

**Field Manual for the Master of Social Work Degree Program**

**AY 2021-2022**

Revised by Maggie Landry and Cherry Malone

**Disclaimer:** This manual deals with field issues only. For any other School of Social Work, MSW Degree Program, or University policies, refer to the MSW handbook or University policies.

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# **A Statement on COVID-19**

As the pandemic wanes, most of the students who will be entering field for the fall session will be completing placements in-person. Some students will be in hybrid or fully remote placements, implementing client services and completing agency projects through tele-practice and telehealth.

The School of Social Work is committed to providing a substantive and meaningful field experience for all students, including a plan to address all required competencies and hours. We are also committed to providing a safe field experience for all students. We will continue to monitor the pandemic and make adjustments as necessary to promote student safety and wellbeing.

In accordance with current CDC guidelines, the University of Memphis does not require students who have been fully vaccinated to wear masks or socially distance while on campus. Being fully vaccinated is defined as being two weeks past your final dose of a two-dose vaccine or one dose of a single-dose vaccine. However, students in agency placements must be aware of and comply with all agency policies and procedures related to infection control. These policies may differ from University of Memphis policies and impose stricter guidelines for masking, testing, and immunization.

Students who are completing field onsite at agencies are encouraged to complete daily self-screening and to follow all CDC guidelines for their own protection and the protection of clients and agency staff. As always, students are encouraged to contact their program Field Coordinators to discuss any questions or concerns regarding field. Students are urged to carefully monitor the situation in their own communities and field agencies and to contact their Field Coordinators to discuss any changes in their agencies or communities that may affect their safety and field experience.

# **Meet The MSW Field Directors**

## Cherry Malone, LMSW

Professor Malone is the MSW Field Director for the School of Social Work. Ms. Malone coordinates the internships for the 1st year MSW students. She also teaches the SWRK 7051 and SWRK 7052 (Field Placement I and II) courses. Ms. Malone is the “keeper of contracts” for our partnering agencies and is responsible for vetting new agencies and field instructors and renewing clinical affiliation contracts as needed. Ms. Malone assigns faculty liaisons for all students (BASW and MSW) enrolled in field education each academic year. She serves as a field instructor, liaison, and group supervisor as needed. Ms. Malone can be contacted via email at: [ccmalone@memphis.edu](mailto:ccmalone@memphis.edu).

## Maggie Landry, LMSW, LSSW

Professor Landry is the Assistant MSW Field Coordinator for the School of Social Work. Ms. Landry coordinates internships for the 2nd year and Advanced Standing MSW students. She also teaches the SWRK 7055 and SWRK 7056 (Integrated Field Seminar I and II) courses. Ms. Landry helps vet new agencies and field instructors as needed. Additionally, Ms. Landry has become the “tech person” for field; she has been steadily streamlining different documents and forms to be more user-friendly and accessible for all. Ms. Landry can be contacted via email at [malandry@memphis.edu](mailto:malandry@memphis.edu).

# **Overview**

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

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

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

## Note About Interchangeable Terms

“Field”, “field placement”, “field practice”, “field practicum”, “placement”, “internship”, and/or any combination of these are all used to communicate the part of the curriculum in which MSW students are engaged as social work interns in agencies within the community.

“Director of Field Placement”, “Director of Graduate Field Placement”, “MSW Director of Field Placement”, “Field Director”, and “MSW Field Director”, “Field Coordinator”, and/or any combination of these are all used to indicate the member of the social work faculty charged with overseeing the field component of the MSW curriculum.

# **Purpose and Goals**

## Purpose of Social Work Education

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

## Purpose of Field Education

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

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

## Goals of the Field Practicum

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

1. Articulate basic social work concepts, roles, processes and methods for working with individuals, families, small groups, organizations, and communities
2. Establish a professional identity that is characterized by professional demeanor in behavior, appearance, and communication
3. Apply evidence-based practice perspectives and a systems approach to problem-solving and in working with systems of various sizes and diversity
4. Apply knowledge and understanding of federal, state, local, and agency policies, procedures, organizational structures, and channels of communication to conceptualization and implementation of practice strategies
5. Demonstrate appropriate analytical and interactional skills in carrying out each phase of a problem- solving process with clients, using an ecological systems framework for identifying problems and planning interventions at micro, mezzo, and macro levels as required
6. Reflect use of social work values and ethics in work with client systems, colleagues, organizations and others involved in the change efforts, particularly in maintaining confidentiality and rights to self-determination, and in respecting the uniqueness, worth, and dignity of individuals and in accepting and respecting human diversity
7. Demonstrate understanding, sensitivity, and respect for socio-cultural differences in working with gender differences, racial and ethnic minorities, persons of all socio-economic groups, and differences regarding sexual orientation
8. Exhibit ability to connect with diverse clients and develop culturally responsive therapeutic relationships in work with client systems
9. Engage in practices that advance social and economic justice within the placement organization and in practice at all levels of service delivery
10. Use research methodology to evaluate practice effectiveness and/or outcomes in practice with client systems
11. Apply theories and conceptual frameworks of human behavior to assessment, intervention, and evaluation practices
12. Assume appropriate direct practitioner roles in contributing to the policy process for monitoring and improving the service delivery system in which they function
13. Identify strengths and limitations in their knowledge, values, and skills from regular feedback of the field instructor, peers, and faculty liaison
14. Collect, organize, and interpret client data in regard to work with individuals, families, groups, organizations, and communities
15. Develop competence in oral and in written communication; and
16. Develop skills in assessing the effectiveness of interventions with various systems.

# **Program Description**

## Overview of MSW Curriculum

The curriculum of the Master of Social Work program consists of two main components – the first thirty (30) hours dedicated to a foundation (generalist) curriculum and the final thirty (30) hours of the program dedicated to an advanced (concentration) curriculum. These requirements include six (6) hours of field practicum in the first year and twelve (12) hours of field practicum in the second year. The program goals are translated into the field program through competency measures that provide an outcome performance approach to curriculum design.

