

FIELD INSTRUCTOR TRAINING

For Field Placements in Fall 2026, Spring 2027, and Summer
2027

Academic Year 2026-2027



THE UNIVERSITY OF
MEMPHIS

School of Social Work

TRAINING OBJECTIVES

Introduce Field Education Team

What's New This Year (accreditation information and staffing changes)

Summarize the MSW and BA Program Requirements:

- Hours
- Program Tracks
- Field Curriculum
- Other requirements for both programs

Importance and Function of Supervision

Discuss Protocol for Addressing Student Concerns

Overview of Learning Plan Competencies, Student Evaluations

Discuss Where to Find Additional Information for Questions You May Have

General *Experiential Learning Cloud* (formerly *Tevera*) Overview



YOUR FIELD EDUCATION TEAM

**PROF. CHERRY MALONE;
PROF. MAGGIE LANDRY;
PROF. DANIELLE SEEMANN**

NEW THIS YEAR (ACCREDITATION)

The UofM School of Social Work is up for reaffirmation of our CSWE accreditation.

Active current field instructors will be invited to participate in our site visit on one of the days our site visitor is here.

Tuesday, September 15 from 12-1pm (on campus or via Teams)

- Site visitor may ask **general questions to understand the field educators' experience** within the program
- Site visitor may ask questions about **implementing student safety protocols** AND how field instructors/agencies **collaborate with the student to ensure ongoing safety**.

NEW THIS YEAR (STAFFING!)

Prof. Landry is on professional leave (~sabbatical) until January 5, 2027.

- Prof. Landry's 2nd year MSW students will report to Prof. Seemann (if advanced standing) or Prof. Malone (if NOT advanced standing)

Prof. Seemann will be stepping down as BASW Field Director in January. Prof. Tracy Humphrey (pictured right) will be joining the Field Team in this role at that time.



WHY FIELD EDUCATION IS NEEDED



Field education is the signature pedagogy in social work education



Like all accredited social work programs, the School of Social Work utilizes a **competency-based** approach to identify and assess what students demonstrate in practice.

THE ROLE OF FIELD PLACEMENT AS PART OF THE UNIVERSITY CURRICULUM

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 BA and MSW field education programs are 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.

INTERNSHIPS ARE...

-  More than just logging hours
-  Part of the core curriculum for the social work degree
-  Mutually agreed upon learning from experience
-  Setting the student up for success as a professional

Even if they already work as a professional/are using employment as field internship
-  Structured, competency-based learning

IDENTIFYING, APPROVING, AND ENGAGING WITH FIELD EDUCATION SETTINGS

Clinical Affiliation Agreements (CAAs) must be in place between the agency and the University prior to the student being able to start their internship. Agencies are vetted during a Potential Agency Meeting with the Field Team.

Field Instructors need to be vetted (Qualtrics form) with a resume on file before they are granted access to *Experiential Learning Cloud (ELC, formerly Tevera)* for signing time reports and evaluations. Field Instructors are required to have annual training to be familiar with policies and updates for the academic year.

Field Instructors are preferred to have a BSW + 5 years (for BA supervision) or MSW + 2 years (for BA or MSW supervision).

- Group supervision with a faculty member is REQUIRED of the student if a qualified field instructor is not available at the agency. Students may log group supervision hours on their internship time reports or volunteer time reports.

OVERVIEW OF PROGRAM REQUIREMENTS

- MSW 1st year
- MSW 2nd year
- BA

**FIELD MANUALS FOR
BOTH PROGRAMS ARE
AVAILABLE ON OUR
WEBSITE**

MSW PROGRAM

Cherry Malone and Maggie Landry

MSW STUDENT SCHEDULE

- Students are typically in class on Tuesday and Thursday, or online
- Students should **never** miss class for field hours
- Students typically complete field hours on Monday, Wednesday, and Friday
- Some students may choose to complete their field hours during the evening and over the weekend (some agencies offer evening and weekend placements)
- Some students will also have to attend supplemental supervision ~4 hours per month (Monday evenings, Wednesday evenings, or Thursday lunchtime)

