Interview

A-6:   NASW Membership and Liability Coverage

A-7:   Agreement to Abide by NASW Code of Ethics

A-8:   Release of Liability and Hold Harmless Agreement

A-9:   Letter of Assignment for 2nd Year Placement

A-10:   Student's Response to 2nd Year Placement Interview

Appendix A-1

Overview of Hour Requirements for Field at UoM

SWRK 7051 Foundation Field Placement I   160 hours

SWRK 7052 Foundation Field Placement II   240 hours

SWRK 7053 Advanced Field Placement I   280 hours
(Also referred to as Concentration Field Placement I)

SWRK 7054 Advanced Field Placement II   280 hours
(Also referred to as Concentration Field Placement II)   _____

Total number of field hours required for the MSW program   960 hours

Student will be required to attend seminar classes as part of field hours for
SWRK 7051, 7052, 7053, and 7054.

Overview of Hour Requirements for Advanced Standing Field at UoM

SWRK 7050 Advanced Standing Field   10 hours

SWRK 7053 Advanced Field Placement I   280 hours

(Also referred to as Concentration Field Placement I)

SWRK 7054 Advanced Field Placement II   280 hours

(Also referred to as Concentration Field Placement II)   _____

Total number of field hours required for the MSW program   570 hours

Student will be required to attend seminar classes as part of field hours for

SWRK 7050,7053, and 7054.

Appendix A-2

Checklist Regarding Foundation Year Field Placement at UoM

____ Student must complete field application and submit to Director of Field Placement;

____ Student will receive e-mail from Director of Field Placement indicating agency assignment and contact information for that agency's representative;

____ Student will schedule interview with agency representative;

____ Following the interview, both student and agency representative will send Director of Field Placement forms indicating the results of interview;

____ Following the interview, it will be the student's responsibility to complete all actions necessary for beginning placement on time (e.g., some agencies will require formal orientation; some will require a background check; some may require a physical exam and/or TB test; etc.);

____ Also, in order to begin field placement on time, student must become a student member of the National Association of Social Workers (NASW). Membership can be purchased at https://www.socialworkers.org/online-join/join.aspx.
(A listing of other membership benefits is available at
http://www.naswdc.org/joinBenefits/student.asp);

____ Once student has secured membership, s/he must purchase liability insurance coverage (1,000,000/5,000,000) via the NASW Assurance Trust at
http://www.naswassurance.org/student_liability.php?page_id=12. Once purchased, the student will provide Director of Field Placement a copy of the Certificate of Coverage;

____ In doing placement, student is expected to learn and abide by policies and procedures of the agency to which s/he is assigned. Student also is required to abide by the NASW Code of Ethics and, at first seminar class, will be asked to sign form indicating her/his agreement to do so.

Appendix A-3

Please carefully read the information below
prior to completing the attached form.

MSW Field Placement

Field placement is an important component of the Master of Social Work program and is designed to integrate academic learning with "real world" social work experience. An internship placement provides opportunities for the student to apply concepts and skills learned in the classroom in a real-world work setting and to build a work history of relevant experience that will assist the student in beginning her/his social work career.

At the University of Memphis, the field internship consists of four courses: Two courses for the foundation (generalist) level, SWRK 7051 and 7052; and two courses for the advanced (concentration) level, SWRK 7053 and 7054. For the foundation placement (SWRK 7051 and 7052), students are assigned to an agency in the community by the MSW Director of Field Placement. For the concentration placement (SWRK 7053 and 7054), students have more voice in selecting the agency to which they are assigned, but the assignment ultimately is made by the MSW Director of Field Placement.

Students who want to do field placement at their place of employment, must consult with the MSW Director of Field Placement. Several provisions pertain to such a request:

- In such situations, the Council on Social Work Education (CSWE) mandates that the student have different responsibilities, a different supervisor, and different hours, than for his/her regular job position;
- The work of the agency and the qualifications of the prospective field instructor must meet the requirements of the Department of Social Work;
- The student can only do one of her/his placements at the place of employment – i.e., either the foundation year or the advanced year, but not both; and
- In deciding which year of placement they want to do at their place of employment, students should remember that, during the second year (the advanced year), they will have to display competence in working with children and families. If this is not feasible at the respective agency, they should opt for doing their first year (the foundation year) at their place of employment.

Each field course will be worth 3 credit hours, but the actual field hours in the agency will vary from one semester to the next. Basically, the student will be engaged in field 16 hours per week during the first year of placement (SWRK 7051 and 7052) and 20 hours per week during the second year (SWRK 7053 and 7054).

Grades for field placement will be assigned by the MSW Director of Field Placement but will be based largely on the evaluation of the field instructor at the agency to which the student is assigned for placement. Also, as part of the field course, students will meet in small groups for several seminars per semester (at the university or another designated site) as well as participating in online communication (e.g., electronic journals, discussion boards, performance evaluations). The student's participation in the seminars and online communication is intended to foster the learning experience involved in doing field placement and is included as a factor in determining the student's grade.

THE UNIVERSITY OF MEMPHIS

DEPARTMENT OF SOCIAL WORK

SCHOOL OF URBAN AFFAIRS AND PUBLIC POLICY

<u>APPLICATION FOR MSW FIELD PLACEMENT</u>
First Year (Foundation) SWRK 7051 / SWRK 7052

PERSONAL DEMOGRAPHICS:

Name: _____

(Last)   (First)   (Middle)

Date of Birth: _____ University ID Number: _____

Current Address: Street or P.O. Box: _____

City, State, Zip code: _____

Current Telephone: _____ Cell (if different): _____

E-mail address: Campus: _____ Other: _____

Permanent Address (if different):_____

_____

Permanent Telephone (if different): _____

(Information regarding your permanent address and phone number is important in case the school has a need to contact you during holidays and summer.)

EMPLOYMENT, SOCIAL SERVICE and VOLUNTEER BACKGROUND:

1. List volunteer experiences you have had in social service agencies or other relevant areas:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

2. List all employment you have had at a human service agency or institution:

_____
_____
_____
_____
_____
_____
_____
_____
_____

3. Are you currently employed? Yes _____ No _____

If so, do you plan to continue working during the foundation year of your field placement? Yes _____ No _____

If yes, for how many hours/week? _____

What hours will you be working? _____

4. Please list all other employment history:

_____
_____
_____
_____
_____
_____

5. Did you previously receive stipend money through the DCS stipend program during your Bachelors programming? Yes_____ No_____

If yes, what area did you work in while employed with DCS? What were your job duties?

_____
_____
_____

And what were your field duties during the DCS stipend position?_____
_____

OTHER RELATIVE INFORMATION:

1. What factors or considerations have gone into your decision to enter the social work profession / the MSW program? (Please do not feel it necessary to reveal anything that you would prefer remain private.)

_____
_____
_____
_____
_____
_____
_____
_____

2. What do you believe will be your greatest strengths as a social worker?

_____
_____
_____
_____
_____
_____
_____
_____

3. Discuss how you perceive yourself as a learner, describing the kinds of learning environments with which you are most comfortable and the worst type of learning environment you can imagine for yourself.

_____
_____
_____
_____
_____
_____
_____

4. What are your career goals after graduation?

_____
_____
_____
_____
_____
_____
_____
_____
_____

5. Please list your preferences for the type of agency at which you would like to do your field placement during the foundation year of your MSW program.

Please note: Your preferences will be given due consideration in determining your placement, but **it is not guaranteed** that you will be assigned to any of the preferences you select.

Please select the type of social work in which you would like to engage in your first year of placement: Child welfare, Community organization, Corrections; Developmental disabilities, Domestic violence, Geriatrics, Health/Medical, HIV-AIDS, Hospice care, Mental health, Public housing, School social work, Substance abuse, Youth and adolescents, Other:

First Choice: _____

Second Choice: _____

Third Choice: _____

Fourth Choice: _____

Please use the following lines to explain your reasons for having selected these preferences. If you indicated "Other", please specify:

_____
_____
_____
_____
_____
_____
_____

6. Is there a particular problem area that you would rather not work with? Please identify and briefly describe why not. (Please do not feel that it is necessary to reveal anything that you would prefer remain private.)

_____
_____
_____
_____
_____
_____
_____

7. Are you in need of a placement that has provision for evening or weekend hours or any other special considerations?

Yes _____ No _____

If so, what are they?

_____
_____
_____
_____
_____

If you need an evening placement, what is the earliest you would be available each day to begin placement? _____

How late could you stay? _____

8. What foreign languages can you speak? _____

9. Do you know American Sign Language? Yes _____ No _____

10. Do you know how to work on a computer? Yes _____ No _____

Please identify the software with which you are familiar: (e.g., WordPerfect, Microsoft Windows, Word, Excel, and PowerPoint)

_____
_____
_____
_____
_____

11. Do you have a driver's license? Yes _____ No _____

12. Will you have a car available for use for field placement?

Yes _____ No _____

13. What geographical considerations are important to you?

_____
_____
_____
_____
_____
_____
_____

14. Have you ever been convicted of a felony, or do you have any legal charges pending at this time? Yes _____ No _____
If so, please explain: _____
_____
_____
_____
_____
_____
_____
_____
15. Are you a member of NASW? Yes _____ No _____
16. Have you purchased liability insurance to cover you while doing Field Practice? Yes _____ No _____

Please making any comments or provide information that will assist faculty in assigning you to the best possible placement for you.
_____
_____
_____
_____
_____
_____
_____

ATTESTATION:

This application form is intended to convey to the fieldwork faculty information that will be helpful in determining fieldwork assignments. By signing below you are indicating that the information you have provided is complete and accurate and has been completed to the best of your ability.
While the experiences and interests of the applicants are taken into consideration in assigning a placement, educational needs take precedence over all other factors involved in the assignment of students to fieldwork agencies. Therefore fieldwork faculty – not the student, nor the agency – are responsible for making the fieldwork assignment.
The information you have provided here will be shared with the agency field instructor. By signing below you are giving permission for the information on this application to be shared with the agency field instructor or field coordinator.

Signed: _____
      Student   Date

Appendix A-4

Foundation Year Letter of Assignment

To: _____

From: Director of Graduate Field Placement

Date: _____

Re: Potential Field Placement Site

_____, I have received your application to begin field placement in the coming semester. In order to begin to arrange for that position, I am asking you to please contact _____ at _____ to arrange a time when you can present for an interview for the placement. The phone number to do so is _____. Please treat this process as you would a job interview – i.e., make your best impression.