The curriculum of the program integrates nine (9) core competencies identified by the Council on Social Work Education (CSWE) in such a manner as to apply to the needs of the region, and meet the mission of the Program, Department, School, College, and University. Within these considerations, the curriculum is designed to instill the importance of incorporating professional ethics and values into all aspects of social work practice, to develop students’ critical and ethical thinking skills, to foster an appreciation and understanding about human diversity and the effects of oppression at all system levels, and to include an examination of the concerns of the social work profession with at-risk populations, human rights, and social and economic justice. Both the generalist practice and specialization portions of the program emphasize evidence-based practice and critical thinking skills.

The generalist practice curriculum is designed to prepare students for generalist social work practice through mastery of the nine (9) core competencies. The foundation focuses on ethically informed social work practice with diverse populations of individuals, groups, families, organizations, and communities. Beginning with the generalist practice curriculum and extending through to the specialization portion, the MSW program educates students for work as professionals on multidisciplinary teams and in interdisciplinary settings to deliver, develop, manage, and evaluate services and to advocate for change across service delivery systems. The student’s proficiency in those practice behaviors that apply most directly to generalist practice field placement is measured both by the student and her/his field instructor at the end of each semester of the foundation placement year.

Similarly, the goal of the specialization curriculum is to advance the generalist content in a manner that prepares students to utilize evidence-based, ethically informed social work practices to help children and families restore, maintain, and promote social functioning. The knowledge, skills, and competence acquired by students in the specialization are designed to produce advanced social work practitioners who have the skills for ethically informed social work practice including advanced assessment, relationship building/enhancement, application of goal-oriented and evidence-based interventions, evaluation of practice, and lifelong professional development. The specialization curriculum builds on the generalist curriculum to further prepare students to identify issues salient to client needs, to plan objectives, to logically develop and implement interventions, and to evaluate outcomes. Again, the student’s proficiency in those practice behaviors that apply most directly to specialization field placement is measured both by the student and her/his field instructor at the end of each semester of the specialization placement year.

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

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

## Generalist Curriculum

The generalist curriculum provides evidence-based knowledge, behaviors and skills for social work practice with individuals, families, groups, organizations and communities. The generalist curriculum allows students to extend the basic knowledge gained in the foundation to advanced evidence-based practice. Both the generalist and specialization portions of the program emphasize evidence-based practice and critical thinking skills.

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

* 7001 Social Work Practice Skills (3)
* 7002 Individuals and Families (3)
* 7003 Groups (3)
* 7005 Psychopathology (3)
* 7021 SW Across the Lifespan (3)
* 7022 Communities & Organizations (3)
* 7030 Social Welfare Policy (3)
* 7051 Field Placement I (3)
* 7052 Field Placement II (3)
* One elective (3)

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

* 7005 Psychopathology (3)
* 7030 Social Welfare (3)
* 7050 Advanced Standing Field (1)

## Specialization Curriculum

The MSW program at the University of Memphis offers one specialization: **Advanced Practice Across Systems.**

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

Upon successful completion of all generalist courses, students move to the specialization curriculum, which includes all the following courses (30 credit hours).

* 7028 Adv. Individual Practice (3)
* 7034 Adv. Community Practice (3)
* 7025 Research Methods (3)
* 7026 Evaluative Research (3)
* 7053 Field Placement III (3)
* 7054 Field Placement IV (3)
* 7055 Integrative Field Seminar I (3)
* 7056 Integrative Field Seminar II (3)
* Elective (3)
* Elective (3)

# **Graduate Certificate Programs**

The University of Memphis offers several Graduate Certificate programs in fields related to social work. Students who are interested in receiving a Graduate Certificate are encouraged to review the Graduate Course Catalog for more details on the certificate of interest and discuss with their advisors using their electives to pursue the certificate. Students should note that some certificate programs may require courses above and beyond the course/elective requirements of the MSW program. Some of the certificate programs available include:

* School Social Work Certificate
* Graduate Certificate in Clinical Social Work
* Substance Abuse Interprofessional Graduate Certificate
* Graduate Nonprofit Management and Leadership
* Disability Studies Graduate Certificate
* Women’s and Gender Studies Graduate Certificate

Students should note that some certificate programs may have requirements for specific field placement internships. It is the student’s responsibility to understand these requirements and notify their field director of their specific internship requirement as far in advance as possible.

# **Dual Degree Programs**

Social work has two dual degree programs that are currently recognized by the University of Memphis Graduate School. These are the Master of Social Work/Master of Public Health (MSW/MPH) and the Master of Social Work/Master of Science in Instructional Curriculum and Leadership with a concentration in special education and an emphasis in applied behavioral analysis. Requirements for these two dual degrees can be found in the Graduate Course Catalog and the School of Social Work’s website.

Students who are interested in pursuing dual degree options should consult with the MSW program coordinator and their assigned adviser. It is recommended that students who are interested in pursuing this option start planning at the point of admission to the MSW program if possible.

Students should note that dual degree tracks may have requirements for specific field placement internships. It is the student’s responsibility to understand these requirements and notify their field director of their specific internship requirement as far in advance as possible.

# **The Role of Field Placement in the Curriculum**

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

# **Policies and Procedures (Program Design)**

## Course Requirements

At the University of Memphis, the field practicum consists of six (6) courses: two (2) courses for the foundation level of placement – Generalist Field Placement I (SWRK 7051) and Generalist Field Placement II (SWRK 7052); and four (4) courses for the advanced (specialization) level – Specialization Field Placement III (SWRK 7053), Specialization Field Placement IV (SWRK 7054), Integrative Field Seminar I (SWRK 7055) and Integrative Field Seminar II (SWRK 7056). Each course is intended to complement the material being learned in the classroom setting during that semester as well as in preceding terms, with each semester building on the preceding semester(s).

