



Field Manual for the Master of Social Work Degree Program 2019-20

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

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Field Manual

Master of Social Work Program

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FIELD MANUAL

MASTER OF SOCIAL WORK PROGRAM

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

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

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

Note: Throughout this document, several terms may be used interchangeably. At various times, the terms:

- “Field”, “field placement”, “field practice”, “field practicum”, “placement”, “practicum”, and “internship” all are used to communicate that part of the curriculum in which MSW students are engaged as social work interns in agencies in the community;
- “Director of Field Placement”, “Director of Graduate Field Placement”, “MSW Director of Field Placement”, “field director”, and “MSW field director” all are used to indicate that member of the social work faculty charged with overseeing the field component of the MSW curriculum.

MISSION STATEMENTS

Mission Statement of the University of Memphis:

The University of Memphis is a learner-centered metropolitan research university providing high quality educational experiences while pursuing new knowledge through research, artistic expression, and interdisciplinary and engaged scholarship. A doctoral degree-granting urban research university, The University of Memphis is committed to excellence in undergraduate, graduate, and professional education; in the discovery and dissemination of knowledge; in service to the metropolitan community, the state, and the nation; and in preparation of a diverse student population for successful careers and meaningful participation in a global society. The University of Memphis remains committed to the education of a non-racially identifiable student body and promotes diversity and access without regard to race, gender, religion, national origin, age, disability, or veteran status.

Mission Statement of the College of Arts and Sciences:

The School of Social Work at the University of Memphis is housed in the School of Urban Affairs and Public Policy, which is part of the College of Arts and Sciences. The College of Arts and Sciences is the largest college in the University of Memphis, comprising 24 academic units, the ROTC, and multiple research centers, including two Centers of Excellence. Providing over a quarter-million credit hours of instruction annually, the College of Arts and Sciences offers a comprehensive liberal arts curriculum to equip its students in pursuing rich personal and professional lives. It is dedicated to providing educational opportunities that broaden student knowledge within the major areas of human study, in-depth understanding of at least one area of inquiry, and the skills and abilities necessary for a lifetime of learning, career success, and participatory citizenship. The College provides quality undergraduate and graduate education by training students to think critically about their course of study, themselves, and the world around them. Through programs of basic and applied research, the College's faculty and students increase knowledge and address the complex issues, local and global, facing all citizens.

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

The School of Urban Affairs and Public Policy's (SUAPP) academic programs and research centers prepare individuals to assume community leadership roles, provide assistance with issues confronting communities, and emphasize community-oriented, multidisciplinary research within a global perspective. SUAPP at the University of Memphis links existing units within the College of Arts and Sciences to create alliances that focus on urban and regional problems and creates an interdisciplinary body of knowledge. SUAPP contains four academic units (Criminology and Criminal Justice, City and Regional Planning, Public Administration, and Social Work) and offers a wide range of graduate and undergraduate degree programs for both full-time and part-time students. Through engaged scholarship, place-based initiatives, and research units, both faculty and students provide research, outreach, and service activities to our local and regional community. The major focus areas that comprise SUAPP are community-based action research and civic engagement and leadership.

Mission Statement of the School of Social Work:

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

Commitment to Diversity and Social Justice:

A primary focus of the Master of Social Work program is to enhance human wellbeing and help to meet the basic human needs of all people, with attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. This mission is consistent with the values of the social work profession in that all aspects of the program are committed to enhancing service to vulnerable populations while promoting social justice. The program 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.

Mission Statement of the Master of Social Work Program:

The mission of the Master of Social Work program is to educate advanced professional social workers for practice with at-risk populations. The Master of Social Work program is dedicated to (a) educating social workers with knowledge, values, and skills for evidence-based practice, (b) advancing the knowledge base of the social work profession and (c) providing regional leadership in the development and implementation of policies, programs, and services for at-risk populations.

PURPOSE / GOALS

Purpose of the Social Work Profession:

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

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

1. To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice;
2. To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress;
3. To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities;
4. To pursue policies, services, and resources through advocacy and social or political actions that promote social and economic justice;
5. To develop and use research, knowledge, and skills that advance social work practice; and
6. To develop and apply practice in the context of diverse cultures.

Purpose of Social Work Education:

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

Purpose of Field Education:

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

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

Goals of the Master of Social Work Program:

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

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

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

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

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

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

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

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

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

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

Goals of the Field Practicum:

The field practicum is rooted in the understanding that social work practitioners require knowledge and skills that enable them to assess and intervene in ways that are ethical and effective in helping transform systems that fail to sustain or promote the well-being of clients. Field education students are expected to

apply the professional foundation in ways that demonstrate an understanding of social work values and ethics and their implications. In linking field to their classroom courses, students are expected to:

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

PROGRAM DESCRIPTION

Overview of MSW Curriculum:

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

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

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

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

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

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

Generalist Curriculum:

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

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

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

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

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

Specialization Curriculum

The MSW program at the University of Memphis offers two specializations: 1) *Advanced Practice with Children and Families* and 2) *Advanced Practice with Adults and Families*. The goal of the specializations is to advance the generalist content in a manner that prepares students to utilize evidence-based, ethically-informed social work practices to help either children/youth or adults and families promote, restore, and maintain social functioning. The knowledge, skills, and competencies acquired by students in the specializations are designed to produce advanced social work practitioners who have the skills for ethically-informed social work practice including advanced assessment, relationship building/enhancement, application of goal-oriented and evidence-based interventions, evaluation of practice, and lifelong professional development.

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

Advanced Practice with Children, Youth, and Families

- 7016 Adv. Individual Child/Youth (3)
- 7032 Adv. Community Child/Youth (3)
- 7025 Research Methods (3)
- 7026 Evaluative Research (3)
- 7053 Field Placement III (3)
- 7054 Field Placement IV (3)
- 7055 Integrative Field Seminar I (3)
- 7056 Integrative Field Seminar II (3)
- Two Electives (3 credits each for a total of 6 credits)

Advanced Practice with Adults and Families

- 7018 Adv. Individual Adults (3)
- 7033 Adv. Community Adults (3)
- 7025 Research Methods (3)
- 7026 Evaluative Research (3)
- 7053 Field Placement III (3)
- 7054 Field Placement IV (3)
- 7055 Integrative Field Seminar I (3)
- 7056 Integrative Field Seminar II (3)

- Two Electives (3 credits each for a total of 6 credits)

Electives

The following electives are approved for the Master of Social Work program. Students seeking to take courses which do not appear on this list should seek approval from their advisor and the coordinator of the MSW program. Electives offered in social work will be taken in the foundation and specialization years. Electives in other departments may be taken as well.

Electives Offered in Social Work:

SWRK 6060: Social Work Integrated Health

SWRK 6061: Substance Abuse Treatment

SWRK 6934: Child Welfare Policy/Services

SWRK 6935: Child Welfare II

SWRK 6937: School Social Work

SWRK 7006: Dual Diagnosis

SWRK 7010: Violence and the Family

SWRK 7011: Mental Health and Disabilities

SWRK 7013: Treatment of Trauma

SWRK 7014: Brief Interventions

SWRK 7031: Rural and Urban Poverty

SWRK 7060 – SWRK 7065: Special Topics

SWRK 7070: Independent Study

SWRK 7996: Thesis

Electives Offered in Other Departments:

The School reviewed the University of Memphis Graduate Catalog and has noted that the following courses may be of interest to social work students seeking to fill elective requirements. The decision of whether or not to offer these courses in a given semester is made in the academic unit in which the course is housed. The School of Social Work has no control over whether or not these courses are offered. Academic units outside of social work may offer other courses aside from the ones on this list that are pertinent to social work. Students wishing to take courses not on this list should seek prior approval from their academic adviser and the MSW program coordinator.

ANTH 6551: Culture/Sex/Childbirth

ANTH 7075: Methods in Anthropology

ANTH 7255: Applied Anthropology & Development
CJUS 7460: Race, Ethnicity, Gender and Criminal Justice
CJUS 7542: Victimology: Causation, Prevention, and Intervention
COMM 7014: Public Health Communication
COUN 6913: Medical and Psychosocial Aspects of Rehabilitation
COUN 6901: Principles and Techniques of Rehabilitation Counseling
COUN 7723: Human Sexuality
COUN 7751: Gender Issues in Counseling
COUN 7752: Counseling GLBT
EDPR 7581: Behavior Analysis/Case Design
EDPR 8561: Qualitative Methods in Education
PADM 7602: Public Budgeting and Finance Administration
PADM 7603: Public and Nonprofit Contracts
PADM 7605: Human Resources Administration
PADM 7641: Theory and Practice of Non-Profit Administration
PADM 7642: Resource Development in Non-Profit Organizations
PADM 7643: Nonprofit Administration & Philanthropy
PADM 7663: Issues in Public Policy & Mgmt
PLAN 7000: Intro to Planning
PLAN 7002: Principles & Theory
PLAN 7204: Urban Revitalization Planning
PLAN 7206: Housing
PUBH 7130: Social Determinants of Health
PUBH 7131: Social and Behavioral Policy Development
PUBH 7161: Adv Psychosocial Theory Health
PUBH 7333: Addictive Behaviors
PUBH 7334: Community Based Participatory Research Methods
PUBH 7338: Critical Issues in Global Health
PUBH 7340: Behavioral Intervention Develop
SOCI 7410: Sociology of Gender
SOCI 7421: Racial and Social Inequality
SPED 7514: Intro to ABA

SPED 7516: Advanced ABA

SPED 7517: Functional Behavioral Analysis

WMST 7320: Women & Multi-Cultural Experience

Graduate Certificate Programs

The University of Memphis offers several Graduate Certificate programs in fields related to social work. Students who are interested in receiving a Graduate Certificate are encouraged to discuss with their advisors and to use their electives to pursue the certificate. Some of the certificate programs available include:

Graduate Nonprofit Management and Leadership

The Graduate Nonprofit Management and Leadership Certificate are administered by the Department of Public and Nonprofit Administration. These certificates prepare students for leadership in the nonprofit sector. Through coursework and an internship, students gain information about nonprofit leadership and management, resource development, and program evaluation. MSW students, with approval of their advisor, may be able to use elective credits, field placement, and/or the required program evaluation course to complete program requirements for one of these certificates. MSW students interested in pursuing these certificates should speak with their advisor during the first year of the MSW program and contact the director of the Department of Public and Nonprofit Administration, 138 McCord Hall, 901-678-5527.

Local Government Management

The Graduate Certificate in Local Government Management is administered by the Department of Public and Nonprofit Administration. This certificate program prepares students to face urban and regional challenges around local government operations; conflict management and negotiation; budgeting processes and financial management; ethics and accountability; personnel and risk management; politics and policy making; and civic engagement and volunteer involvement. The Certificate requires fifteen (15) credit hours. MSW students may use their nine (9) elective hours towards completion of the 15 required hours. MSW students interested in pursuing this certificate should speak with their advisor early in the MSW program and contact the director of the certificate, 132 McCord Hall, 901-678-3365.

Disability Studies

The Interdisciplinary Graduate Certificate in Disability Studies is administered by the School of Counseling, Educational Psychology, and Research in the College of Education. The certificate prepares students to work in fields of practice with people with disabilities. It requires twelve (12) credit hours including two courses in rehabilitation counseling and one in disability law. MSW students interested in pursuing this certificate should speak with their advisor early in the MSW program and contact the director of the certificate, 119 Patterson Hall, 901-678-4021.

Women's Studies

The Graduate Certificate in Women's Studies is administered by the College of Arts and Sciences. The purpose of the certificate is to develop interdisciplinary understandings of the social, political, and cultural roles of gender and to synthesize theoretical approaches to gender and race across the social sciences and humanities. The Certificate in Women's Studies requires twelve (12) credit hours. Some of these hours may count as electives for MSW students. MSW students interested in pursuing this certificate should speak with their advisor early in the MSW program and contact the director of the certificate, 107 Scates Hall, 901-678-3550.

School Social Work Licensure

The School Social Work Licensure is administered by the School of Social Work. MSW students will meet all requirements for Tennessee School Social Work Licensure through the completion of three courses: SWRK 7007: School Social Work, SWRK 7016: Advanced Individual Practice Children/Youth, and SPED 7517: Functional Analysis/Treatment of Problem Behavior. MSW students may use elective hours towards their School Social Work Licensure. Additionally, students seeking School Social Work Licensure will be required to complete their concentration year field placement in a school setting. MSW students must apply and be accepted into the Teacher Education Program. The following scores on the Pre-Professional Skills Test (PPST) are required: Reading 174, Math 173, and Writing 173. The PPST is waived if students achieve the following GRE scores: 143 verbal (350 Old GRE), 138 quantitative (350 Old GRE), 3.5 writing. Students interested in pursuing the School Social Work License should speak with their advisor early in their MSW program and contact Dr. Susan Elswick, selswick@memphis.edu.

DUAL DEGREE PROGRAMS

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

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

Dual MSW-MPH

A program of study leading to both a Master of Social Work (MSW) and a Master of Public Health (MPH) is offered. Students must meet the following requirements.

A. Program Admission

Admission to the dual program will require separate admission to each program. Students are admitted to each program separately and must meet ALL admissions criteria for each degree. Completion of one degree is not contingent upon completion of both.

B. Program Requirements

Students may earn up to a maximum of twelve hours of dual credit. The following courses will qualify for both the MSW and the MPH.

- a. PUBH 7132 may be substituted for SWRK 7026.
- b. PUBH 7985 may be substituted for either SWRK 7053 or SWRK 7054.
- c. Electives in either of the two programs may be shared.

Dual MSW-MS

A program of study leading to both a Master of Social Work (MSW) and a Master of Science in Special Education/Applied Behavior Analysis (MS) is offered. Students must meet the following requirements.