In preparing for the interview, I suggest you think about what kinds of questions you want to ask of the person doing the interview. You may want to ask about concerns such as the following:

�“ Is there a dress code?

◙ Will you need a vehicle and, if so, where will you park?

◙ Will the agency need to complete a background check?

◙ Will you be required to get a physical exam and/or TB test before you can start?

◙ Is there an orientation process you must complete? If so, when would it be?

◙ What is the actual day that you can start?

Several of those questions are intended to help make sure that you can start your placement as soon as you are cleared to do so once the semester begins.

Please remember that you cannot start your placement until you have joined NASW and purchased your liability insurance coverage.

Appendix A-5

Student Response to Interview for Foundation Year Placement

To: Director of Graduate Field Placement

    Department of Social Work

From: _____

Re: Field Placement Interview

I met today with _____ at _____ to

discuss the possibility of me doing a field placement at the respective agency.

I understand that I am to begin the placement as of the following date: _____,

and that my field instructor will be _____. I understand that, on

the first day, I am to report to the office located at _____. In

order that there will be no delay in me starting on that date, I understand that I must take

care of the following matters beforehand:

_____

_____

_____

_____

_____

_____

_____

_____

_____   _____

           (Signature)   (Date)

Please return this notice to Director of Graduate Field Placement
By fax at: 678-2981, or
By mail at: The University of Memphis, 226 McCord Hall, Memphis, TN 38152

Appendix A-6

Websites for NASW

NASW main website (including membership): http://www.naswdc.org

NASW membership: https://www.socialworkers.org/online-join/join.aspx

NASW advocacy website: http://www.socialworkers.org/advocacy/

NASW Code of Ethics: http://www.naswdc.org/CODE.HTM

Liability Insurance Coverage

In order to begin field placement, the student must purchase liability insurance coverage. The minimum coverage to be purchased is the 1,000,000/5,000,000 option. The student must provide a copy of his/her certificate of coverage to the director of field placement verifying that the insurance is in place before the student can engage in any field activities.

Since the student also is required to join NASW, the professional organization for social workers, it likely is most cost effective for the student to purchase the liability insurance through the company contracted with NASW to provide such coverage. That company is:

The NASW has now formed their own malpractice insurance group called the NASW Risk Retention Group or RRG. To obtain liability insurance, please follow the following steps:

1. Purchase student membership from NASW- www.socialworkers.org
2. Go to www.naswasi.cphins.com
3. Select apply online and follow the directions
4. Please call 1-855-385-2160 if you have questions or encounter difficulty with the online process

The NASW offers only one option for students, the 1,000,000/5,000,000 option and it costs $15 for a one year membership. This is much cheaper than the previous rate.

Appendix A-7

The University of Memphis – Department of Social Work

School of Urban Affairs and Public Policy

Field Placement Code of Conduct

Student who engage in field placement through the Department of Social Work are expected to adhere to the standards of ethics maintained by the profession – more specifically, those advanced by the National Association of Social Workers (NASW). It is your responsibility to review and be familiar with the provisions of this code. What follows are some of the major standards for practice as delineated by NASW.

If at any time during your field placement you find yourself in a situation in which you have questions or concerns about a potential ethical dilemma, please speak with your field instructor, faculty liaison, or the director of field placement.

Commitment to Clients (1.01)
The social worker's primary responsibility is to promote the well-being of the client.

Self-determination (1.02)
The social worker is to respect and promote the right of the client(s) to self-determination and to assist clients in their efforts to identify and clarify goals.

Competence (1.04)
The social worker is to provide services, and represent him/herself as competent, only within the boundaries of his/her education. It is important to inform your client(s) that you are a student.

Conflicts of Interest (1.06)
   a) The social worker is to be alert to and avoid conflicts of interest that could interfere with the exercise of professional discretion and impartial judgment.
   b) The social worker is to be careful not to take unfair advantage of any professional relationship.
   c) The social worker is to be careful not to engage in dual or multiple relationships with clients or former clients in which there are risks of exploitation or potential harm to the client.

Privacy and Confidentiality (1.07)
The social worker is to protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. Such compelling reasons would include when there is a serious suicide threat or attempt, when threats against others occur, or when legal requirements to report abuse of any nature are met.

Sexual relationships (1.09)

The social worker is not to engage in sexual activities or sexual conduct, under any circumstances, with current or former clients, no matter whether such conduct is consensual or forced.

Physical contact (1.10)

The social worker is not to engage in any kind of physical contact (such as cradling or caressing) with the client(s) when there is a possibility of psychological harm to the client(s) as a result of the contact.

Impairment (4.05)

The social worker whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with his/her ability to function responsibly are expected to take appropriate remedial action.

Derogatory language (1.12)

The social worker is not to use derogatory language in his/her written or verbal communications to or about clients. The social worker is to use accurate and respectful language in all communications.

Dishonesty, Fraud, and Deception (4.04)

The social worker is not to participate in, condone, or be associated with dishonesty, fraud, or deception.

Statement of understanding

I understand that, as a field student through the Department of Social Work, I am to adhere to the values, ethics, and standards of my profession. By my signature below, I affirm that I have received a copy of, and read, the NASW Code of Ethics, and that I agree to abide by, and serve in my field placement, within the standards there outlined.

_____   _____
(Signature)   (Date)

Appendix A-8

Release of Liability and Hold Harmless Agreement

I, _____, have decided to participate in the University of Memphis' Department of Social Work Field Placement Program. I hereby acknowledge that participating in field placement is entirely voluntary.

I understand that the Department of Social Work Field Placement Program involves certain risks, hazards and conditions that may be dangerous to life, limb and property and that can arise in an incalculable variety of unforeseen or foreseeable ways which may include: bodily injury, loss of limb, death or property damage. I am voluntarily participating in the field placement program with knowledge of the dangers involved. I have reached the age of majority, and I am competent to make this decision for myself, or, if I am a minor, I have obtained the permission of a parent or legal guardian.

I am not suffering from any medical condition, impairment, or disease that would prevent my safe participation in any of the activities associated with the field placement program. I have disclosed any and all of my medical conditions to the administrators of the field placement program. I will use care for my own safety and well-being. I have not been advised by a physician or any other health care provider to limit my participation in activities such as the field placement program. I assume responsibility for my participation in the field placement program and injury while participating in the field placement program.

In consideration of the right to participate in the University of Memphis Department of Social Work Field Placement Program, I agree to assume the risks involved and I acknowledge that such risks may include, but not be limited to, bodily injury and/or death and/or property damage, and hereby collectively and individually release and agree to hold harmless the University of Memphis, its Board of Regents, officers, employees, agents, representatives, volunteers and assigns ("Releasees") from all rights, claims, demands and damages of any kind, known or unknown, existing or arising in the future resulting from or related to my participation in the field placement program. This release will also prevent my family from suing Releasees and binds my spouse, if I have one, my estate, siblings, parents, heirs, personal representatives and assigns.

The undersigned has read and understands this Release and Hold Harmless Agreement in its entirety and voluntarily signs same, without reliance on any representations, statements or inducements, express or implied, made by any party whomsoever.

_____   _____
              Name   Signature

_____
              Date

Appendix A-9

Letter of Assignment for Concentration Year MSW Placement

To: _____

From: Director of Graduate Field Placement

Date: _____

Re: 2nd Year Placement Site

I am writing today to inform you of your assignment for your second year of field placement. In response to the interviews you have done over the past few weeks, I am assigning you to placement at _____. In order to arrange for your internship there, I am asking you to please contact _____ at _____ as soon as possible to confirm that you will be doing placement there and to find out what you need to do so as to be ready to begin your placement as soon as school begins in the fall.

If you have not already done so, you might want to inquire, at least, about the following concerns as appropriate to your specific site:

- ➢ Is there a dress code?
- ➢ Will you need a vehicle and, if so, where will you park? Does the agency reimburse mileage expenses?
- ➢ Will you need an ID badge? If so, when and how will you secure that?
- ➢ Will the agency need to complete a background check?
- ➢ Will you be required to get a physical exam and/or TB test before you can start?
- ➢ Is there an orientation process you must complete? If so, when would it be?
  - o If the orientation is more than one day, you might want to inquire about possibly doing it before school begins to avoid conflict with your classes.
- ➢ What is the actual date and time that you are to start?
- ➢ Where and to whom will you report on your first day?
- ➢ What kind of schedule will work for both you and the agency such that you will be able to get your hours in (keeping in mind that Field III and IV require that you do 280 hours each semester (based on a plan of doing 20 hours/week for 14-weeks))?
- ➢ Does the agency offer a stipend?

Also, please remember that you cannot start your placement until you have renewed your membership in NASW, renewed your liability insurance coverage, and provided the Director of Field Placement with a copy of your Certificate of Coverage.

Appendix A-10

Student Confirmation Regarding Concentration Year Field Placement

To: Director of Graduate Field Placement

From: _____

Re: 2nd Year Field Assignment

In response to your letter of assignment, I have contacted _____ at
_____ to confirm that I will be doing my second year of MSW
field placement at that agency.

I understand that I am to begin the placement at the following date and time:
_____ and that on the first day I am to report to
the office located at _____. I also
understand that my field instructor will be _____.
In order that there will be no delay in me starting on that date, I understand that I must take
care of the following procedural matters before the fall semester begins:

_____

_____

_____

_____

_____

_____

_____

_____

_____   _____
(Signature)   (Date)

Please return this notice to Director of Graduate Field Placement
By fax at: 678-2981, or
By mail at: The University of Memphis, 226 McCord Hall, Memphis, TN 38152

Appendix B: Instructor / Liaison Forms

B-1:   **Instructor's Background Form**

B-2:   **Instructor's Response to 1st Year Placement Interview**

B-3:   **Instructor's Directions for 2nd Year Placement**

B-4:   **Faculty Liaison Consult Form**

Appendix B-1

Field Instructor Information Form

Demographics:

Instructor name: _____

Agency name: _____   Phone: _____

Agency address: _____

E-mail address: _____   Fax: _____

Job title: _____   Full-time ___   Part-time ___

Years of service with agency: _____   Previous field instruction experience? _____

Areas of specialization: _____

Licensed or certified?   Yes ___   No ___   Pending ___

   Level of licensure / certification and number: _____

Educational Background:

Name of graduate school: _____

Location: _____

Area(s) of study: _____

Degree: _____   Year of graduation: _____

(If you attended more than one graduate school, please list others attended on the back of this page).

