



School of Social Work
University of Memphis

Field Manual for the
Master of Social Work
Degree Program

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Overview

This manual outlines the parameters of the MSW field education 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 main Student Handbook.

Note About Interchangeable Terms

"Field", "field placement", "field practice", "field practicum", "field education", "placement", and "internship" 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" are all used to indicate the member of the social work faculty charged with overseeing the field education 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. As an accredited program, the University of Memphis School of Social Work abides by the Council on Social Work Education (CSWE) Educational Policies and Accreditation Standards (EPAS). The CSWE EPAS' competency-based approach "rests on a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, skills, and cognitive and affective processes to practice situations in a culturally responsive, purposeful, intentional, and professional manner to promote human and community well-being" (CSWE EPAS 2022, p.7). 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 education is the signature pedagogy for social work. Signature pedagogies are elements of instruction and socialization that teach future practitioners the fundamental dimensions of professional work in their discipline: to think, to perform, and to act intentionally, ethically, and with integrity. The field setting is where students apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice. It fosters a learning environment where anti-racism, diversity, equity, and inclusion are valued. Field education is designed to integrate the theoretical and conceptual contributions of the explicit curriculum in the field setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria and measures of student acquisition and demonstration of the nine social work competencies. Responding to the changing nature of the practice world and student demographics and characteristics, field education programs articulate how they maintain or enhance students' access to high-quality field practicum experiences" (CSWE EPAS 2022, p. 20).

Goals of Field Education

The overall goal of the University of Memphis' 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. 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. 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, groups, organizations, and communities
2. Establish a professional identity that is characterized by professional demeanor in behavior, appearance, and communication aligned with the National Association of Social Workers' Code of Ethics
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 and gender expression
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 clients 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 written communication; and
16. Develop skills in assessing the effectiveness of interventions with various systems.

Program Design

Course Requirements

At the University of Memphis, the MSW field practicum consists of six (6) courses: two (2) courses for the foundation/generalist level of placement and four (4) courses for the advanced/specialization level. Field courses are sequential, and MSW internships are only offered for the Fall-Spring academic year for both program levels. Students must successfully complete the following:

Courses associated with Generalist placement:

- SWRK 7051 Field Placement I
 - Offered Fall only; requires 160 internship hours
- SWRK 7052 Field Placement II
 - Offered Spring only; requires 240 internship hours

Courses associated with Specialization placement:

- SWRK 7053 Field Placement III
 - Offered Fall only; requires 250 internship hours
- SWRK 7055 Integrative Field Seminar I
 - Offered Fall only; taken concurrently with SWRK 7053
- SWRK 7054 Field Placement IV
 - Offered Spring only; requires 250 internship hours
- SWRK 7056 Integrative Field Seminar II
 - Offered Spring only; taken concurrently with SWRK 7054

Each course is intended to complement the material being learned in the classroom setting during that semester as well as in preceding terms, with each semester building on the preceding semester(s). Advanced Standing students are required to complete the 1 credit hour SWRK 7050 Advanced Standing Field Seminar in the summer before they start their specialization field placement internship. SWRK 7050 incorporates objectives and competencies from both generalist field courses (SWRK 7051, SWRK 7052) before moving on to the Specialization Field courses (SWRK 7053, SWRK 7055, SWRK 7054, and SWRK 7056).

As part of all field courses, students are required to participate in an integrative seminar class (either in-person or online), concurrent to their field placement, in which they have opportunities to process what they are learning in field placement, 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.

Generalist field students are eligible to begin field placement only after completing the majority of the SWRK 7001 Skills for Professional Practice in Social Work course. Extended study (part-time) students complete the entire SWRK 7001 course prior to beginning field, whereas full-time students phase into beginning their placements near the middle of the Fall semester. Since specialization field students have completed all foundation level courses, specialization field students begin their field placement at the start of the Fall semester (SWRK 7053/SWRK 7055).

Prior Life and Work Experience

The University of Memphis School of Social Work does not grant social work course credit for life experience or previous work experience. This policy includes not granting credit in field courses for life experience or previous work experience.

Experiential Learning Cloud and Fees for Field Courses

In order to provide a seamless experience for our students to track their field placement internships, the University of Memphis School of Social Work uses Experiential Learning Cloud (ELC, formerly Tevera). **Students pay for ELC by their nonrefundable \$30 per credit hour lab fees associated with their field placement courses.** Once a student has an ELC account, they receive lifetime access. The data housed in ELC never goes away, so students looking to verify their internship hours for licensure and/or jobs post-graduation will be able to do so independently. If a student already has an ELC account, they are still required to pay the lab fees associated with enrollment in field courses.

Academic Year Internship and Matriculation

MSW students are placed in Fall-Spring academic year internships, meaning they will start their internship in the Fall semester and continue through the Spring semester. Students in generalist field will expect to complete a minimum of 160 hours in their first semester, and 240 hours in their second semester for internship. This breaks down to approximately 14-16 hours per week in their first semester and 16-18 hours per week in their second semester. Students in specialization field will expect to complete a minimum of 250 hours in their first semester and 250 hours in their second semester of internship. This breaks down into approximately 18-20 hours per week in both semesters.

Students must successfully complete all required field hours and assignments prior to matriculating to the next sequential field course. Students who fail to meet the requirements of any field course may be asked to drop or may be administratively dropped from the next sequential course until all requirements are met from the first course. Students should note that failing to meet requirements of any field course may impact their graduation timeline and

should discuss concerns early with their respective field director and academic advisor. See subsection “Grading and Retention” for more information.

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:

- Spend a minimum of 900 clock hours working in the field: 400 hours in generalist field placement, and 500 hours in specialization field placement
- Complete time reports that document their time and activities in the field setting
- Establish a learning contract (“Learning Plan”) 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 CSWE Competencies prescribed for the respective 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 in their internship
- 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 respective field director, and should demonstrate the student’s growth as a professional; and
- Complete an evaluation of their 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:

- Spend a minimum of 500 clock hours working in the specialization field placement
- Complete time reports that document their time and activities in the field
- Establish a learning contract (“Learning Plan”) for the field internship. 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 CSWE 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
- 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 respective field director, and should demonstrate the student's growth as a professional; and

- Complete an evaluation of their performance in regard to the program competencies at the end of each semester.