A. Program Admission

Admission to the dual program will require separate admission to each program. Students are admitted to each program separately and must meet ALL admissions criteria for each degree. Completion of one degree is not contingent upon completion of both.

B. Program Requirements

Students may earn up to a maximum of twelve hours of dual credit. The following courses will qualify for both the MSW and the MS.

- a. EDPR 7521 may be substituted for SWRK 7025.
- b. SPED 7519 may be repeated and may be substituted for SWRK 7053 or SWRK 7054.
- c. Electives in either of the two programs may be shared.

Other Dual Degree Options

Students interested in pursuing other dual degree options not listed above should consult with the MSW program coordinator. Other dual degree options may be approved at the discretion of both the MSW program coordinator and the graduate program coordinator assigned to the other program. Students seeking dual degrees must be admitted to both graduate programs and develop a program of study that leads to the successful completion of the program requirements for both degrees. Up to fifteen credit hours may be shared between the two programs (provided that the student meets all degree requirements for both programs).

The Role of Field Placement in the Curriculum:

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

POLICIES AND PROCEDURES (PROGRAM DESIGN)

Course Requirements:

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

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

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

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

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

1. Spend a minimum of 960 clock hours working in the field – 400 hours in generalist field placement; and 560 hours in specialization field placement (See Appendices A-1);
2. Complete time logs that document her/his time and activities in the field (See Appendices C-3);

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

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

1. Spend a minimum of 560 clock hours working in the specialization field placement (See Appendices A-1);
2. Complete time logs that document her/his time and activities in the field (See Appendices C-3);
3. Establish a learning contract for each year of placement. Early in the field experience, the agency field instructor and the student should construct a detailed list of tasks and responsibilities that will lead to the accomplishment of the competencies prescribed for the field placement course. This learning contract, signed by the field instructor and the student, should be unique to the student and should be used in monitoring the student's progress (See Appendices C-2);
4. Maintain an online journal, which reflects her/his reactions to issues raised in her/his work with clients, agency professionals, and peers. This journal is to be shared with the student's field instructor and with the MSW field director and should demonstrate the student's growth as a professional; and
5. Complete an evaluation of her/his performance in regard to the program competencies at the end of each semester (See Appendices D-2; D-4).

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

1. Evidence of completion of a field placement for a minimum of one academic year in a school setting (minimum of 400 clock hours). This requirement can also be satisfied through employment for at least six months as a school social worker in a school setting. In the latter instance, we must receive a letter directly from your supervisor with a description of length of employment, duties, and an evaluation of your performance in this setting. Students should meet with their academic advisor/major professor early in their first year of study (MSW) in order to plan an appropriate program which meets the course requirements, field experience requirement, and the six standards for state licensure. Upon completion of the degree and additional requirements, application for Tennessee state licensure in school social work can be made.

2. Must take part in activities within the context of field that incorporate the following six standards dictated by the Tennessee State School of Education: 1) Understanding of social, emotional, cultural and economic issues affecting students and schools and ability to assist students and families in overcoming barriers to learning; 2) Understanding of the needs of students at risk due to disability, economic condition, family disruption or other environmental factors and ability to work with teachers, school counselors, school psychologists and family resource center staff in addressing student needs; 3) Ability to serve as liaison between home and school, assist parents in understanding their children's needs, interpret student assessments to parents, and work with the parents in developing parenting skills; 4) Ability to perform case management functions, facilitating the coordination and integration of community services to benefit students and their families; 5) Ability to support students with special needs by preparing social histories, contributing to the development and implementation of individualized education programs (IEPs) and helping ensure the participation of parents; 6) Understanding of federal, state and local laws and policies affecting students including issues such as services for disadvantaged students, services required by students with disabilities, due process rights of students and families, child abuse and neglect, HIV and AIDS, confidentiality, attendance, suspension and expulsion.
3. Complete time logs that document her/his time and activities in the field;
4. Establish a learning contract for each year of placement. Early in the field experience, the agency field instructor and the student should construct a detailed list of tasks and responsibilities that will lead to the accomplishment of the competencies prescribed for the field placement course. This learning contract, signed by the field instructor and the student, should be unique to the student and should be used in monitoring the student's progress;
5. Maintain an online journal which reflects her/his reactions to issues raised in her/his work with clients, agency professionals, and peers. This journal is to be shared with the student's field instructor and with the MSW field director and should demonstrate the student's growth as a professional; and
6. Complete an evaluation of her/his performance in regard to the program competencies at the end of each semester.

Grading:

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

Students receive coordinated classroom or online instruction via Integrative Field Seminars (SWRK 7055 and SWRK 7056) which provide an opportunity for the student to integrate his/her field experience along with the experiences of other students who also are involved in practicum. Separate grades are

given for the seminar based on the student's completion of class assignments. The student is doing Field Instruction in the local field agency setting in Social Work (SWRK 7053 and SWRK 7054).

Students must complete four semesters of field practicum in order to fulfill the requirements for the degree of Masters 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. Likewise, a withdrawal (W) in either field practicum course will necessitate repeating both courses at a different field site.

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

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

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

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

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

Selection of the Practicum Agency/Institution:

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

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

- a. Hold regular weekly conferences with each student;
- b. Be available in emergency situations;
- c. Have conferences with the faculty liaison at least once a semester;
- d. Attend meetings sponsored by the School of Social Work; and
- e. Prepare evaluations of the student's work.

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

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

privileged to privacy when conducting client services that require confidentiality.

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

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

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

Acceptance and Placement of Students in Field Practice:

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

1. Students are eligible to begin generalist field placement only after completing the majority of the SWRK 7001 course (Social Work Practice Skills). Extended study (part-time) students, complete the entire SWRK 7001 course prior to beginning field, whereas full-time students phase into beginning their placements in the final two weeks of the SWRK 7001 course;
2. Students are to make a formal written application for the generalist year of field placement. For full-time students, this application is to be submitted immediately after they are accepted into the MSW program; part-time students should submit their application for the generalist year while engaged in coursework 4-6 months prior to when they plan to begin placement (See Appendices A-5 & A-6);
3. Along with submitting an application for field placement, the student must join the National Association of Social Workers (NASW) and purchase liability insurance (with minimum coverage of 1,000,000 / 5,000,000), and provide documentation of such coverage to the Director of Field Placement (See Appendices A-9);
4. Generalist students are assigned to an agency by the program's field director. The primary basis for these assignments is information provided by the student on an application for field placement, but the field director also may rely on ancillary information (e.g. information the student already has provided in her/his application to the MSW program and information shared in classes, if applicable). In completing the field application form, the student is invited to indicate the type of social work agency to which s/he would like to be assigned, but the program does not guarantee that the student's assignment will match those preferences (See Appendices A-4 & A-5). Assignment to placement is solely the province of the program's Director of Field Placement;
5. Students are notified of their generalist assignments via e-mail, asking them to contact a specific person at the assigned agency to request an interview for placement with the agency. Generally, this person is the field instructor who will be the student's supervisor while in placement, but for some agencies the point of contact is a coordinator of interns. In making the assignment, the field director sends both the student and the prospective field instructor (or coordinator of interns) a packet containing forms to be sent back to the field director following the interview (See Appendices A-6). For the agency, this form allows them to indicate whether they feel the placement can proceed or if they feel the matter needs further consideration, whereas the student form asks the student to document when and where s/he is to report on the first day of placement as well as requirements to which the student must attend prior to beginning placement (e.g., background check, physical exam, TB test, orientation);
6. Based on this interview, if neither the instructor nor the student strongly objects to moving forward, the student formally is assigned to that agency/institution for placement. Students may then want to contact the faculty liaison to the respective agency/institution in order to learn more about the placement;

7. When the placement plan is not acceptable either to the student or to the agency/institution, these concerns should be brought to the attention of the Director of Field Placement, who has the responsibility of addressing these concerns. Even in these situations, however, assignment to placement remains solely the province of the program's Director of Field Placement;
8. The process of assignment for specialization placements differs in that students have more voice in selecting the agency at which they would like to do placement. The field director still is charged with making the actual assignment, but students have the opportunity to interview with more than one placement site and both student and agency preferences are given strong consideration in deciding which student will be assigned to which agency. Again, assignments are done via e-mail but, in most cases, this is done following the interview process, not preceding it. Although students are more involved in selecting the agency at which they will do their concentration placement, assignment to placement remains solely the province of the program's Director of Field Placement;
9. In the interest of assuring a well-rounded social work education, students are not allowed to do their specialization placement at the same agency at which they did their generalist placement. In that same interest of assuring a well-rounded social work experience, students admitted to the advanced standing program (when that option becomes available) will not be allowed to do their placement at the same agency at which they did an undergraduate placement. (Please note: various programs within the same agency are not to be considered separate placement sites).
10. Possible impact of a misdemeanor or felony record on students pursuing field placement:
A misdemeanor or felony conviction may impact your internship and employment prospects, because many agencies and employers request criminal records of their prospective interns and hires. In addition, a conviction may impact your ability to secure liability insurance as an intern/professional as well as licensure upon graduation from an accredited social work program. Below are the identified practices of the NASW, liability companies, and the Tennessee Board of Social Workers:

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

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

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

Selection of Field Instructors:

Anyone selected to serve as field instructor must hold a Master's Degree in Social Work from a CSWE-accredited program. The School of Social Work also requires the instructor have at least two years of post-

MSW practice experience. Those who indicate an interest in serving as field instructors are asked to complete an informational form on which they document their academic credentials and professional background.

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

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

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

ETHICS AND VALUES IN FIELD INSTRUCTION

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

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

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

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

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

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

Professional Conduct:

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

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

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

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

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

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

Professional Boundaries:

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

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

Sexual Harassment:

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

While sexual harassment most often takes place in situations of a power differential between the persons involved, the University also recognizes that sexual harassment may occur between persons of the same

status. The University will not tolerate harassment between or among members of the University or its programs.

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

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

Academic Conduct

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

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

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

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

The term plagiarism includes but is not limited to the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgement. It also includes the

unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

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

POLICIES AND PROCEDURES (GENERAL)

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

1. Protecting the confidentiality of all information about clients;
2. Observing agency working hours;
3. Being at the agency when assigned to be so;
4. Being on time for the placement and punctual in completion of assignments;
5. Being available for client emergencies if at all possible, even if these occur after regular hours;
6. Completing and submitting activity reports in a timely fashion;
7. Notifying the field instructor in advance (if possible) of unavoidable absences or tardiness; and
8. Making up time for absences and tardiness.

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

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

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

Communication

An e-mail account is available free of charge to University of Memphis students. This UoM account will be the official contact used for all School of Social Work correspondence. If the student elects to use another

e-mail service, s/he must obtain an account through the university and forward her/his mail to the personal account. Much correspondence is conveyed to students via email so the account should be checked frequently.

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

Holidays

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

Professional Liability Insurance:

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

Transportation

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

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

Financial Remuneration:

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

Use of Job as Practicum Site:

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

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

Disability Services:

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

Equal Opportunity:

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

ROLES AND RESPONSIBILITIES

Responsibilities of the School of Social Work:

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

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

Responsibilities of the Director of Field Placement:

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

1. Develop policies, procedures, and competencies for the field courses: Generalist Field Placement I (SWRK 7051), Generalist Field Placement II (SWRK 7052), Specialization Field Placement III (SWRK 7053), Specialization Field Placement IV (SWRK 7054), Integrative Field Seminar I (SWRK 7055), and Integrative Field Seminar II (SWRK 7056);
2. Develop field placements by negotiating with appropriate agencies in the community that can provide a well-rounded social work field experience for the student;

3. Work with the agency/institution administrators concerning the selection and approval of field instructors, and the maintenance of ongoing communication with agencies concerning the implementation of the field program;
4. Provide orientation and other opportunities for field instructors to become familiar with the overall curriculum of the School of Social Work, including trends and changes in course content, and to participate in the ongoing assessment and development of the overall field program;
5. Plan seminars and meetings of field instructors in order to develop the quality of teaching in the field and strengthen the performance of the field instructors as educators;
6. Arrange meetings with interested student applicants to discuss the goals of the field practicum, the agencies/institutions available as placement sites, and policies and procedures for beginning placement;
7. Coordinate planning for the placement of students in agency/institution settings, and assign students to the designated field sites;
8. Assign a faculty liaison to work with the field instructor and student in relation to the student's field performance;
9. In cooperation with the field instructor and the faculty liaison, evaluate the student's performance in the field and assign an appropriate grade for his/her completion of the field placement;
10. Provide an opportunity for students to evaluate their field experience, and in cooperation with the faculty liaisons, evaluate and assess the agencies that participate in the field instruction program; and
11. In cooperation with the coordinator of the MSW program, develop, and revise as needed, the policies and procedures for field practicum. Similarly, maintain, and modify as necessary, the field manual.

Responsibilities of the Faculty Liaison:

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

1. Advise students with regard to what they are learning in their field placements. This includes direct contact with the student during each semester in order to review progress and to evaluate the adequacy of the learning experience;
2. Represent the MSW program of the University of Memphis School of Social Work to the administration, field instructors, and other significant staff of the agency/institution, and act as the liaison between the agency/institution and the School of Social Work;
3. Consult with the field instructor in relation to learning opportunities available to students, problems in the placement, and overall evaluation of the student's performance;

4. Perform a minimum of one site visit per semester to each agency/institution for which s/he serves as faculty liaison and document visit via the Faculty Liaison Consult Form (See Appendices B-2);
5. Communicate with the field instructor during the course of the semester in order to serve as a mediator between the School of Social Work and the agency/institution regarding their respective needs, to monitor the student's performance, and to proactively solve problems that may arise;
6. In collaboration with the field instructor, assess the student's performance. If the student's performance is considered marginal during the semester, the liaison arranges a meeting with the student and the field instructor to discuss the situation and to help the student and instructor to use the teaching/learning experience more effectively. If the difficulty cannot be resolved, the liaison refers the matter to the Director of Field Placement; and
7. Provide an evaluation of the field placement at the end of the semester and make recommendations about placement planning with the respective agency/institution for subsequent semesters.