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

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

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

### Requirements for Field Placement – Everyone Except Advanced Standing

In order to successfully complete the requirements for field placement, each student, excluding Advanced Standing, is required to: **Reduced due to COVID-19 (temporary: in place until May 2022).**

* Spend a minimum of 840 clock hours working in the field – 340 hours in generalist field placement; and 500 hours in specialization field placement (See Appendices A-1)
* Complete time logs that document their time and activities in the field (See Appendices C-3)
* Establish a learning contract for each year of placement. Early in the field experience, the agency field instructor and the student should construct a detailed list of tasks and responsibilities that will lead to the accomplishment of the competencies prescribed for the field placement course. This learning contract, signed by the field instructor and the student, should be unique to the student and should be used in monitoring the student’s progress (See Appendices C-2)
* Maintain an online journal which reflects their reactions to issues raised in their work with clients, agency professionals, and peers. This journal is to be shared with the student’s field instructor and with the MSW field director and should demonstrate the student’s growth as a professional; and
* Complete an evaluation of her/his performance in regard to the program competencies at the end of each semester.

### Requirements for Field Placement – Advanced Standing Only

Students in the Advanced Standing program must complete the following requirements for field placement, each student is required to: **Reduced due to COVID-19 (temporary: in place until May 2022).**

* Spend a minimum of 500 clock hours working in the specialization field placement (See Appendices A-1)
* Complete time logs that document their time and activities in the field (See Appendices C-3)
* Establish a learning contract for each year of placement. Early in the field experience, the agency field instructor and the student should construct a detailed list of tasks and responsibilities that will lead to the accomplishment of the competencies prescribed for the field placement course. This learning contract, signed by the field instructor and the student, should be unique to the student and should be used in monitoring the student’s progress (See Appendices C-2)
* Maintain an online journal, which reflects their reactions to issues raised in their work with clients, agency professionals, and peers. This journal is to be shared with the student’s field instructor and with the MSW field director and should demonstrate the student’s growth as a professional; and
* Complete an evaluation of her/his performance in regard to the program competencies at the end of each semester (See Appendices D-2; D-4).

# **Grading and Retention**

Students are evaluated at the end of each term (See Appendix D). The program competencies define the standards by which both the field instructor and student evaluate the student's performance. Students are evaluated at the end of the term. Educational objectives and performance criteria are the standards by which the field instructor evaluates the student's performance. In the generalist year of placement, these evaluation results are combined with scores obtained by the student through participation in field seminar to determine a grade for the respective semester. All field grades for both the generalist and the specialization years of placement are given by the Director of Field Placement for the School of Social Work.

Students receive coordinated classroom or online instruction via Integrative Field Seminars (SWRK 7055 and SWRK 7056) 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. Separate grades are given for the seminar based on the student’s completion of class assignments. The student is doing Field Instruction in the local field agency setting in Social Work (SWRK 7053 and SWRK 7054).

Students must complete four semesters of field practicum in order to fulfill the requirements for the degree of Master of Social Work, while following the MSW retention standards. However, Advanced Standing students are required to complete two semesters of field practicum in order to fulfil the requirements for the MSW degree. Likewise, a withdrawal (W) in either field practicum course will necessitate repeating both courses at a different field site.

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

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

A grade of "Incomplete" can be given if evaluation of the student's progress is not received by the Director of Field Placement by the specified date. If 2/3 of the hours needed in field are not accrued by the end of the semester, the student will receive an “F” for a final grade in field. If the student has accrued at least 2/3 of the hours required for the semester but is short hours due to unforeseen circumstance (previously discussed with the seminar and field instructor) then the student will receive an “I” for field. Unless the student completes the requirements for removal of the “I” within 90 days from the end of the semester or summer term in which it was received (see University Calendar), the “I” will automatically change to an “F,” regardless of whether or not the student is enrolled for the subsequent semester.

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

If a student receives an “I” for a field course, the student must complete the remaining hours before transitioning to the subsequent field course. If the student fails to complete the remaining hours by the first day of the next semester, the student will be administratively dropped from the subsequent field course. Therefore, the student will have to wait until the next cycle of class offering.

# **Selection of the Practicum Agency/Institution**

Field settings are selected based upon their ability to offer students experience in providing social work services and adequate supervision for the specific activities in which they are engaged in the respective year of placement – generalist skills for foundation field, and skills specific to the program specialization for advanced field. For both years of placement, settings must be able to provide a range of activities such that the student will be able to demonstrate competence across the range of practice behaviors identified on the competency matrix for the respective year of placement. The School of Social Work cannot guarantee night and weekend field placements.

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

1. Hold regular weekly conferences with each student
2. Be available in emergency situations
3. Have conferences with the faculty liaison at least once a semester
4. Attend meetings sponsored by the School of Social Work; and
5. Prepare evaluations of the student's work.

The School of Social Work foresees rare situations in which an agency might not be able to provide student supervision by an agency staff member who holds a CSWE-accredited social work degree (e.g., a field instructor leaves the agency in the middle of the placement and is replaced by someone other than a social worker). In these circumstances, a faculty member may be asked to serve as field instructor. In such situations, the agency should provide the faculty member with adequate space to meet with the student, as needed, and should assign an agency staff member to serve as liaison to the field instructor. This liaison will be charged with the responsibility to provide orientation and ongoing information about agency policies and to facilitate assignments for the student.