STEPS TO MSW PLACEMENT

1. Student fills out MSW Field Application for their respective level
2. Student meets with their respective field director to discuss Field Application and future career goals
3. If student is in the Memphis or Jackson, TN area, field director sends the student a coordination email with agency contact information to request interview
 - If student is NOT in Memphis or Jackson, TN area, field director sends student instructions on how to contact area agencies to request internship spot
 - Note: **students should not contact agencies (other than employment) on their own prior to discussing with field director**
4. Student interviews with agency
5. Student lets field director know if they were accepted/if they want to accept internship with agency (via Student Response to Interview form)
6. Agency rep sends field director acceptance/rejection of student (via Agency Response to Interview form)
7. Field director connects field instructor and student in Tevera

**1ST YEAR
MSW FIELD
HOURS**

1st Year MSW

- SWRK 7051 Foundation Field Placement I – 160 (14-16 hrs a week)
- SWRK 7052 Foundation Field Placement II –240 (16-18 hrs a week)

Total Hours: 400

**SEMINAR
CLASS
1ST YEAR
MSW
STUDENTS**

Students are required to participate in field seminar classes

1st year MSW Full-Time (7051/7052)

- Have seminar class monthly throughout the semester (MUST complete SWRK 7001 course before starting field)
- Will start field the week of September 15th
- In class one Thursday a month (1:30-4:30pm), and they will get field hours for in-person class

1st year MSW Extended Study (7051/7052)

- Extended Study students have completed SWRK 7001 and will start field in August
- In class online

SPECIALIZATION CURRICULUM

The MSW program at the University of Memphis offers one specialization:

Advanced Practice Across Systems

The goal of specialization is to advance the generalist practice content in a manner that prepares students to utilize evidence-based, ethically-informed social work practices to help promote, restore, and maintain social functioning.

2ND YEAR MSW FIELD HOURS

Fall semester (250 hours)

- SWRK 7053 Advanced Field Placement III
- SWRK 7055 Integrated Seminar I

Spring semester (250 hours)

- SWRK 7054 Advanced Field Placement IV
- SWRK 7056 Integrated Seminar II

500 TOTAL hours for 2nd year students. Breaks down into 18-20 hours per week for both semesters.

2nd year MSW students start field in August when the semester starts. **Early starts are on case-by-case basis and must have approval of field director.**

REMINDER: WHILE MAGGIE IS ON LEAVE...

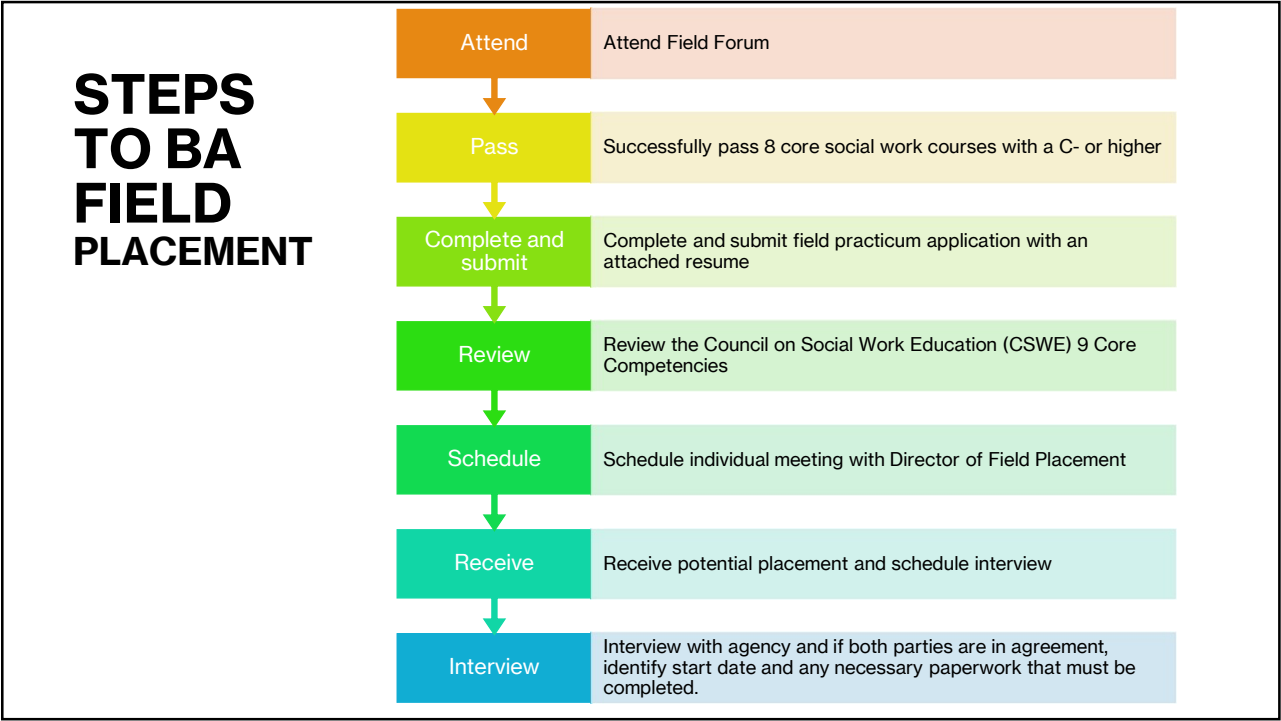
If you are hosting a 2nd year MSW student, the field director you contact will vary depending on the student's program enrollment.

