The Baccalaureate Social Work Program at the University of Memphis was begun in 1968. It was initially accredited in 1974 and has enjoyed accredited status since that time. Early educational efforts focused on preparing baccalaureate level social workers for employment in public social service agencies, particularly the Tennessee Department of Human Services. Over the years, agencies and programs that employ entry level professionals have expanded to include not only public agencies, but also nonprofit and for-profit agencies and programs. Hence the Division of Social Work has developed working relationships with a variety of public, quasi-public, and private agencies and programs that provide a variety of services to diverse client systems.

Mission and Purpose

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 links existing units within the College of Arts and Sciences to create alliances that focus on urban and regional problems and creates 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 Division of Social Work:

The mission of the Bachelor of Arts degree in social work is to prepare students for entrance into the profession of social work as beginning level generalist practitioners. Generalist practice is viewed as an understanding of, and ability to, work with client systems of varying sizes including individuals, families, groups, organizations, and communities in a diverse society. The program fosters ongoing professional development and prepares students as critical thinkers who seek solutions to contemporary social problems with special emphasis on those related to urban areas.
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 a global context.

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;

6. To develop and apply practice in the context of diverse cultures.
**Purpose of Social Work Education:**

Consistent with CSWE standards the purposes of the Division of Social Work are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. 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.

**Purpose of Field Placement:**

Field placement is an important component of the social work degree program and is designed to help students who are seeking to integrate their academic learning so as to understand and develop good generalist skills for entering the profession of social work. 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 their social work career.

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. Students learn role behavior and techniques necessary to function effectively as generalist social workers. The experience provides further value by helping students to decide what kind of position they wish to pursue after graduation. Internships primarily are to provide a learning experience for the student. Secondarily, internships provide a valuable community service by contributing to the organizations where students are placed by offering assistance on valued projects and bringing new ideas to practitioners.
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 on their lives. These services are based on the philosophy, the body of knowledge, and the methodology accepted by the profession for generalist practice.

Generalist practice in social work addresses the person-in-situation with a clearly defined understanding of the interdependency between the individual and society. Students are encouraged to be aware of and demonstrate respect for the commitment of the social work profession to populations-at-risk – e.g. 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 generalist social work practice. To this end, the field placement student is encouraged to develop an awareness of social welfare policies that impact the client populations with whom s/he is working.

Students are taught to assess and intervene in the lives of their clients using the ethics and values that guide the profession. They are required to read the Code of Ethics of the National Association of Social Workers (NASW) before beginning the field placement. Subsequently they are required to sign a form indicating that they have read the Code of Ethics and agree to adhere to these principles during their time in the field placement.
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 – both with the field instructor and in the concomitant field seminar – that 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 the 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 Misconduct:**

Students must perform their duties in a professional, ethical manner toward clients, faculty, and colleagues. Professional conduct is expected on- and off-campus. The Division of Social Work subscribes to the NASW Code of Ethics which is discussed in class and in field placements. Any act that constitutes unethical practice or a violation of the law is grounds for disciplinary action, up to and including dismissal from the program.
Objectives of the Division of Social Work:

The professional foundation essential to the practice of any social worker includes, but is not limited to, the following program objectives. Graduates demonstrate the ability to:

1. Apply critical thinking skills within the context of professional social work practice;

2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly;

3. Practice without discrimination and with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation;

4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice;

5. Understand and interpret the history of the social work profession and its contemporary structures and issues;

6. Apply the knowledge and skills of generalist social work practice with systems of all sizes;

7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and
the interactions among individuals and between individuals and families, groups, organizations, and communities;

8. Analyze, formulate, and influence social policies;

9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions;

10. Use communication skills differentially across client populations, colleagues, and communities;

11. Use supervision and consultation appropriate to social work practice;

12. Function within the structure of organizations and service delivery systems and seek necessary organizational change;

13. Provide a foundation for the preparation of students at the graduate level;

14. Prepare students for generalist practice in urban areas;

15. Apply a range of advocacy skills and models.

Objectives of the Field Practicum:

The Bachelor of Arts curriculum offered through the Division of Social Work at the University of Memphis includes the provision of field instruction, based in the practice model of generalist social work. Field placement is a vital component in learning social work practice. Classroom lectures, reading, and group discussions cannot in themselves produce good social work practitioners, because "knowing" does not automatically transfer into effective "doing". Thus, good professional field education is required if the student is to learn how to
transfer what s/he knows into application of this knowledge and the provision of effective service.