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

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

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

1. The agency/institution must be legally established
2. The agency/institution must follow the guidelines of the Council on Social Work Education (CSWE) for MSW programs
3. The agency/institution must be an organization that embraces and incorporates the values and ethics of the National Association of Social Workers (NASW)
4. The agency must offer social work practice across micro, mezzo, and/or macro systems, providing direct services that are preventive, habilitative, or rehabilitative
5. Clients from the agency must be sufficiently diverse in terms of gender, race, ethnicity, age, culture, religion, sexual orientation and identity, and social class to ensure that students are exposed to issues that have an impact on a range of people and problems
6. The agency/institution must provide direct weekly supervision with a social worker who holds a MSW degree from an accredited institution, but also can include diverse learning opportunities under the supervision of various staff members
7. Although students are to be involved in doing the work of the agency, said agency must recognize that field placement is a learning experience and must agree to view work expectations and workloads for students differently from those of staff
8. The agency/institution must provide facilities for the student's use (e.g., office space, office equipment, etc.)
9. The agency/institution must observe policies of non-discrimination regarding race, ethnic origin, sex, age, religion, disability, or sexual orientation and identity
10. The agency/institution must allow time necessary for the field instructor to adequately supervise students, meet with the faculty liaison and/or the Director of Field Placement, attend training(s), and prepare student evaluations as required
11. Membership in a national standard-setting body appropriate to its function or licensing by the state is desirable. The agency must approve the arrangements for the practicum and the agency staff must be receptive to students and willing to cooperate with their program of learning; and
12. The agency/institution must provide a learning environment that allows the student to demonstrate all ten core competencies outlined in the Educational Policy and Accreditation Standards of the Council on Social Work Education.

## Acceptance and Placement of Students in Field Practice

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

1. Students are eligible to begin generalist field placement only after completing the majority of the SWRK 7001 course (Social Work Practice Skills). Extended study/Spring start (part-time) students, complete the entire SWRK 7001 course prior to beginning field, whereas full-time students phase into beginning their placements in the final two weeks of the SWRK 7001 course
2. Students are to make a formal written application for the generalist year of field placement. For full-time students, this application is to be submitted immediately after they are accepted into the MSW program; part-time students should submit their application for the generalist year while engaged in coursework 4-6 months prior to when they plan to begin placement (See Appendices A- 5 & A-6)
3. Along with submitting an application for field placement, the student must join the National Association of Social Workers (NASW) and purchase liability insurance (with minimum coverage of $1,000,000/$5,000,000), and provide documentation of such coverage to the Director of Field Placement (See Appendices A-9)
4. Generalist students are assigned to an agency by the program’s field director. The primary basis for these assignments is information provided by the student on an application for field placement, but the field director also may rely on ancillary information (e.g. information the student already has provided in her/his application to the MSW program and information shared in classes, if applicable). In completing the field application form, the student is invited to indicate the type of social work agency to which s/he would like to be assigned, but the program does not guarantee that the student’s assignment will match those preferences (See Appendices A-4 & A-5). Assignment to placement is solely the province of the program’s Director of Field Placement
5. Students are notified of their generalist assignments via e-mail, asking them to contact a specific person at the assigned agency to request an interview for placement with the agency. Generally, this person is the field instructor who will be the student’s supervisor while in placement, but for some agencies the point of contact is a coordinator of interns. In making the assignment, the field director sends both the student and the prospective field instructor (or coordinator of interns) a packet containing forms to be sent back to the field director following the interview (See Appendices A-6). For the agency, this form allows them to indicate whether they feel the placement can proceed or if they feel the matter needs further consideration, whereas the student form asks the student to document when and where they are to report on the first day of placement as well as requirements to which the student must attend prior to beginning placement (e.g., background check, physical exam, TB test, vaccination verification, orientation)
6. Based on this interview, if neither the instructor nor the student strongly objects to moving forward, the student formally is assigned to that agency/institution for placement. Students may then want to contact the faculty liaison to the respective agency/institution in order to learn more about the placement
7. When the placement plan is not acceptable either to the student or to the agency/institution, these concerns should be brought to the attention of the Director of Field Placement, who has the responsibility of addressing these concerns. Even in these situations, however, assignment to placement remains solely the province of the program’s Director of Field Placement
8. The process of assignment for specialization placements differs in that students have more voice in selecting the agency at which they would like to do placement. The field director still is charged with making the actual assignment, but students have the opportunity to interview with more than one placement site and both student and agency preferences are given strong consideration in deciding which student will be assigned to which agency. Again, assignments are done via e-mail but, in most cases, this is done following the interview process, not preceding it. Although students are more involved in selecting the agency at which they will do their concentration placement, assignment to placement remains solely the province of the program’s Director of Field Placement
9. In the interest of assuring a well-rounded social work education, students are not allowed to do their specialization placement at the same agency at which they did their generalist placement. In that same interest of assuring a well-rounded social work experience, students admitted to the advanced standing program (when that option becomes available) will not be allowed to do their placement at the same agency at which they did an undergraduate placement. (Please note: various programs within the same agency are not to be considered separate placement sites).
10. Possible impact of a misdemeanor or felony record on students pursuing field placement:
    * A misdemeanor or felony conviction may impact your internship and employment prospects because many agencies and employers request criminal records of their prospective interns and hires. In addition, a conviction may impact your ability to secure liability insurance as an intern/professional as well as licensure upon graduation from an accredited social work program. Below are the identified practices of the NASW, liability companies, and the Tennessee Board of Social Workers:
      + NASW – A conviction does not prevent a student from being able to apply and be accepted into the NASW.
      + Liability Insurance - Will consider liability insurance for a student or professional with a felony/misdemeanor conviction on a case-by-case basis. They do not guarantee approval.
      + TN Board of Social Workers – A student with a conviction must provide a letter of explanation and documents form jurisdiction with disposition indicated. The board will review and consider each application on a case-by-case basis.