Responsibilities of the Field Instruction Agency:

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

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

Responsibilities of the Field Instructor:

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

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

1. Provide the School of Social Work with information regarding her/his academic background and a current resume relative to acting as an instructor for social work students (See Appendices B-1);
2. Familiarize him/herself with the educational philosophy of the School of Social Work and with the content of the social work curriculum which the student already has taken or currently is taking. At times, the field instructor may be called upon to teach specific content material for students to fulfill a particular field assignment when this content has not yet been covered in the classroom;
3. Attend an orientation, if new to the role, which will help the instructor become familiar with his/her responsibility in taking on this role, educational requirements of the field process, the design of the learning experience, what to do regarding early identification of problems, and the curriculum of the School of Social Work;
4. Attend training sessions at the university throughout the year. Field instructors who do not attend the orientation, or who habitually miss training sessions, may be asked to discontinue the responsibility of field instruction;
5. Conduct an orientation for the student to help her/him prepare adequately for her/his field practice. This orientation includes, but is not limited to:
 - a. Policies and procedures of the agency/institution;
 - b. Composition of the community and the clientele served;
 - c. The role of the agency/institution in the community; its relation to the community resources most often used;
 - d. Societal factors that may impact the clientele of the agency/institution;
 - e. Content regarding cultural diversity and discrimination that may affect the agency/institution's clientele;
 - f. Responsibilities of the student to the client, as well as to the agency/institution;
 - g. Mutual roles of the field instructor and the student in the field setting;
 - h. The practical models most frequently employed for direct practice and measures used for evaluation of practice; and
 - i. Codes of conduct and office rules – e.g., dress codes, punctuality, absenteeism.

6. Arrange a schedule that makes time available for weekly supervision meetings. This includes a weekly conference with each student of at least one (1) hour and sufficient time to prepare for supervision;
7. Negotiate and mutually develop a learning agreement with the student early in the course of the placement that guides the learning experience and serves as a point of reference for subsequent evaluations. Said learning agreement is to be based in the competencies on which the student will be evaluated at the end of each semester;
8. Monitor the time and activities of the student while in placement and sign off on the logs the student submits in reporting on her/his time and activities;
9. Make available to the student relevant materials and arrange time for conferences with the faculty liaison and/or the Director of Field Placement. In these meetings, the field instructor should be prepared to discuss the student's progress, learning difficulties, and performance in the respective placement;
10. Consult with the faculty liaison regarding the student's performance in the placement, including problems that need attention; and
11. Prepare an evaluation of the student's performance near the end of each semester and discuss this with the student in a mutual process. The field instructor will complete this evaluation and other statistical reports to the Director of Field Placement according to designated timelines and/or deadlines. If the student objects to anything in the evaluation, s/he has the right to submit those objections to the Director of Field Placement (with copies being submitted to the faculty liaison and the field instructor as well) (See Appendices D-1; D-3).

Responsibilities of the Student in Field Placement:

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

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

1. The student is considered an adult learner. In this role, s/he is to take responsibility for the learning process in which s/he is engaged. The field placement assignment is to be treated as though it were an employment experience – i.e., the student is to be there as assigned, be on time, dress appropriately, respect the agency/institution staff, mission, policies and procedures, etc.;
2. The required number of hours for a scheduled field day is 8 hours but can vary according to the schedule of the assigned agency/institution. In no instance should a student plan for less than four (4) hours at-a-time at the field site. The exceptions to this are illness of the student, or important

personal matters, that require one to leave the site unexpectedly. Such absences should not happen regularly, and should become matter for corrective action if this privilege is abused;

3. Appropriate use of field placement hours includes preparation done for contact with the client(s), summaries done for agency/institution purposes, staff conferences, supervisory sessions, other meetings that are part of the learning experience, travel time to and from client contacts, and work on related seminar assignments;
4. Students can follow the calendar of the university regarding holidays, etc. However, it is vitally important that students coordinate any planned absences with the field instructor and prepare the client(s) sufficiently regarding these breaks. Also, the student remains responsible for making up these hours at some other time such that s/he completes the required number of hours for each semester of the placement;
5. Students are allowed to serve in placement during holidays and breaks in the academic schedule if they and the field instructor work out such an agreement;
6. The student is responsible for securing membership in the National Association of Social Workers (NASW). S/he also is responsible for becoming familiar with the NASW Code of Ethics and expected to act in a manner consistent with that code in the practicum. The student is asked to sign an agreement form early in the semester indicating his/her willingness to abide by the Code of Ethics (See Appendices A-7 & A-9);
7. The student is responsible for procuring liability insurance (with minimum coverage of 1,000,000/5,000,000) prior to beginning the placement and providing the Director of Field Placement with a copy of the Certificate of Coverage (See Appendices A-9);
8. The student will participate with the field instructor in the process of developing a learning agreement that outlines the activities in which s/he is to be engaged while in placement. Said learning agreement is to be based in the competencies on which the student will be evaluated at the end of each semester (See Appendices C-1 & C-2);
9. The student is to regularly (every 1-2 weeks) complete reports that document the time and activities in which s/he has been engaged while in placement for the respective period of time (See Appendices C-3);
10. The student is to dress appropriately as a representative of the profession. This code of dress may differ from one agency to the next or from one task to another, but the student should discuss these requirements with her/his field instructor and comply with the standards of the agency;
11. Students in the generalist and specialization years of placement must attend the concomitant seminar class and complete all assignments pertaining to the seminar. The student assumes responsibility for all commitments made with clients, colleagues, and other significant people in relation to service provision. The student must inform the instructor/supervisor when an emergency precludes the fulfillment of these commitments;
12. Using experiences from their respective placements, students are to maintain an online journal which reflects their reactions to issues raised in their work with clients, agency professionals, and peers;

13. Within the student/instructor relationship, it is appropriate for the student to look to the field instructor for advancement of knowledge, skills, and techniques, and in the development of self-awareness. It is the student's responsibility to be prepared for all supervisory sessions, including submitting issues and concerns in writing prior to the meeting in order that the supervision time can be used optimally;
14. The student should freely communicate his/her educational needs and interests to the field instructor. This includes talking with the field instructor about too much or not enough work, interest in learning about and being involved in other services that the agency placement offers, and any or all areas of the field learning experience;
15. The student is to meet at least once-a-week with the field instructor in order to discuss his/her learning in the placement. This is to provide a forum in which s/he can discuss performance and professional growth issues, questions about the agency/institution's procedures, and questions regarding the particular site/clientele that is served;
16. The student is to communicate with the faculty liaison during the semester in order to keep him/her informed of progress in the field placement;
17. The student is to take the initiative, through the usual lines of communication, to protest the abuse of any person requesting or receiving services from a given agency/institution. Similarly, s/he is to act in a manner commensurate with the professional code of ethics if individuals or groups within the community abuse the rights of people seeking services and/or assistance;
18. The student is responsible for preparing clients appropriately for termination. S/he must have work assignments up to date before leaving the agency/institution and must inform the field instructor of these activities, as well as those matters that remain pending with respect to client service; and
19. The student is to complete an evaluation of his/her competence to the Director of Field Placement at the end of each year of placement (See Appendices D-2; D-4).

Appendix Section

Appendix A: Student Information/Forms

- A-1: Overview of Field Hour Requirements**
- A-2: Checklist for First Semester of Field Placement**
- A-3: Field Placement Information Sheet**
- A-4: Generalist Field Application**
- A-5: Advanced Standing Field Application**
- A-6: Field Placement Packet**
- A-7: Agreement to Abide by NASW Code of Ethics**
- A-8: Release of Liability and Hold Harmless Agreement**
- A-9: NASW Membership and Liability Coverage**
- A-10: Request to Use Employment as Internship**

Appendix A-1

Overview of Hour Requirements for Field at UoM

SWRK 7051 Foundation Field Placement I	160 hours
SWRK 7052 Foundation Field Placement II	240 hours
SWRK 7053 Advanced Field Placement III (Also referred to as Concentration Field Placement III)	280 hours
SWRK 7054 Advanced Field Placement IV (Also referred to as Concentration Field Placement IV)	280 hours
<hr/>	
Total number of field hours required for the MSW program	960 hours

Student will be required to attend seminar classes as part of field hours for
SWRK 7051, 7052, 7055, and 7056.

Overview of Hour Requirements for Advanced Standing Field at UoM

SWRK 7053 Advanced Field Placement III (Also referred to as Concentration Field Placement III)	280 hours
SWRK 7054 Advanced Field Placement IV (Also referred to as Concentration Field Placement IV)	280 hours
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Total number of field hours required for the MSW program	560 hours

Student will be required to attend seminar classes as part of field hours for
SWRK 7050, 7055, and 7056.

Appendix A-2

Checklist Regarding Foundation Year Field Placement at UoM

- ___ Student must complete field application in our Intern Placement Tracking (IPT) database.
- ___ Student will receive e-mail from Director of Field Placement indicating agency assignment and contact information for that agency's representative;
- ___ Student will schedule interview with agency representative;
- ___ Following the interview, both student and agency representative will send Director of Field Placement forms indicating the results of interview;
- ___ Following the interview, it will be the student's responsibility to complete all actions necessary for beginning placement on time (e.g., some agencies will require formal orientation; some will require a background check; some may require a physical exam and/or TB test; etc.);
- ___ Also, in order to begin field placement on time, student must become a student member of the National Association of Social Workers (NASW). Membership can be purchased at <https://www.socialworkers.org/online-join/join.aspx>. (A listing of other membership benefits is available at <http://www.naswdc.org/joinBenefits/student.asp>);
- ___ Once student has secured membership, s/he must purchase liability insurance coverage (1,000,000/5,000,000) via the NASW Assurance Trust at <https://www.naswinsure.com>. Once purchased, the student will provide Director of Field Placement a copy of the Certificate of Coverage;
- ___ In doing placement, student is expected to learn and abide by policies and procedures of the agency to which s/he is assigned. Student also is required to abide by the NASW Code of Ethics and, at first seminar class, will be asked to sign form indicating her/his agreement to do so.

Appendix A-3

Please carefully read the information below

MSW Field Placement

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

At the University of Memphis, the field internship consists of four courses: Two courses for the generalist (generalist) level, SWRK 7051 and 7052; and four courses for the advanced (specialization) level, SWRK 7053, 7054, 7055, 7056. For the generalist placement (SWRK 7051 and 7052), students are assigned to an agency in the community by the MSW Director of Field Placement. For the specialization placement (SWRK 7053 and 7054), students have more voice in selecting the agency to which they are assigned, but the assignment ultimately is made by the MSW Director of Field Placement.

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

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

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

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

Appendix A-4

THE UNIVERSITY OF MEMPHIS

SCHOOL OF SOCIAL WORK

SCHOOL OF URBAN AFFAIRS AND PUBLIC POLICY

APPLICATION FOR MSW FIELD PLACEMENT

First Year (Generalist) SWRK 7051 / SWRK 7052

PERSONAL DEMOGRAPHICS:

Name: _____
(Last) (First) (Middle)

Date of Birth: _____ University ID Number: _____

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

City, State, Zip code: _____

Current Telephone: _____ Cell (if different): _____

E-mail address: Campus: _____ Other: _____

Permanent Address (if different): _____

Permanent Telephone (if different): _____

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

EMPLOYMENT, SOCIAL SERVICE and VOLUNTEER BACKGROUND:

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

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

3. Are you currently employed? Yes _____ No _____

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

If yes, for how many hours/week? _____

What hours will you be working? _____

4. Please list all other employment history:

5. Do you have a Bachelor's Degree in Social Work? Yes _____ No _____

If yes, what was your field placement?

OTHER RELATIVE INFORMATION:

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

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

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

4. What are your career goals after graduation?

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

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

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

First Choice: _____

Second Choice: _____

Third Choice: _____

Fourth Choice: _____

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

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

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

Yes _____ No _____

If so, what are they?

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

How late could you stay? _____

8. What foreign languages can you speak? _____

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

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

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

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

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

Yes _____ No _____

13. What geographical considerations are important to you?

14. Have you ever been convicted of a felony, or do you have any legal charges pending at this time? Yes

_____ No _____

If so, please explain: _____

15. Are you a member of NASW? Yes _____ No _____

16. Have you purchased liability insurance to cover you while doing Field Practice? Yes _____ No _____

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

ATTESTATION:

This application form is intended to convey to the fieldwork faculty information that will be helpful in determining fieldwork assignments. By signing below, you are indicating that the information you have provided is complete and accurate and has been completed to the best of your ability.

While the experiences and interests of the applicants are taken into consideration in assigning a placement, educational needs take precedence over all other factors involved in the assignment of students to fieldwork agencies. Therefore, fieldwork faculty – not the student, nor the agency – are responsible for making the fieldwork assignment.

The information you have provided here will be shared with the agency field instructor. By signing below, you are giving permission for the information on this application to be shared with the agency field instructor or field coordinator.