      **   **   **   **   **

Name of undergraduate school: _____

Location: _____

Major: _____   Minor: _____

Degree: _____   Year of graduation: _____

Professional Work Experience: (Please begin with position prior to current position)

Agency name: _____

Agency address: _____

Job title: _____   Full-time ____ Part-time ____

Length of time with agency: _____   Social work field instruction? _____

                    **   **   **   **   **

Agency name: _____

Agency address: _____

Job title: _____   Full-time ____ Part-time ____

Length of time with agency: _____   Social work field instruction? _____

Field instructor responsibilities:

Your signature below affirms your intention to provide direct supervision for the social work student(s) placed with your agency, and to fulfill the following:

- Attend program orientation and training sessions offered by the faculty of the Department of Social Work;

- Be knowledgeable of goals and objectives of the field placement experience and its role in the Master of Social Work curriculum;

- Select appropriate assignments and, with the student, create a field placement contract which reflects the learning opportunities and expectations;

- Provide, for the student, an orientation to your agency and its policies and procedures;

- Provide a minimum of one hour per week of formal supervision in order to provide the student with feedback and to act as a role model to help the student better understand the role of the professional social worker;

- Act as a liaison to provide continuity for the student's professional development in instances where a non-social worker is providing the day-to-day instruction;

- Complete and submit to the faculty liaison and/or director of field placement materials related to the placement – e.g., learning contract, time sheets, evaluations;

- Participate with the student, the faculty liaison, and/or the director of field placement in evaluating the student's performance in the practicum; and

- Notify the faculty liaison and/or director of field placement of any questions or potential problems as they become evident.

<u>Signatures:</u>

_____   _____
(Field instructor)   (Date)

_____   _____
(Non-Social Work supervisor – if applicable)   (Date)

Appendix B-2

Field Instructor Response to Interview for Foundation Year Placement

To: Director of Graduate Field Placement

      Department of Social Work

From: _____

Agency: _____

Re: Field Placement Interview

I have met with _____ regarding the possibility of him/her engaging in field placement at this agency next semester.

(Please check the correct statement below):

_____ I think we can move forward on having this student placed with our agency. We have mutually agreed on the date of _____ for him/her to begin the placement.

_____ I would like to talk further with you before we move forward on this placement. Please call me at _____, or e-mail me at _____.

_____   _____

              (Signature)   (Date)

Please return this notice to Director of Graduate Field Placement

By fax at: 678-2981, or

By mail at: The University of Memphis, 226 McCord Hall, Memphis, TN 38152

Appendix B-3

Field Instructor Confirmation of Internship Arrangements for 2nd Year Placement

To: Director of MSW Field Placement   From: _____

      Department of Social Work   Agency: _____

Re: Field Placement Intern

I have met with _____ to confirm her/him engaging in field placement at this agency for the next academic year. We have discussed the placement and everything that the student will need to do in order to be ready to start placement as soon as school begins in the fall. We have mutually agreed that the student is to begin the placement as of the following date and time: _____, and that her/his field instructor will be _____. I have instructed the student to report to the office located at _____ on the first day of placement.

In order that there will be no delay in the student starting on that date, s/he must take care of the following matters beforehand (e.g. background check, physical exam and/or TB test, orientation, etc):

_____

_____

_____

_____

_____

_____

_____   _____

         (Signature)   (Date)

Please return this notice to the Director of Graduate Field Placement

By fax at: 678-2981, or

By mail at: The University of Memphis, 226 McCord Hall, Memphis, TN 38152

Appendix B-4

FIELD CONSULTATION REPORT FORM

Student: _____ Date of Visit: _____

Agency: _____ Field Instructor: _____

Present for meeting: _____

Purpose of field consultation visit: _____ regular semester visit
_____ requested by student
_____ requested by field instructor
_____ other (please specify) _____

Is the learning contract completed for the semester? _____ yes _____ no
If no, expected date of completion: _____

Student is making adequate progress: _____ yes _____ no

Student is receiving adequate assignments: _____ yes _____ no

Student is having regular supervisory conferences: _____ yes _____ no

If you responded "no" to any of the above statements, please elaborate:
_____
_____
_____

Summary of any additional issues discussed:
_____
_____
_____

Recommendations:
_____
_____
_____

_____ _____
(Signature)   (Date)

Appendix C

C-1: Foundation Year Learning Plan

C-2: Advanced Year Learning Plan

C-3: Time Log Forms

C-4: Foundation Field Evaluation Form

C-5: Foundation Student Self-Evaluation

C-6: Advanced Field Evaluation Form

C-7: Advanced Student Self-Evaluation

Department of Social Work
School of Urban Affairs and Public Policy

Foundation Learning Plan for MSW Field Placement

Student's name:

Agency:

Instructor's Name:

At the end of this academic year, the student is to be evaluated in regard to several measures of competence. Those measures pertaining to field placement are listed in several categories below. In the box below each section, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to develop and demonstrate these competencies. Also, on the right side of the page, please identify competencies that correspond with the activities in which the student will be engaged.

SAMPLE:

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to develop and demonstrate competence in regard to Critical Thinking.	*List the applicable practice behavior*
• *Student will review agency's Policies and Procedures Manual and, in supervisory sessions, articulate important aspects of the agency's Policies and Procedures as applied to interactions with clients*	*CT-F1*
• *In supervisory sessions, student will support clinical choices by referencing evidence-based practices in professional literature*	*CT-F2*
• *Student will do screening assessments of prospective clients and, in supervision, will articulate examples of her/his ability to gather and analyze complex facts/interactions in client sessions*	*CT-F2*
• *Student will do follow-up interviews of clients and, in supervisory sessions and in seminar journal, will demonstrate creativity in regard to communication of complex facts/interactions*	*CT-F3*
• *As part of agency's lunchtime learning symposia, student will provide training for agency staff concerning a topic of her/his choice*	*CT-F3*
• *In supervisory sessions, student will provide instructor with examples of effective written communication in regard to the following: individuals, families, groups, organizations, communities, and colleagues*	*CT-F3*

Core Competencies for Foundation Year

1) Professional Conduct: To identify as a professional social worker and conduct oneself accordingly.

➢ Social workers serve as representatives of the profession, its mission and core values.

➢ Identifying as a professional social worker involves knowing the history of social work, ways of enhancing the profession, and the importance of professional conduct and growth.

PC-F1 Advocate for client access to the services of social work.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

PC-F2 Practice personal reflection and self-correction to assure continual professional development.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

PC-F3 Attend to professional roles and boundaries.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

PC-F4 Demonstrate professional demeanor in behavior, appearance, and communication.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

PC-F5 Engage in career-long learning.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

PC-F6 Use supervision and consultation.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

2) Ethics: Apply social work ethical principles to guide professional practice.

  ➢ Social workers are knowledgeable about the value base of the profession, its ethical standards, and its relevant laws.

  ➢ Social workers conduct themselves ethically and engage in ethical decision-making.

  ➢ Ethical practice involves distinguishing between personal and professional values and understanding the values of clients across age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.

  ➢ Practice involves an awareness of ethical dilemmas and conflicts that occur in practice with individuals, families, groups, organizations, and communities.

Eth-F1 Recognize and manage personal values in a way that allows professional values to guide practice.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

Eth-F2 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, Statement of Principles.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

Eth-F3 Tolerate ambiguity in resolving ethical conflicts.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

Eth-**F4** Apply strategies of ethical reasoning to arrive at principled decisions.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

3) Critical Thinking: Apply critical thinking to inform and communicate professional judgments.

> ➤ Critical thinking is informed by principles of logic, scientific inquiry, and reasoned discernment. It is also augmented by creativity and curiosity.

> ➤ Critical thinking requires the examination, analysis, synthesis, and communication of relevant information.

CT-F1 Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

CT-F2 Analyze models of assessment, prevention, intervention, and evaluation.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

CT-F3 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

4) Diversity: Engage diversity and difference in practice

➤ Engaging diversity and difference in practice involves understanding how the intersectionality of age, class, color, culture, disability ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation shape human experience and are critical to identity formation.

➤ Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Div-F1 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

Div-F2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

Div-F3 Recognize and communicate their understanding of the importance of difference in shaping life experience.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

Div-F4 View themselves as learners and engage those with whom they work as informants.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

5) Social & Economic Justice: Advance human rights and social and economic justice.

> ➢ Social workers: recognize that each person has basic human rights; recognize the global interconnections of oppression; are knowledgeable about theories of justice and strategies to promote human and civil rights; and incorporate social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

SEJ-F1 Understand the forms and mechanisms of oppression and discrimination.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

SEJ-F2 Advocate for human rights and social and economic justice.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

SEJ-F3 Engage in practices that advance social and economic justice.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

6) Research: Engage in research-informed practice and practice-informed research

> ➢ Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

Rsch-F1 Use practice experience to inform scientific inquiry.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

Rsch-F2 Use research evidence to inform practice.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

7) HBSE: Apply knowledge of human behavior and the social environment

> ➢ Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

HBSE-F1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

HBSE-F2 Critique and apply knowledge to understand person and environment.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

8) Policy: Engage in policy practice to advance social and economic well-being and to deliver effective social work services

> ➢ Social workers understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

Plcy-F1 Analyze, formulate, and advocate for policies that advance social well-being.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

Plcy-F2 Collaborate with colleagues and clients for effective policy action.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

9) Context: Respond to contexts that shape practice

> ➢ Social workers are informed, resourceful, and proactive in responding to evolving organizational, communal, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skills to respond proactively.

Ctxt-F1 Continuously discover, appraise, and attend to changing locales, populations, scientific, and technological developments, and emerging societal trends to provide relevant services.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

Ctxt-F2 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

10a) <u>Engage</u>, Assess, Intervene, Evaluate: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

> ➢ Social workers use a theory-informed knowledge base to understand the dynamic, interactive, and reciprocal processes of engagement with diverse individuals, families, groups, organizations and communities.