# **Protocol for Students Enrolled in the UM Global (online-only) MSW Program**

1. Student must disclose their location to the Field Director(s) in their program upon official acceptance.
2. Student must have a list of social service agencies\* in their local area and submit the following to the Field Director at least one semester before the student starts their field placement experience. Advanced Standing students must submit this immediately upon acceptance, even if they are part-time. Items needed include:
   1. Name and physical address for the agency
   2. Website link (if available)
   3. Number of social workers on staff who can be their field instructor on site, and their contact information (name, email, phone)
      1. MSW students: Field instructors need an MSW with 2+ years’ experience
   4. Contact information for the legal department and/or human resources department for the agency
3. Agency contact(s) must participate in a Potential Agency Meeting with the UofM Social Work Field Team
4. Field Director will send Agency contact in legal/HR the Clinical Affiliation Agreement (formerly known as Memorandum of Understanding)
5. Clinical Affiliation Agreement must be signed by appropriate Agency parties and returned promptly for completion by the UofM Procurement Office
6. Once Clinical Affiliation Agreement is approved by the UofM Procurement Office, Field Director will set up an account in IPT for the Agency
7. Field Director will send potential field instructor(s) forms to fill out as well
8. Field Instructor must participate in Field Instructor Training (live or recorded)
9. Field instructor must complete and return the forms promptly in order for the Field Director to set up an account in IPT tied to the Agency

\*If the online-only student is currently employed by a social service agency, student is strongly encouraged to fill out an Employment as Field form and notify their Field Director. Employer still must go through steps 3-5 if they are not currently in the IPT database. Employment can only be used for one internship (MSW students are required to have two separate internships over the course of their degree, with the exception of Advanced Standing students).

Note that students enrolled in the UM Global MSW Program are not allowed to compete their field practicum online via simulation under any circumstance. Online-only status is for coursework only and does not apply to field education.

# **Selection of Field Instructors**

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

The program foresees rare situations in which an agency might not be able to provide student supervision by an instructor who holds a CSWE-accredited social work degree (e.g., a field instructor leaves the agency in the middle of the placement and is replaced by someone other than a social worker). In these cases, a member of the social work faculty, in close collaboration with the agency, will be asked to provide such supervision. These situations would be exceptions to standard practice.

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

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

## Task Instructors

The term “task instructor” is used to indicate an agency staff member who assumes certain responsibilities for the student’s field education as delegated and monitored by the field instructor. The task instructor may provide direct daily supervision of the student’s learning activities. The task instructor does not replace the field instructor but is expected to be well informed of the School of Social Work’s educational plan, as well as the student’s Learning Plan, and understand their role in the student’s learning. The field instructor helps the student integrate the task instructor’s contribution into the overall educational experience. Note that not every agency utilizes task instructors for their internship placements; they are optional.

# **Ethics and Values in Field Instruction**

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

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

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

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

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

Emphasis is given in the placement to issues of self-determination, the client's right to participate in the helping process, and to confidentiality. In looking at what techniques and policies hamper the client's self- determination; the social work student is encouraged to become an advocate for the client. Additionally, in his/her role as client advocate, the student works toward the protection of the client’s individual rights, particularly the client’s right to confidentiality. As part of this role, it is incumbent upon the social work student to inform the client of those times when confidentiality will not be maintained – e.g., when there is a serious suicide threat/attempt, when threats against others occur, or when legal requirements to report abuse of any nature are met.

# **Professional Conduct**

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

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

1. Documented behavior that is inconsistent with the Code of Ethics of the National Association of Social Workers
2. Documented problems in behavior or performance, which raise questions from the faculty or field instructor about the student’s suitability for professional social work. Such problems could include, but are not limited to, the following list of behaviors:
   1. Inappropriate behaviors and/or communications with client(s)
   2. Forced or coerced sexual behavior with client(s)
   3. Sexual activity with client(s) including, but not limited to, kissing, fondling, or sexual intercourse
   4. Physical aggression, such as hitting, spanking, or slapping, directed at client(s), student(s), faculty or staff member(s)
   5. Physical or emotional threats directed toward client(s), student(s), faculty or staff member(s)
   6. Acceptance of gifts or money (not considered standard payment for services) from client(s). Students shall not ask for, or accept, gifts from client(s)
   7. Illegal or unethical behavior that limits or takes away client(s)’ rights or results in financial, material, or emotional loss for client(s) or gain for the social work student; and/or
   8. Sexual harassment of client(s).
3. Plagiarism, cheating, or any other form of academic dishonesty or disruption
4. Failure of the student to maintain a 3.0 GPA beyond one semester of academic probation
5. Failure to follow policies and rules as outlined in the MSW Student Handbook, the MSW Field Manual, or the University of Memphis Student Code of Student Rights and Responsibilities
6. Failure to comply with policies and procedures of the professional agency; and/or
7. Non-attendance at the internship site.

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

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

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

## Professional Boundaries

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

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

## Sexual Harassment

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

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

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

The University is committed to ensuring equality in education and eliminating any and all acts of sexual misconduct from its campus. Sexual misconduct includes sexual harassment, sexual assault, dating violence, domestic violence and stalking. If you or someone you know has been harassed or assaulted, you can make a report to the Office for Institutional Equity at oie@memphis.edu or 901.678.2713. Please note that if you make a report to me university faculty, they required to report it. If you want to make a confidential report you can contact the University Counseling Center, 214 Wilder Tower, 901.678.2068.

## Academic Conduct

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

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

The term “cheating” includes, but is not limited to:

* Using any unauthorized assistance in taking quizzes or tests
* Using sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments
* Acquiring tests or other academic material before such material is revealed or distributed by the instructor
* Misrepresenting papers, reports, assignments or other materials as the product of a student’s sole independent effort when this is not the case
* Failing to abide by the instructions of the proctor concerning test-taking procedures
* Influencing, or attempting to influence, any university employee in order to affect a student’s grade or evaluation; and/or
* Any forgery, alteration, unauthorized possession, or misuse of university documents.

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

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

# **Policies and Procedures (General)**

The student in field practice has a responsibility to perform in the same professional manner as an employed staff member and is expected to follow agency policies and abide by the rules and regulations of the agency as well as those of the School 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 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; and
8. Making up time for absences and tardiness.

As a general rule, students spend only the required number of hours per week in field practice and reserve the other time for classroom courses and study. Classroom work should not be done during field practice and, ordinarily, students should not be asked to fulfill field obligations during class time. A student who works overtime in field practice for client emergencies or special projects may arrange with the field instructor to take time off for necessary academic work.

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

## Optional Volunteer Hours

There are opportunities for students to obtain extra field hours by participating in university-sponsored activities and community-based social work activities (ex. Social Work Day on the Hill, Critical Conversations, Field Agency Fair, U of M research, professional conferences, online trainings, health fairs, advocacy, crisis hotline, etc.).