Grading and Retention

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 fulfill the requirements for the MSW degree.

Students enrolled in field courses are evaluated at the end of each term. The Learning Plan competencies define the standards and behaviors by which both the field instructor and student evaluate the student's performance. Educational objectives and performance criteria are the standards by which the field instructor evaluates the student's performance. Generalist field evaluation results are combined with scores obtained by the student through participation in field seminar to determine a grade for the respective semester (SWRK 7051, SWRK 7052). Specialization field students are given separate grades for field seminar (SWRK 7055, SWRK 7056) and field placement (SWRK 7053, SWRK 7054). Specialization field evaluation results make up the majority of the student's SWRK 7053 and SWRK 7054 grade. All field grades for both the generalist and the specialization years of placement are given by the respective field director for that program level.

Withdrawal (W) or failing (receiving a grade below C-) any of the field sequence courses (SWRK 7051 and/or SWRK 7052; SWRK 7053, SWRK 7055, SWRK 7054, and/or SWRK 7056) will result in the student needing to repeat that year's sequence upon the next cycle of class offering, typically in the next academic year. Students in this situation will receive no credit for previous internship experience/hours and they may need to complete their internship in a different agency. Students will not be allowed to register or enroll in subsequent field courses until the requirements are satisfied for the prerequisite course. Students should be mindful of general retention policies for the MSW program, as noted in the MSW Student Handbook. Per MSW program retention and course repetition policies, failing field courses may result in delayed graduation or in termination from the MSW program.

Further, any student who is removed from their internship placement for behavioral and/or ethical concerns will automatically receive one letter grade less (A→B, B→C, etc.) than the points they earn in their field education class, with no exceptions to this rule. Students should understand that displacement from an internship is a serious matter and could potentially inhibit graduation from the MSW program.

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 academic advisor, 2) the student's respective field director, and 3) the MSW program director. Please see

the MSW Student Handbook for more information on Retention Committee proceedings. Retention meetings specific to field may have different outcomes than retention meetings for other classes. These outcomes may include but are not limited to: more frequent field liaison meetings to address problems specific to the field placement internship; displacement/re-placement at a different internship agency; and/or being dropped from the field course to re-take it upon the next offering. Students who are dropped from field courses to re-take the course will receive no credit for previous internship experience/hours and they may need to complete their internship in a different agency.

Additionally, while enrolled in field placement, students should be cognizant that they serve with the approval of the agency to which they are assigned. As an extension of this provision, the agency reserves the right to immediately remove from its premises any student who they believe poses an immediate threat or danger and/or violates agency policy and/or NASW Code of Ethics in any way, at any time.

A grade of "Incomplete" can be given if evaluation of the student's progress is not received by the field director by the specified date. If 2/3 (two thirds) 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 (two thirds) of the hours required for the semester but is short hours due to unforeseen circumstance (previously discussed with their field director) then the student will receive an "I" for the field course. Unless the student completes the requirements for removal of the "I" within the designated timeframe per University policy, the "I" will automatically change to an "F," regardless of whether or not the student is enrolled for the subsequent semester.

If a student receives an "I" for a field course, the student must complete the remaining hours and evaluations before matriculating to the subsequent field course(s). 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, typically one academic year later. Students in this situation may keep the hours previously accrued and start from where they left off in the next class offering.

Graduating students will be certified for graduation when all requirements are met, including the removal of all "I" grades. Per University policy, graduating students cannot have any "I" grades, else the application to graduate will be denied. All "I" grades for graduating students must be removed prior to the student applying to graduate.

Add-On Programs That May Affect Field

Graduate Certificate Programs

The University of Memphis offers several Graduate Certificate programs in fields within and 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 academic advisor 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. Students should also 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.

Some of the certificate programs available include:

- Autism Studies Graduate Certificate
- Clinical Social Work Graduate Certificate
- Disability Studies Graduate Certificate
- Philanthropy and Nonprofit Leadership Graduate Certificate
- Play Therapy Graduate Certificate
- School Social Work Graduate Certificate
- Substance Use Disorders Interprofessional Graduate Certificate

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 Instruction and Curriculum Leadership with a concentration in Special Education/Applied Behavior Analysis (MSW/MS). 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 director and their assigned academic advisor. 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.

Policies and Procedures

The student in field practice has a responsibility to perform in the same professional manner as an employed staff member and is expected to follow agency policies and abide by the rules and regulations of the agency as well as those of the 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 outside regular hours
6. Completing and submitting time reports in a timely fashion to their field instructor
7. Notifying the field instructor in advance (if possible) of unavoidable absences or tardiness; and
8. Making up time for absences and tardiness.

Time Spent in Field vs. Time Spent in Class

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. Students should register for their classes ahead of the start of the semester and be able to provide their internship agency with the days/times of their scheduled classes. Students should never miss or skip class to attend internship. 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 ensures 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) for continuity of care for clients may do so only with the agency's approval AND approval from the field director. 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 "volunteer" hours outside the field placement internship by participating in university-sponsored activities or community-based social work activities (ex. NASW's Social Work Day on the Hill, Critical Conversations, Field Agency Fair, UofM research, professional conferences, online trainings, health fairs, advocacy, crisis hotline, etc.).

Students are allowed to accrue 25 volunteer hours per semester toward these university-sponsored activities and community-based social work-based opportunities. These activities must be documented separately from their field hours and are signed off on by their respective field director upon submission of proof of completion.

Communication

Email is the official communication of the University of Memphis, and therefore will be the official means of contact used for all School of Social Work correspondence. 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 School's ability to foster ties to its students, alumni, and the larger community. Students needing to update their contact information should do so by every means necessary, both at the University level for official accounts as well as with their respective field director.