2nd year MSW students report to Prof. Seemann (if advanced standing) or Prof. Malone (if NOT advanced standing) for the Fall semester ONLY.

You can also contact your assigned liaison.

BA PROGRAM

Danielle Seemann



BA STUDENT OPTIONS

2 Consecutive Semesters

- Plan to work between semesters
- Seminar I – online
- Seminar II – online

Block (1 Semester)

- Must have a GPA > 3.25 to qualify
- Seminar I – online
- Seminar II – online
- Please note: Block placement depends on approval from the Field Director & is based on agency placement availability

BA STUDENT REQUIRED FIELD HOURS

REQUIRED HOURS

SWRK 4830 – 3 credit hours
- 150 hours in the agency
SWRK 4840 – 3 credit hours

SWRK 4831 – 4 credit hours
- 250 hours in the agency
SWRK 4841 – 3 credit hours
Total = 400 hours

FIELD CALENDAR

Spring/Summer – 16 hrs/wk (25 wks)
Spring Block – 28 hrs/wk (15 wks)

Summer/Fall – 16 hrs/wk (25 wks)

Fall/Spring – 13 hrs/wk (30 wks)
Fall Block 28 hrs/wk (15 wks)

Note: These numbers represent average weekly hours per semester

OTHER FIELD POLICIES



IMPORTANT DOCUMENTS

All documents related to field (learning plan, time logs, evaluations, etc.) can be found in *Experiential Learning Cloud* (formerly *Tevera*) Field Manual and other FAQ information will be moved to our main website

RULE ABOUT UNIVERSITY HOLIDAY

“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.”

To view academic calendar and University Holidays <https://www.memphis.edu/registrar/calendars/>



WORKING BETWEEN SEMESTERS

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.

Serving over holiday breaks is NOT an alternative to a regular internship schedule.

UNIVERSITY INITIATED EVENTS

Students will have activities that are offered and required during their educational programming. The expectation is the student will attend these activities.

Here are some examples:

- Field Seminar Classes (throughout the year)
- Agency Day (*save the date: March 19, 2027*)
- Social Work Day on the Hill (March)
- Symposium (spring, date TBD)
- Professional conferences/research with UofM
- Research Poster Presentations
- Grant-related trainings (dates vary)

OPPORTUNITIES FOR VOLUNTEER HOURS

There are opportunities for students to obtain extra field hours by participating in School of Social Work activities and community-based social work activities. Ex. Social Work Day on the Hill, SSWO movies, volunteering, etc.

Students are also allowed to accrue 25 hours per semester towards field in on-line modules/ CEU's/ Professional development opportunities, social service volunteer projects.

The student's field director will sign off on volunteer hours.

STUDENT TIME LOGS & WORK HOURS

Students will keep up with **weekly** time logs that reflect their activities and the competencies that are linked to those activities

MSW students will reflect class/seminar hours in their internship time logs also

Field instructors should sign the time logs **weekly**, as soon as possible after student submits them (ELC sends an automated email when this happens)

The required number of hours for a scheduled field day is 7.5 but **can vary by agency/institution**. In general, students should not 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.

WORK HOURS (CONT.)

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 behavior change project/case assessment/critical thinking proposal).

Students should NOT be logging break times/lunch in their time logs (unless they are working on internship tasks while eating; “working lunch”).