The primary goal of field instruction is to help students learn, integrate, and apply the basic concepts and principles of social work theory through direct experience. In preparing the student for responsible entry into the first level of professional practice, field placement helps students to begin developing competence in providing services to individuals, families, groups, organizations, and communities.

**Program Description**

**Overview of Social Work Curriculum:**

Requirements for admission to the Bachelor of Social Work program include:

1. Completion of at least 40 hours of course work including ENGL 1020, ANTH 1200, and two courses from the following list: SOCI 1111; PSYC 1200; POLS 1100; or ECON 2120 before entering the introductory social work courses, SWRK 2910 and SWRK 2911.

2. Completion of Social Work 2910 and 2911 and six additional hours in required social work prerequisite courses.

3. Completion of the Division of Social Work application for admissions.

4. Identified potential and suitability for the social work profession.

5. Completion of 30 clock hours as a volunteer in one or more social service agencies.

6. Removal of grade of C- or below in required social work courses prior to admission. A maximum of two (2) required social work courses with a C- or below may be repeated.
Note: All students must arrange an advising interview with their faculty advisor during their first semester in social work.

Social work foundation courses are required of all social work majors. These required courses are listed and grouped by content area below:

<table>
<thead>
<tr>
<th>Content Areas</th>
<th>Courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCIAL WELFARE POLICY</td>
<td>• SWRK 2910 - Social Work Profession and Practice.</td>
</tr>
<tr>
<td></td>
<td>• SWRK 2911 - Social Response to Human Need</td>
</tr>
<tr>
<td>HUMAN BEHAVIOR &amp; THE SOCIAL ENVIRONMENT</td>
<td>• SWRK 3902 - Human Behavior and the Social Environment</td>
</tr>
<tr>
<td>PRACTICE METHODS</td>
<td>• SWRK 3903 - Practice with Individuals</td>
</tr>
<tr>
<td></td>
<td>• SWRK 3904 - Practice with Families and Groups</td>
</tr>
<tr>
<td></td>
<td>• SWRK 3906 - Practice in Communities</td>
</tr>
<tr>
<td>RESEARCH</td>
<td>• SWRK 3930 - Social Work Research I</td>
</tr>
<tr>
<td></td>
<td>• SOCI 3311 – Social Statistics</td>
</tr>
<tr>
<td>FIELD INSTRUCTION</td>
<td>• SWRK 4830 Field Instruction I</td>
</tr>
<tr>
<td></td>
<td>• SWRK 4831 Field Instruction II</td>
</tr>
<tr>
<td></td>
<td>• SWRK 4840 Integrative Field Seminar I</td>
</tr>
<tr>
<td></td>
<td>• SWRK 4841 Integrative Field Seminar II</td>
</tr>
</tbody>
</table>
Description of Field Placement:

Field practice provides students with opportunities for supervised hands-on experience with client groups ranging in size from the individual to communities. These groups should include persons who differ from the students in as many ways as possible, with an emphasis on helping students learn to work with those who differ by race, ethnicity, and gender. Other groups represented in the agency clientele include those who differ by age, sexual orientation, mental or physical abilities, and socio-economic status. In working with these groups, the student is encouraged to learn to apply, and adhere to, the following social work values:

- a) Dignity of the individual;
- b) Confidentiality;
- c) Client self-determination;
- d) Non-judgmental attitude of worker;
- e) Identification with social work as a profession;
- f) Value of human diversity;
- g) Respect for colleagues;
- h) Objectivity in the professional relationship.

The field placement experience provides an opportunity for the student to integrate theoretical knowledge in the areas of social welfare policy and services, research, human behavior and the social environment, and social work methods. It also involves the development of skills in applying this integrated knowledge in such a manner as to incorporate the values and ethics of the social work profession in the student’s provision of service.