Students are allowed to accrue 50 volunteer hours per semester **(increased due to COVID-19, in place until May 2022)** toward these university-sponsored activities and community-based social work-based opportunities. These activities must be documented separately from their field hours.

## Communication

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

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

## Holidays

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

## Professional Liability Insurance

All students enrolled in field placement are responsible for procuring liability insurance (with a minimum coverage of $1,000,000/$5,000,000) prior to the beginning of field placement. Coverage can be obtained through the National Association of Social Workers Assurance Services (see Appendices A-3 for information pertaining to this insurance). The student must provide the Director of Field Placement a copy of the certificate of coverage, verifying her/his purchase of the insurance, prior to beginning placement.

## Transportation

Students are responsible for their own transportation to and from the agency. If transportation is a problem, the student should communicate this to the Director of Field Placement. Some agencies pay mileage for travel required to perform agency work. Students should ask their field instructor about mileage reimbursement if required to travel. Arrangements regarding mileage reimbursement are strictly between the agency and the student; neither the University of Memphis, nor the School of Social Work, has any standing in such arrangements. Students who drive must have a valid, current driver's license and automobile liability insurance.

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

## Financial Remuneration

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

## Use of Job as Practicum Site

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

* Students are allowed to use their place of employment as a field placement site but can do so for only one of their two placement experiences, and only if that agency meets all requirements for serving as a placement site (including, in the case of the concentration year, if that agency is suitable for the competencies specific to advanced practice)
* The field instruction experience must be distinct from the student’s normal work activities and must be evaluated separately from those activities **(Note: this is waived until May 2022 due to COVID-19)**
* The student must be supervised by someone who is not his/her regular work supervisor **(Note: this is waived until May 2022 due to COVID-19)**
  + This instructor must meet the usual requirements of field instruction – i.e., someone who holds a MSW degree with at least 1-2 years of post-graduate experience in the field of social work
* The hours credited toward field placement must be distinct from the student’s employment hours (which will be gathered through the completion of the Student Request to Use Employment as Field form) **Note: this is waived until May 2022 due to COVID-19)**; and
* Assignment to placement remains solely the province of the program’s Director of Field Placement

## Disability Services

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

Students should be aware that even if they have accommodations in place on campus, those accommodations do not automatically transfer over to the internship site. Students are encouraged to discuss their needs with their agency upon interview and/or orientation to ensure everyone is on the same page. Field directors cannot disclose disability status of students to agencies; it is the sole responsibility of the student to advocate for themselves.

## Equal Opportunity

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

## Grievance Procedures (Problem in Field)

Managing problems in field placement is considered to be part of a student’s professional development. The expected problem solving steps are:

1. Student shares concerns directly with the field instructor to discuss how problems/concerns can be managed or resolved. A follow-up email from the student to the field instructor documenting discussions is strongly recommended.
2. If the collaboration with the field instructor in Step 1 does not adequately manage the problem, the student should notify the assigned field liaison or field coordinator so that a problem-solving meeting between the student, field instructor, and field liaison can be convened. A Problem in Field Form may be required to further document what’s going on and steps to resolve it. Problem in Field Forms can be requested by the field instructor, field liaison and/or the student at any point in the semester.
3. If concerns continue following a meeting with the field liaison, then the field coordinator will meet with the student, field instructor, and field liaison for additional collaboration and solution finding.

If a student is uncertain about how to best begin to address a problem/concern, the student may first request a consultation with the field liaison or field coordinator prior to Step 1. Following this preliminary consultation, the student is expected to engage in each of the steps outlined above as necessary to manage the problem/concerns.

If the student refuses to address placement concerns with the field instructor using the process described above, the field coordinator will request a meeting of the student’s academic committee. Refusal to engage in the problem-solving process could result in dismissal from field, which could result in a change in the student’s program track and/or graduation date.

This process can be duplicated and edited for the field instructor to begin the process should they have a problem/concern with the student. If the field instructor begins the process, they are highly encouraged to consult with the field coordinator, even if the field instructor believes they can resolve the concern without further documentation. Documentation is needed in any context of a problem in field, as it will give context to the situation to the outside entity (field liaison or field coordinator) as to how long the concern has been going on, and what steps have been taken to try to resolve the problem prior to contacting the field coordinator. The field coordinator needs this documentation to justify a dismissal from the field placement site if one is needed. This documentation will also go into the student’s file for recordkeeping purposes.

# **Roles and Responsibilities**

## Responsibilities of the School of Social Work

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

1. Design the curriculum, establish a framework for outcome measurement (competencies), determine the "norm" of expected content of field instruction (including, but not limited to, assignments), and share these with those who provide field instruction
2. Conduct workshops and periodic meetings for field instructors and/or students to ensure understanding of the material(s) and its use in a way that achieves the goals of the program and the particularized learning needs of the student
3. Arrange meetings, seminars, and/or workshops for field instructors to orient, train, and coordinate class content and field practice. These times also serve to further the development of the teaching skills of the field instructors. Such sessions also are used to familiarize field instructors with current concepts and theories in social work
4. Recruit and make decisions regarding the acceptance of field instruction agencies and the placement of students in these agencies
5. Evaluate the field instruction agency/institution’s commitment to, and ability to provide, a good experience of the profession of social work
6. Provide faculty who act as liaisons to serve as mediators between the School of Social Work and the agency/institution regarding their respective needs, to monitor the student’s performance, and to proactively solve problems that may arise; and
7. Arrange practice seminars for students in order to better prepare them for entrance into practice and hold ongoing meetings with special emphasis on the use of the overall educational experience in the field placement.