Engg-F1 Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

Engg-F2 Use empathy and other interpersonal skills.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

Engg-F3 Develop a mutually agreed-on focus of work and desired outcomes.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

10b) Engage, <u>Assess</u>, Intervene, Evaluate: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

> ➤ Social workers have a theory-informed knowledge base so as to be able to assess individuals, families, groups, organizations, and communities. They understand how to analyze policies and services that affect the well-being of individuals, families, groups, organizations, and communities.

Asss-F1 Collect, organize, and interpret client data.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

Asss-F2 Assess client strengths and limitations.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

Asss-F3 Develop mutually agreed-on intervention goals and objectives.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

Asss-F4 Select appropriate intervention strategies.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

10c) Engage, Assess, <u>Intervene</u>, Evaluate: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

> ➢ Social workers develop leadership skills for implementation of policies and services that promote social and economic justice and serve the well-being of individuals, families, groups, organizations, and communities.

Itvn-F1 Initiate actions to achieve organizational goals.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

Itvn-F2 Implement prevention interventions that enhance client capacities.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

Itvn-F3 Help clients resolve problems.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

Itvn-F4 Negotiate, mediate, and advocate for clients.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

Itvn-F5 Facilitate transitions and endings.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

10d) Engage, Assess, Intervene, <u>Evaluate</u>: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

➢ Social workers know how to use research and technological advances in the service of individuals, families, groups, organizations, and communities. Social workers understand how to critically analyze research literature to select appropriate interventions.

Evlt-F1 Critically analyze, monitor, and evaluate interventions.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

Evlt-F2 Monitor efficacy and impact of interventions.

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

Attestation:

By typing my name below, I attest that I have developed and/or reviewed the content of the document above:

Student's name: _____   **Date:** _____

Instructor's Name: _____   **Date:** _____

Appendix C-2

Advanced Year Learning Plan

Department of Social Work
School of Urban Affairs and Public Policy

Advanced Learning Plan for MSW Field Placement

Student's name:

Agency:

Instructor's Name:

At the end of this academic year, the student is to be evaluated in regard to several measures of competence. Those measures pertaining to field placement are listed in several categories below. In the box below each section, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to develop and demonstrate these competencies. Also, on the right side of the page, please identify competencies that correspond with the activities in which the student will be engaged.

SAMPLE:

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to develop and demonstrate competence in regard to Critical Thinking.	*List the applicable practice behavior*
• *Student will review agency's Policies and Procedures Manual and, in supervisory sessions, articulate important aspects of the agency's Policies and Procedures as applied to interactions with clients*	*CT-A1*
• *In supervisory sessions, student will support clinical choices by referencing evidence-based practices in professional literature*	*CT-A1*
• *Student will do screening assessments of prospective clients and, in supervision, will articulate examples of her/his ability to gather and analyze complex facts/interactions in client sessions*	*CT-A2*
• *Student will do follow-up interviews of clients and, in supervisory sessions and in seminar journal, will demonstrate creativity in regard to communication of complex facts/interactions*	*CT-A2*
• *As part of agency's lunchtime learning symposia, student will provide training for agency staff concerning a topic of her/his choice*	*CT-A3*
• *In supervisory sessions, student will provide instructor with examples of effective written communication in regard to the following: individuals, families, groups, organizations, communities, and colleagues*	*CT-A3*

Core Competencies for Advanced Year

1) Professional Conduct: To identify as a professional social worker and conduct oneself accordingly.

➢ Social workers understand professional values and principles and are able to apply them in diverse practice settings with children and families.

➢ Advanced professional practice involves a philosophy of enhanced personal growth through lifelong learning and development of professional expertise in social work practice with children and families.

PC-A1 Advocate for children and families to ensure the availability of adequate services based on the latest scientific evidence

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

PC-A2 Articulate and adhere to appropriate boundaries when working with children and families

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

PC-A3 Demonstrate demeanor, appearance and behavior consistent with the roles of a professional social worker when engaging in advanced practice with children and families

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

PC-A4 Display the ability to ground advanced practice decisions inherent to work with children and families in the mission, values and practice principles articulated by professional social work organizations (such as the NASW and the IFSW)

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

PC-A5 Develop and implement a plan for lifelong learning that includes seeking opportunities to increase the knowledge base, habitual review of professional literature, and a commitment to continuously refine knowledge and skills

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

PC-A6 Utilize supervision, consultation, personal reflection and self-correction as ways to improve services for children and families

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

2) Ethics: Apply social work ethical principles to guide professional practice.

> ➢ Advanced social work practitioners can critically analyze complex ethical situations that occur across practice settings with children and families.

Eth- A1 Demonstrate advanced skills in ethical reasoning and decision-making in case analysis

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

Eth -A2 – Demonstrate ability to make sophisticated decisions in complex ethical situations

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

3) Critical Thinking: Apply critical thinking to inform and communicate professional judgments.

➢ Advanced social work practice requires the use of critical thinking and evidence-based practice skills to assess, intervene, and evaluate complex practice situations across a range of scenarios inherent to work with families and children.

CT- A1 Demonstrate an advanced ability to utilize critical thinking to distinguish, appraise and integrate practice wisdom and research-based knowledge in all aspects of practice with families and children

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

CT- A2 Determine and assess the existing models of assessment, prevention, intervention, and evaluation with attention to the viability of such models for practice with families and children

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

CT- A3 Demonstrate advanced oral and written communication in all aspects of professional social work practice with families and children

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

4) Diversity: Engage diversity and difference in practice

> ➢ Advanced diversity and difference practice involves knowledge of complex models of engagement, assessment, intervention, and evaluation with families and children across age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.

Div- A1 Use complex intervention models to engage diverse children and families with complex individual and social problems using awareness of individual, family, communal, cultural and societal factors that impede or support the client's functioning

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

Div- A2 Use complex evaluation models to assess the impact of social work interventions and social welfare policies on diverse communities of children and families

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

5) Social & Economic Justice: Advance human rights and social and economic justice.

> ➢ The ability to use critical analysis skills is important to understanding how practice and policy models impact human rights and social and economic justice of children and families. Advanced social workers also use advocacy skills to promote intervention models that advance human rights and social and economic justice.

SEJ- A1 Use empowerment-based practice models that promote human rights and social and economic justice for children and their families

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

SEJ- A2 Learn and utilize advocacy skills to increase the use of research-based policy and practice models that advance human rights and social and economic justice for children and their families

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

6) Research: Engage in research-informed practice and practice-informed research

> ➤ Advanced social work practice involves using the evidence-based practice process to select appropriate intervention techniques for complex child and family problems; evaluation of one's own practice; and participation in the generation of new knowledge.

Rsch-A1 Use the evidence-based practice process to select appropriate intervention techniques for complex problems experienced by children and families

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

Rsch-A2 Use research methodology to evaluate practice effectiveness and/ or outcomes in practice with children and families

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

Rsch-A3 Use research outcomes to adjust programs and interventions and participate in the generation of new knowledge in practice with children and families

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

7) HBSE: Apply knowledge of human behavior and the social environment

➢ Advanced social work practice synthesizes theories and conceptual models of human development, human behavior, and the social, political, and economic environment to understand complex child and family problems and select and evaluate appropriate, evidence-based interventions.

HBSE- A1 Plan, implement, and evaluate advanced social work interventions tailored to the unique developmental and cultural needs of children and families

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

HBSE- A2 Evaluate social welfare programs and policies that impact children and families by applying theories of social, political, and economic systems

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

HBSE- A3 Apply child and adolescent behavioral and developmental theories to the diagnosis of mental health and developmental disabilities and selection of evidence-based treatment approaches

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

8) Policy: Engage in policy practice to advance social and economic well-being and to deliver effective social work services

> ➤ Social workers have skills for policy development, implementation, agency management and monitoring. Social work practitioners have knowledge regarding economic trends that affect service delivery and policy development.

Plcy-A1 Develop legislative proposals that affect children and families

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

Plcy-A2 Evaluate governmental policy that affects children and families

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

Plcy-A3 Develop advocacy strategies for influencing policy development with respect to children and families

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

Plcy-A4 Review and understand economic forecasts that affect budgeting and policy development

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

Plcy-A5 Provide leadership in the development and operation of agencies and programs that serve children and families

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

9) Context: Respond to contexts that shape practice

> ➢ Advanced community engagement practice involves the use of theories, strategies, and skills to analyze federal, state, local, and agency policies, procedures, organizational structures, and channels of communication. Advanced practice involves the assessment, implementation, and evaluation of methods of macro systems change to enhance the well-being of children and families.

Ctxt-A1 Demonstrate the ability to use theories, strategies, and skills to engage children, families, and communities in practice to analyze, implement and benefit from federal, state, local and agency in policies

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

Ctxt-A2 Display the ability to use theories, strategies, and skills to engage individual, family, group, organization, and community systems in assessment, intervention, evaluation, and planning designed to accomplish macro system change in regard to children and families

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

10a) <u>Engage, Assess, Intervene, Evaluate:</u> Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

> ➢ Advanced social work practice involves the synthesis of theory, research-based knowledge, practice skills, and practice wisdom to engage with children and families to address complex problems.

Engg-A1 Demonstrate ability to develop culturally responsive therapeutic relationships in work with children and families

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

Engg-A2 Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance in work with children and families

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

Engg-A3 Establish a relationally-based process that encourages children and families to be equal participants in the establishment of treatment goals and expected outcomes

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

10b) Engage, <u>Assess</u>, Intervene, Evaluate: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

> ➢ Advanced social work practice involves the synthesis of theory, research-based knowledge, policy analysis, practice skills, and practice wisdom in the assessment of children's and families' abilities to address complex problems.

Asss-A1 Assess clients' readiness for change in regard to work with diverse children and families

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

Asss-A2 Assess client's coping strategies to reinforce and improve adaptation to life situations, circumstances, and events in regard to work with diverse children and families

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

Asss-A3 Select and modify appropriate intervention strategies based on continuous clinical assessment in regard to work with diverse children and families

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

Asss-A4 Use differential and multi-axial diagnoses in complex childhood mental health and developmental disability diagnoses

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

10c) Engage, Assess, <u>Intervene</u>, Evaluate: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

> ➢ Advanced social work practice involves the synthesis of theory, research-based knowledge, policy analysis, practice skills, and practice wisdom in the selection and implementation of interventions with children and families. Advanced practice involves the facilitation of constructive change in complex child and family problems.
> ➢ Social workers in advanced practice demonstrate leadership in the implementation of policies and services that promote well-being and social and economic justice for diverse families and children.