Signed: _____
Student Date

Appendix A-5

THE UNIVERSITY OF MEMPHIS

SCHOOL OF SOCIAL WORK

SCHOOL OF URBAN AFFAIRS AND PUBLIC POLICY

APPLICATION FOR MSW FIELD PLACEMENT

Advanced Standing (Concentration) SWRK 7053 / SWRK 7054

PERSONAL DEMOGRAPHICS:

Name: _____
(Last) (First) (Middle)

Date of Birth: _____ University ID Number: _____

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

City, State, Zip code: _____

Current Telephone: _____ Cell (if different): _____

E-mail address: Campus: _____ Other: _____

Permanent Address (if different): _____

Permanent Telephone (if different): _____

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

EMPLOYMENT, SOCIAL SERVICE and VOLUNTEER BACKGROUND:

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

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

3. Are you currently employed? Yes _____ No _____

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

If yes, for how many hours/week? _____

What hours will you be working? _____

4. Please list all other employment history:

5. Do you have a Bachelor's in Social Work? Yes _____ No _____

If yes, what was your field placement?

OTHER RELATIVE INFORMATION:

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

2. Describe any special skills you possess; such as interviewing, problem solving, crisis intervention etc.

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

4. What are your career goals after graduation?

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

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

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

First Choice: _____

Second Choice: _____

Third Choice: _____

Fourth Choice: _____

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

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

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

Yes _____ No _____

If so, what are they?

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

How late could you stay? _____

8. What foreign languages can you speak? _____

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

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

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

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

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

Yes _____ No _____

13. What geographical considerations are important to you?

14. Have you ever been convicted of a felony, or do you have any legal charges pending at this time? Yes

_____ No _____

If so, please explain: _____

15. Are you a member of NASW? Yes _____ No _____

16. Have you purchased liability insurance to cover you while doing Field Practice? Yes _____ No _____

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

ATTESTATION:

This application form is intended to convey to the fieldwork faculty information that will be helpful in determining fieldwork assignments. By signing below, you are indicating that the information you have provided is complete and accurate and has been completed to the best of your ability.

While the experiences and interests of the applicants are taken into consideration in assigning a placement, educational needs take precedence over all other factors involved in the assignment of students to fieldwork agencies. Therefore, fieldwork faculty – not the student, nor the agency – are responsible for making the fieldwork assignment.

The information you have provided here will be shared with the agency field instructor. By signing below, you are giving permission for the information on this application to be shared with the agency field instructor or field coordinator.

Signed: _____
Student Date

Appendix A-6

University of Memphis School of Social Work Field Education

Field Placement Assignment Packet

Student Responsibilities:

- 1) Make contact with the agency within 2 business days
- 2) Schedule an interview within 2 weeks
- 2) Review the enclosed Interview Packet
- 3) Return the Student Response to Interview within 24 hours of the interview
- 4) Purchase/renew a student membership with the National Association of Social Workers (NASW)
- 5) Purchase/renew student liability insurance through the NASW and provide a copy of the certificate

Agency Responsibilities:

- 1) Review the enclosed Interview Packet
- 2) Return the Agency Response to Interview form within 24 hours of the interview

It is essential to return the enclosed forms within 24 hours of the interview date. We cannot continue the placement process at another agency until we know the outcome of the current interview.

INTERVIEW TOPICS

We have found that placements are most successful for both students and field instructors when expectations, needs, and opportunities are clarified in the initial interview. When issues arise, they often stem from a lack of communication about expectations, make sure you are both on the same page (please do not assume you are). We hope that discussing these topics will be helpful to you in beginning a meaningful and mutually satisfying student/field instructor relationship. Please take this document with you to review during the interview.

Discuss student career interests, professional goals, and learning needs:

Discuss mandatory trainings/orientations. Orientations prior to or conducted at the beginning of the field placement, can count toward field placement hours. Please contact the Director of Field Placement to request any exceptions.

Screenings/References:

Please discuss all necessary requirements with your agency at the interview. It is important to clarify if the agency has any additional requirements such as specialized screenings (i.e. criminal background checks, drug screenings) or immunizations and any costs that students may incur. Some agencies may also require Letters of Reference or an application.

Conflicts of Interest:

Does the agency have a policy that may restrict accepting a MSW intern (i.e. if an intern/and or their immediate family member received services from agency, no smoking policy, etc.)?

Student Hours:

- Agree upon a specific student field placement schedule (i.e. days and hours)
- Generally, students have been expected to be in field placement for 6-8 hours a day. Students are allowed a half-hour for lunch that is not counted toward field.
- Students may need to flex their hours and may not be in field for 6-8 consecutive hours. In these cases, an alternate schedule may be developed between the student and the field instructor. Our expectation is that students will be at placement during hours that preserve the integrity of their learning, never less than 3-hour shifts.

Field Calendar:

- MSW students must obtain 400 hours over two semesters (Sem 1 SWRK 7051 – 160 hours; Sem 2 SWRK 7052 – 240 hours) in First Year field
- MSW students must obtain 560 hours over two semesters (Sem 1 SWRK 7053 – 280 hours; Sem 2 SWRK 7054 – 280 hours) in Second Year of field

For a total of 960 hours prior to graduation

Semester Calendar

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

Although they are not required to, we do encourage students to work at their internships between semesters and during holidays in an effort to obtain the required hours. Students are allowed to modify their regular schedule, with permission from the agency, between semesters and during the holidays.

Summer Block June 3– August 9

Fall Semester	August 26 – December 4
Spring Semester	January 21 – April 29

Please note that First-Year Full-Time students cannot begin their internship until early October, after they have completed SWRK 7001 – Skills for Professional Practice. Prior to October, first-year students are allowed to attend agency/program orientation, trainings, complete background checks, etc.

Important Message Regarding Start Date: Students are officially allowed to begin their field placement in August. Prior to August, students are only allowed to complete background screenings, orientation, trainings, workshops, shadowing, etc., in preparation for officially beginning their internship.

Use of vehicles and any parking expenses:

- Due to liability issues, students are not allowed to transport clients in their vehicle or agency vehicle(s).
- Will the student need to use their own vehicle to travel between different agency sites or for home visits? Does the agency reimburse interns for mileage? Is there a fee for parking at or near the agency?

Population Served:

Agency Interviewers may want to share typical examples of populations and situations encountered in the agency's setting. For example, this setting frequently deals with clients confronting death, suicide, sexual trauma, etc. Discussing experiences students have had in preparing to deal with these populations or situations as well as their comfort level may be helpful. However, please be mindful that it is generally inappropriate to discuss a student's personal life experiences in the interview.

Agency Mission and Learning Experience:

We ask that agencies provide as much diversity in the range of experiences as possible for this placement. It is beneficial for the field instructor to share with the student typical examples of situations encountered in the field setting. Students will be better prepared for the placement if they are aware and can discuss any concerns about dealing with particular problem areas. Providing agency brochures or other information for the student to take to read is also helpful.

Learning and Supervisory Styles:

Awareness of differences or similarities from the start can be very helpful in terms of developing a good working relationship. It is not always necessary for the student and field instructor to have similar styles in terms of structure, preferred learning, and teaching styles (i.e. experiential, cognitive, etc.) to have a positive experience. Sometimes differences can cause a student to stretch and learn new ways of doing things. This discussion will be important when developing a learning agreement, but an initial recognition of the preferred style can help. Recognizing and respecting diversity is the key.

Dress code:

It is useful to clarify terms such as "casual" or "professional" as they may mean different things to different people. Please be specific (i.e. jacket and tie are required, or dress is casual but no jeans or sneakers).

Establish a clear outcome:

Does the agency agree to the student? Does the student agree to the agency? If not, establish a date to know the outcome of the interview. Students are responsible to follow up. Clear communication between the student and the agency is very important.

Sample Questions for Students to Ask in Interview

- 1) What can the agency/field instructor provide in terms of learning opportunities?
- 2) What can I expect in terms of supervision? What is the supervisory style of the field educator?
- 3) What services does the agency provide? Find out as much as possible about the agency. Ask for brochures or any written material that might be available. Ask what activities or tasks will I be doing as a student?
- 4) What has their previous experiences been like with students? What seems to have worked well in terms of students/field instructors benefiting from the experience?
- 5) What, if any, resources are available at the agency (i.e. computer availability, in-service training opportunities)?

Sample Questions for Agency Interviewers to Ask

- 1) What are you looking for in terms of learning? Supervisory style?
- 2) What have you found particularly helpful, or not helpful, in supervisory or learning relationships in the past?
- 3) What might your field instructor do that you would find conducive to your learning? What would you probably find negative?
- 4) How do you deal with problems when they arise? For example, how do you think you would handle problems in the student/field instructor relationship, or how would you respond if you found that the learning opportunities were not meeting your needs? How could the practicum help you deal with these types of problems?
- 5) What have you found to be your strengths and weaknesses in working with others in teams?
- 6) What has your experience been in working with people in authority? What have your positive experiences been? What difficulties have you experienced?
- 7) Do you have any ideas about how you learn best? For example, are you more comfortable putting a lot of thought in before you face a new situation, or are you more comfortable acting first and reflecting in more detail later?

NASW

www.socialworkers.org

Ph: 800-742-4089 or 202-408-8600

Student membership costs \$60

Liability Insurance Coverage

In order to begin field placement, the student must purchase/renew liability insurance coverage. Liability insurance during your field practicum is required and necessary for you to practice. Regardless of your setting (macro, mezzo or micro), helping others can put you at risk of being sued by someone dissatisfied with an outcome. You need professional liability coverage. Professional liability insurance protects social workers if they are sued for malpractice. Social workers need protection from frivolous lawsuits and from legal action due to negligent acts, errors and omissions that can arise from their practices. These lawsuits may even arise years later, after the alleged event took place. Without insurance, you could spend precious time and resources defending yourself, regardless of whether there is any merit to the claim. Professional liability insurance provides you with experienced legal defense and coverage for settlements or damages.

The minimum coverage to be purchased is the 1,000,000/5,000,000 option. The student must provide a copy of his/her certificate of coverage to the Director of Field Placement, verifying that the insurance is in place before the student can engage in any field activities.

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

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

1. Purchase a student membership from NASW - <https://www.socialworkers.org> For questions about membership, please call 1800-742-4089.
2. Go to <https://www.naswinsure.com>
3. Select apply online and follow the directions
4. Please call 1-888.278.0038 if you have questions or encounter difficulty with the online process

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

Upon completion of the interview, please complete the Student Response to Interview form and return it your field coordinator immediately. In addition, please ask the interviewer to complete and sign the Agency Response to Interview form. Please ask him/her to return this form to me as soon as possible. Please email ccmalone@memphis.edu (firs year) or bcousley@memphis.edu (second year). Our fax number is 901-678-2981.

Student Response to Interview

To: Field Coordinator
U of M School of Social Work

From: _____
Re: Field Placement Interview

I have met today with _____ at _____ to discuss the possibility of me doing a field placement at the respective agency, beginning this next semester.

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

(Signature)

(Date)

Please return this notice by email to Field Coordinator

Agency Response to Interview

To: Field Coordinator
U of M School of Social Work

From: _____

Agency: _____

Re: Field Placement Interview

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

(Please check the correct statement below):

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

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

(Signature)

(Date)

Please return this notice by email to Field Coordinator

Appendix A-7

Field Placement Code of Conduct

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

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

Commitment to Clients (1.01)

The social

worker's primary responsibility is to promote the well-being of the client.

Self-determination (1.02)

The social worker

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

Competence (1.04)

The social worker

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

Conflicts of Interest (1.06)

a) The

social worker is to be alert to and avoid conflicts of interest that could interfere with the exercise of professional discretion and impartial judgment.

b) The social

worker is to be careful not to take unfair advantage of any professional relationship.

c) The social worker is to be careful not to

engage in dual or multiple relationships with clients or former clients in which there are risks of exploitation or potential harm to the client.

d) The social worker should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non- work-related purposes.

Privacy and Confidentiality (1.07)

a) The social

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

b) The social worker should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.

c) The social worker should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.

Sexual Relationships (1.09)

The social worker

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

Physical contact (1.10)

The social worker

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

Impairment (4.05)

The social worker

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

Derogatory language (1.12)

The social worker

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

Statement of understanding

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

Appendix A-8

RELEASE OF LIABILITY AND HOLD HARMLESS AGREEMENT

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

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

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

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

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

Name

Signature

Date

Date of Birth

Signature of Parent or Guardian if
Less than 18 years of Age

Appendix A-9

Websites for NASW

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

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

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

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

Liability Insurance Coverage

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

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

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

1. Purchase student membership from NASW - <https://www.socialworkers.org> For questions about membership, please call 1800-742-4089.
2. Go to <https://www.naswinsure.com>
3. Select apply online and follow the directions
4. Please call 1-888-278-0038 if you have questions or encounter difficulty with the online process

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

Appendix A-10

University of Memphis

SCHOOL OF SOCIAL WORK

REQUEST TO USE PLACE OF EMPLOYMENT AS A FIELD PLACEMENT/ OBTAIN EMPLOYMENT AT CURRENT FIELD AGENCY

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

1. Students are allowed to use their place of employment as a field placement site but can do so for only one of their two placement experiences, and only if that agency meets all requirements for serving as a placement site (including, in the case of the concentration year, if that agency is suitable for the competencies specific to advanced practice);
2. The field instruction experience must be distinct from the student's normal work activities and must be evaluated separately from those activities;
3. The student must be supervised by someone who is not his/her regular work supervisor. This instructor must meet the usual requirements of field instruction – i.e., someone who holds a MSW degree with at least 1-2 years of post-graduate experience in the field of social work;
4. The hours credited toward field placement must be distinct from the student's employment hours; and
5. Assignment to placement remains solely the province of the program's field director.