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. Students who observe certain cultural and/or religious holidays that fall outside of the University of Memphis holiday schedule must inform their Field Director and their agency field instructor prior to the holiday, if absence from field is needed. Regardless, the student remains responsible for making up these hours at some other time such that they complete the required number of hours for the placement. Students who wish to continue their internship over their holiday break(s) and/or in-between semesters must get permission from their respective Field Director as well as their agency field instructor.

NASW Membership

All students enrolled in field education must obtain and maintain a membership with NASW for the duration of their field education experience. Student memberships are approximately \$60 per year. Students must provide proof of membership to their respective field directors prior to beginning placement. MSW students who previously had a membership as a BSW student will need to call the 800-number at the bottom of the membership webpage and explain they are still a student, so a customer support representative can edit the account and give the correct membership rate.

Professional Liability Insurance

All students enrolled in field placement are responsible for procuring liability insurance, with a minimum coverage of \$1,000,000 per claim and \$5,000,000 aggregate, prior to the beginning of field placement and keeping coverage for the duration of their field education experience. Students have the option to purchase liability insurance through CPH Insurance or through Preferra, however, coverage must be "student" coverage and meet the minimum required coverage amounts described above. Coverage purchase prices vary between approximately \$15-\$40 per year. The student must provide their respective field director with a copy of the full

policy with declarations and certificate of coverage, verifying purchase of the insurance, prior to beginning placement. Students whose policy lapses while enrolled in field may not be credited internship hours accrued while the policy was lapsed—no exceptions. All students should maintain care in keeping their liability policy current and active in good standing while enrolled in social work field education.

Transportation

Students are responsible for their own transportation to and from the assigned internship agency. Students who drive must have a valid, current driver's license and automobile insurance applicable with state laws. If transportation is a problem, the student should communicate this to their respective field director. Internship placements on/near campus are extremely limited, as are hybrid/remote internship placements. All students, including those who do not drive or have regular access to a personal vehicle, are expected to make and maintain reliable transportation arrangements for the duration of their field placement. This may include the use of public transportation, rideshare services, carpooling, or other paid transportation options. Students should anticipate and plan for any associated costs and travel time when accepting a placement. Inability to secure or maintain transportation will not, in itself, be considered sufficient grounds for a change in placement, and may result in the student needing to delay their field placement internship year(s) while enrolled in the MSW program.

Due to liability concerns, students are not allowed to transport clients in their personal vehicles. Students are also not allowed to transport clients using agency-provided vehicles, as they are not covered for this activity under liability insurance.

Financial Compensation

Students may express a preference for a paid internship; however, the School of Social Work nor the respective Field Directors, cannot guarantee that any internship placement will be paid. Paid internships are very limited in availability and are highly competitive. Opportunities may be contested not only among students within the social work program, but also among students from other academic departments and, in some cases, from other universities, depending on the agency.

Further, agencies independently determine whether to offer compensation and may change previously paid internship positions to unpaid positions from year to year at their discretion. Students should be aware that accepting payment for an internship, where applicable, may involve entering into a legally binding agreement with the agency. Such agreements may include expectations that extend beyond the standard requirements of the field internship course. All arrangements related to stipends or reimbursement are strictly between the student and the agency. Neither the University of Memphis nor the School of Social Work holds any role or responsibility in negotiating, overseeing, or enforcing these agreements.

Onboarding and Onboarding Costs

Some agencies require onboarding tasks such as vaccination verification (including proof of COVID-19 vaccination), health tests (physical exam, fitness tests, TB tests, drug screening, receiving specific vaccinations, etc.), security checks (criminal background check, medical background check, etc.), trainings (CPR/AED or BLS training, etc.) and other required items. Medical placements especially can be expensive and lengthy to onboard prior to internship start. These onboarding tasks may fall on the student to pay for out of pocket. Students may be required to pay between \$300-500 for onboarding, depending on what is needed.

The School of Social Work does not pay for, nor reimburse students, these onboarding items. Some agencies may be able to reimburse students for their onboarding costs, but it needs to be discussed between the student and the agency during interview. Please discuss this with your field director for further details on placement options that do not require certain types of onboarding. Note that agencies reserve the right to change their policies surrounding their onboarding protocols at any time, without warning, and the University of Memphis School of Social Work has no control over this.

Students who cannot pass a criminal background check and/or drug screen may be limited in placement options, which can detrimentally affect the ability to complete the MSW program requirements and future ability to be licensed as a social worker. Students should disclose their criminal histories and/or ability to pass drug screenings with their respective field director prior to being sent for interview.

Disability Resources for Field Students

Students with disabilities are encouraged to notify Disability Resources for Students (DRS) for reasonable accommodations. Students must follow established university procedures for obtaining accommodations and services. Students with disabilities who are placed in field internships must note that the field directors, the MSW Program, and the School of Social Work have no control over whether DRS accommodations transfer into their internship placement. Students are strongly encouraged to discuss their learning needs with their field director prior to internship coordination and discuss their learning needs with the agency upon interview.

Professional Conduct

Students enrolled in the MSW 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:
 - a. Inappropriate behaviors and/or communications with client(s)
 - b. Forced or coerced sexual behavior with client(s)
 - c. Sexual activity with client(s) including, but not limited to, kissing, fondling, or sexual intercourse
 - d. Physical aggression, such as hitting, spanking, or slapping, directed at client(s), student(s), faculty or staff member(s)
 - e. Physical or emotional threats directed toward client(s), student(s), faculty or staff member(s)
 - f. Acceptance of gifts or money (not considered standard payment for services) from client(s). Students shall not ask for, or accept, gifts from client(s)
 - g. Illegal or unethical behavior that limits or takes away client(s)’ rights or results in financial, material, or emotional loss for client(s) or gain for the social work student; and/or
 - h. Sexual harassment of client(s)
3. Plagiarism, cheating, or any other form of academic dishonesty or disruption
4. Failure of the student to maintain a 3.0 GPA beyond one semester of academic probation
5. Failure to follow policies and rules as outlined in the MSW Student Handbook, the MSW Field Manual, or the University of Memphis Student Code of Student Rights and Responsibilities
6. Failure to comply with policies and procedures of the professional agency
7. Failure to adhere to privacy and confidentiality policies and/or laws; and/or
8. Non-attendance at the internship site

Concerns about unethical behavior will be addressed by the MSW retention committee as indicated in the Grading and Retention section of this manual and the MSW Student Handbook section on Retention.