Itvn-A1 Critically evaluate, select, and apply best practices and evidence-based interventions in regard to work with diverse families and children with complex problems

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

Itvn-A2 Use appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed in regard to work with diverse families and children with complex problems

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

Itvn-A3 Collaborate with other professionals to coordinate treatment interventions in regard to work with diverse families and children with complex problems

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

10d) Engage, Assess, Intervene, <u>Evaluate</u>: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

➢ Social workers understand how to evaluate program and policy outcomes and practice effectiveness in addressing complex problems with children and families.

Evlt-A1 Contribute to the theoretical knowledge base of the social work profession through practice-based research in regard to work with diverse families and children

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

Evlt-A2 Use clinical evaluation of the process and/or outcomes to develop best practice interventions in regard to work with diverse children and families

In the box below, please indicate activities in which the student will be engaged this year in order that s/he will have opportunities to demonstrate this practice behavior.

Attestation:

By typing my name below, I attest that I have developed and/or reviewed the content of the document above:

Student's name: **Date:**

Instructor's Name: **Date:**

Appendix C-3

Time Logs for Field Placement

THE UNIVERSITY OF MEMPHIS.

Dreamers. Thinkers. Doers.

Department of Social Work
School of Urban Affairs and Public Policy

Time Log for MSW Foundation Field Placement

Student's name: *Jane Doe*

Agency: *Helpful Agency*

In the boxes below, please indicate the times that you have been involved in placement and the field activities in which you were engaged on the respective date. (Please use increments of no less than a quarter hour). Also, please identify competencies that correspond with the activities in which you have been engaged, if applicable.

SAMPLE:

Date:	Start Time:	Departure Time:	Hours for the Day:	Hours for the Semester:
8/29/2012	9:00 AM	4:45 PM	7.75	24.75
In the box below, please indicate your field activities for this day				Applicable Practice Behavior(s)
Participated in interdisciplinary staff meeting *Met with supervisor for field instruction* *Attended agency training session on cultural sensitivity* *Observed monthly meeting of the agency board and met with two providers who are members of the board* *Did intake assessments on two clients*				-- *PC-F6* *Div-F1* *CT-F5* *HBSE-F2, Asss-F2*

SAMPLE:

Date: *8/30/2012*	Start Time: *8:00am*	Departure Time: *4:45 pm*	Hours for the Day: *8.75*	Hours for the Semester: *33.5*
In the box below, please indicate your field activities for this day				**Applicable Practice Behavior(s)**
• *Student contacted clients for follow up and additional needed information.* • *Student reviewed client files with case notes for missing information.* • *Student participated in holiday drop in counseling.*				*PC-F2* *Div-F1, SEJ-F3* *Engg-F1*

SAMPLE:

Date: *9/1/2012*	Start Time: *8:00am*	Departure Time: *4:45 pm*	Hours for the Day: *8.75*	Hours for the Semester: *42.25*
In the box below, please indicate your field activities for this day				Applicable Practice Behavior(s)
• *Student accompanied client to court.* • *Student attended Mayor's Employee council meeting.*				*PC-F2, PC-F3* *Plcy-F2, Engg-F1,* *Engg-F2*

THE UNIVERSITY OF
MEMPHIS®
Dreamers. Thinkers. Doers.

Department of Social Work
School of Urban Affairs and Public Policy

Time Log for MSW Advanced Field Placement

Student's name: *Jane Doe*

Agency: *Helpful Agency*

In the boxes below, please indicate the times that you have been involved in placement and the field activities in which you were engaged on the respective date. (Please use increments of no less than a quarter hour). Also, please identify competencies that correspond with the activities in which you have been engaged, if applicable.

SAMPLE:

Date:	Start Time:	Departure Time:	Hours for the Day:	Hours for the Semester:
8/29/2012	*9:00 AM*	*4:45 PM*	*7.75*	*24.75*
In the box below, please indicate your field activities for this day				Applicable Practice Behavior(s)
• *I helped my supervisor prepare for a group we were to have later in the day and went with her to obtain supplies for this group.* • *I attended and participated in a parenting class in Fayette County which my supervisor leads for parents. We discussed family morals, values, and rules.* • *My supervisor and I had a discussion after the group regarding what I had observed and what I thought about how the group went and the clients that were present.*				*PC-A1,A2,A5* *E-A2* *CT-A1* *SEJ-A2* *Ctxt-A1, A2*

SAMPLE:

Date:	Start Time:	Departure Time:	Hours for the Day:	Hours for the Semester:
9/31/2012	*7.00*	*11.00*	*4*	*87*

In the box below, please indicate your field activities for this day	Applicable Practice Behavior(s)
I discussed my schedule with the supervisor and we planned when our weekly supervision time would occur. *My supervisor led me on a tour of the building to help me become familiar with where everything is.* *I read through a client's chart and became familiar with the documentation style at the center.* *I worked on setting up my online account and email for the center.*	*PC-A1,A3,A4* *E-A3* *Rsch-A3*

Appendix C-4

Foundation Year Field Evaluation

The University of Memphis

Department of Social Work

Foundation Field Evaluation Form

Below you will find the field evaluation form for the foundation year of the Master of Social Work program at the University of Memphis. You are being asked to complete this form because you are the field instructor for a student in the program.

Please read each question carefully and respond to all questions on this evaluation (selecting the "Insufficient Evidence to Rate at This Time" option when applicable). Please rate the student's competency in each of the areas below.

Thank you for your time and attention in completing this evaluation.

Professional Conduct: To identify as a professional social worker and conduct oneself accordingly.

- Social workers serve as representatives of the profession, its mission and core values.
- Identifying as a professional social worker involves knowing the history of social work, ways of enhancing the profession, and the importance of professional conduct and growth**.**
-

PC-F1 Advocate for client access to the services of social work.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

PC-F2 Practice personal reflection and self-correction to assure continual professional development.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

PC-F3 Attend to professional roles and boundaries.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

PC-F4 Demonstrate professional demeanor in behavior, appearance, and communication.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

PC-F5 Engage in career-long learning.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

PC-F6 Use supervision and consultation.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the Professional Conduct practice behaviors, please use the space below to explain any item for which you have given the student a rating of '1', '2', or '3'.

Ethics: Apply social work ethical principles to guide professional practice.

- Social workers are knowledgeable about the value base of the profession, its ethical standards, and its relevant laws.
- Social workers conduct themselves ethically and engage in ethical decision-making.
- Ethical practice involves distinguishing between personal and professional values and understanding the values of clients across age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.
- Practice involves an awareness of ethical dilemmas and conflicts that occur in practice with individuals, families, groups, organizations, and communities.

Eth-F1 Recognize and manage personal values in a way that allows professional values to guide practice.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Eth-F2 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, Statement of Principles.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Eth-F3 Tolerate ambiguity in resolving ethical conflict.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Eth-F4 Apply strategies of ethical reasoning to arrive at principled decisions.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the Ethics practice behaviors, please use the space below to explain any item for which you have given the student a rating of '1', '2', or '3'.

Critical Thinking: Apply critical thinking to inform and communicate professional judgments.

- Critical thinking is informed by principles of logic, scientific inquiry, and reasoned discernment. It is also augmented by creativity and curiosity.
- Critical thinking requires the examination, analysis, synthesis, and communication of relevant information.

CT-F1 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

CT-F2 Analyze models of assessment, prevention, intervention, and evaluation.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

CT-F3 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the Critical Thinking practice behaviors, please use the space below to explain any item for which you have given the student a rating of '1', '2', or '3'.

Diversity: Engage diversity and difference in practice

- Engaging diversity and difference in practice involves understanding how the intersectionality of age, class, color, culture, disability ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation shape human experience and are critical to identity formation.
- Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Div-F1 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Div-F2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Div-F3 Recognize and communicate their understanding of the importance of difference in shaping life experiences.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Div-F4 View themselves as learners and engage those with whom they work as informants.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the Diversity practice behaviors, please use the space below to explain any item for which you have given the student a rating of '1', '2', or '3'.

Social & Economic Justice: Advance human rights and social and economic justice.

- Social workers: recognize that each person has basic human rights; recognize the global interconnections of oppression; are knowledgeable about theories of justice and strategies to promote human and civil rights; and incorporate social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

SEJ-F1 Understand the forms and mechanisms of oppression and discrimination.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

SEJ-F2 Advocate for human rights and social and economic justice.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

SEJ-F3 Engage in practices that advance social and economic justice.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the Social & Economic Justice practice behaviors, please use the space below to explain any item for which you have given the student a rating of '1', '2', or '3'.

Research: Engage in research-informed practice and practice-informed research

- Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery.
- Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

Rsch-F1 Use practice experience to inform scientific inquiry.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Rsch-F2 Use research evidence to inform practice.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the Research practice behaviors, please use the space below to explain any item for which you have given the student a rating of '1', '2', or '3'.

HBSE: Apply knowledge of human behavior and the social environment

- Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being.
- Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

HBSE-F1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

HBSE-F2 Critique and apply knowledge to understand person and environment.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the HBSE practice behaviors, please use the space below to explain any item for which you have given the student a rating of '1', '2', or '3'.

Policy: Engage in policy practice to advance social and economic well-being and to deliver effective social work services

- Social workers understand that policy affects service delivery, and they actively engage in policy practice.
- Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

Plcy-F1 Analyze, formulate, and advocate for policies that advance social well-being.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Plcy-F2 Collaborate with colleagues and clients for effective policy action.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the Policy practice behaviors, please use the space below to explain any item for which you have given the student a rating of '1', '2', or '3'.

Context: Respond to contexts that shape practice

- Social workers are informed, resourceful, and proactive in responding to evolving organizational, communal, and societal contexts at all levels of practice.
- Social workers recognize that the context of practice is dynamic, and use knowledge and skills to respond proactively.

Ctxt-F1 Continuously discover, appraise, and attend to changing locales, populations, scientific, and technological developments, and emerging societal trends to provide relevant services.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Ctxt-F2 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the Context practice behaviors, please use the space below to explain if you have given the student a rating of '1', '2', or '3'.

Engage: Engage individuals, families, groups, organizations, and communities

- Social workers use a theory-informed knowledge base to understand the dynamic, interactive, and reciprocal processes of engagement with diverse individuals, families, groups, organizations and communities.