University of Memphis

SCHOOL OF SOCIAL WORK

Student _____ Date _____

Email Address _____

UM Faculty Liaison _____

FIELD PLACEMENT INFORMATION

Field Placement Agency _____

Student's Field Placement site (in what Department/Program) _____

Address of Student's Field Placement Site _____

Student's Agency Field Educator _____

Field Educator's Job Title _____

Field Educator's Phone _____ Fax _____

Field Educator's E-mail (if available) _____

Student's Responsibilities/Assignments in Field Placement

(Please include client population and practice methods used in field placement learning experience)

Proposed EMPLOYMENT INFORMATION

Date student wishes to begin employment at agency _____

Agency Department/Program of sought employment _____

Job Title of sought employment _____

Name of Job Supervisor in Employee role _____

Is the Job Supervisor a different person than the Field Educator? Yes _____ No _____

Will student continue his or her current field placement as well as seeking employment in another program within the agency?

Yes _____ No _____

Employee's job duties/responsibilities *(Please clearly differentiate from responsibilities as an intern, and specify different client population, practice methods/interventions, etc.)*

Hours that the student will remain at the agency as an intern and what days/hours that the student will be fulfilling their work responsibilities. The field placement experience must be the primary learning focus.

As a MSW Intern	<i>Fall Spring Summer</i> (Circle One)	<i>Fall Spring Summer</i> (Circle One)	As an Employee	
Monday			Monday	
Tuesday			Tuesday	
Wednesday			Wednesday	
Thursday			Thursday	
Friday			Friday	
Saturday			Saturday	
Sunday			Sunday	

Please return this form with the original signatures of the following persons:

- the current field educator
- the student intern's proposed work supervisor
- the student intern
- the faculty liaison

I attest that this proposed employment is different from and will not affect the current field placement.

Current Agency Field Instructor Signature

Date

Student Intern's Proposed Work Supervisor Signature

Date

Student Signature

Date

Director for Field Education

Date

Please return this form to:

Cherry Malone – MSW Field Coordinator

University of Memphis

School of Social Work

223 McCord Hall

Memphis, TN 38152

(901) 678-3515

ccmalone@memphis.edu

Appendix B: Instructor / Liaison Forms

B-1: Instructor's Background Form

B-2: Faculty Liaison Consult Form

Appendix B-1

Field Instructor Information Form

Demographics:

Instructor name: _____

Agency name: _____ Phone: _____

Agency address: _____

E-mail address: _____ Fax: _____

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

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

Areas of specialization: _____

Licensed or certified? Yes ____ No ____ Pending ____

Level of licensure / certification and number: _____

Educational Background:

Name of graduate school: _____

Location: _____

Area(s) of study: _____

Degree: _____ Year of graduation: _____

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

**

**

**

**

**

Name of undergraduate school: _____

Location: _____

Major: _____ Minor: _____

Degree: _____ Year of graduation: _____

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

Agency name: _____

Agency address: _____

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

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

 ** ** ** ** **

Agency name: _____

Agency address: _____

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

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

Field instructor responsibilities:

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

- Attend program orientation and training sessions offered by the faculty of the School of Social Work;
- Be knowledgeable of goals and objectives of the field placement experience and its role in the Master of Social Work curriculum;
- Select appropriate assignments and, with the student, create a field placement contract which reflects the learning opportunities and expectations;
- Provide, for the student, an orientation to your agency and its policies and procedures;
- Provide a minimum of one hour per week of formal supervision in order to provide the student with feedback and to act as a role model to help the student better understand the role of the professional social worker;
- Act as a liaison to provide continuity for the student's professional development in instances where a non-social worker is providing the day-to-day instruction;
- Complete and submit to the faculty liaison and/or director of field placement materials related to the placement – e.g., learning contract, time sheets, evaluations;
- Participate with the student, the faculty liaison, and/or the director of field placement in evaluating the student's performance in the practicum; and
- Notify the faculty liaison and/or director of field placement of any questions or potential problems as they become evident.

Signatures:

(Field instructor)

(Date)

(Non-Social Work supervisor – if applicable)

(Date)

Appendix B-2

FIELD CONSULTATION REPORT FORM

Student: _____ Date of Visit: _____

Agency: _____ Field Instructor: _____

Present for meeting: _____

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

Is the learning contract completed for the semester? _____ yes _____ no

If no, expected date of completion: _____

Student is making adequate progress: _____ yes _____ no

Student is receiving adequate assignments: _____ yes _____ no

Student is having regular supervisory conferences: _____ yes _____ no

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

Summary of any additional issues discussed:

Recommendations:

(Signature)

(Date)

Appendix C: Learning Plans and Time Log

C-1: Generalist Year Learning Plan

C-2: Specialization Year Learning Plans

C-3: Time Log Form

Appendix C-1

Learning Plan for Field Placement

Generalist Year Practice Behaviors

Student's Name: _____

Agency: _____

Instructor's Name: _____

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

SAMPLE:

SEJ-G2 Engage in practices that advance social and economic justice.

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

- Student will accompany at least five clients to court and help them secure Orders of Protection
- Student will craft an informed letter to the local newspaper advocating for increased attention to the needs of homeless women and children
- Student will conduct a 6-week training module on economic literacy for residents of agency's temporary housing

Core Competencies

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

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

PC-G1 Demonstrate an ability to make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making and additional codes of ethics as appropriate to context.

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

PC-G2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

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

PC-G3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.

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

PC-G4 Use technology ethically and appropriately to facilitate practice outcomes.

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

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PC-G5 Use supervision and consultation to guide professional judgment and behavior

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

2) Diversity: Engage Diversity and Difference in Practice

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

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

Div-G1 Demonstrate an ability to apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

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

Div-G2 Present as a learner and engage clients and constituencies as experts of their own experiences.

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

Div-G3 Demonstrate the ability to apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

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

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

SEJ-G1 Demonstrate the ability to apply an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

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

SEJ-G2 Engage in practices that advance social, economic, and environmental justice.

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

4) Research: Engage in research-informed practice and practice-informed research.

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

Rsch-G1 Use practice experience and theory to inform scientific inquiry and research.

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

Rsch-G2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research finding.

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

Rsch-G3 Use and translate research evidence to inform and improve practice, policy, and service delivery.

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

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

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

Pley-G1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

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

Pley-G2 Demonstrate the ability to assess how social welfare and economic policies impact the delivery of and access to social services.

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

Pley-G3 Demonstrate the ability to apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

6) Engage: Engage individuals, families, groups, organizations, and communities.

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

Engg-G1 Demonstrate the ability to apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

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

Engg-G2 Demonstrate the ability to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

7) Assess: Assess individuals, families, groups, organizations, and communities.

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

Asss-G1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.

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

Asss-G2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

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

Asss-G3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

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

Asss-G4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

8) Intervene: Intervene with individuals, families, groups, organizations, and communities.

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

Itvn-G1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

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

Itvn-G2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

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

Itvn-G3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

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

Itvn-G4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

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

Itvn-G5 Facilitate effective transitions and endings that advance mutually agreed-on goals.

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

--

9) Evaluate: Evaluate individuals, families, groups, organizations, and communities.

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

Evl-G1 Demonstrate the ability to select and use appropriate methods for evaluation of outcomes.

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

Evl-G2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

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

Evl-G3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

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

Evl-G4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

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

Attestation:

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

Student's Name:**Date:**

Instructor's Name:**Date:**

Appendix C-2

Specialization Year Learning Plan

Children, Youth, and Families Advanced Practice Behaviors

Student's Name: _____

Agency: _____

Instructor's Name: _____

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

SAMPLE:

Itvn-CY1 Apply advanced knowledge of clinical techniques to work with children, youth, and families.

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

- Student will conduct at least three Adoption-Centered Therapeutic Approach (ACTA) sessions in order to demonstrate her ability to addresses the complex needs of adopted children/teen/adults and their families.
- Student will demonstrate ability to facilitate meaningful termination process with clients at close of DV group.
- Student will demonstrate ability to facilitate school-based anger management group.

Core Competencies

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

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

PC-CY1 Use critical analysis and take leadership in resolving complex ethical situations involving children, youth, and families.

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

PC-CY2 Model professional judgment, behavior, and values for professionals and para-professionals in children, youth, and family settings.

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

2) Diversity: Engage Diversity and Difference in Practice

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

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

Div-CY1 Take leadership in eliminating oppression, poverty, marginalization, alienation, and privilege in practice settings impacting children, youth, and families.

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

Div-CY2 Analyze the effects of intersectionality of multiple factors impacting children, youth, and families.

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

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

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

SEJ-CY1 Use knowledge of economics, policy, and theory to further human rights and social, economic, and environmental justice for children, youth, and families.

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

SEJ-CY2 Use diplomacy, advocacy, research, and collaboration to further the human rights and social, economic, and environmental justice for children, youth, and families

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

4) Research: Engage in research-informed practice and practice-informed research.

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

Rsch-CY1 Apply knowledge of quantitative and qualitative techniques to evaluation of practice with children, youth, and families.

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

Rsch-CY2 Use social work knowledge informed by scientific inquiry to implement evidence based practices for children, youth, and families.

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

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

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

Pley-CY1 Apply knowledge of policy formulation, analysis, and implementation to work with children, youth, and families.

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

Pley-CY2 Develop expertise in policies impacting children, youth, and families at local, state, and federal levels and identify strategies for keeping policy knowledge current.

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

6) Engage: Engage individuals, families, groups, organizations, and communities.

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

Engg-CY1 Develop culturally responsive therapeutic relationships and equal partnerships with children, youth, and families.

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

Engg-CY2 Attend to interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance in work with children, youth, and families.

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

7) Assess: Assess individuals, families, groups, organizations, and communities.

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

Asss-CY1 Apply knowledge of the DSM and use differential diagnosis in complex mental health settings with children, youth, and families.

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

Asss-CY2 Assess client readiness for change and modify intervention strategies based on continued assessment with children, youth, and families.

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

8) Intervene: Intervene with individuals, families, groups, organizations, and communities.

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

Itvn-CY1 Apply advanced knowledge of clinical techniques to work with children, youth, and families.

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

Itvn-CY2 Apply advanced knowledge of integrative and wrap-around approaches to work with children, youth, and families.

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

Itvn-CY3 Apply advanced knowledge of community and organizational change techniques to settings that serve children, youth, and families.

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

9) Evaluate: Evaluate individuals, families, groups, organizations, and communities.

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

Evlit-CY1 Use evaluation processes to develop best practice interventions and contribute to the knowledge base around intervention with children, youth, and families.

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

Evlit-CY2 Understand and evaluate budget models in practice settings for children, youth, and families.

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

Attestation:

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

Student's Name:**Date:**

Instructor's Name:**Date:**

Appendix C-2

Specialization Year Learning Plan

Adults and Families Advanced Practice Behaviors

Student's Name: _____

Agency: _____

Instructor's Name: _____

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

SAMPLE:

Itvn-CY1 Apply advanced knowledge of clinical techniques to work with children, youth, and families.

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

- Student will conduct at least three Adoption-Centered Therapeutic Approach (ACTA) sessions in order to demonstrate her ability to addresses the complex needs of adopted children/teen/adults and their families.
- Student will demonstrate ability to facilitate meaningful termination process with clients at close of DV group.
- Student will demonstrate ability to facilitate a weekly substance abuse treatment group.

Core Competencies

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

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

PC-A1 Use critical analysis and take leadership in resolving complex ethical situations involving adults and families

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

PC-A2 Model professional judgment, behavior, and values for professionals and para-professionals in adult and family settings.

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

2) Diversity: Engage Diversity and Difference in Practice

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

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

Div-A1 Take leadership in eliminating oppression, poverty, marginalization, alienation, and privilege in practice settings impacting adults and families.

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

Div-A2 Analyze the effects of intersectionality on multiple factors impacting adults and families.

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

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

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

SEJ-A1 Use knowledge of economics, policy, and theory to further human rights and social, economic, and environmental justice for adults and families.

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

SEJ-A2 Use diplomacy, advocacy, research, and collaboration to further human rights and social, economic, and environmental justice for adults and families.

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

4) Research: Engage in research-informed practice and practice-informed research.

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

Rsch-A1 Apply knowledge of quantitative and qualitative techniques to evaluation of practice with adults and families.

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

Rsch-A2 Use social work knowledge informed by scientific inquiry to implement evidenced based practices for adults and families.

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

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

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

Pley-A1 Apply knowledge of policy formulation, analysis, and implementation to work with adults and families.

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

Pley-A2 Develop expertise in policies impacting adults and families at local, state, and federal levels and identify strategies for keeping policy knowledge current.

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

6) Engage: Engage individuals, families, groups, organizations, and communities.

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

Engg-A1 Develop culturally responsive therapeutic relationships and equal partnerships with adults and families.

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

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

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

7) Assess: Assess individuals, families, groups, organizations, and communities.

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

Asss-A1 Apply knowledge of the DSM and use differential diagnosis in complex mental health settings with adults and families.

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

Asss-A2 Assess client readiness for change and modify intervention strategies based on continued assessment with adults and families.

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

8) Intervene: Intervene with individuals, families, groups, organizations, and communities.

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

Itvn-A1 Apply advanced knowledge of clinical techniques to work with adults and families.

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

Itvn-A2 Apply advanced knowledge of integrative and wrap-around approaches to work with adults and families.

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

Itvn-A3 Apply advanced knowledge of community and organizational change techniques to settings that serve adults and families.

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

9) Evaluate: Evaluate individuals, families, groups, organizations, and communities.

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

Evlit-A1 Use evaluation processes to develop best practice interventions and contribute to the knowledge base around intervention with adults and families.

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

Evlit-A2 Understand and evaluate budget models in practice settings for adults and families.