The field practicum is based on the understanding that the entry level social work practitioner requires knowledge and skills that enable him/her 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 the client. Students in the practicum are expected to apply the professional foundation in ways that demonstrate a
beginning understanding of social work values and ethics and their implications. They are expected to:

1. Articulate basic social work concepts, roles, processes and methods for working with individuals, families, small groups, organizations, and communities within a generalist approach to practice;

2. Apply knowledge of the generalist approach and a systemic perspective of practice to problem-solving with systems of various sizes and diversity;

3. 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;

4. 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;

5. 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;

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

7. Identify strengths and limitations in their knowledge, values, and skills from regular feedback of the field instructor, peers, and faculty liaison;
8. Develop competence in oral and in written communication;

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

As designed, the field instruction program individualizes the student's learning. Experiences are provided in a social agency under a qualified field instructor. Although there are minimum standards of achievement which must be met, emphasis and content are geared to the individual's needs and capacities to understand, accept, and integrate the various facets of social work for use in interventions with clients.

In order to facilitate the student's learning process, field instructors located in agencies throughout the community are recruited to provide comprehensive learning experiences for the student. These field instructors are available to help the student conceptualize and integrate the theoretical material, and to provide opportunities for the student to incorporate professional attitudes and skills reflective of the generalist social work practice model.

Course Requirements:

At the University of Memphis, the field practicum consists of two (2) separate courses: Field Instruction in Social Work I (SWRK 4830), and Field Instruction in Social Work II (SWRK 4831). Each course has its own set of objectives, values, and skills, with the second semester building on the first. Each course is evaluated by a letter grade. Commensurate with these courses, the student also is enrolled in two separate Integrative Field Seminars (SWRK 4840 and SWRK 4841) for which they receive letter grades separate from the ones they receive for the placements themselves.
In order to successfully complete the requirements for field placement and the concomitant seminars, students are required to:

1. Spend a minimum of 460 clock hours working in the assigned field agency. Some students opt to complete this requirement in one semester of intensive placement; most spread the experience over the course of two semesters;

2. Attend and participate in the concurrent field integrative seminar;

3. Establish a learning contract. Early in the semester, the agency field instructor along with the student should make a detailed list of tasks and responsibilities that will lead to the accomplishment of objectives of the field placement course. It might also include any limits on behavior, activities, conduct and the work schedule. This learning contract, signed by the field instructor, the student, and the faculty liaison, should be unique to each student and should be used in monitoring the student’s progress;

4. Keep a journal which reflects their reactions to issues raised in their work with clients, agency professionals, and peers and that summarizes weekly conferences with the field instructor;

5. Prepare and present process recordings that help the student improve his/her assessment and interview skills.

6. Complete at least one written assessment and intervention plan that illustrates the integration of class and field learning;

7. Plan a means for evaluating an intervention with at least one client and implement the design to the extent possible within the time and agency constraints;
8. Prepare and present a case presentation with respect to a client/situation with whom the student is working.

9. Complete a paper on the agency using a systems framework for looking at its structure and functioning within the service delivery system. The paper will address policy issues which impact on delivery of service and suggestions for change;

10. Develop and submit a social work portfolio.

11. Complete a research project that measures the effectiveness of interventions used in the respective field agency;

12. Make a grade of C or above (if the student is a social work major) in order to meet requirements for the degree. No exceptions are granted.

Grading:

Students are evaluated at mid-semester and at the end of the term. Educational objectives and performance criteria are the standards by which the field instructor evaluates the student's performance. Toward the end of the semester, the field instructor recommends a grade to the faculty liaison who then consults with the director of field placement who is responsible for assigning the grade. If a student receives less than a "C" in field, he/she cannot be certified as satisfactorily having completed requirements for the baccalaureate degree in social work. An "Incomplete" is given if evaluation of the student's progress is not received in the office of the Division of Social Work by the specified date. An "Incomplete" (I) also can be given if the student, for some reason, has not completed the requisite number of hours and assignments.
Students must complete both semesters of field practicum with a grade of C or higher in order to fulfill the requirements for the degree of Bachelor of Arts. If the student receives a grade below C for either course, both courses must be repeated at a different field site. Likewise, a withdrawal (W) in either field practicum course will necessitate repeating both courses at a different field site.