STUDENT REQUIREMENTS

It is a School of Social Work requirement that every student entering field complete the following:

- Must be a member of National Association of Social Workers (NASW) (\$60)
- Must have liability insurance (\$15-25)
 - \$1,000,000 / \$5,000,000 policy limits
- Must agree to abide by NASW Code of Conduct (document in ELC)
- Must sign a hold harmless (waiver in ELC)

NASW Membership and Liability Ins. policy must be on file with field office before starting at internship (dropbox in Canvas)

EMPLOYMENT INTERNSHIPS – NEWLY UPDATED POLICY



Employment internships should still have the student looking through the lens of a student/intern, NOT as an employee.

If you are supervising an employee as an intern, make sure to ***evaluate them as a student learner***.

Employment internships are subject to approval from field director. There is an application students must submit to their field director for review and approval.

- Employment internship **may overlap hours, tasks, responsibilities** from regular employment as long as the student can correlate those tasks to learning plan competencies.
- Field Instructor **MUST** be a qualified social worker (BSW+5 years for BA students; MSW+2 years for MSW students). **Automatic denial if no qualified social worker available for supervision UNLESS that student is in a rural area.**

FIELD INSTRUCTOR RESPONSIBILITIES

Look at the field manual from the school

Look at student curriculum to see which courses your student intern has taken/hasn't taken yet

- If you want more info, please reach out to your field director or look on our website
- Ask the student for their field seminar syllabi

Review and sign off on time logs in a timely manner

- Student must also submit time logs in a timely manner
- This could be a topic to discuss in your weekly supervision

Complete evaluations as they become available

Be prepared to discuss

progress/difficulties/performance respective to the placement during liaison meetings

LEARNING PLAN

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.

The learning plan should be the first thing that is discussed when starting an internship. With ELC, students are logging actual time on their learning plan competencies, so **having the learning plan completed is essential for accurate, on-time time-tracking**. We ask that the learning plan be completed as soon as possible, but at least within the first few weeks of starting their hours.

LEARNING PLAN CONT'D.

All learning plans have **9 core competencies**, per CSWE accreditation standards.

- The way **BA and 1st year MSW** competencies are broken out **identical** (it's actually the same form for BA and 1st year MSW) and focus on foundational skills such as professional conduct.
- 2nd year MSW competencies are broken out differently and focus more on tangible skills.
- Learning plan competency breakouts can be found in the Field Manual appendices and on the student's actual learning plan in ELC.

Competencies have acronyms (next slide). Ending breakout codes on learning plan and time reports correlate to which program level the student is.

- G# = generalist (BASW or 1st year MSW)
- S# = specialization (2nd year MSW)

COUNCIL ON SOCIAL WORK EDUCATION (CSWE) 9 CORE COMPETENCIES

PC	Demonstrate Ethical and Professional Behavior
SEJ	Advance Human Rights and Social and Economic Justice
DIV	Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
RSCH	Engage in Practice-informed Research and Research-informed Practice
PLCY	Engage in Policy Practice
ENGG	Engage with Individuals, Families, Groups, Organizations, and Communities
ASSS	Assess Individuals, Families, Groups, Organizations, and Communities
ITVN	Intervene with Individuals, Families, Groups, Organizations, and Communities
EVLT	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

IF SUPPLEMENTATION IS NEEDED FOR LEARNING PLAN

- Student-led current events during supervision discussions
- Writing letter to elected representatives about a specific topic related to this competency (SEJ, DIV, RSCH, PLCY). Templates are available
- Supplemental trainings, education for clients

BEFORE EVALUATION STARTS...

Create an environment/culture of safety in having student be open/honest about concerns/questions they may have

- Build a professional relationship between student and FI
- Students are often afraid to say anything negative for fear of retaliation
- FIs can be afraid to say anything negative for fear of inconveniencing field team/affecting relationship with the school
- Retaliation should not be a concern when discussing problems in field for either student or field instructor

EVALUATION PROCESS

Remember that students are still learners, even if employed by the agency
Performance evaluation – where is there need for growth? Where is there great strengths?

Evaluations are on a 9-point scale based on student K/S/A demonstrated AND supervision level needed.

Student might not get all 9's/8's/7's– and THAT'S OKAY!