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

Attestation:

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

Student's Name:**Date:**

Instructor's Name:**Date:**

Appendix C-3



School of Social Work School of Urban Affairs and Public Policy

Time Log for Field Placement

Student's Name: _____

Agency: _____

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

Date:	Start Time:	Departure Time:	Hours for the Day:	Hours for the Semester:
In the box below, please indicate your field activities for this day				Applicable Practice Behavior(s)

Date:	Start Time:	Departure Time:	Hours for the Day:	Hours for the Semester:
In the box below, please indicate your field activities for this day				Applicable Practice Behavior(s)

Date:	Start Time:	Departure Time:	Hours for the Day:	Hours for the Semester:
In the box below, please indicate your field activities for this day				Applicable

	Practice Behavior(s)
	--

Date:	Start Time:	Departure Time:	Hours for the Day:	Hours for the Semester:
In the box below, please indicate your field activities for this day				Applicable Practice Behavior(s)
				--

Date:	Start Time:	Departure Time:	Hours for the Day:	Hours for the Semester:
In the box below, please indicate your field activities for this day				Applicable Practice Behavior(s)
				--

Attestation:

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

Student's Name: _____ **Date:** _____

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

Appendix D: Evaluations

D-1: Generalist Year Evaluation

D-2: Generalist Year Self-Evaluation

D-3: Specialization Year Evaluations

D-4: Specialization Year Self-Evaluations

Appendix D-1

Generalist Practice Evaluation

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

Field Instructor: Below you will find the field evaluation form for the Generalist Practice Behaviors of the Social Work Program at the University of Memphis. You are being asked to complete this form because you are the field instructor for a student in the program.

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

Rating Scale Guide:

Instructions for Rating Interns on the 9 Competencies in the First Part of the Evaluation:

Please rate the student with regard to whether he/she is demonstrating competency at an acceptable level for a beginning-level social worker. A score of "7" means that the student is competent to hold an entry-level social work position. Scores in the range of 1 to 5 indicate that the student has not yet achieved the necessary knowledge and skills to hold an entry-level position.

Please respond to all questions on the survey (selecting the “Insufficient Evidence to Rate at This Time” option when applicable).

The 9 competencies specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria.

8-9 = Student routinely demonstrates advanced-level knowledge, skills and abilities with minimal supervision
7 = Student demonstrates advanced-level knowledge, skills and abilities in this area with ongoing supervision
6 = Student demonstrates required-level knowledge, skills and abilities with periodic supervision
5 = Student demonstrates required-level knowledge, skills and abilities in this area with ongoing supervision
4 = Student demonstrates beginning-level knowledge, skills and abilities with periodic supervision
3 = Student demonstrates beginning-level knowledge, skills and abilities with ongoing supervision
1-2 = Student demonstrates little or no knowledge, skills and abilities and requires ongoing supervision
IE = Student has not had the opportunity to demonstrate knowledge, skill or abilities on this student behavior

Q1 Ethical and Professional Conduct: Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in interprofessional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
<p>PC-G1 Demonstrate an ability to make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making and additional codes of ethics as appropriate to context.</p> <p>PC-G2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</p> <p>PC-G3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q2 In
regard to
the

PC-FG Use technology ethically and appropriately to facilitate practice outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PC-G5 Use supervision and consultation to guide professional judgment and behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Professional Conduct competency, please use the space below to explain any item for which you have given the student a rating of '1', '2', '3', '4', or '5'.

Q3 Diversity: Engage diversity and difference in practice. Engaging diversity and difference in practice involves understanding how the intersectionality of age, class, color, culture, disability ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation shape human experience and are critical to identity formation. Social

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

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
Div-G1 Demonstrate an ability to apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Div-G2 Present as a learner and engage clients and constituencies as experts of their own experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Div-G3 Demonstrate the ability to apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4 In regard to the Diversity competency, please use the space below to explain any item for which you have given the student a rating of '1', '2', '3', '4', or '5'.

Q5 Social & Economic Justice: Advance human rights and social and economic justice. Social workers: recognize that each person has basic human rights; recognize the global interconnections of oppression; are knowledgeable about theories of justice and strategies to promote human and civil rights; and incorporate social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
SEJ-G1 Demonstrate the ability to apply an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SEJ-G2 Engage in practices that advance social, economic, and environmental justice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6 In regard to the Social & Economic Justice competency, please use the space below to explain any item for which you have given the student a rating of '1', '2', '3', '4', or '5'.

Q7 Research: Engage in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
RsCh-G1 Use practice experience and theory to inform scientific inquiry and research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
RsCh-G2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research finding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
RsCh-G3 Use and translate research evidence to inform and improve practice, policy, and service delivery.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8 In regard to the Research competency, please use the space below to explain any item for which you have given the student a rating of '1', '2', '3', '4', or '5'.

Q9 Policy: Engage in policy practice to advance social and economic well-being and to deliver effective social work practice. Social workers understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
Plcy-G1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plcy-G2 Demonstrate the ability to assess how social welfare and economic policies impact the delivery of and access to social services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plcy-G3 Demonstrate the ability to apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10 In regard to the Policy competency, please use the space below to explain any item for which you have given the student a rating of '1', '2', '3', '4', or '5'.

Q11 Engage: Engage individuals, families, groups, organizations, and communities. Social workers use a theory-informed knowledge base to understand the dynamic, interactive, and reciprocal processes of engagement with diverse individuals, families, groups, organizations and communities.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
Engg-G1 Demonstrate the ability to apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engg-G2 Demonstrate the ability to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12 In regard to the Engagement competency, please use the space below to explain any item for which you have given the student a rating of '1', '2', '3', '4', or '5'.

Q13 Assess: Assess individuals, families, groups, organizations, and communities. Social workers have a theory-informed knowledge base so as to be able to assess individuals, families, groups, organizations, and communities. They understand how to analyze policies and services that affect the well-being of individuals, families, groups, organizations, and communities.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
Asss-G1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asss-G2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asss-G3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Asss-G4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Q14 In regard to the Assessment competency, please use the space below to explain any item for which you have given the student a rating of '1', '2', '3', '4', or '5'.

Q15 Intervene: Intervene with individuals, families, groups, organizations, and communities. Social workers use a theory and research-informed knowledge base to identify, analyze, and implement evidence-based interventions designed to achieve client goals for diverse individuals, families, groups, organizations, and communities. Social workers develop leadership skills for implementation

of policies and services that promote social and economic justice and serve the well-being of individuals, families, groups, organizations, and communities.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
Itvn-G1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Itvn-G2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Itvn-G3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Itvn-G4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Itvn-G5 Facilitate effective transitions and endings that advance mutually agreed-on goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Q16 In regard to the Intervention competency, please use the space below to explain any item for which you have given the student a rating of '1', '2', '3', '4', or '5'.

Q17 Evaluate: Evaluate individuals, families, groups, organizations, and communities. Social workers know how to use research and technological advances in the service of individuals, families, groups, organizations, and communities. Social workers understand how to critically analyze research literature to select appropriate interventions.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
Evlt-G1 Demonstrate the ability to select and use appropriate methods for evaluation of outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evlt-G2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evlt-G3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evlt-G4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q18 In regard to the Evaluation competency, please use the space below to explain if you have given the student a rating of '1', '2', '3', '4', or '5'.

Q19 What are the unique strengths this student brings to the profession of social work?

Q20 In what areas do you see a need for this student to grow professionally? Please identify future learning needs.

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

Student comments on this evaluation:

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

Student Signature

Field Instructor Signature

Thank you for completing this evaluation.

Appendix D-2

Generalist Practice Self-Evaluation
The University of Memphis
School of Social Work
School of Urban Affairs and Public Policy

Student

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

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

Rating Scale Guide:

Please rate the yourself with regard to whether you are demonstrating competency at an acceptable level for a beginning-level social worker. A score of "7" means that the student is competent to hold an entry-level social work position. Scores in the range of 1 to 5 indicate that the student has not yet achieved the necessary knowledge and skills to hold an entry-level position.

Please respond to all questions on the survey (selecting the “Insufficient Evidence to Rate at This Time” option when applicable).

The 9 competencies specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria.

8-9 = Student routinely demonstrates advanced-level knowledge, skills and abilities with minimal supervision

7 = Student demonstrates advanced-level knowledge, skills and abilities in this area with ongoing supervision

6 = Student demonstrates required-level knowledge, skills and abilities with periodic supervision

5 = Student demonstrates required-level knowledge, skills and abilities in this area with ongoing supervision

4 = Student demonstrates beginning-level knowledge, skills and abilities with periodic supervision

3 = Student demonstrates beginning-level knowledge, skills and abilities with ongoing supervision

1-2 = Student demonstrates little or no knowledge, skills and abilities and requires ongoing supervision

IE = Student has not had the opportunity to demonstrate knowledge, skill or abilities on this student behavior

Q1 Professional Conduct: To identify as a professional social worker and conduct oneself accordingly. Social workers serve as representatives of the profession, its mission and core values. Identifying as a professional social worker involves knowing the history of social work, ways of enhancing the profession, and the importance of professional conduct and growth.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
<p>PC-G1 Demonstrate an ability to make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making and additional codes of ethics as appropriate to context.</p> <p>PC-G2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</p> <p>PC-G3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PC-F4 Use technology ethically and appropriately to facilitate practice outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PC-G5 Use supervision and consultation to guide professional judgment and behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q2 In regard to the Professional Conduct competency, please use the space below to explain any item for which you have given yourself a rating of '1', '2', '3', '4', or '5'.

Q3 Diversity: Engage diversity and difference in practice Engaging diversity and difference in practice involves understanding how the intersectionality of age, class, color, culture, disability ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation shape human experience and are critical to identity formation. Social

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

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
<p>Div-G1 Demonstrate an ability to apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Div-G2 Present as a learner and engage clients and constituencies as experts of their own experiences.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Div-G3 Demonstrate the ability to apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4 In regard to the Diversity competency, please use the space below to explain any item for which you have given yourself a rating of '1', '2', '3', '4', or '5'.

Q5 Social & Economic Justice: Advance human rights and social and economic justice. Social workers: recognize that each person has basic human rights; recognize the global interconnections of oppression; are knowledgeable about theories of justice and strategies to promote human and civil rights; and incorporate social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
SEJ-G1 Demonstrate the ability to apply an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SEJ-G2 Engage in practices that advance social, economic, and environmental justice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6 In regard to the Social & Economic Justice competency, please use the space below to explain any item for which you have given yourself a rating of '1', '2', '3', '4', or '5'.

Q7 Research: Engage in research-informed practice and practice-informed research Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
RsCh-G1 Use practice experience and theory to inform scientific inquiry and research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
RsCh-G2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research finding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
RsCh-G3 Use and translate research evidence to inform and improve practice, policy, and service delivery.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8 In regard to the Research competency, please use the space below to explain any item for which you have given yourself a rating of '1', '2', '3', '4', or '5'.

Q9 Policy: Engage in policy practice to advance social and economic well-being and to deliver effective social work practice. Social workers understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
Plcy-G1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plcy-G2 Demonstrate the ability to assess how social welfare and economic policies impact the delivery of and access to social services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plcy-G3 Demonstrate the ability to apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10 In regard to the Policy competency, please use the space below to explain any item for which you have given yourself a rating of '1', '2', '3', '4', or '5'.

Q11 Engage: Engage individuals, families, groups, organizations, and communities. Social workers use a theory-informed knowledge base to understand the dynamic, interactive, and reciprocal processes of engagement with diverse individuals, families, groups, organizations and communities.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
Engg-G1 Demonstrate the ability to apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engg-G2 Demonstrate the ability to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12 In regard to the Engagement competency, please use the space below to explain any item for which you have given yourself a rating of '1', '2', '3', '4', or '5'.

Q13 Assess: Assess individuals, families, groups, organizations, and communities Social workers have a theory-informed knowledge base so as to be able to assess individuals, families, groups, organizations, and communities. They understand how to analyze policies and services that affect the well-being of individuals, families, groups, organizations, and communities.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
Asss-G1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asss-G2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asss-G3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Asss-G4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Q14 In regard to the Assessment competency, please use the space below to explain any item for which you have given yourself a rating of '1', '2', '3', '4', or '5'.

Q15 Intervene: Intervene with individuals, families, groups, organizations, and communities Social workers use a theory and research-informed knowledge base to identify, analyze, and implement evidence-based interventions designed to achieve client goals for diverse individuals, families, groups, organizations, and communities. Social workers develop leadership skills for

implementation of policies and services that promote social and economic justice and serve the well-being of individuals, families, groups, organizations, and communities.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
Itvn-G1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Itvn-G2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Itvn-G3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Itvn-G4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Itvn-G5 Facilitate effective transitions and endings that advance mutually agreed-on goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
---	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Q16 In regard to the Intervention competency, please use the space below to explain any item for which you have given yourself a rating of '1', '2', '3', '4', or '5'.

Q17 Evaluate: Evaluate individuals, families, groups, organizations, and communities Social workers know how to use research and technological advances in the service of individuals, families, groups, organizations, and communities. Social workers understand how to critically analyze research literature to select appropriate interventions.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
Evlt-G1 Demonstrate the ability to select and use appropriate methods for evaluation of outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evlt-G2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evlt-G3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evlt-F4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q18 In regard to the Evaluation competency, please use the space below to explain if you have given yourself a rating of '1', '2', '3', '4', or '5'.

Q19 What are the unique strengths you bring to the profession of social work?

Q20 In what areas do you see a need for yourself to grow professionally? Please identify future learning needs.

Q21 If you have other remarks you wish to make in regard to your performance, please feel free to do so in the box below:

Q22 Student comments on this evaluation:

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

Student Signature

Thank you for completing this evaluation.