Engg-F1 Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Engg-F2 Use empathy and other interpersonal skills.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Engg-F3 Develop a mutually agreed-on focus of work and desired outcomes.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the Engagement practice behaviors, please use the space below to explain any item for which you have given the student a rating of '1', '2', or '3'.

Assess: Assess individuals, families, groups, organizations, and communities

- Social workers have a theory-informed knowledge base so as to be able to assess individuals, families, groups, organizations, and communities. They understand how to analyze policies and services that affect the well-being of individuals, families, groups, organizations, and communities.

Asss-F1 Collect, organize, and interpret client data.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Asss-F2 Assess client strengths and limitations.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Asss-F3 Develop mutually agreed-on intervention goals and objectives.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Asss-F4 Select appropriate intervention strategies.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the Assessment practice behaviors, please use the space below to explain any item for which you have given the student a rating of '1', '2', or '3'.

Intervene: Intervene with individuals, families, groups, organizations, and communities

- Social workers use a theory- and research-informed knowledge base to identify, analyze, and implement evidence-based interventions designed to achieve client goals for diverse individuals, families, groups, organizations, and communities.
- Social workers develop leadership skills for implementation of policies and services that promote social and economic justice and serve the well-being of individuals, families, groups, organizations, and communities.

Itvn-F1 Initiate actions to achieve organizational goals.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Itvn-F2 Implement prevention interventions that enhance client capacities.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Itvn-F3 Help clients resolve problems.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Itvn-F4 Negotiate, mediate, and advocate for clients.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Itvn-F5 Facilitate transitions and endings.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the Intervention practice behaviors, please use the space below to explain any item for which you have given the student a rating of '1', '2', or '3'.

Evaluate: Evaluate individuals, families, groups, organizations, and communities

- Social workers know how to use research and technological advances in the service of individuals, families, groups, organizations, and communities.
- Social workers understand how to critically analyze research literature to select appropriate interventions.

Evlt-F1 Critically analyze, monitor, and evaluate interventions.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Evlt-F2 Monitor efficacy and impact of interventions.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the Evaluation practice behaviors, please use the space below to explain if you have given the student a rating of '1', '2', or '3'.

What are the unique strengths this student brings to the profession of social work?

[ ]

In what areas do you see a need for this student to grow professionally? Please identify future learning needs.

[ ]

If you have other remarks you wish to make in regard to this student's performance, please feel free to do so in the box below:

[ ]

Attestation

By typing my name in the box below, I attest that I have completed the above evaluation and that I am submitting it to the Department of Social Work at the University of Memphis for official review in regard to student performance in the Master of Social Work program.

_____ /_____
Signed   **/ Date**

Appendix C-5

Foundation Year Student Self-Evaluation

<div align="center">

The University of Memphis

Department of Social Work

Foundation Student Self-Evaluation

</div>

Below you will find an evaluation of your performance in the first (foundation) year of the Master of Social Work program.

Please read each question carefully and respond to all questions on the evaluation (selecting the "Insufficient Evidence to Rate at This Time" option when applicable). Please rate your competency in each area below.

Thank you for your time and attention in completing this evaluation.

Professional Conduct: To identify as a professional social worker and conduct oneself accordingly.

- Social workers serve as representatives of the profession, its mission and core values.
- Identifying as a professional social worker involves knowing the history of social work, ways of enhancing the profession, and the importance of professional conduct and growth**.**
-

PC-F1 Advocate for client access to the services of social work.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

PC-F2 Practice personal reflection and self-correction to assure continual professional development.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

PC-F3 Attend to professional roles and boundaries.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

PC-F4 Demonstrate professional demeanor in behavior, appearance, and communication.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

PC-F5 Engage in career-long learning.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

PC-F6 Use supervision and consultation.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the Professional Conduct practice behaviors, please use the space below to explain any item for which you have given yourself a rating of '1', '2', or '3'.

Ethics: Apply social work ethical principles to guide professional practice.

- Social workers are knowledgeable about the value base of the profession, its ethical standards, and its relevant laws.
- Social workers conduct themselves ethically and engage in ethical decision-making.
- Ethical practice involves distinguishing between personal and professional values and understanding the values of clients across age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.
- Practice involves an awareness of ethical dilemmas and conflicts that occur in practice with individuals, families, groups, organizations, and communities.

Eth-F1 Recognize and manage personal values in a way that allows professional values to guide practice.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Eth-F2 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, Statement of Principles.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Eth-F3 Tolerate ambiguity in resolving ethical conflicts.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Eth-F4 Apply strategies of ethical reasoning to arrive at principled decisions.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the Ethics practice behaviors, please use the space below to explain any item for which you have given yourself a rating of '1', '2', or '3'.

Critical Thinking: Apply critical thinking to inform and communicate professional judgments.

- Critical thinking is informed by principles of logic, scientific inquiry, and reasoned discernment. It is also augmented by creativity and curiosity.
- Critical thinking requires the examination, analysis, synthesis, and communication of relevant information.

CT-F1 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

CT-F2 Analyze models of assessment, prevention, intervention, and evaluation.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

CT-F3 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the Critical Thinking practice behaviors, please use the space below to explain any item for which you have given yourself a rating of '1', '2', or '3'.

Diversity: Engage diversity and difference in practice

- Engaging diversity and difference in practice involves understanding how the intersectionality of age, class, color, culture, disability ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation shape human experience and are critical to identity formation.
- Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Div-F1 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Div-F2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Div-F3 Recognize and communicate their understanding of the importance of difference in shaping life experiences.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Div-F4 View themselves as learners and engage those with whom they work as informants.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the Diversity practice behaviors, please use the space below to explain any item for which you have given yourself a rating of '1', '2', or '3'.

Social & Economic Justice: Advance human rights and social and economic justice.

- Social workers: recognize that each person has basic human rights; recognize the global interconnections of oppression; are knowledgeable about theories of justice and strategies to promote human and civil rights; and incorporate social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

SEJ-F1 Understand the forms and mechanisms of oppression and discrimination.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

SEJ-F2 Advocate for human rights and social and economic justice.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

SEJ-F3 Engage in practices that advance social and economic justice.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the Social & Economic Justice practice behaviors, please use the space below to explain any item for which you have given yourself a rating of '1', '2', or '3'.

Research: Engage in research-informed practice and practice-informed research

- Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery.
- Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

Rsch-F1 Use practice experience to inform scientific inquiry.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Rsch-F2 Use research evidence to inform practice.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the Research practice behaviors, please use the space below to explain any item for which you have given yourself a rating of '1', '2', or '3'.

HBSE: Apply knowledge of human behavior and the social environment

- Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being.
- Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

HBSE-F1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

HBSE-F2 Critique and apply knowledge to understand person and environment.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the HBSE practice behaviors, please use the space below to explain any item for which you have given yourself a rating of '1', '2', or '3'.

Policy: Engage in policy practice to advance social and economic well-being and to deliver effective social work services

- Social workers understand that policy affects service delivery, and they actively engage in policy practice.
- Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

Plcy-F1 Analyze, formulate, and advocate for policies that advance social well-being.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Plcy-F2 Collaborate with colleagues and clients for effective policy action.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the Policy practice behaviors, please use the space below to explain any item for which you have given yourself a rating of '1', '2', or '3'.

Context: Respond to contexts that shape practice

- Social workers are informed, resourceful, and proactive in responding to evolving organizational, communal, and societal contexts at all levels of practice.
- Social workers recognize that the context of practice is dynamic, and use knowledge and skills to respond proactively.

Ctxt-F1 Continuously discover, appraise, and attend to changing locales, populations, scientific, and technological developments, and emerging societal trends to provide relevant services.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Ctxt-F2 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the Context practice behaviors, please use the space below to explain if you have given yourself a rating of '1', '2', or '3'.

Engage: Engage individuals, families, groups, organizations, and communities

- Social workers use a theory-informed knowledge base to understand the dynamic, interactive, and reciprocal processes of engagement with diverse individuals, families, groups, organizations and communities.

Engg-F1 Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Engg-F2 Use empathy and other interpersonal skills.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Engg-F3 Develop a mutually agreed-on focus of work and desired outcomes.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the Engagement practice behaviors, please use the space below to explain any item for which you have given yourself a rating of '1', '2', or '3'.

Assess: Assess individuals, families, groups, organizations, and communities

- Social workers have a theory-informed knowledge base so as to be able to assess individuals, families, groups, organizations, and communities. They understand how to analyze policies and services that affect the well-being of individuals, families, groups, organizations, and communities.

Asss-F1 Collect, organize, and interpret client data.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Asss-F2 Assess client strengths and limitations.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Asss-F3 Develop mutually agreed-on intervention goals and objectives.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Asss-F4 Select appropriate intervention strategies.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the Assessment practice behaviors, please use the space below to explain any item for which you have given yourself a rating of '1', '2', or '3'.

Intervene: Intervene with individuals, families, groups, organizations, and communities

- Social workers use a theory- and research-informed knowledge base to identify, analyze, and implement evidence-based interventions designed to achieve client goals for diverse individuals, families, groups, organizations, and communities.
- Social workers develop leadership skills for implementation of policies and services that promote social and economic justice and serve the well-being of individuals, families, groups, organizations, and communities.

Itvn-F1 Initiate actions to achieve organizational goals.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Itvn-F2 Implement prevention interventions that enhance client capacities.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Itvn-F3 Help clients resolve problems.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Itvn-F4 Negotiate, mediate, and advocate for clients.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Itvn-F5 Facilitate transitions and endings.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the Intervention practice behaviors, please use the space below to explain any item for which you have given yourself a rating of '1', '2', or '3'.

Evaluate: Evaluate individuals, families, groups, organizations, and communities

- Social workers know how to use research and technological advances in the service of individuals, families, groups, organizations, and communities.
- Social workers understand how to critically analyze research literature to select appropriate interventions.

Evlt-F1 Critically analyze, monitor, and evaluate interventions.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Evlt-F2 Monitor efficacy and impact of interventions.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the Evaluation practice behaviors, please use the space below to explain if you have given yourself a rating of '1', '2', or '3'.

What are the unique strengths do you bring to the profession of social work?

[blank box]

In what areas do you need to grow professionally? Please identify future learning needs.