- Please **write comments to explain** anything 6 or below, so the field team has context for their grades

8-9 = Student routinely demonstrates **advanced-level knowledge**, skills and abilities with **minimal supervision**
7 = Student demonstrates **advanced-level knowledge**, skills and abilities in this area with **periodic supervision**
6 = Student demonstrates **required-level knowledge**, skills and abilities with **ongoing supervision**
5 = Student demonstrates **required-level knowledge**, skills and abilities in this area with **ongoing supervision**
4 = Student demonstrates **beginning-level knowledge**, skills and abilities with **periodic supervision**
3 = Student demonstrates **beginning-level knowledge**, skills and abilities with **ongoing supervision**
1-2 = Student demonstrates **little or no knowledge**, skills and abilities and **requires ongoing supervision**

NEW THIS YEAR: PLEASE DO NOT PUT "IE" RATING EVEN THOUGH IT IS AN OPTION. RATE THE STUDENT AS-IS WITH THE 1-9 SCALE ABOVE.



COMMUNICATION

Communication with your student intern is essential for the learning process.

Don't bottle things up!

- If there's a problem, make sure to reach out.
- Document, document, **DOCUMENT!**
 - The more detail the field team has, the better prepared we are to help out
 - We may be able to give context to issues
 - We need documentation to justify our actions (if a new placement is needed)

IMPACTS ON COURSEWORK

If your student is close to completing their required hours early on in the semester:

- Adjust the schedule (if available) to continue on a lighter schedule each week

Students should not just end their time with you

- Impacts liaison visits
- Impacts evaluations
- Impacts coursework – field journals, discussion boards, etc.

Field placement is a **COURSE**. Student should not end “class” early just because they are done with the work.

- Exceptions are made on a case-by-case basis, as approved by the field director (pregnant, medical emergency, family emergency, etc.)

SUPERVISION

A **standing appointment** for supervision is essential to the success of your student intern

- Specific day and time each week that doesn't change

Supervision must happen at least once per week for a minimum of one full hour

Supervision could include going over current tasks, navigating any difficulties with current tasks/cases, reviewing techniques or protocol, thoughts/feelings about how the student is doing (and how they think they're doing), mutual trainings on topics of interest, discussion of time logs/learning plan/competencies targeted for completion

SUPERVISION CONT'D.

Differences between professions (if FI is not a social worker)

- Changes or differences in the way social workers think/address problems vs. the way other professions think/address problems

Weekly supervision must still happen between field instructor and student even if the field instructor is not a social worker

- Student is enrolled in group social work supervision outside of the agency but is not necessarily discussing topics related to their actual internship. Most group supervision topics are general/broad in nature. Agency-specifics should be discussed between student and agency field instructor.

GROUP SUPERVISION AND CSWE REQUIREMENTS FOR FIELD INSTRUCTION

Faculty from the School of Social Work will provide regular student supervision (group supervision) for agencies that do not have a social worker on staff.

As part of the CSWE accreditation standards, every Agency Field Instructor should have a résumé and Field Instructor Information Sheet on file with the School of Social Work.

FUNCTION OF SUPERVISION

Provides context for learning and professional development

An opportunity to step back from the immediate, intense experience of the work we do and consider what the experience really means

Allows the supervisee to examine their thoughts and feelings about their work and identify interventions that best meet the need of the client being served

Goal is to create an environment in which the supervisee can do their best thinking and subsequent performance

The primary goal of supervision is the establishment of an **on-going relationship** in which the supervisor designs specific learning tasks and teaching strategies related to the intern's **development as a professional**. The supervisor empowers the intern to enter the profession by helping him/her understand the core competencies of the profession. The supervisor guides the relationship to help him/her achieve success.

FIELD INSTRUCTOR'S/SUPERVISORS EXPECTATIONS OF STUDENT

- **Always be professional:** That includes being on time, maintaining a professional appearance, attitude and attire, being reliable, and respectful, maintaining open and professional communication.
- **Cooperation:** The ability to be cooperative and willing to work and learn alongside co-workers, colleagues, and peers is essential to a successful internship.
- **Initiative:** Interns are expected to complete whatever duties they are assigned. More importantly, however, is an intern's ability to be resourceful and to look around, see what needs to be done, and do it if they can.
- **Willingness to learn:** Learning about the job, assigned duties, the agency and the agency culture is important. Supervisors appreciate interns who know when to say "I don't know" or "I need help".
- **Willingness to follow directions:** Following directions and being able to work on well-established routines without direction are valuable skills supervisors expect.
- **Open and receptive to feedback:** Among the many functions of a supervisor is to provide constructive feedback. An intern's ability to take in feedback and integrate it into their learning and overall performance will go a long way in your internship and future professional experience in the field.