Any student who is removed from their internship placement for behavioral and/or ethical concerns will automatically receive one letter grade less (A→B, B→C, etc.) than the points they earn in their field education class, with no exceptions to this rule. Students should understand that displacement from an internship is a serious matter and could potentially inhibit graduation from the MSW program. See the Grading and Retention section for more information.

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 a personal cell phone number or other means of personal contact information; and/or
- Refraining from giving clients access to the student's social media sites.

Title IX

Equal Opportunity is the right of all persons to enter, study and advance in academic programs on the basis of merit, ability, and potential without regard to race, color, national origin, sex, sexual orientation, genetic information, disability or status as a veteran. The University of Memphis is committed to maintaining a learning and working environment that is free from discrimination, harassment and retaliation. All members of the University community have a shared responsibility to see that Equal Opportunity and Affirmative Action procedures are considered in all academic and employment practices - admissions, grading, recruiting, hiring, transfers, promotions, compensation, discipline, benefits and other terms, conditions, benefits and privileges associated with academia or employment. All members of the University community should be familiar with the University's policies on discrimination and harassment and sexual misconduct.

Universal Safety Precautions

Social workers should routinely practice universal safety precautions in their work. Violence can and does occur in every economic, social, gender, and racial group. To avoid stereotyping particular groups of people and to promote safety, social workers should practice safety assessment and risk reduction with all clients and in all settings. A thorough understanding of the risk factors (individual/ clinical, environmental, and historical) associated with elevated risk for violence can inform safety assessments. Social workers should also be aware of the potential that their personal information on the Internet, particularly social networking sites, can be accessed by anyone. Universal safety precautions also include the establishment of safety plans as a matter of routine planning. The adoption of universal safety precautions should not preclude agencies from establishing particular safety precautions when social workers are asked to perform dangerous tasks. In those situations, agencies should establish specific policies (for example, law enforcement accompanies social workers when involuntarily removing a child from parents or an incapacitated adult from a home) to reduce the risk of harm to social workers. (Taken from NASW's *Guidelines for Social Worker Safety in the*

Workplace, 2013).

At minimum, student interns should inquire, both upon initial interview and when onboarding with an internship placement, about the internship agency's safety protocol and procedures for various safety concerns. Additional safety procedures for University of Memphis students while on campus can be found online with the [University of Memphis Police Services website](#). Students should always be aware of their surroundings; be alert to suspicious people and vehicles; avoid situations you perceive as dangerous; report threats, aggressive behavior, or safety breaches to your field instructor and/or field director; and have an exit strategy for every building/room you enter. Students should ensure their Experiential Learning Center (ELC) account has their mobile phone number and emergency contact information updated regularly for quick access by the Field Education Team.

Generative AI in Field Internship

Generative artificial intelligence (AI) tools, including large language models, chatbots, writing assistants, transcription and note-summarization software, and other automated content-generation platforms, are increasingly present in social work practice settings. Students should be mindful to protect client welfare and confidentiality, ensure compliance with legal and regulatory standards, as well as uphold the values and ethical standards of the profession while enrolled in the MSW program. While enrolled in field placement internship, the field placement agency's policies and procedures always govern first. Before using any generative AI tool in connection with agency work, including drafting case notes, correspondence, assessments, treatment plans, psychoeducational materials, or any other work product, students must:

- Ask their field instructor or agency supervisor, in writing, whether the agency has an existing policy on the use of generative AI or similar automated tools.
- Follow the agency's policy exactly as written, even where it is more restrictive than this MSW program policy.
- Document (e.g., in supervision notes or a placement log) that this conversation occurred, including the date and the supervisor's response.
- Bring the question back to their Field Liaison or Field Education office if the agency's answer is unclear or if no one at the agency is able to confirm a policy.

If the agency has no specific written or verbally confirmed policy, students must default to general AI literacy standards and safeguards. Silence or uncertainty at the agency is never grounds to assume AI use is permitted. When in doubt, students should not use the tool and should consult their Field Liaison or Field Director. General-purpose consumer AI products (free or paid personal accounts for tools such as public chatbots or browser-based assistants) are not HIPAA-compliant by default and must not be used with confidential/protected health information (PHI) unless the agency has a specific, verified enterprise agreement in place. Confidential/PHI includes but is not limited to: Client names, dates of birth, addresses, or other direct identifiers; Case details, quotes, diagnoses, treatment history, or any information that could reasonably identify a client, even if names are removed (e.g., a highly specific combination of age, diagnosis, and circumstance); Photos, audio, video, or documents containing client information; and Information about a client's family members, household, or other identifiable third parties.

Additionally, Generative AI systems require substantial computing infrastructure, which consumes significant electricity and water for data center operation and cooling, and contributes to greenhouse gas emissions and electronic waste. These environmental costs are not evenly distributed: data centers and the extraction of the minerals used to build them disproportionately affect low-income communities and communities of color, both domestically and globally. CSWE's 2022 EPAS Competency 2, Advance Human Rights and Social, Racial, Economic, and Environmental Justice, calls on social workers to understand how structural conditions, including environmental harm, affect the populations they serve and to act to advance environmental justice. Before using AI, students should:

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

Selection of the Practicum Agency and Supervision Requirements

Important Notes for Students Before Beginning

1. The School of Social Work cannot guarantee evening or weekend field placements. Students must have availability to complete their internship placement during normal business hours on weekdays.
2. Students should NOT contact agencies to solicit internship spots on their own (other than employment) prior to meeting with their respective field director for field coordination.
3. Assignment to placement remains solely the province of the student's respective field director. In some instances, students may need to be placed in an internship setting that does not align with their intended career goals (macro placement vs. clinical placement).