Appendix D-3

MSW Children, Youth, and Families Advanced Practice Behaviors Evaluation
The University of Memphis
School of Social Work
School of Urban Affairs and Public Policy

Field Instructor: Below you will find the field evaluation form for the Children, Youth, and Families Advanced Practice Behaviors of the Master of Social Work program at the University of Memphis. You are being asked to complete this form because you are the field instructor for a student in the program.

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

Rating Scale Guide:

Instructions for Rating Interns on the 9 Competencies in the First Part of the Evaluation:

Please rate the student with regard to whether he/she is demonstrating competency at an acceptable level for a social worker holding a master's degree. A score of "7" means that the student is competent to hold an entry-level social work position. Scores in the range of 1 to 5 indicate that the student has not yet achieved the necessary knowledge and skills to hold an entry-level position.

Please respond to all questions on the survey (selecting the “Insufficient Evidence to Rate at This Time” option when applicable).

The 9 competencies specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria.

8-9 = Student routinely demonstrates advanced-level knowledge, skills and abilities with minimal supervision
7 = Student demonstrates advanced-level knowledge, skills and abilities in this area with ongoing supervision
6 = Student demonstrates required-level knowledge, skills and abilities with periodic supervision
5 = Student demonstrates required-level knowledge, skills and abilities in this area with ongoing supervision
4 = Student demonstrates beginning-level knowledge, skills and abilities with periodic supervision
3 = Student demonstrates beginning-level knowledge, skills and abilities with ongoing supervision
1-2 = Student demonstrates little or no knowledge, skills and abilities and requires ongoing supervision
IE = Student has not had the opportunity to demonstrate knowledge, skill or abilities on this student behavior

Q1 Ethical and Professional Conduct: Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in interprofessional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
PC-CY1 Use critical analysis and take leadership in resolving complex ethical situations involving children, youth, and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PC-CY2 Model professional judgement, behavior, and values for professionals and para-professionals in children, youth, and family settings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q2 In regard to the Professional Conduct competency, please use the space below to explain any item for which you have given the student a rating of '1', '2', '3', '4', or '5'.

Q3 Diversity: Engage diversity and difference in practice. Engaging diversity and difference in practice involves understanding how the intersectionality of age, class, color, culture, disability ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation shape human experience and are critical to identity formation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
Div-CY1 Take leadership in eliminating oppression, poverty, marginalization, alienation, and privilege in practice settings impacting children, youth, and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Div-CY2 Analyze the effects of intersectionality of multiple factors impacting children, youth, and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4 In regard to the Diversity competency, please use the space below to explain any item for which you have given the student a rating of '1', '2', '3', '4', or '5'.

Q5 Social & Economic Justice: Advance human rights and social and economic justice. Social workers: recognize that each person has basic human rights; recognize the global interconnections of oppression; are knowledgeable about theories of justice and strategies to promote human and civil rights; and incorporate social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
SEJ-CY1 Use knowledge of economics, policy, and theory to further human rights and social, economic, and environmental justice for children, youth, and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SEJ-CY2 Use diplomacy, advocacy, research, and collaboration to further the human rights and social, economic, and environmental justice for children, youth, and families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6 In regard to the Social & Economic Justice competency, please use the space below to explain any item for which you have given the student a rating of '1', '2', '3', '4', or '5'.

Q7 Research: Engage in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
RsCh-CY1 Apply knowledge of quantitative and qualitative techniques to evaluation of practice with children, youth, and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
RsCh-CY2 Use social work knowledge informed by scientific inquiry to implement evidence based practices for children, youth, and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8 In regard to the Research competency, please use the space below to explain any item for which you have given the student a rating of '1', '2', '3', '4', or '5'.

Q9 Policy: Engage in policy practice to advance social and economic well-being and to deliver effective social work practice. Social workers understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
Plcy-CY1 Apply knowledge of policy formulation, analysis, and implementation to work with children, youth, and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plcy-CY2 Develop expertise in policies impacting children, youth, and families at local, state, and federal levels and identify strategies for keeping policy knowledge current.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10 In regard to the Policy competency, please use the space below to explain any item for which you have given the student a rating of '1', '2', '3', '4', or '5'.

Q11 Engage: Engage individuals, families, groups, organizations, and communities. Social workers use a theory-informed knowledge base to understand the dynamic, interactive, and reciprocal processes of engagement with diverse individuals, families, groups, organizations and communities.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
Engg-CY1 Develop culturally responsive therapeutic relationships and equal partnerships with children, youth, and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engg-CY2 Attend to interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance in work with children, youth, and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12 In regard to the Engagement competency, please use the space below to explain any item for which you have given the student a rating of '1', '2', '3', '4', or '5'.

Q13 Assess: Assess individuals, families, groups, organizations, and communities. Social workers have a theory-informed knowledge base so as to be able to assess individuals, families, groups, organizations, and communities. They understand how to analyze policies and services that affect the well-being of individuals, families, groups, organizations, and communities.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
Asss-CY1 Apply knowledge of the DSM and use differential diagnosis in complex mental health settings with children, youth, and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asss-CY2 Assess client readiness for change and modify intervention strategies based on continued assessment with children, youth, and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q14 In regard to the Assessment competency, please use the space below to explain any item for which you have given the student a rating of '1', '2', '3', '4', or '5'.

Q15 Intervene: Intervene with individuals, families, groups, organizations, and communities. Social workers use a theory and research-informed knowledge base to identify, analyze, and implement evidence-based interventions designed to achieve client goals for diverse individuals, families, groups, organizations, and communities. Social workers develop leadership skills for implementation of policies and services that promote social and economic justice and serve the well-being of individuals, families, groups, organizations, and communities.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
Itvn-CY1 Apply advanced knowledge of clinical techniques to work with children, youth, and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Itvn-CY2 Apply advanced knowledge of integrative and wrap-around approaches to work with children, youth, and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Itvn-CY3 Apply advanced knowledge of community and organizational change techniques to settings that serve children, youth, and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16 In regard to the Intervention competency, please use the space below to explain any item for which you have given the student a rating of '1', '2', '3', '4', or '5'.

Q17 Evaluate: Evaluate individuals, families, groups, organizations, and communities. Social workers know how to use research and technological advances in the service of individuals, families, groups, organizations, and communities. Social workers understand how to critically analyze research literature to select appropriate interventions.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
<p>Evlt-CY1 Use evaluation processes to develop best practice interventions and contribute to the knowledge base around intervention with children, youth, and families.</p> <p>Evlt-CY2 Understand and evaluate budget models in practice settings for children, youth, and families.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q18 In regard to the Evaluation competency, please use the space below to explain if you have given the student a rating of '1', '2', '3', '4', or '5'.

Q19 What are the unique strengths this student brings to the profession of social work?

Q20 In what areas do you see a need for this student to grow professionally? Please identify future learning needs.

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

Student comments on this evaluation:

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

Student Signature

Field Instructor Signature

Thank you for completing this evaluation.

MSW Adults and Families Advanced Practice Behaviors Evaluation
The University of Memphis
School of Social Work
School of Urban Affairs and Public Policy

Field Instructor: Below you will find the field evaluation form for the Adults and Families Advanced Practice Behaviors of the Master of Social Work program at the University of Memphis. You are being asked to complete this form because you are the field instructor for a student in the program.

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

Rating Scale Guide:

Instructions for Rating Interns on the 9 Competencies in the First Part of the Evaluation:

Please rate the student with regard to whether he/she is demonstrating competency at an acceptable level for a social worker holding a master's degree. A score of "7" means that the student is competent to hold an entry-level social work position. Scores in the range of 1 to 5 indicate that the student has not yet achieved the necessary knowledge and skills to hold an entry-level position.

Please respond to all questions on the survey (selecting the “Insufficient Evidence to Rate at This Time” option when applicable).

The 9 competencies specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria.

8-9 = Student routinely demonstrates advanced-level knowledge, skills and abilities with minimal supervision
7 = Student demonstrates advanced-level knowledge, skills and abilities in this area with ongoing supervision
6 = Student demonstrates required-level knowledge, skills and abilities with periodic supervision
5 = Student demonstrates required-level knowledge, skills and abilities in this area with ongoing supervision
4 = Student demonstrates beginning-level knowledge, skills and abilities with periodic supervision
3 = Student demonstrates beginning-level knowledge, skills and abilities with ongoing supervision
1-2 = Student demonstrates little or no knowledge, skills and abilities and requires ongoing supervision
IE = Student has not had the opportunity to demonstrate knowledge, skill or abilities on this student behavior

Q1 Ethical and Professional Conduct: Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in interprofessional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
PC-A1 Use critical analysis and take leadership in resolving complex ethical situations involving adults and families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PC-A2 Model professional judgement, behavior, and values for professionals and para-professionals in adult and family settings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q2 In regard to the Professional Conduct competency, please use the space below to explain any item for which you have given the student a rating of '1', '2', '3', '4', or '5'.

Q3 Diversity: Engage diversity and difference in practice. Engaging diversity and difference in practice involves understanding how the intersectionality of age, class, color, culture, disability ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation shape human experience and are critical to identity formation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
Div-A1 Take leadership in eliminating oppression, poverty, marginalization, alienation, and privilege in practice settings impacting adults and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Div-A2 Analyze the effects of intersectionality on multiple factors impacting adults and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4 In regard to the Diversity competency, please use the space below to explain any item for which you have given the student a rating of '1', '2', '3', '4', or '5'.

Q5 Social & Economic Justice: Advance human rights and social and economic justice. Social workers: recognize that each person has basic human rights; recognize the global interconnections of oppression; are knowledgeable about theories of justice and strategies to promote human and civil rights; and incorporate social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
SEJ-A1 Use knowledge of economics, policy, and theory to further human rights and social, economic, and environmental justice for adults and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SEJ-A2 Use diplomacy, advocacy, research, and collaboration to further human rights and social, economic, and environmental justice for adults and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6 In regard to the Social & Economic Justice competency, please use the space below to explain any item for which you have given the student a rating of '1', '2', '3', '4', or '5'.

Q7 Research: Engage in research-informed practice and practice-informed research Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
RsSch-A1 Apply knowledge of quantitative and qualitative techniques to evaluation of practice with adults and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
RsSch-A2 Use social work knowledge informed by scientific inquiry to implement evidenced based practices for adults and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8 In regard to the Research competency, please use the space below to explain any item for which you have given the student a rating of '1', '2', '3', '4', or '5'.

Q9 Policy: Engage in policy practice to advance social and economic well-being and to deliver effective social work practice. Social workers understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
Plcy-A1 Apply knowledge of policy formulation, analysis, and implementation to work with adults and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plcy-A2 Develop expertise in policies impacting adults and families at local, state, and federal levels and identify strategies for keeping policy knowledge current.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10 In regard to the Policy competency, please use the space below to explain any item for which you have given the student a rating of '1', '2', '3', '4', or '5'.

Q11 Engage: Engage individuals, families, groups, organizations, and communities. Social workers use a theory-informed knowledge base to understand the dynamic, interactive, and reciprocal processes of engagement with diverse individuals, families, groups, organizations and communities.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
Engg-A1 Develop culturally responsive therapeutic relationships and equal partnerships with adults and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engg-A2 Attend to interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance in work with children, youth, and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12 In regard to the Engagement competency, please use the space below to explain any item for which you have given the student a rating of '1', '2', '3', '4', or '5'.

Q13 Assess: Assess individuals, families, groups, organizations, and communities. Social workers have a theory-informed knowledge base so as to be able to assess individuals, families, groups, organizations, and communities. They understand how to analyze policies and services that affect the well-being of individuals, families, groups, organizations, and communities.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
Asss-A1 Apply knowledge of the DSM and use differential diagnosis in complex mental health settings with adults and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asss-A2 Assess client readiness for change and modify intervention strategies based on continued assessment with adults and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q14 In regard to the Assessment competency, please use the space below to explain any item for which you have given the student a rating of '1', '2', '3', '4', or '5'.

Q15 Intervene: Intervene with individuals, families, groups, organizations, and communities. Social workers use a theory and research-informed knowledge base to identify, analyze, and implement evidence-based interventions designed to achieve client goals for diverse individuals, families, groups, organizations, and communities. Social workers develop leadership skills for implementation of policies and services that promote social and economic justice and serve the well-being of individuals, families, groups, organizations, and communities.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
Itvn-A1 Apply advanced knowledge of clinical techniques to work with adults and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Itvn-A2 Apply advanced knowledge of integrative and wrap-around approaches to work with adults and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Itvn-A3 Apply advanced knowledge of community and organizational change techniques to settings that serve adults and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16 In regard to the Intervention competency, please use the space below to explain any item for which you have given the student a rating of '1', '2', '3', '4', or '5'.

Q17 Evaluate: Evaluate individuals, families, groups, organizations, and communities. Social workers know how to use research and technological advances in the service of individuals, families, groups, organizations, and communities. Social workers understand how to critically analyze research literature to select appropriate interventions.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
Evlt-A1 Use evaluation processes to develop best practice interventions and contribute to the knowledge base around intervention with adults and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evlt-A2 Understand and evaluate budget models in practice settings for adults and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q18 In regard to the Evaluation competency, please use the space below to explain if you have given the student a rating of '1', '2', '3', '4', or '5'.

Q19 What are the unique strengths this student brings to the profession of social work?

Q20 In what areas do you see a need for this student to grow professionally? Please identify future learning needs.

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

Student comments on this evaluation:

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

Student Signature

Field Instructor Signature

Thank you for completing this evaluation.

Appendix D-4

MSW Children, Youth, and Families Advanced Practice Behaviors Self-Evaluation
The University of Memphis
School of Social Work
School of Urban Affairs and Public Policy

Student

Below you will find the field evaluation form for the Children, Youth, and Families Advanced Practice Behaviors of the Master of Social Work program at the University of Memphis. You are being asked to complete this form because you are a student in the program.