• Ultimately, field instructors want students that are willing to learn, explore, and embrace. They want someone they will be proud to call a colleague.

STUDENT'S EXPECTATIONS OF FIELD INSTRUCTION/SUPERVISION

- **Training:** Provide training necessary for student to do the assigned tasks and duties. Students expect to be taught how to effectively accomplish the task at hand.
- **Communication:** Clearly articulate expectations of the student. Explain any important policies, rules, and regulations of the agency that the student should know. Additionally, clearly state any consequences should the student not follow rules and regulations, or if they don't live up to what is expected of them.
- **Professional development:** Help them develop new skills.
- **Be available:** for consultation on difficult cases and guidance.
- **Redirect their efforts:** when they make a mistake or need help to perform their work more effectively.
- **Keep them in the loop:** Inform the student of any changes in their duties and responsibilities, and about anything else which affects the student and their work.
- **Provide feedback and evaluation:** Evaluate the student's performance including providing feedback on what they are doing well and make suggestions on how they can improve.

• Ultimately, students want someone who will listen, teach and guide them into embracing and fulfilling their burgeoning professional identity.

ADDRESSING CONCERNS

ADDRESSING STUDENT CONCERNS

Create a documentation system for all your student interns. It can be as simple as a note pad or more complex like a file system. This will allow you to track observed patterns in performance and help in the overall evaluation process at the end of each semester.

Identify and address the issue at **first sign**.

Early intervention is essential.

- Reach out to your liaison and/or field director.

Every effort is made to assure that students' rights to due process are *protected*, as well as *protecting* the interests of the agency and client.

Allow the student time for corrective action and for resolution.

Assess recent progress (within 2 weeks) with continued documentation.

Evaluate response.

ADDRESSING STUDENT CONCERNS (CONT.)

If concerns arise with a student, please attempt to directly address them with him/her.

If you would like support, the Field Liaison and/or Field Director can assist you with addressing student concerns.

If concerns persist, directly contact the Field Director to discuss next steps.

- ***It is important to remember that you are not alone***

Possible outcomes:

1. Identified problems are resolved and placement continues.
2. Identified problem continues and a formal conference is scheduled.
3. In extenuating circumstances or at the request of the agency, the student will be reassigned to a new field agency (or possibly dismissed from field and the program depending on the severity of the issue).

LIAISON VISITS

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/concerns may arise between the agency and/or the field instructor and the student. If a conflict/concern does arise the Liaison and/or Field Director will assist by completing a **Problem in Field Form**.

Assigned Field Liaison **should be your first point of contact if problems arise**, after trying to solve the problem directly with your student.

LIAISON VISITS (CONT'D)

Field Liaison visits should happen (at a minimum) once a semester and they will complete a **Field Consultation Report Form**

Liaison meeting is essentially an informal progress evaluation

- "Do you feel you're meeting all of your competencies from your learning plan?"
- "Are you completing time logs?"

The Field Liaison provides an evaluation of the field placement at the end of the semester and makes recommendations about placement planning with the respective agency/institution for subsequent semesters.

New this year: Liaison will be asking you about how you incorporate ongoing safety with your student intern.

STUDENT SAFETY

Agencies and field instructors should address upon initial interview and when onboarding an internship placement, about the internship agency's safety protocol and procedures for various safety concerns.

Ongoing support and discussion about student safety should occur during weekly supervision sessions as part of your standing agenda.

NASW has "Guidelines for Social Worker Safety in the Workplace" that can be used where applicable.

GENERATIVE AI USAGE

Gen AI is everywhere, and it's only going to get more integrated in our everyday work. Agencies should have written policies around use of Gen AI (including but not limited to chatbots, LLMs, writing assistants, transcription and note summarization software) that are announced to and discussed with student interns upon onboarding. If no written policy exists, a dedicated discussion should occur during onboarding around student use of AI for internship tasks.

General-purpose consumer AI products (free or paid personal accounts for tools such as public chatbots or browser-based assistants) are **not HIPAA-compliant** by default and must not be used with confidential/protected health information (PHI) unless the agency has a specific, verified enterprise agreement in place. *Policies about AI usage should include being mindful to protect client welfare and confidentiality and ensure compliance with legal and regulatory standards.*

We ask that agencies and student interns document that a conversation occurred about student intern using AI while at the internship placement and keep the conversation going throughout the internship period.