## Responsibilities of the Director of Field Placement

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

1. Develop policies, procedures, and competencies for the field courses: Generalist Field Placement I (SWRK 7051), Generalist Field Placement II (SWRK 7052), Specialization Field Placement III (SWRK 7053), Specialization Field Placement IV (SWRK 7054), Integrative Field Seminar I (SWRK 7055), and Integrative Field Seminar II (SWRK 7056)
2. Develop field placements by negotiating with appropriate agencies in the community that can provide a well-rounded social work field experience for the student
3. Work with the agency/institution administrators concerning the selection and approval of field instructors, and the maintenance of ongoing communication with agencies concerning the implementation of the field program
4. Provide orientation and other opportunities for field instructors to become familiar with the overall curriculum of the School of Social Work, including trends and changes in course content, and to participate in the ongoing assessment and development of the overall field program
5. Plan seminars and meetings of field instructors in order to develop the quality of teaching in the field and strengthen the performance of the field instructors as educators
6. Arrange meetings with interested student applicants to discuss the goals of the field practicum, the agencies/institutions available as placement sites, and policies and procedures for beginning placement
7. Coordinate planning for the placement of students in agency/institution settings, and assign students to the designated field sites
8. Assign a faculty liaison to work with the field instructor and student in relation to the student's field performance
9. In cooperation with the field instructor and the faculty liaison, evaluate the student’s performance in the field and assign an appropriate grade for his/her completion of the field placement
10. Provide an opportunity for students to evaluate their field experience, and in cooperation with the faculty liaisons, evaluate and assess the agencies that participate in the field instruction program; and
11. In cooperation with the coordinator of the MSW program, develop, and revise as needed, the policies and procedures for field practicum. Similarly, maintain, and modify as necessary, the field manual.

## Responsibilities of the Faculty Liaison

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

1. Advise students with regard to what they are learning in their field placements. This includes direct contact with the student during each semester in order to review progress and to evaluate the adequacy of the learning experience
2. Represent the MSW program of the University of Memphis School 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 School of Social Work
3. Consult with the field instructor in relation to learning opportunities available to students, problems in the placement, and overall evaluation of the student’s performance
4. Perform a minimum of one site visit per semester to each agency/institution for which s/he serves as faculty liaison and document visit via the Faculty Liaison Consult Form (See Appendices B-2)
5. Communicate with the field instructor during the course of the semester in order to serve as a mediator between the School 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. Liaison should notify the field director if a Problem in Field Form is needed
6. In collaboration with the field instructor, assess the student’s performance. If the student's performance is considered marginal during the semester, the liaison arranges a meeting with the student and the field instructor to discuss the situation and to help the student and instructor to use the teaching/learning experience more effectively. If the difficulty cannot be resolved, the liaison refers the matter to the Director of Field Placement; and
7. Provide an evaluation of the field placement at the end of the semester and make recommendations about placement planning with the respective agency/institution for subsequent semesters.

## Responsibilities of the Field Instruction Agency

Agencies play a vital role in the education of social work students. It is through the agency/institution experience that the student comes to grips with the reality of working with people experiencing problems. Through this process, the student learns to test his/her knowledge and skills. It is important that agencies create an atmosphere for learning and provide a means through which students can begin to identify with the values and objectives of the social work profession. In order to afford a well-rounded educational experience for students, the agency/institution (as represented by its administration) assumes responsibility for the following:

1. Contract with the School of Social Work via the clinical affiliation agreement to work mutually with the School in providing the student(s) with a good field experience of the social work profession
2. Select qualified field instructors and allow time in their schedules for teaching responsibilities
3. Provide adequate physical space and facilities for the student to function effectively
4. Provide appropriate learning experiences, including orientation to the agency/institution and the community in which the agency operates, as well as in-person contact with clients or constituencies
5. Demonstrate a commitment to the values and ethics of the social work profession, including provision for confidentiality of records
6. Commit to the education of social workers at the graduate level and work collaboratively with the School of Social Work in developing the field instruction program; and
7. Discuss the progress of the student with the faculty liaison and/or Director of Field Placement and maintain close contact with the School of Social Work should problems occur in regard to the student’s field performance.

## Responsibilities of the Field Instructor

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

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

1. Provide the School of Social Work with information regarding her/his academic background and a current resume relative to acting as an instructor for social work students (See Appendices B-1)
2. Familiarize him/herself with the educational philosophy of the School of Social Work and with the content of the social work curriculum which the student already has taken or currently is taking
3. 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
4. Attend an orientation, if new to the role, which will help the instructor become familiar with his/her responsibility in taking on this role, educational requirements of the field process, the design of the learning experience, what to do regarding early identification of problems, and the curriculum of the School of Social Work
5. Attend training sessions at the university throughout the year. Field instructors who do not attend the orientation, or who habitually miss training sessions, may be asked to discontinue the responsibility of field instruction
6. Conduct an orientation for the student to help her/him prepare adequately for her/his field practice. This orientation includes, but is not limited to:
   1. Policies and procedures of the agency/institution
   2. Composition of the community and the clientele served
   3. The role of the agency/institution in the community; its relation to the community resources most often used
   4. Societal factors that may impact the clientele of the agency/institution
   5. Content regarding cultural diversity and discrimination that may affect the agency/institution's clientele
   6. Responsibilities of the student to the client, as well as to the agency/institution
   7. Mutual roles of the field instructor and the student in the field setting
   8. The practical models most frequently employed for direct practice and measures used for evaluation of practice; and
   9. Codes of conduct and office rules – e.g., dress codes, punctuality, absenteeism
7. Arrange a schedule that makes time available for weekly supervision meetings. This includes a weekly conference with each student of at least one (1) hour and sufficient time to prepare for supervision
8. Negotiate and mutually develop a learning agreement with the student early in the course of the placement that guides the learning experience and serves as a point of reference for subsequent evaluations. Said learning agreement is to be based in the competencies on which the student will be evaluated at the end of each semester
9. Monitor the time and activities of the student while in placement and sign off on the logs the student submits in reporting on her/his time and activities
10. Make available to the student relevant materials and arrange time for conferences with the faculty liaison and/or the Director of Field Placement. In these meetings, the field instructor should be prepared to discuss the student's progress, learning difficulties, and performance in the respective placement
11. Consult with the faculty liaison regarding the student’s performance in the placement, including problems that need attention; and
12. Prepare an evaluation of the student's performance near the end of each semester and discuss this with the student in a mutual process. The field instructor will complete this evaluation and other statistical reports to the Director of Field Placement according to designated timelines and/or deadlines. If the student objects to anything in the evaluation, s/he has the right to submit those objections to the Director of Field Placement (with copies being submitted to the faculty liaison and the field instructor as well) (See Appendices D-1; D-3).