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

Rating Scale Guide:

Please rate yourself with regard to whether you are demonstrating competency at an acceptable level for a social worker holding a master's degree. A score of "7" means that the student is competent to hold an entry-level social work position. Scores in the range of 1 to 5 indicate that the student has not yet achieved the necessary knowledge and skills to hold an entry-level position.

Please respond to all questions on the survey (selecting the “Insufficient Evidence to Rate at This Time” option when applicable).

The 9 competencies specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria.

8-9 = Student routinely demonstrates advanced-level knowledge, skills and abilities with minimal supervision

7 = Student demonstrates advanced-level knowledge, skills and abilities in this area with ongoing supervision

6 = Student demonstrates required-level knowledge, skills and abilities with periodic supervision

5 = Student demonstrates required-level knowledge, skills and abilities in this area with ongoing supervision

4 = Student demonstrates beginning-level knowledge, skills and abilities with periodic supervision

3 = Student demonstrates beginning-level knowledge, skills and abilities with ongoing supervision

1-2 = Student demonstrates little or no knowledge, skills and abilities and requires ongoing supervision

IE = Student has not had the opportunity to demonstrate knowledge, skill or abilities on this student behavior

Q1 Professional Conduct: To identify as a professional social worker and conduct oneself accordingly. Social workers serve as representatives of the profession, its mission and core values. Identifying as a professional social worker involves knowing the history of social work, ways of enhancing the profession, and the importance of professional conduct and growth.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
PC-CY1 Use critical analysis and take leadership in resolving complex ethical situations involving children, youth, and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PC-CY2 Model professional judgment, behavior, and values for professionals and para-professionals in children, youth, and family settings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q2 In regard to the Professional Conduct competency, please use the space below to explain any item for which you have given yourself a rating of '1', '2', '3', '4', or '5'.

Q3 Diversity: Engage diversity and difference in practice Engaging diversity and difference in practice involves understanding how the intersectionality of age, class, color, culture, disability ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation shape human experience and are critical to identity formation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
Div-CY1 Take leadership in eliminating oppression, poverty, marginalization , alienation, and privilege in practice settings impacting children, youth, and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Div-CY2 Analyze the effects of intersectionality of multiple factors impacting children, youth, and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4 In regard to the Diversity competency, please use the space below to explain any item for which you have given yourself a rating of '1', '2', '3', '4', or '5'.

Q5 Social & Economic Justice: Advance human rights and social and economic justice. Social workers: recognize that each person has basic human rights; recognize the global interconnections of oppression; are knowledgeable about theories of justice and strategies to promote human and civil rights; and incorporate social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
SEJ-CY1 Use knowledge of economics, policy, and theory to further human rights and social, economic, and environmental justice for children, youth, and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SEJ-CY2 Use diplomacy, advocacy, research, and collaboration to further the human rights and social, economic, and environmental justice for children, youth, and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6 In regard to the Social & Economic Justice competency, please use the space below to explain any item for which you have given yourself a rating of '1', '2', '3', '4', or '5'.

Q7 Research: Engage in research-informed practice and practice-informed research Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
RsCh-CY1 Apply knowledge of quantitative and qualitative techniques to evaluation of practice with children, youth, and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
RsCh-CY2 Use social work knowledge informed by scientific inquiry to implement evidence based practices for children, youth, and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8 In regard to the Research competency, please use the space below to explain any item for which you have given yourself a rating of '1', '2', '3', '4', or '5'.

Q9 Policy: Engage in policy practice to advance social and economic well-being and to deliver effective social work practice
 Social workers understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
Plcy-CY1 Apply knowledge of policy formulation, analysis, and implementation to work with children, youth, and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plcy-CY2 Develop expertise in policies impacting children, youth, and families at local, state, and federal levels and identify strategies for keeping policy knowledge current.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10 In regard to the Policy competency, please use the space below to explain any item for which you have given yourself a rating of '1', '2', '3', '4', or '5'.

Q11 Engage: Engage individuals, families, groups, organizations, and communities Social workers use a theory-informed knowledge base to understand the dynamic, interactive, and reciprocal processes of engagement with diverse individuals, families, groups, organizations and communities.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
Engg-CY1 Develop culturally responsive therapeutic relationships and equal partnerships with children, youth, and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engg-CY2 Attend to interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance in work with children, youth, and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12 In regard to the Engagement competency, please use the space below to explain any item for which you have given yourself a rating of '1', '2', '3', '4', or '5'.

Q13 Assess: Assess individuals, families, groups, organizations, and communities Social workers have a theory-informed knowledge base so as to be able to assess individuals, families, groups, organizations, and communities. They understand how to analyze policies and services that affect the well-being of individuals, families, groups, organizations, and communities.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
Asss-CY1 Apply knowledge of the DSM and use differential diagnosis in complex mental health settings with children, youth, and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asss-CY2 Assess client readiness for change and modify intervention strategies based on continued assessment with children, youth, and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q14 In regard to the Assessment competency, please use the space below to explain any item for which you have given yourself a rating of '1', '2', '3', '4', or '5'.

Q15 Intervene: Intervene with individuals, families, groups, organizations, and communities Social workers use a theory and research-informed knowledge base to identify, analyze, and implement evidence-based interventions designed to achieve client goals for diverse individuals, families, groups, organizations, and communities. Social workers develop leadership skills for implementation of policies and services that promote social and economic justice and serve the well-being of individuals, families, groups, organizations, and communities.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
Itvn-CY1 Apply advanced knowledge of clinical techniques to work with children, youth, and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Itvn-CY2 Apply advanced knowledge of integrative and wrap-around approaches to work with children, youth, and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Itvn-CY3 Apply advanced knowledge of community and organizational change techniques to settings that serve children, youth, and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16 In regard to the Intervention competency, please use the space below to explain any item for which you have given yourself a rating of '1', '2', '3', '4', or '5'.

Q17 Evaluate: Evaluate individuals, families, groups, organizations, and communities Social workers know how to use research and technological advances in the service of individuals, families, groups, organizations, and communities. Social workers understand how to critically analyze research literature to select appropriate interventions.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
Evlt-CY1 Use evaluation processes to develop best practice interventions and contribute to the knowledge base around intervention with children, youth, and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evlt-CY2 Understand and evaluate budget models in practice settings for children, youth, and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q18 In regard to the Evaluation competency, please use the space below to explain if you have given yourself a rating of '1', '2', '3', '4', or '5'.

Q19 What are the unique strengths you bring to the profession of social work?

Q20 In what areas do you see a need for yourself to grow professionally? Please identify future learning needs.

Q21 If you have other remarks you wish to make in regard to your performance, please feel free to do so in the box below:

Q22 Student comments on this evaluation:

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

Student Signature

Thank you for completing this evaluation.

MSW Adults and Families Advanced Practice Behaviors Self-Evaluation
The University of Memphis
School of Social Work
School of Urban Affairs and Public Policy

Student

Below you will find the field evaluation form for the Adults and Families Advanced Practice Behaviors of the Master of Social Work program at the University of Memphis. You are being asked to complete this form because you are a student in the program.

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

Rating Scale Guide:

Please rate yourself with regard to whether you are demonstrating competency at an acceptable level for a social worker holding a master's degree. A score of "7" means that the student is competent to hold an entry-level social work position. Scores in the range of 1 to 5 indicate that the student has not yet achieved the necessary knowledge and skills to hold an entry-level position.

Please respond to all questions on the survey (selecting the “Insufficient Evidence to Rate at This Time” option when applicable).

The 9 competencies specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria.

8-9 = Student routinely demonstrates advanced-level knowledge, skills and abilities with minimal supervision

7 = Student demonstrates advanced-level knowledge, skills and abilities in this area with ongoing supervision

6 = Student demonstrates required-level knowledge, skills and abilities with periodic supervision

5 = Student demonstrates required-level knowledge, skills and abilities in this area with ongoing supervision

4 = Student demonstrates beginning-level knowledge, skills and abilities with periodic supervision

3 = Student demonstrates beginning-level knowledge, skills and abilities with ongoing supervision

1-2 = Student demonstrates little or no knowledge, skills and abilities and requires ongoing supervision

IE = Student has not had the opportunity to demonstrate knowledge, skill or abilities on this student behavior

Q1 Professional Conduct: To identify as a professional social worker and conduct oneself accordingly. Social workers serve as representatives of the profession, its mission and core values. Identifying as a professional social worker involves knowing the history of social work, ways of enhancing the profession, and the importance of professional conduct and growth.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
PC-A1 Use critical analysis and take leadership in resolving complex ethical situations involving adults and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PC-A2 Model professional judgment, behavior, and values for professionals and para-professionals in adult and family settings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q2 In regard to the Professional Conduct competency, please use the space below to explain any item for which you have given yourself a rating of '1', '2', '3', '4', or '5'.

Q3 Diversity: Engage diversity and difference in practice. Engaging diversity and difference in practice involves understanding how the intersectionality of age, class, color, culture, disability ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation shape human experience and are critical to identity formation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
Div-A1 Take leadership in eliminating oppression, poverty, marginalization, alienation, and privilege in practice settings impacting adults and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Div-A2 Analyze the effects of intersectionality on multiple factors impacting adults and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4 In regard to the Diversity competency, please use the space below to explain any item for which you have given yourself a rating of '1', '2', '3', '4', or '5'.

Q5 Social & Economic Justice: Advance human rights and social and economic justice. Social workers: recognize that each person has basic human rights; recognize the global interconnections of oppression; are knowledgeable about theories of justice and strategies to promote human and civil rights; and incorporate social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
SEJ-A1 Use knowledge of economics, policy, and theory to further human rights and social, economic, and environmental justice for adults and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SEJ-A2 Use diplomacy, advocacy, research, and collaboration to further human rights and social, economic, and environmental justice for adults and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6 In regard to the Social & Economic Justice competency, please use the space below to explain any item for which you have given yourself a rating of '1', '2', '3', '4', or '5'.

Q7 Research: Engage in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
RsSch-A1 Apply knowledge of quantitative and qualitative techniques to evaluation of practice with adults and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
RsSch-A2 Use social work knowledge informed by scientific inquiry to implement evidenced based practices for adults and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8 In regard to the Research competency, please use the space below to explain any item for which you have given yourself a rating of '1', '2', '3', '4', or '5'.

Q9 Policy: Engage in policy practice to advance social and economic well-being and to deliver effective social work practice. Social workers understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
Plcy-A1 Apply knowledge of policy formulation, analysis, and implementation to work with adults and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plcy-A2 Develop expertise in policies impacting adults and families at local, state, and federal levels and identify strategies for keeping policy knowledge current.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10 In regard to the Policy competency, please use the space below to explain any item for which you have given yourself a rating of '1', '2', '3', '4', or '5'.

Q11 Engage: Engage individuals, families, groups, organizations, and communities. Social workers use a theory-informed knowledge base to understand the dynamic, interactive, and reciprocal processes of engagement with diverse individuals, families, groups, organizations and communities.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
Engg-A1 Develop culturally responsive therapeutic relationships and equal partnerships with adults and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engg-A2 Attend to interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance in work with children, youth, and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12 In regard to the Engagement competency, please use the space below to explain any item for which you have given yourself a rating of '1', '2', '3', '4', or '5'.

Q13 Assess: Assess individuals, families, groups, organizations, and communities Social workers have a theory-informed knowledge base so as to be able to assess individuals, families, groups, organizations, and communities. They understand how to analyze policies and services that affect the well-being of individuals, families, groups, organizations, and communities.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
Asss-A1 Apply knowledge of the DSM and use differential diagnosis in complex mental health settings with adults and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asss-A2 Assess client readiness for change and modify intervention strategies based on continued assessment with adults and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q14 In regard to the Assessment competency, please use the space below to explain any item for which you have given yourself a rating of '1', '2', '3', '4', or '5'.

Q15 Intervene: Intervene with individuals, families, groups, organizations, and communities Social workers use a theory and research-informed knowledge base to identify, analyze, and implement evidence-based interventions designed to achieve client goals for diverse individuals, families, groups, organizations, and communities. Social workers develop leadership skills for implementation of policies and services that promote social and economic justice and serve the well-being of individuals, families, groups, organizations, and communities.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
Itvn-A1 Apply advanced knowledge of clinical techniques to work with adults and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Itvn-A2 Apply advanced knowledge of integrative and wrap-around approaches to work with adults and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Itvn-A3 Apply advanced knowledge of community and organizational change techniques to settings that serve adults and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16 In regard to the Intervention competency, please use the space below to explain any item for which you have given yourself a rating of '1', '2', '3', '4', or '5'.

Q17 Evaluate: Evaluate individuals, families, groups, organizations, and communities Social workers know how to use research and technological advances in the service of individuals, families, groups, organizations, and communities. Social workers understand how to critically analyze research literature to select appropriate interventions.

	Has not met this competency			Progressing, not yet competent			Has met this competency			Insufficient evidence to rate at this time ~
	1	2	3	4	5	6	7	8	9	
Evlt-A1 Use evaluation processes to develop best practice interventions and contribute to the knowledge base around intervention with adults and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evlt-A2 Understand and evaluate budget models in practice settings for adults and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q18 In regard to the Evaluation competency, please use the space below to explain if you have given yourself a rating of '1', '2', '3', '4', or '5'.

Q19 What are the unique strengths you bring to the profession of social work?

Q20 In what areas do you see a need for you to grow professionally? Please identify future learning needs.

Q21 If you have other remarks you wish to make in regard to your performance, please feel free to do so in the box below:

Q22 Student comments on this evaluation:

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

Student Signature

Thank you for completing this evaluation.