ENVIRONMENTAL IMPACT OF AI

Generative AI systems require substantial computing infrastructure, which consumes significant electricity and water for data center operation and cooling, and contributes to greenhouse gas emissions and electronic waste. These environmental costs are not evenly distributed: data centers and the extraction of the minerals used to build them disproportionately affect low-income communities and communities of color, both domestically and globally.

CSWE's 2022 EPAS Competency 2, Advance Human Rights and Social, Racial, Economic, and Environmental Justice, calls on social workers to understand how structural conditions, including environmental harm, affect the populations they serve and to act to advance environmental justice.

Before using AI, students should:

- Reflect critically on the environmental footprint of generative AI, and use it purposefully rather than reflexively (e.g., not generating multiple redundant drafts of the same short document).
- Consider whether a lower-impact approach (e.g., a template, a shorter query, or simply writing the material directly) would meet the same need.
- Recognize the connection between AI's resource demands and the communities' environmental justice concerns, including in placements that serve environmentally burdened communities.
- Bring environmental justice considerations into supervision and seminar discussions when relevant to the agency's population or mission.

FIELD INSTRUCTOR BENEFITS

Discounted or Free CEU's

- Annual Field Instructor Training (min. 2 CEUs)
- Annual Symposium (usually 6-8 CEUs, including ethics)
- Other trainings from the School of Social Work and our grant programs (CEUs vary)

Participation in "Field Instructor of the Year" event

Access to Handshake (career page)

Self-Paced Trainings

RESOURCES

- Use the eBook reference at: Social Work Instructor's Survival Guide (download with your CEU certificate after this training!)
- TigerLink/HandShake: where employers connect with Tiger Talent - <https://www.memphis.edu/careerservices/>
- UofM Student Field Website: <https://www.memphis.edu/socialwork/students/field.php>
- UofM Community Field Resources Website: <https://www.memphis.edu/socialwork/community/field.php>



Experiential
Learning Cloud
Formerly Tevera



University Of Memphis
Login

Use the email address and password you
setup when you registered for this site.

User name

Password

Login

[Forgot password?](#) | [Register](#)

[Go to mobile site](#)

ELC – OVERVIEW

MEMPHIS.TEVERA.APP

Home

Learning Space

Student Dashboard

Program Tasks

Records

Tevera News

Learning Space

Tevera Resources

Getting Started

Getting Started

Welcome! Three things to help get you started

2m 13s

Not Started

Add your profile picture

1m 0s

Not Started

Select your own theme

45s

Not Started

Update your password

45s

Not Started

Contact Support

1m 0s

Not Started

Your Most Common Tasks

Your most common tasks

Signing a student's Hours Log

1m 15s

In Progress

Completing a student evaluation

1m 56s

Not Started

Using the Communications Hub

3m 29s

Not Started

Using Time Approval

2m 13s

Not Started

Welcome, ML field instructor

Welcome to the Learning Space! This workspace hosts all the learning materials you need, including Tevera tutorials and resources from your school.

Learning space

MT

Tasks 1

ML Student Test

✉ malandry+student

MSW Contact

Maggie Landry

☎ 9014666689

✉ malandry@memph

When your field student successfully submits a time report for your signature, you should have a “task” when you log in.

If the student doesn’t submit things for your review/signature, you will not see anything to complete when you log in. Communicate with your student on expectations for completing time reports (course requirements = weekly)

Student Dashboard

ML Student Test

Profile Timesheets Documents **Tasks 1**

Current Tasks

[Sign ML Student Test's Track Activities for Single Week](#) **View**

Completed Tasks

- Students are issued ONE “time track” per class. They will create weekly “time reports” to submit for FI signature.
- Students are logging ACTUAL TIME on their **specific learning plan competencies**. It is IMPERITIVE the learning plan be completed EARLY in the internship so they can log their time appropriately on their time tracks.
- The “other” category on the time track should **ONLY** be used **BEFORE** the learning plan is complete.
- There is a space for “notes” when students report their time – this is **required** for the students to put their daily activities, which will show up at the bottom of the weekly time report.