## Responsibilities of the Student in Field Placement

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

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

1. The student is considered an adult learner. In this role, s/he is to take responsibility for the learning process in which s/he is engaged. The field placement assignment is to be treated as though it were an employment experience – i.e., the student is to be there as assigned, be on time, dress appropriately, respect the agency/institution staff, mission, policies and procedures, etc.
2. The required number of hours for a scheduled field day is 8 hours but can vary according to the schedule of the assigned agency/institution. In no instance should a student plan for less than four (4) hours at-a-time at the field site. The exceptions to this are illness of the student, or important personal matters, that require one to leave the site unexpectedly. Such absences should not happen regularly, and should become matter for corrective action if this privilege is abused
3. Appropriate use of field placement hours includes preparation done for contact with the client(s), summaries done for agency/institution purposes, staff conferences, supervisory sessions, other meetings that are part of the learning experience, travel time to and from client contacts, and work on related seminar assignments
4. Students can follow the calendar of the university regarding holidays, etc. However, it is vitally important that students coordinate any planned absences with the field instructor and prepare the client(s) sufficiently regarding these breaks. Also, the student remains responsible for making up these hours at some other time such that s/he completes the required number of hours for each semester of the placement
5. Students are allowed to serve in placement during holidays and breaks in the academic schedule if they and the field instructor work out such an agreement
6. The student is responsible for securing membership in the National Association of Social Workers (NASW). S/he also is responsible for becoming familiar with the NASW Code of Ethics and expected to act in a manner consistent with that code in the practicum. The student is asked to sign an agreement form early in the semester indicating his/her willingness to abide by the Code of Ethics (See Appendices A-7 & A-9)
7. The student is responsible for procuring liability insurance (with minimum coverage of $1,000,000/$5,000,000) prior to beginning the placement and providing the Director of Field Placement with a copy of the Certificate of Coverage (See Appendices A-9)
8. The student will participate with the field instructor in the process of developing a learning agreement that outlines the activities in which s/he is to be engaged while in placement. Said learning agreement is to be based in the competencies on which the student will be evaluated at the end of each semester (See Appendices C-1 & C-2)
9. The student is to regularly (every 1-2 weeks) complete reports that document the time and activities in which s/he has been engaged while in placement for the respective period of time (See Appendices C-3)
10. The student is to dress appropriately as a representative of the profession. This code of dress may differ from one agency to the next or from one task to another, but the student should discuss these requirements with her/his field instructor and comply with the standards of the agency
11. Students in the generalist and specialization years of placement must attend the concomitant seminar class and complete all assignments pertaining to the seminar. The student assumes responsibility for all commitments made with clients, colleagues, and other significant people in relation to service provision. The student must inform the instructor/supervisor when an emergency precludes the fulfillment of these commitments
12. Using experiences from their respective placements, students are to maintain an online journal which reflects their reactions to issues raised in their work with clients, agency professionals, and peers
13. Within the student/instructor relationship, it is appropriate for the student to look to the field instructor for advancement of knowledge, skills, and techniques, and in the development of self- awareness. It is the student’s responsibility to be prepared for all supervisory sessions, including submitting issues and concerns in writing prior to the meeting in order that the supervision time can be used optimally
14. The student should freely communicate his/her educational needs and interests to the field instructor. This includes talking with the field instructor about too much or not enough work, interest in learning about and being involved in other services that the agency placement offers, and any or all areas of the field learning experience
15. The student is to meet at least once-a-week with the field instructor in order to discuss his/her learning in the placement. This is to provide a forum in which s/he can discuss performance and professional growth issues, questions about the agency/institution’s procedures, and questions regarding the particular site/clientele that is served
16. The student is to communicate with the faculty liaison during the semester in order to keep him/her informed of progress in the field placement
17. The student is to take the initiative, through the usual lines of communication, to protest the abuse of any person requesting or receiving services from a given agency/institution. Similarly, s/he is to act in a manner commensurate with the professional code of ethics if individuals or groups within the community abuse the rights of people seeking services and/or assistance
18. The student is responsible for preparing clients appropriately for termination. S/he must have work assignments up to date before leaving the agency/institution and must inform the field instructor of these activities, as well as those matters that remain pending with respect to client service; and
19. The student is to complete an evaluation of his/her competence to the Director of Field Placement at the end of each year of placement (See Appendices D-2; D-4).

# **Forms for Field**

All needed documents for field education can be found in the online Intern Placement Tracking (IPT) system. This will include but is not limited to:

* Generalist Field Application
* Advanced Standing Field Application
* Generalist Learning Plans
* Specialization Learning Plans
* Student Internship Time Logs
* Student Volunteer Time Logs
* Release of Liability
* Professional Conduct Agreement
* Field Instructor Evaluations of Student
* Student Self-Evaluation
* Field Consultation Report Form (Field Liaison Form)
* Problem in Field Form

# **Intern Placement Tracking (IPT)**

The University of Memphis School of Social Work implemented Intern Placement Tracking (IPT) in order to more effectively track student placements. IPT also provides a paperless solution for tracking and archiving online field forms. The IPT database is how you will view, complete and sign forms related to field placement. The field instructor will receive an email notification each time the student completes a document in IPT, so they can access the system in order to review and sign the document.

IPT functions better with Google Chrome or Mozilla Firefox.

The website for IPT is <http://www.runipt.com>

The organization ID is: memphis (all lowercase)

Field directors are the only ones who are able to create and edit accounts and/or reset passwords as needed. Please contact your field director if you need help with IPT.