[blank box]

If you have other remarks you wish to make on your performance, please feel free to do so in the box below:

[blank box]

Attestation

By typing my name in the box below, I attest that I have completed the above evaluation and that I am submitting it to the Department of Social Work at the University of Memphis for official review in regard to my performance in the Master of Social Work program.

_____ /_____
Signed   **/ Date**

Appendix C-6

Advanced Year Field Evaluation

University of Memphis
Department of Social Work
Advanced Field Evaluation Form

Below you will find the field evaluation form for the concentration year of the Master of Social Work program at the University of Memphis. You are being asked to complete this form because you are the field instructor for a student in the program.

Please read each question carefully and respond to all questions on this evaluation (selecting the "Insufficient Evidence to Rate at This Time" option when applicable). Please rate the student's competency in each of the areas below.

Thank you for your time and attention in completing this evaluation.

Professional Conduct: To identify as a professional social worker and conduct oneself accordingly.

- Social workers serve as representatives of the profession, its mission and core values.
- Identifying as a professional social worker involves knowing the history of social work, ways of enhancing the profession, and the importance of professional conduct and growth**.**

PC-A1 Advocate for children and families to ensure the availability of adequate services based on the latest scientific evidence.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

PC-A2 Articulate and adhere to appropriate boundaries when working with children and families.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

PC-A3 Demonstrate demeanor, appearance and behavior consistent with the roles of a professional social worker when engaging in advanced practice with children and families.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

PC-A4 Display the ability to ground advanced practice decisions inherent to work with children and families in the mission, values and practice principles articulated by professional social work organizations (such as the NASW and the IFSW).

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

PC-A5 Develop and implement a plan for lifelong learning that includes seeking opportunities to increase the knowledge base, habitual review of professional literature, and a commitment to continuously refine knowledge and skills.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

PC-A6 Utilize supervision, consultation, personal reflection and self-correction as ways to improve services for children and families.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the Professional Conduct practice behaviors, please use the space below to explain any item for which you have given the student a rating of '1', '2', or '3'.

Ethics: Apply social work ethical principles to guide professional practice.

- Social workers are knowledgeable about the value base of the profession, its ethical standards, and its relevant laws.
- Social workers conduct themselves ethically and engage in ethical decision-making.
- Ethical practice involves distinguishing between personal and professional values and understanding the values of clients across age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.
- Practice involves an awareness of ethical dilemmas and conflicts that occur in practice with individuals, families, groups, organizations, and communities.

Eth-A1 Demonstrate advanced skills in ethical reasoning and decision-making in case analysis.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Eth-A2 Demonstrate ability to make sophisticated decisions in complex ethical situations.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the Ethics practice behaviors, please use the space below to explain any item for which you have given the student a rating of '1', '2', or '3'.

<table><tr><td>

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Critical Thinking: Apply critical thinking to inform and communicate professional judgments.

- Critical thinking is informed by principles of logic, scientific inquiry, and reasoned discernment. It is also augmented by creativity and curiosity.
- Critical thinking requires the examination, analysis, synthesis, and communication of relevant information.

CT-A1 Demonstrate an advanced ability to utilize critical thinking to distinguish, appraise and integrate practice wisdom and research-based knowledge in all aspects of practice with families and children.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

CT-A2 Determine and assess the existing models of assessment, prevention, intervention, and evaluation with attention to the viability of such models for practice with families and children.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

CT-A3 Demonstrate advanced oral and written communication in all aspects of professional social work practice with families and children.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the Critical Thinking practice behaviors, please use the space below to explain any item for which you have given the student a rating of '1', '2', or '3'.

Diversity: Engage diversity and difference in practice

- Engaging diversity and difference in practice involves understanding how the intersectionality of age, class, color, culture, disability ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation shape human experience and are critical to identity formation.
- Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Div-A1 Use complex intervention models to engage diverse children and families with complex individual and social problems using awareness of individual, family, communal, cultural and societal factors that impede or support the client's functioning.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Div-A2 Use complex evaluation models to assess the impact of social work interventions and social welfare policies on diverse communities of children and families.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the Diversity practice behaviors, please use the space below to explain any item for which you have given the student a rating of '1', '2', or '3'.

Social & Economic Justice: Advance human rights and social and economic justice.

- Social workers: recognize that each person has basic human rights; recognize the global interconnections of oppression; are knowledgeable about theories of justice and strategies to promote human and civil rights; and incorporate social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

SEJ-A1 Use empowerment-based practice models that promote human rights and social and economic justice for children and their families.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

SEJ-A2 Learn and utilize advocacy skills to increase the use of research-based policy and practice models that advance human rights and social and economic justice for children.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the Social & Economic Justice practice behaviors, please use the space below to explain any item for which you have given the student a rating of '1', '2', or '3'.

Research: Engage in research-informed practice and practice-informed research

- Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery.
- Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

Rsch-A1 Use the evidence-based practice process to select appropriate intervention techniques for complex problems experienced by children and families.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Rsch-A2 Use research methodology to evaluate practice effectiveness and/ or outcomes in practice with children and families.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Rsch-A3 Use research outcomes to adjust programs and interventions and participate in the generation of new knowledge in practice with children and families.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the Research practice behaviors, please use the space below to explain any item for which you have given the student a rating of '1', '2', or '3'.

HBSE: Apply knowledge of human behavior and the social environment

- Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being.
- Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

HBSE-A1 Plan, implement, and evaluate advanced social work interventions tailored to the unique developmental and cultural needs of children and families.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

HBSE-A2 Evaluate social welfare programs and policies that impact children and families by applying theories of social, political, and economic systems.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

HBSE-A3 Apply child and adolescent behavioral and developmental theories to the diagnosis of mental health and developmental disabilities and selection of evidence-based treatment approaches.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the HBSE practice behaviors, please use the space below to explain any item for which you have given the student a rating of '1', '2', or '3'.

Policy: Engage in policy practice to advance social and economic well-being and to deliver effective social work services

- Social workers understand that policy affects service delivery, and they actively engage in policy practice.
- Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

Plcy-A1 Develop legislative proposals that affect children and families.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Plcy-A2 Evaluate governmental policy that affects children and families.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Plcy-A3 Develop advocacy strategies for influencing policy development with respect to children and families.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Plcy-A4 Review and understand economic forecasts that affect budgeting and policy development.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Plcy-A5 Provide leadership in the development and operation of agencies and programs that serve children and families.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the Policy practice behaviors, please use the space below to explain any item for which you have given the student a rating of '1', '2', or '3'.

Context: Respond to contexts that shape practice

- Social workers are informed, resourceful, and proactive in responding to evolving organizational, communal, and societal contexts at all levels of practice.
- Social workers recognize that the context of practice is dynamic, and use knowledge and skills to respond proactively.

Ctxt-A1 Demonstrate the ability to use theories, strategies, and skills to engage children, families, and communities in practice to analyze, implement and benefit from federal, state, local and agency in policies.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Ctxt-A2 Display the ability to use theories, strategies, and skills to engage individual, family, group, organization, and community systems in assessment, intervention, evaluation, and planning designed to accomplish macro system change in regard to children and families.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the Context practice behaviors, please use the space below to explain if you have given the student a rating of '1', '2', or '3'.

Engage: Engage individuals, families, groups, organizations, and communities

- Social workers use a theory-informed knowledge base to understand the dynamic, interactive, and reciprocal processes of engagement with diverse individuals, families, groups, organizations and communities.

Engg-A1Demonstrate ability to develop culturally responsive therapeutic relationships in work with children and families.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Engg-A2 Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance in work with children and families.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Engg-A3 Establish a relationally-based process that encourages children and families to be equal participants in the establishment of treatment goals and expected outcomes.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the Engagement practice behaviors, please use the space below to explain any item for which you have given the student a rating of '1', '2', or '3'.

Assess: Assess individuals, families, groups, organizations, and communities

- Social workers have a theory-informed knowledge base so as to be able to assess individuals, families, groups, organizations, and communities. They understand how to analyze policies and services that affect the well-being of individuals, families, groups, organizations, and communities.

Asss-A1 Assess clients' readiness for change in regard to work with diverse children and families.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Asss-A2 Assess client's coping strategies to reinforce and improve adaptation to life situations, circumstances, and events in regard to work with diverse children and families.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Asss-A3 Select and modify appropriate intervention strategies based on continuous clinical assessment in regard to work with diverse children and families.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Asss-A4 Use differential and multi-axial diagnoses in complex childhood mental health and developmental disability diagnoses.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the Assessment practice behaviors, please use the space below to explain any item for which you have given the student a rating of '1', '2', or '3'.

Intervene: Intervene with individuals, families, groups, organizations, and communities

- Social workers use a theory- and research-informed knowledge base to identify, analyze, and implement evidence-based interventions designed to achieve client goals for diverse individuals, families, groups, organizations, and communities.
- Social workers develop leadership skills for implementation of policies and services that promote social and economic justice and serve the well-being of individuals, families, groups, organizations, and communities.

Itvn-A1 Critically evaluate, select, and apply best practices and evidence-based interventions in regard to work with diverse families and children with complex problems.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Itvn-A2 Use appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed in regard to work with diverse families and children with complex problems.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Itvn-A3 Collaborate with other professionals to coordinate treatment interventions in regard to work with diverse families and children with complex problems.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the Intervention practice behaviors, please use the space below to explain any item for which you have given the student a rating of '1', '2', or '3'.

Evaluate: Evaluate individuals, families, groups, organizations, and communities

- Social workers know how to use research and technological advances in the service of individuals, families, groups, organizations, and communities.
- Social workers understand how to critically analyze research literature to select appropriate interventions.

Evlt-A1 Contribute to the theoretical knowledge base of the social work profession through practice-based research in regard to work with diverse families and children.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Evlt-A2 Use clinical evaluation of the process and/or outcomes to develop best practice in interventions in regard to work with diverse children and families.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the Evaluation practice behaviors, please use the space below to explain if you have given the student a rating of '1', '2', or '3'.

What are the unique strengths this student brings to the profession of social work?

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In what areas do you see a need for this student to grow professionally? Please identify future learning needs.

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If you have other remarks you wish to make in regard to this student's performance, please feel free to do so in the box below:

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Attestation

By typing my name in the box below, I attest that I have completed the above evaluation and that I am submitting it to the Department of Social Work at the University of Memphis for official review in regard to student performance in the Master of Social Work program.