Sample Timesheet Weekly Report

HOURS LOGGED										
ACTIVITIES	SUN 10/23	MON 10/24	TUE 10/25	WED 10/26	THU 10/27	FRI 10/28	SAT 10/29	WEEKLY TOTAL	CUMULATIVE AS OF 10/29/22	
TOTAL HOURS	0	0	0	0	0	3.00	0	3.00	3.00	
PROFESSIONAL CONDUCT:										
DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR	0	0	0	0	0	1.00	0	1.00	1.00	
PC-G1	0	0	0	0	0	1.00	0	1.00	1.00	
PC-G2	0	0	0	0	0	0.00	0	0.00	0.00	
PC-G3	0	0	0	0	0	0.00	0	0.00	0.00	
PC-G4	0	0	0	0	0	0.00	0	0.00	0.00	
PC-G5	0	0	0	0	0	0.00	0	0.00	0.00	
OTHER	0	0	0	0	0	0.00	0	0.00	0.00	
SOCIAL & ECONOMIC JUSTICE:										
ADVANCE HUMAN RIGHTS AND SOCIAL, RACIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE	0	0	0	0	0	2.00	0	2.00	2.00	
SEJ-G1	0	0	0	0	0	2.00	0	2.00	2.00	
SEJ-G2	0	0	0	0	0	0.00	0	0.00	0.00	
OTHER	0	0	0	0	0	0.00	0	0.00	0.00	
DIVERSITY: ENGAGE ANTI-RACISM, DIVERSITY, EQUITY, AND INCLUSION (ADEI) IN PRACTICE	0	0	0	0	0	0.00	0	0.00	0.00	
DIV-G1	0	0	0	0	0	0.00	0	0.00	0.00	

Track Activities for Single Week

Signatures

First, Student signs ML Student Test 8/8/2023 12:20 PM

Finally, Field Instructor signs ML field instructor Test hasn't signed yet

Signatures will be added to the PDF after they have all been signed.

501 - Track Activities for Single Week

1 / 3 100%

Track Activities for Single Week

Student

Week Of

Track

ML Student Test

8/6/23

Memphis - MSW - Advanced - Field Placement III

Sites(s)

Field Instructor

Program Faculty/Staff

ML Test Placement Site

ML field instructor Test

HOURS LOGGED									
ACTIVITIES	SUN 08/06	MON 08/07	TUE 08/08	WED 08/09	THU 08/10	FRI 08/11	SAT 08/12	WEEKLY TOTAL	CUMULATIVE AS OF 8/8/23
TOTAL HOURS	0	3.67	0	0	0	0	0	3.67	26.67
PROFESSIONAL CONDUCT:									

Signing Documents

Enter login password to submit automated signature
(default method - easiest if you have your password saved in your browser)

OR

Click the “pencil” to draw your signature with your mouse
(Click the “I” to go back to signature with password option)

d.

Enter your login password to sign



Sign

Cancel

d.

Sign here with your mouse.
(IMPORTANT: Fill the entire space.)

I

Clear

Sign

Cancel

Student Dashboard

ML Student Test

Profile

Timesheets

Documents

Tasks

Current Tasks



That's everything!

Completed Tasks



Sign ML Student Test's Track Activities for Single Week

Completed

After signing...

Academic Year 2026-2027

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ELC NOTES

Auto-saves every 20 seconds

Prompts to save if you close out after making changes, before the auto-save kicks in

Built-in helpdesk with live support* (tickets can take some time to get resolved; please reach out to a field director for quick help with ELC issues).

Intuitive reports built in, keep track of students' requirements on home screen

Auto-calculation of total time; corrects hours/minutes automatically

Field instructors will not have any 'tasks' to complete in Tevera until the student sends them your way. ("I can't see anything" – yet.)

WHERE TO FIND SPECIFIC THINGS

We will be utilizing our main **memphis.edu/socialwork** website to host things such as:

- Announcements
- Field manuals
- Quick-reference field requirements for each program level
- FAQs
- On-demand trainings (FI training recording)

We will be utilizing **EMAIL** for things such as:

- Program-wide announcements
- Event announcements (agency fair day, symposium, additional trainings for FI's)
- Award nominations
- Reminders for semester dates/deadlines for completing forms

Students will have access to volunteer opportunities (online webinars, announcements of campus events, etc.) via their respective field course's Canvas course shell.



CONTACT INFORMATION

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