Steps to MSW Placement for Students

First, students are required to complete a field application for their respective program level. For full-time regular and full-time Advanced Standing students, this is typically done upon acceptance into the MSW program. For part-time regular and part-time Advanced Standing students, this is typically done the semester before the internship begins. Students access the field application via Qualtrics survey sent from their respective field director.

Once the field application is completed, the student will make an appointment to meet with

their respective field director for field orientation at the respective program level, discussing their application, and indicating any specific skills, post-MSW career goals, and learning needs the student may have. This meeting can take place via phone, videoconference, or in-person at the convenience of the student and field director. Depending on student location, at the conclusion of the meeting, the field director will either send a coordination email (warm handoff to agency) for the student to reach out for an interview OR the field director will grant the student permission to contact agencies in the student's local area (when located outside the Memphis, TN or Jackson, TN area) using the "Global Field Protocol". More information on the "Global Field Protocol" can be found in a subsequent section of this manual.

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 their application to the MSW program and information shared in classes, if applicable). Specialization students have more say in where they are assigned based on previous internship experience and post-MSW career goals, however, the program does not guarantee that the student's assignment will match those preferences. At all program levels, assignment to placement is solely the province of the program's field director.

For students who are sent a coordination email upon meeting with their field director, the student has two business days after the field director sends the email to reach out to the agency representative indicated to schedule their interview. Interviews should be scheduled within two weeks of the coordination email. Upon conclusion of the interview, students should reach back out to their field director and include their Student Response to Interview form. The agency contact is also requested to send their Agency Response to Interview form back to the field director (though a regular email to the field director with the information requested in the form is sufficient). 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).

If the agency offers the student an internship spot and the student accepts, the field coordination process is considered complete. All necessary documents for legal purposes (clinical affiliation agreement with agency) and accreditation and supervision requirements (field instructor vetting and training, group supervision placement as needed), as well as any student onboarding with the agency should be completed prior to the student starting their internship. 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; see sections on NASW Membership and Professional Liability Insurance in this handbook) and provide documentation of such coverage to their respective field director prior to internship starting.

If the agency and/or the student decline an internship spot after interview, the student will meet back with their field director for follow-up, feedback, and additional field coordination efforts until a successful match is made.

In the interest of assuring a well-rounded social work education, students are not allowed to do their specialization placement in the same position in which they did their generalist placement. Students typically are placed at a separate agency for their generalist vs. specialization placement; however, the School of Social Work may make exceptions in instances where the student and the agency both can ensure the student has separate experiences for generalist vs. specialization internships that meet the competency requirements for each respective program level's learning plan.

Supervision in Field

Field settings are selected based upon their ability to offer students experience in providing social work services and who have adequate supervision for the specific activities in which they are engaged in the respective year of placement. For both levels of placement, agency 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 learning plan for the respective year of placement.

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 plan, performance evaluations, and signing off on time logs) necessary to substantiate the field education process.

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 our accrediting body, CSWE, all master's students must receive field supervision from an individual who holds a master's degree in social work from a CSWE-accredited program and who has at least two years of post-master's social work degree practice experience in social work (CSWE EPAS 2022, p. 22). Agencies selected to serve as placement sites are expected to promote the educational aspect of this process by allowing the agency staff member designated to serve as the field instructor sufficient time to:

- a. Hold regular weekly conferences with each student; minimum of 1 hour per week
- b. Be available in emergency situations
- c. Have conferences with the faculty liaison at least once per semester to evaluate

- student learning congruent with the student's learning plan
- d. Attend field instructor training annually and any subsequent meetings or trainings sponsored by the School of Social Work related to field education; and
 - e. Prepare evaluations of the student's work toward the end of each semester based on the student's learning plan.

All field instructors complete the Field Instructor Information Form via Qualtrics survey to collect educational and work background information, indicate previous field supervision experience, and collect an up-to-date résumé or CV for the School of Social Work to hold on file.

In 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, a staff member at the agency can serve as the field instructor to provide direct task instruction to the student, hold weekly conferences with student interns, be present at the faculty liaison meetings each semester, and prepare evaluations of the student based on the learning plan. This person will still go through the same vetting and training process as other field instructors. However, the student placed at the agency will be placed in group supervision with a social work faculty member who does meet the CSWE requirements for supervision. Students in group supervision are mandated to meet with their group supervisor for a minimum of 4 hours per month, typically once per week for one hour or every other week for two hours.

Agency Space for Student Use

For the student, the agency should provide a suitable workspace. This generally should include a desk and chair, telephone (when applicable), computer, standard office supplies, and access to clerical services/equipment, but the School of Social Work recognizes that work environments vary from one agency to another. Agency partners reserve the right to require students to use their own personal technology devices (smartphones, laptop/tablet) at the agency. In all cases, students should be granted access to a private space to meet with clients when conducting services that require confidentiality.

Appropriate Agency Partners

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 services to individuals, families, groups, organizations, and/or communities
5. Clients from the agency must be sufficiently diverse in terms of gender, race, ethnicity, age, culture, religion, sexual orientation and identity, and socioeconomic status 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 an MSW degree from a CSWE-accredited institution, but also can include diverse learning opportunities under the supervision of various staff members OR allow the student to attend their mandatory group supervision if no qualified social worker is on staff at the agency
 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. For those students using employment-based internships, the field placement must be, and remain, the primary learning focus of the employment-based internship.
 8. The agency/institution must provide facilities for the students' use (e.g., office space, office equipment, etc.)
 9. 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
 10. Membership in a national standard-setting body appropriate to its function or licensing by the state is desirable but not required.
 11. 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 competencies outlined in the 2022 CSWE EPAS and the breakout learning behaviors indicated in the student's respective learning plan.