_____ /_____
Signed   **/ Date**

Appendix C-7

Advanced Year Student Self-Evaluation

University of Memphis
Department of Social Work
Advanced Student Self-Evaluation Form

Below you will find an evaluation of your performance in the second (concentration) year of the Master of Social Work program.

Please read each question carefully and respond to all questions on the evaluation (selecting the "Insufficient Evidence to Rate at This Time" option when applicable). Please rate your competency in each area below.

Thank you for your time and attention in completing this evaluation.

Professional Conduct: To identify as a professional social worker and conduct oneself accordingly.

- Social workers serve as representatives of the profession, its mission and core values.
- Identifying as a professional social worker involves knowing the history of social work, ways of enhancing the profession, and the importance of professional conduct and growth**.**

PC-A1 Advocate for children and families to ensure the availability of adequate services based on the latest scientific evidence.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

PC-A2 Articulate and adhere to appropriate boundaries when working with children and families.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

PC-A3 Demonstrate demeanor, appearance and behavior consistent with the roles of a professional social worker when engaging in advanced practice with children and families.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

PC-A4 Display the ability to ground advanced practice decisions inherent to work with children and families in the mission, values and practice principles articulated by professional social work organizations (such as the NASW and the IFSW).

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

PC-A5 Develop and implement a plan for lifelong learning that includes seeking opportunities to increase the knowledge base, habitual review of professional literature, and a commitment to continuously refine knowledge and skills.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

PC-A6 Utilize supervision, consultation, personal reflection and self-correction as ways to improve services for children and families.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the Professional Conduct practice behaviors, please use the space below to explain any item for which you have given yourself a rating of '1', '2', or '3'.

Ethics: Apply social work ethical principles to guide professional practice.

- Social workers are knowledgeable about the value base of the profession, its ethical standards, and its relevant laws.
- Social workers conduct themselves ethically and engage in ethical decision-making.
- Ethical practice involves distinguishing between personal and professional values and understanding the values of clients across age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.
- Practice involves an awareness of ethical dilemmas and conflicts that occur in practice with individuals, families, groups, organizations, and communities.

Eth-A1 Demonstrate advanced skills in ethical reasoning and decision-making in case analysis.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Eth-A2 Demonstrate ability to make sophisticated decisions in complex ethical situations.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the Ethics practice behaviors, please use the space below to explain any item for which you have given yourself a rating of '1', '2', or '3'.

Critical Thinking: Apply critical thinking to inform and communicate professional judgments.

- Critical thinking is informed by principles of logic, scientific inquiry, and reasoned discernment. It is also augmented by creativity and curiosity.
- Critical thinking requires the examination, analysis, synthesis, and communication of relevant information.

CT-A1 Demonstrate an advanced ability to utilize critical thinking to distinguish, appraise and integrate practice wisdom and research-based knowledge in all aspects of practice with families and children.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

CT-A2 Determine and assess the existing models of assessment, prevention, intervention, and evaluation with attention to the viability of such models for practice with families and children.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

CT-A3 Demonstrate advanced oral and written communication in all aspects of professional social work practice with families and children.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the Critical Thinking practice behaviors, please use the space below to explain any item for which you have given yourself a rating of '1', '2', or '3'.

Diversity: Engage diversity and difference in practice

- Engaging diversity and difference in practice involves understanding how the intersectionality of age, class, color, culture, disability ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation shape human experience and are critical to identity formation.
- Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Div-A1 Use complex intervention models to engage diverse children and families with complex individual and social problems using awareness of individual, family, communal, cultural and societal factors that impede or support the client's functioning.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Div-A2 Use complex evaluation models to assess the impact of social work interventions and social welfare policies on diverse communities of children and families.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the Diversity practice behaviors, please use the space below to explain any item for which you have given yourself a rating of '1', '2', or '3'.

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Social & Economic Justice: Advance human rights and social and economic justice.

- Social workers: recognize that each person has basic human rights; recognize the global interconnections of oppression; are knowledgeable about theories of justice and strategies to promote human and civil rights; and incorporate social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

SEJ-A1 Use empowerment-based practice models that promote human rights and social and economic justice for children and their families.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

SEJ-A2 Learn and utilize advocacy skills to increase the use of research-based policy and practice models that advance human rights and social and economic justice for children.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the Social & Economic Justice practice behaviors, please use the space below to explain any item for which you have given yourself a rating of '1', '2', or '3'.

Research: Engage in research-informed practice and practice-informed research

- Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery.
- Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

Rsch-A1 Use the evidence-based practice process to select appropriate intervention techniques for complex problems experienced by children and families.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Rsch-A2 Use research methodology to evaluate practice effectiveness and/ or outcomes in practice with children and families.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Rsch-A3 Use research outcomes to adjust programs and interventions and participate in the generation of new knowledge in practice with children and families.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the Research practice behaviors, please use the space below to explain any item for which you have given yourself a rating of '1', '2', or '3'.

<table><tr><td>

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HBSE: Apply knowledge of human behavior and the social environment

- Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being.
- Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

HBSE-A1 Plan, implement, and evaluate advanced social work interventions tailored to the unique developmental and cultural needs of children and families.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

HBSE-A2 Evaluate social welfare programs and policies that impact children and families by applying theories of social, political, and economic systems.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

HBSE-A3 Apply child and adolescent behavioral and developmental theories to the diagnosis of mental health and developmental disabilities and selection of evidence-based treatment approaches.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the HBSE practice behaviors, please use the space below to explain any item for which you have given yourself a rating of '1', '2', or '3'.

Policy: Engage in policy practice to advance social and economic well-being and to deliver effective social work services

- Social workers understand that policy affects service delivery, and they actively engage in policy practice.
- Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

Plcy-A1 Develop legislative proposals that affect children and families.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Plcy-A2 Evaluate governmental policy that affects children and families.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Plcy-A3 Develop advocacy strategies for influencing policy development with respect to children and families.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Plcy-A4 Review and understand economic forecasts that affect budgeting and policy development.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Plcy-A5 Provide leadership in the development and operation of agencies and programs that serve children and families.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the Policy practice behaviors, please use the space below to explain any item for which you have given yourself a rating of '1', '2', or '3'.

Context: Respond to contexts that shape practice

- Social workers are informed, resourceful, and proactive in responding to evolving organizational, communal, and societal contexts at all levels of practice.
- Social workers recognize that the context of practice is dynamic, and use knowledge and skills to respond proactively.

Ctxt-A1 Demonstrate the ability to use theories, strategies, and skills to engage children, families, and communities in practice to analyze, implement and benefit from federal, state, local and agency in policies.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Ctxt-A2 Display the ability to use theories, strategies, and skills to engage individual, family, group, organization, and community systems in assessment, intervention, evaluation, and planning designed to accomplish macro system change in regard to children and families.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the Context practice behaviors, please use the space below to explain if you have given yourself a rating of '1', '2', or '3'.

Engage: Engage individuals, families, groups, organizations, and communities

- Social workers use a theory-informed knowledge base to understand the dynamic, interactive, and reciprocal processes of engagement with diverse individuals, families, groups, organizations and communities.

Engg-A1 Demonstrate ability to develop culturally responsive therapeutic relationships in work with children and families.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Engg-A2 Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance in work with children and families.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Engg-A3 Establish a relationally-based process that encourages children and families to be equal participants in the establishment of treatment goals and expected outcomes.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the Engagement practice behaviors, please use the space below to explain any item for which you have given yourself a rating of '1', '2', or '3'.

Assess: Assess individuals, families, groups, organizations, and communities

- Social workers have a theory-informed knowledge base so as to be able to assess individuals, families, groups, organizations, and communities. They understand how to analyze policies and services that affect the well-being of individuals, families, groups, organizations, and communities.

Asss-A1 Assess clients' readiness for change in regard to work with diverse children and families.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Asss-A2 Assess client's coping strategies to reinforce and improve adaptation to life situations, circumstances, and events in regard to work with diverse children and families.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Asss-A3 Select and modify appropriate intervention strategies based on continuous clinical assessment in regard to work with diverse children and families.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Asss-A4 Use differential and multi-axial diagnoses in complex childhood mental health and developmental disability diagnoses.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the Assessment practice behaviors, please use the space below to explain any item for which you have given yourself a rating of '1', '2', or '3'.

Intervene: Intervene with individuals, families, groups, organizations, and communities

- Social workers use a theory- and research-informed knowledge base to identify, analyze, and implement evidence-based interventions designed to achieve client goals for diverse individuals, families, groups, organizations, and communities.
- Social workers develop leadership skills for implementation of policies and services that promote social and economic justice and serve the well-being of individuals, families, groups, organizations, and communities.

Itvn-A1 Critically evaluate, select, and apply best practices and evidence-based interventions in regard to work with diverse families and children with complex problems.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Itvn-A2 Use appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed in regard to work with diverse families and children with complex problems.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Itvn-A3 Collaborate with other professionals to coordinate treatment interventions in regard to work with diverse families and children with complex problems.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the Intervention practice behaviors, please use the space below to explain any item for which you have given yourself a rating of '1', '2', or '3'.

Evaluate: Evaluate individuals, families, groups, organizations, and communities

- Social workers know how to use research and technological advances in the service of individuals, families, groups, organizations, and communities.
- Social workers understand how to critically analyze research literature to select appropriate interventions.

Evlt-A1 Contribute to the theoretical knowledge base of the social work profession through practice-based research in regard to work with diverse families and children.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

Evlt-A2 Use clinical evaluation of the process and/or outcomes to develop best practice in interventions in regard to work with diverse children and families.

Has Not Met Competency			Progressing, Not Yet Competent			Has Met This Competency			Insufficient Evidence to Rate
1	2	3	4	5	6	7	8	9	

In regard to the Evaluation practice behaviors, please use the space below to explain if you have given yourself a rating of '1', '2', or '3'.

What are the unique strengths do you bring to the profession of social work?

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In what areas do you need to grow professionally? Please identify future learning needs.

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If you have other remarks you wish to make on your performance, please feel free to do so in the box below:

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Attestation

By typing my name in the box below, I attest that I have completed the above evaluation and that I am submitting it to the Department of Social Work at the University of Memphis for official review in regard to my performance in the Master of Social Work program.

_____ /_____
Signed **/ Date**