Students receive coordinated classroom instruction via Integrative Field Seminars (SWRK 4840 and SWRK 4841) which provide an opportunity for the student to integrate his/her field experience along with the experiences of other students who also are involved in practicum. Generally, these courses are co-requisite and must be completed at the same time the student is doing Field Instruction in Social Work (SWRK 4830 and SWRK 4831). Separate grades are given for the seminar based on the student’s completion of class assignments.

Students are evaluated and receive consultation on their performance in the field throughout the semester and more formally at the end of the semester. The Division of Social Work is responsible for assessing the professional competence of students assigned to the field practicum. Students will be dropped from the field course if there is evidence of the student’s lack of professional preparedness and/or ethics. Such a lack could include, but is not limited to, the following examples:

a) Unethical conduct as identified in the NASW Code of Ethics;
b) Inappropriate behaviors and/or communications with clients;
c) Failure to comply with procedures of the professional agency;
d) Non-attendance at the clinical site.
Policies and Procedures

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 Division 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, in advance if possible, of unavoidable absences or tardiness;

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. Some agencies prefer students spread the required field hours over more than two days per week in order to provide client coverage, and some with part-time jobs or child care responsibilities request some flexibility in scheduling for field practice. The Division 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.

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

Criteria for Selection of the Practicum Agency/Institution:

Clinical settings for field placements vary. Those most frequently used include hospitals, child and adolescent services, domestic violence programs, housing agencies, AIDS/HIV programs, agencies that serve victims of various types of abuse, senior centers, hospice services, and various types of counseling programs. (See the master list in the appendix of placement agencies presently being used).

These agencies provide a variety of services to people in need that include, but are not limited to, the following situations:

- Children who have been victims of abuse/neglect;
- Children in foster care;
- Foster parents;
- Homeless families;
- Battered women/children;
- People with severe and persistent mental illness;
Senior citizens;
Women released from prison;
Children in therapeutic day schools;
People with HIV/AIDS;
Families with premature infants;
Hospital emergency room crisis intervention;
Teen drop-in centers;
Community emergency services;
Community organizations;
Public housing residents;
Mentally retarded / developmentally delayed citizens.

If an agency staff member is to be the field instructor, the agency executive must be willing to limit his/her responsibilities so as to allow 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 Division of Social Work;
e) Prepare evaluations of the student’s work.

If a faculty member is to be a field instructor, the agency should provide him/her with appropriate office space and a telephone. An agency staff member should be assigned as liaison to the field instructor to provide orientation and ongoing information about agency policies and to facilitate assignments for students. The field instructor and students should be included in pertinent agency staff meetings.

For the student, the agency should provide suitable desks, telephones, supplies, reimbursement for travel or other expenses in carrying out agency business, clerical services, and privacy for interviewing.

The criteria for selecting a field education agency includes, but is not limited to:
1. The agency/institution follows the guidelines of the Council on Social Work Education (CSWE) for BA programs;

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

3. The agency offers generalist social work practice across micro, mezzo, and macro systems providing direct services that are preventive, habilitative, or rehabilitative;

4. The agency/institution is legally established and provides services for children, youth, families, adults, elders, groups, communities, and/or organizations;

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

6. The agency/institution provides diverse learning opportunities from many staff members, but direct weekly supervision from BSW or MSW social workers;

7. The agency agrees to view work expectations and workloads for students differently from those of staff;

8. The agency/institution provides qualified MSW or BSW staff to serve as field instructors;
9. The agency/institution provides, as much as possible, facilities for the student's use (e.g., office space, office equipment);

10. The agency/institution observes policies with respect to non-discrimination of race, ethnic origin, sex, age, religion, disability, or sexual orientation;

11. The agency/institution allows the necessary time for the field instructor to adequately supervise students, meet with the faculty liaison and/or the director of field placement, attend training, and prepare student evaluations as required.

If possible, agencies are asked to provide placement for at least two (2) students. There is evidence that this lessens the anxiety of students and provides students with the opportunity for peer learning. In addition, it offers the field instructor some range of comparison in evaluating the student's performance and potential.