Impact of Criminal Background on Internship and Beyond

Part of the student field application includes disclosing all information related to past criminal background and any pending criminal court proceedings that may show up on a background check. Given various laws about working with children and vulnerable populations, students with felony convictions or other criminal histories are limited in placement options. The School of Social Work does not run background checks on its students upon application or acceptance. However, we do have agency partners who do require background checks on its prospective student interns, and some agency settings have policies that prevent people with

specific, or time-bound limits on criminal history. In order to have a successful internship experience, students are required to disclose any criminal background history to their respective field director prior to being sent for interview with agencies. Students should note, background checks are often the financial responsibility of the student; please refer to the section on “Onboarding and Onboarding Costs”.

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 from jurisdiction with disposition indicated. The board will review and consider each application on a case-by-case basis.

Students who seek licensure in a state other than Tennessee after graduation should check with their respective state’s licensure board to determine how past criminal background could impact licensure approval.

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). 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 their 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.

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. Students may also obtain employment at their place of internship; in which case a Request to Use Employment as Field form needs to be filled out as soon as employment is offered. Approval of requests by the respective field director is required before the start of the practicum. Specific policies for using employment-based internship include, but are not limited to:

- Student completes the Request to Use Employment as Field application and returns it, with live/ink signatures to their respective field director as soon as possible prior to the start of the term in which they begin internship. Typically, this is at least one semester prior to the internship start.
- The employment agency must meet all requirements for service as a placement site (including, in the case of concentration year if that agency is suitable for the competencies specific to advanced practice). If a clinical affiliation agreement is not established prior to the start of the student's semester in which they require a field placement internship, for legal reasons, the student may NOT count hours until the

clinical affiliation is in place and fully executed, regardless of whether the Request to Use Employment as Field application has been signed/approved by the field director. It is possible that the student's employment agency will not approve the clinical affiliation agreement. In this case, the student must abandon their plans to use their employment and be placed elsewhere at the discretion of their respective field director.

- Students are allowed to use their job as a field placement internship but can only do so for one of their placement experiences while enrolled in the field education program, including Advanced Standing students who used their employment as an undergraduate social work student at the University of Memphis. This policy does not apply if the student matriculates to a new role within that agency or moves to a new employment agency.
- Student field assignments and employment tasks can overlap but must have clear links to the nine CSWE competencies and their respective learning behaviors described in the student's learning plan for their respective program level. The field placement must be, and remain, the primary learning focus of the employment-based internship.
- Students must have a documented plan for if the student becomes unemployed (whether voluntarily or involuntarily) while using their employment-based internship as part of their Request application. Students should note that termination from employment while using it as their internship may delay graduation if a new placement is not secured and field placement requirements are not met.
- The field instructor at the employment site must meet the usual requirements of field instruction. This means someone who holds a CSWE-accredited MSW degree with at least 2 years of full-time equivalent post-graduate experience in the field of social work. Except in rural areas, if no person at the agency meets the requirements of a field instructor by CSWE standards, then the student will not be allowed to use their employment as their field experience.
 - The field instructor and employment supervisor of a student may be the same person. In such cases, supervision time for field education learning must be separate from supervision time for employment.
- Assignment to placement remains solely the province of the field director. Approval is NOT guaranteed.
- If approved, student must complete required employment-based field orientation prior to starting their employment-based internship.

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 Field Director

The Director of Field Placement is responsible to the MSW Program Director, 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 appropriate 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 and obtaining necessary legal documentation for clinical affiliation purposes
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 their 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 their 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 they serve as faculty liaison and document visit via the Faculty Liaison

Consult Form

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
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 their 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 good field experiences 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, where applicable and appropriate
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 their role as educator, the field instructor will execute the following responsibilities:

1. Provide the School of Social Work with information regarding their academic background and a current resume relative to acting as an instructor for social work students
2. Familiarize themselves 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 their 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 from 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 them prepare adequately for their field practice. This orientation includes, but is not limited to:
 - a. Policies and procedures of the agency/institution
 - b. Composition of the community and the clientele served
 - c. The role of the agency/institution in the community; its relation to the community resources most often used
 - d. Societal factors that may impact the clientele of the agency/institution
 - e. Content regarding cultural diversity and discrimination that may affect the agency/institution's clientele
 - f. Responsibilities of the student to the client, as well as to the agency/institution

- g. Mutual roles of the field instructor and the student in the field setting
 - h. The practical models most frequently employed for direct practice and measures used for evaluation of practice; and
 - i. 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 their 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, they have 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).

Appendices

Appendix I: Learning Plan for Generalist Year

CSWE 2022 EPAS Competency	UofM Breakout Competency for Learning Plan	Abbreviation
Professional Conduct: Demonstrate Ethical and Professional Behavior	Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context	PC-G1
	Use reflection and self-regulation to manage personal values and maintain professionalism in practice settings	PC-G2
	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication	PC-G3
	Use technology ethically and appropriately to facilitate practice outcomes	PC-G4
	Use supervision and consultation to guide professional judgment and behavior	PC-G5
Social & Economic Justice: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	Demonstrate the ability to apply an understanding of social, racial, economic, and environmental justice to advocate for human rights at the individual, family, group, organizational, and community system levels	SEJ-G1
	Engage in practices that advance social, racial, economic, and environmental justice	SEJ-G2
Diversity: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	Demonstrate an ability to apply and communicate understanding of how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion	DIV-G1
	Present as a learner and engage clients and constituencies as experts of their own lived experiences	DIV-G2
	Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies	DIV-G3
Research: Engage in Research-Informed Practice and Practice-Informed Research	Use research to inform practice decision making and articulate how practice experience informs research and evaluation decisions	RSCH-G1
	Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work	RSCH-G2

	Demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and interpret data derived from these methods to inform and improve practice	RSCH-G3
Policy: Engage in Policy Practice	Identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services	PLCY-G1
	Demonstrate the ability to use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services	PLCY-G2
	Demonstrate the ability to apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice	PLCY-G3
Engage: Engage with Individuals, Families, Groups, Organizations, and Communities	Demonstrate the ability to apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies	ENGG-G1
	Demonstrate the ability to use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies	ENGG-G2
Assess: Assess Individuals, Families, Groups, Organizations, and Communities	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	ASSS-G1
	Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies	ASSS-G2
	Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan	ASSS-G3
	Select appropriate intervention strategies based on the assessment, research knowledge, values, and preferences of clients and constituencies	ASSS-G4
Intervene: Intervene with Individuals, Families, Groups, Organizations, and Communities	Critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals	ITVN-G1
	Critically evaluate and apply knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities	ITVN-G2

	Understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks in relation to interventions with individuals, families, groups, organizations, and communities	ITVN-G3
	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	ITVN-G4
	Facilitate effective transitions and endings that advance mutually agreed-on goals	ITVN-G5
Evaluate: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Demonstrate the ability to select and use culturally responsive methods for evaluation of outcomes	EVLG-G1
	Understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks in relation to the evaluation of intervention outcomes	EVLG-G2
	Critically analyze, monitor, and evaluate intervention and program processes and outcomes	EVLG-G3
	Apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities at the micro, mezzo, and macro levels	EVLG-G4

Appendix II: Learning Plan for Specialization Year

CSWE 2022 EPAS Competency	UofM Breakout Competency for Learning Plan	Abbreviation
Professional Conduct: Demonstrate Ethical and Professional Behavior	Use critical analysis and take leadership in resolving complex ethical situations	PC-S1
	Model professional judgment, behavior, and values for professionals and para-professionals with clients and/or situations across systems	PC-S2
Social & Economic Justice: Advance human rights and social and economic justice.	Critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all	SEJ-S1
	Use diplomacy, advocacy, research, and collaboration to further human rights and social, racial, economic, and environmental justice across systems	SEJ-S2
Diversity: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	Take leadership in eliminating oppression, poverty, marginalization, alienation, and privilege in practice settings	DIV-S1
	Analyze the effects of intersectionality on multiple factors impacting clients and systems	DIV-S2
Research: Engage in Research-Informed Practice and Practice-Informed Research	Apply knowledge of quantitative and qualitative techniques to evaluate practice across systems	RSCH-S1
	Apply research findings to inform and improve practice, policy, and programs	RSCH-S2
Policy: Engage in Policy Practice	Apply knowledge to influence policy formulation, analysis, implementation, and evaluation within practice settings with individuals, families, groups, organizations, and communities	PLCY-S1
	Develop expertise in policies impacting clients and systems at local, state, and federal levels and identify strategies for keeping policy knowledge current	PLCY-S2
Engage: Engage with Individuals, Families, Groups, Organizations, and Communities	Understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities	ENGG-S1
	Use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate	ENGG-S2

Assess: Assess Individuals, Families, Groups, Organizations, and Communities	Apply knowledge utilizing appropriate assessment tools (Census Bureau, Poverty Fact Sheets, DSM) from micro-to-macro level across systems as indicated for clients or situations	ASSS-S1
	Assess client/system/organizational readiness for change and modify intervention strategies based on continued assessment	ASSS-S2
Intervene: Intervene with Individuals, Families, Groups, Organizations, and Communities	Apply advanced knowledge of multiple interventions across various system levels (integrated, wraparound)	ITVN-S1
	Apply advanced knowledge of integrative and wrap-around approaches to work with children, youth, adults, families, and communities.	ITVN-S2
	Apply advanced knowledge of change techniques across settings (individual, community and/or organizational)	ITVN-S3
Evaluate: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Use evaluation processes to develop best practices interventions and contribute to the knowledge base across systems	EVLTS1
	Understand and evaluate resource management (economic conditions and/or funding sources and/or funding development) in practice settings across systems	EVLTS2

Appendix III: Request to Use Employment as Field

SECTION 1: CONTACT INFORMATION

- Student Full Name _____ Email Address _____
- Student U-Number (U00123456) _____
- UofM Field Director (from page 5) _____

SECTION 2: FIELD PLACEMENT/EMPLOYMENT INFORMATION

- Employment Agency _____
- Department/Program _____
- Agency's full address (incl. city, state, zip) _____
- Employment Supervisor's Full Name _____ Job Title _____
- Employment Supervisor's email address _____ Phone _____
- Student's proposed Field Instructor (FI) the same person as Employment Supervisor? Yes/No
- Proposed FI's social work degree & work experience. Circle one: **BSW+5yrs or MSW+2yrs**
- Proposed FI's Full Name _____ Job Title _____
- Proposed FI's email address _____ Phone _____

SECTION 3: SCHEDULING

Please indicate hours/days that the student will remain at the agency as an intern, and what days/times the student will be fulfilling their employment responsibilities. Overlap is allowed in scheduling as long as there are clear connections between the CSWE Competencies and the employment tasks during the logged work time.

AS AN INTERN	Fall	Spring	Summer (available for BA students only)	AS AN EMPLOYEE	
Monday				Monday	
Tuesday				Tuesday	
Wednesday				Wednesday	
Thursday				Thursday	
Friday				Friday	
Saturday				Saturday	
Sunday				Sunday	

SECTION 4: TASKS/RESPONSIBILITIES

Student's Employment Tasks/Responsibilities (specify client population, practice methods, interventions, etc.):

Student's Internship Tasks/Responsibilities (specify differences between employment and internship tasks, if/where applicable) in order to meet the CSWE competencies that cannot be achieved with regular employment tasks.

SECTION 5: CONTINGENCY PLAN

Please indicate your contingency plan should you be released from your employment (either voluntarily or involuntarily) during the internship experience. Students should understand that a disrupted internship placement can have the potential to delay on-time graduation. *Always inform your field director immediately of any interruption in employment-based internship.*

SECTION 6: COMPETENCIES

Please briefly indicate how you intend to meet all CSWE competencies for field education using your employment. Note, this is NOT a learning plan. Students must break their competencies out according to their program level on the official learning plan document upon start of internship.

CSWE COMPETENCY	PROPOSED TASK(S) THAT CAN MEET THIS COMPETENCY
Demonstrate Ethical and Professional Behavior	
Advance Human Rights and Social, Racial, Economic, and Environmental Justice	
Engage in Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	
Engage in Practice-Informed Research and Research-Informed Practice	
Engage in Policy Practice	
Engage with Individuals, Families, Groups, Organizations, and Communities	
Assess Individuals, Families, Groups, Organizations, and Communities	
Intervene with Individuals, Families, Groups, Organizations, and Communities	
Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	

SECTION 7: SIGNATURES

STUDENT: By signing this form, you agree to the policies put forth by the School of Social Work for students using their employment as their field placement internship.

PHYSICAL (ink or drawn) signatures only. Typed signatures are NOT accepted.

Student Signature

Date Signed

SUPERVISORS AND FIELD INSTRUCTORS: By signing this form, you acknowledge you have read and reviewed the Request to Use Employment as Field application IN FULL and approve of it at your agency for this student. If a new clinical affiliation agreement is needed, the field director will be in touch after reviewing this application from the student. Your signature on this form is not a substitution for a fully executed clinical affiliation agreement between the University and your agency.

PHYSICAL (ink or drawn) signatures only. Typed signatures are NOT accepted.

Current Employment Supervisor's Signature

Date Signed

Student's Proposed Field Instructor's Signature

Date Signed

(if same as employment supervisor, must sign twice)

Student, please return this form scanned via email to your respective field director:

2 nd year/Adv. Standing MSW: Prof. Maggie Landry malandry@memphis.edu	1 st year MSW: Prof. Cherry Malone ccmalone@memphis.edu	BA/Undergraduate: Prof. Danielle Seemann dswatson@memphis.edu
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Do not write below this line. For UofM Field Team Use Only

Is new CAA required? YES / NO

Request Decision: APPROVED / DENIED

Comments/Notes:

Field Director Signature

Date Signed

Field Director – provide finalized copy to student and put original in student's physical field file.

Appendix IV: Protocol for Global Students

STUDENT RESPONSIBILITIES:

1. Student must meet with their respective field director as soon as possible upon official acceptance to discuss field placement and steps to finding an internship spot in your respective area. This may include completing a Field Application and a phone call or Zoom meeting with their field director. **STUDENTS ARE NOT ALLOWED TO CONTACT AGENCIES BEFORE THEY MEET WITH THEIR FIELD DIRECTOR.**
2. Student should have a list of social service agencies in their local area that are of interest and submit those 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.
 - Field director will notify the student if there are any current clinical affiliations with agencies in the student's area. If those are of interest to the student, then the FIELD DIRECTOR will contact that agency and send a coordination email with contact information for setting up an interview.
3. Students will request interview(s) with that/those agencies **AFTER MEETING WITH THEIR FIELD DIRECTOR.**
 - See template email on page 3 of this document.
4. After interview, student will notify their field director of acceptance with an agency, AND send contact information for:
 - Prospective field instructor (person who signs off on time logs, evaluations, and supervises them at the agency).
 - BA students: Field instructors need a BSW degree with 5+ years' experience (or an MSW with 2+ years' experience).
 - MSW students: Field instructors need an MSW with 2+ years' experience.
 - Legal department/HR representative for the agency (to send the legal paperwork to).
5. If student interviewed with multiple agencies prior to being accepted (or were accepted to multiple agencies after interviewing), student is responsible for notifying each of those agencies AND their field director. This can look like (but does not have to be identical to):
 - "Yes, I accept your offer for internship with _____. Please let me know what needs to be done for onboarding and/or training prior to the start of the semester. If the agency does not have a current clinical affiliation agreement with the University of Memphis, my field director will be in communication with you soon."
 - "Thank you for offering to host me as an intern with _____. However, I have accepted another offer with a different agency. I appreciate your time, and hope to keep in touch."

FIELD DIRECTOR RESPONSIBILITIES:

1. If there are active clinical affiliations with agencies in the student's area, field director will send coordination email for student to set up an interview. If there are no active clinical affiliations, or student is not interested in the agency/agencies the University has affiliations with, student will proceed to "Student Responsibilities, Step 3" (above).
2. After student has been accepted at an agency, if the University of Memphis does not have a current clinical affiliation agreement with the agency, field director will contact that agency per the contact information sent by the student.
3. Agency contact(s) must participate in a Potential Agency Meeting with the field director (or Field Team) to begin the vetting process.
4. Agency contact will fill out the Qualtrics form in order to get a clinical affiliation started. Once the form is complete, field director will have admin create a blank CAA to send to agency.
5. Field Director will send Agency contact in legal/HR the Clinical Affiliation Agreement (formerly known as Memorandum of Understanding).
 - a. Clinical Affiliation Agreement must be signed by appropriate Agency parties and returned promptly for completion by the UofM Procurement Office.
 - b. Once Clinical Affiliation Agreement is approved by the UofM Procurement Office, Field Director will set up an account in Experiential Learning Cloud for the Agency.
6. Field Director will send potential field instructor(s) forms to fill out as well.
 - a. Field instructor must complete and return the forms promptly in order for the Field Director to set up an account in Experiential Learning Cloud tied to the Agency.

*If the student is currently employed by a social service agency, student is strongly encouraged to fill out an Employment as Field request form and notify their Field Director. Employer still must go through the vetting process if they are not currently in the Experiential Learning Cloud 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).

Field Directors:

- Undergraduate Field Director: Prof. Danielle Seemann dswatson@memphis.edu
- MSW Field Director (1st year MSW students): Prof. Cherry Malone ccmalone@memphis.edu
- Asst. MSW Field Director (2nd year/Adv. Stg. MSW students): Prof. Maggie Landry* malandry@memphis.edu
 - *Prof. Landry will be on PDA from July 1, 2026-January 1, 2027. During this time:
 - Advanced Standing MSW students, report to Prof. Seemann
 - Non-Advanced Standing 2nd year MSW students, report to Prof. Malone