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.

**Criteria for Selection of Field Instructors:**

Field instructors who are agency employees are selected jointly by the agency and the Division of Social Work. They must have a master's degree in social work and sufficient experience to have achieved autonomous practice, or a baccalaureate degree in social work with several years of experience – preferably an MSW with at least 1-2 years experience in the field, or a BSW with at least 3-5 years experience in the field. Membership in the Academy of Certified Social Workers and/or state licensing is preferred. 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 both communication and practice as well as being committed to the education of students. Prior experience in supervision is desirable.

In consultation with the director of field placement or the faculty liaison, a field instructor may delegate specified areas of instruction to another staff member. However the field instructor is responsible for relating that instruction to the educational objectives of field practice, for monitoring and evaluating the student's performance, and for maintaining weekly conferences with the student.

**Criteria for Acceptance and Placement of Students in Field Practice:**

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

1. Students are to make a formal written application for field placement after completing all other social work courses prescribed in the curriculum of the Division of Social Work;

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

3. Individual meetings are held with the director of field placement in order to give the student a forum to discuss issues and interests that might affect the placement to which the student is assigned. Students may indicate a preference for which placement they would prefer but are not guaranteed their choice of placement;
4. Upon assignment to an agency/institution by the director of field placement, the student is to schedule an interview with the selected agency field instructor to discuss the potential placement and the specifics of that field assignment as these compare to the student's goals for placement;

5. 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;

6. When the placement plan is not acceptable either to the student or to the agency/institution, the director of field placement takes responsibility for exploring and working out 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. The field instruction experience must be distinct from the student’s normal work activities and must be evaluated separately from those activities;

2. The field instruction experience must afford the student opportunities to apply generalist skills in assessment and intervention with clients;
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 is a BSW with at least 3-5 years post-degree social work experience, or an MSW with at least 1-2 years post-graduate social work experience in the field of social work;

4. The Division of Social Work and the agency/institution must agree upon a contract that defines and protects the learning process for the student/employee and which outlines the conditions indicated above.

5. The Division of Social Work must be notified by the designated field instructor of any changes to the approved plan;

6. The student is encouraged to view the practicum experience separate from his/her job – with the same opportunity for learning new skills as is the case for all field students, both paid and not paid.

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. Students who drive must have a valid, current driver's license and car insurance.

Due to liability concerns, students are not to transport clients in their personal vehicles. If they are asked to transport clients in an agency vehicle, they are to meet all requirements for licensing and insurance coverage designated by the agency prior to providing transportation.
Roles and Responsibilities in Field Practicum

Responsibilities of the Division of Social Work:

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

1. To design the curriculum, establish objectives, 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. To 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. To 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. To recruit and make decisions regarding the acceptance of field instruction agencies and the placement of students in these agencies;

5. To evaluate the field instruction agency/institution’s commitment to, and ability to provide, a good generalist experience of the profession of social work;

6. To assign faculty liaisons to agencies (and their designated field instructors) who will provide the agencies with information about the student, keep abreast of the student’s ongoing work within the agency, and
assure that the evaluation process is in accordance with the established criteria;

7. To 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;

8. To provide faculty who act as advisors to students in relation to their adjustment and/or difficulties with the field experience.

**Responsibilities of the Director of Field Placement:**

The director of field placement is responsible to the director of the Division of Social Work, and the director 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 this person are to:

1. Develop policies, procedures, and objectives of the field courses (SWRK 4830 and SWRK 4831), as well as the concomitant field seminar courses (SWRK 4840 and SWRK 4841);

2. Develop field placements – solicit appropriate agencies in the community that can provide a well-rounded generalist 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 Division 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 a meeting 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. In collaboration with the director of the Division of Social Work, assign a faculty liaison to work with the field instructor and student in relation to the student's fieldwork performance;

9. In cooperation with the field instructors, the faculty liaisons, and the director of the Division of Social Work, 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;
11. In cooperation with the director of the Division of Social Work and the faculty liaisons, 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 for the faculty liaison are to:

1. Advise students regarding learning in field practice. 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. Relate the program of the Division 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 Division 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. Make a minimum of one agency/institution visit per semester (or two visits if the field instructor is new to the program, if the agency/institution is being used as a field practice setting for the first time, or if the situation warrants additional attention). The initial visit should be made prior to
mid-semester in order to determine whether the student is performing at a satisfactory level;

5. Communicate with the field instructor during the course of the semester in order to serve as a mediator between the Division 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 at mid-semester and his/her grade at the end of the semester. 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;

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/Institution:

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 profession. In order to afford a well-rounded educational experience for students, the agency/institution assumes responsibility for the following:
1. Contract with the Division of Social Work via the Agency Agreement to work mutually with the division in providing the student(s) with a good generalist field experience of the social work profession;

2. Selection of qualified field instructors and allowance for time in their schedules for teaching responsibilities;

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

4. Provision of 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. Demonstration of a commitment to the values and ethics of the social work profession including provision for confidentiality of records;

6. Commitment to the education of social workers at the undergraduate level and a desire to work collaboratively with the Division of Social Work in developing the field instruction program;

7. Commitment to discussing the progress of the student with the faculty liaison and/or director of field placement and to maintaining close contact with the Division of Social Work in the event of learning problems on the part of the student;

**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:

1. Provides the Division of Social Work with a current resume relative to acting as an instructor for social work students;

2. Familiarizes him/herself with the educational philosophy of the Division 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. Attends, if new to the role, an orientation which helps 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 Division of Social Work.

4. Attends 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. Conducts an orientation for the student(s) to help them adequately prepare for their 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;
   i. Codes of conduct, office rules – e.g. dress codes, punctuality, absenteeism, etc.

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

7. Negotiates, and mutually develops, 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;

8. Makes available the student's relevant materials and arranges time for conferences with the faculty liaison and/or the director of field placement. In these meetings, the field instructor is prepared to discuss the student's
progress, learning difficulties, and performance in the respective placement;

9. Consults with the faculty liaison regarding the student’s performance in the placement, including problems that need attention;

10. Prepares a mid-term evaluation of the student’s progress and discusses this with the student and the faculty liaison in order to develop corrective steps, if necessary, early in the placement;

11. Prepares a written evaluation of the student's performance near the end of the semester and discusses this with the student in a mutual process. The field instructor attaches the student’s response as an addendum to the evaluation if the student objects to anything in the evaluation. The field instructor submits this evaluation and other statistical reports to the school according to designated timelines and/or deadlines;

12. Recommends to the faculty liaison and/or the director of field placement a grade for the student’s performance for the semester.

**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 an 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 context, 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. be there when 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 7-1/2 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), process recording, 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 (particularly the case assessment / research project);

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

5. The student will participate with the field instructor and faculty liaison in the process of developing a learning agreement, as well as in evaluating his/her learning, performance, and professional development. If s/he disagrees with the evaluation of the field instructor at the end of the semester, s/he has a right to attach a response to the evaluation form;

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 / 3,000,000) prior to beginning the placement;

8. 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;

9. 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 maximally;
10. 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;

11. 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;

12. 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;

13. 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;

14. 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;

15. The student is to provide a confidential written evaluation of the learning experience and his/her response to the field instruction received;
16. The student is to dress appropriately as a representative of the profession. This code of dress may differ from one agency to the next, from one task to another, or in some cases from that required of permanent staff within the agency/institution;

17. Using experiences from his/her respective placement, the student is to participate in the integrative field seminar. As part of the requirements for these courses, the student will be asked to complete these assignments:
   a. Maintain a journal of his/her experiences;
   b. Maintain a log indicating the time the student is involved in the placement and how that time is used in completing the practicum requirements;
   c. Demonstrate an ability to do insightful assessments and effective interventions;
   d. Complete and present process recordings with respect to the service the student provides in serving the clientele of the field agency/institution;
   e. Complete and present to the concomitant seminar a case study that demonstrates integration of academic principles into the delivery of services in the field;
   f. Complete a research project with respect to services provided;
   g. Complete a paper describing the agency and its services;
   h. Develop a professional portfolio.