

# **Field Instructor Training**

**Kenya Anderson, BA Field Placement  
Coordinator**

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Coordinator**

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Placement Coordinator**

# Training Objectives

- **Review function and types of field instruction/supervision**
- **BA Program**
  - Review of Hours and Calendar
  - Review of Field Curriculum
  - Requirements
- **MSW Program**
  - Review of Hours
  - Review of Program Tracks
  - Review of Field Curriculum
- **Review protocol for addressing student concerns**
- **Review Intern Placement Tracking System**

# The Role of Field Placement as part of the University Curriculum

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

# Council on Social Work Education (CSWE) 9 Core Competencies

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage In Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

# CSWE (cont.)

- Field education is the signature pedagogy in social work education
- Like all accredited social work programs, the Department of Social Work utilizes a competency-based approach to identify and assess what students demonstrate in practice.

# Student Requirements

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

Must be a member of National Association of Social Workers (NASW) (\$48)

- Can purchase membership online

Must have liability insurance (\$15)

- Note change: 1,000,000 / 5,000,000
- Can purchase policy online

Must agree to abide by NASW Code of Conduct

# Function of Supervision

- Provides context for learning and professional development
- An opportunity to step back from the immediate, intense experience of the work we do and consider what the experience really means
- Allows the supervisee to examine their thoughts and feelings about their work and identify interventions that best meet the need of the client being served
- Goal is to create an environment in which the supervisee can do their best thinking and subsequent performance

# Function of Supervision (cont.)

- A cluster of functions -- administrative, educational and supportive -- performed within the context of a positive relationship by a person (supervisor) to whom authority has been delegated to direct, coordinate, enhance and evaluate the on-the-job performance of the supervisee(s) for whose work s/he is held accountable.
- The primary goal of supervision is the establishment of an on-going relationship in which the supervisor designs specific learning tasks and teaching strategies related to the intern's development as a professional. The supervisor empowers the intern to enter the profession by helping him/ her understand the core competencies of the profession. The supervisor guides the relationship to help him/her achieve success.



# Administrative Supervision

- Administrative supervision is oriented towards an agency or organization's policy and public accountability. It is here that objectives are translated into tasks to be performed by social workers. The major responsibility of the administrative supervisor is to ensure that the work is performed.

Objective	Task
Intern recruitment & selection	Intern orientation & placement
Work planning	Work assignment
Work delegation	Monitoring, reviewing and evaluating work
Coordination of work	Communication with intern

# Educational Supervision

Educational supervision (also called clinical supervision) establishes a learning alliance between the supervisor and supervisee in which the supervisee learns therapeutic skills while developing self-awareness at the same time. It is also concerned with teaching the knowledge, skills, and attitudes important to clinical tasks by analyzing the social worker's interaction with clients. The supervisor teaches the social worker what he/she needs to know to provide specific services to specific clients.

Goal of Supervisor	Outcome for Intern
Emphasis is on professional development of intern	Identification of knowledge and skills necessary to do the work
Provision of teaching/training/ learning resources	Socialization to professional values and identity

# Supportive Supervision

Supportive supervision is concerned with increasing job performance by decreasing job related stress that interferes with work performance. The supervisor increases the social worker's motivation and develops a work environment that enhances work performance by providing the following:

- Recognition
- Approval
- Reassurance
- Encouragement
- Flexibility
- Opportunity to express concerns
- Gain perspective

# Developmental Stages of Internship

Stage	Intern's Feelings, Behaviors & Thoughts	Field Instructor Strategies
Anticipation	<ul style="list-style-type: none"><li>• Excitement</li><li>• Anxiety about self, supervisor, co-workers, field site, clients, life context</li><li>• Worry about fitting in and having the knowledge necessary to do well</li></ul>	<ul style="list-style-type: none"><li>• Discuss learning objective</li><li>• Be clear about expectations</li><li>• Allay anxiety by discussing fears openly</li><li>• Plan and structure supervision time</li><li>• Provide encouraging feedback</li><li>• Challenge faulty assumptions about the work</li></ul>

# Developmental Stages of Internship (cont.)

Stage	Intern's Feelings, Behaviors & Thoughts	Field Instructor Strategies
Disillusionment	<ul style="list-style-type: none"><li>• Unexpected emotions</li><li>• Ethical issues and hard work expose a different side of practice outside of the classroom</li><li>• Questioning adequacy of skills</li><li>• Understanding breadth of demands</li><li>• Disappointment with supervisor/co-workers, clients or tasks</li></ul>	<ul style="list-style-type: none"><li>• Help student work through challenging issues</li><li>• Challenge students to face and explore ethical issues</li><li>• Model the process of ongoing learning and inquiry</li><li>• Help the student see the difference between classroom and real world</li><li>• Expose student to positive models of effective practitioners</li></ul>

# Developmental Stages of Internship (cont.)

Stage	Intern's Feelings, Behaviors & Thoughts	Field Instructor Strategies
Confrontation	<ul style="list-style-type: none"><li>• Expectations have to be revisited</li><li>• Students must explore interpersonal and intrapersonal issues</li><li>• Confidence should be increasing as greater competence in the work</li></ul>	<ul style="list-style-type: none"><li>• Field instructor can provide encouragement and support to student</li><li>• Assure and model commitment to excellence in work</li><li>• Help in the understanding of the need for advocacy</li></ul>
Competence	<ul style="list-style-type: none"><li>• Shift to identifying with professional vs. student</li><li>• More productive in the work roles</li><li>• Capable of completing more complex tasks</li><li>• Investment in work</li></ul>	<ul style="list-style-type: none"><li>• Introduce student to professional community</li><li>• Discuss career and job strategies</li><li>• Create more advanced learning tasks</li><li>• Help student attend professional trainings</li></ul>

# Developmental Stages of Internship (cont.)

Stage	Intern's Feelings, Behaviors & Thoughts	Field Instructor Strategies
Culmination/Termination	<ul style="list-style-type: none"><li>• End of field placement</li><li>• Termination with clients</li><li>• Case management issues</li><li>• Redefine relationship with supervisor, co-workers, faculty, peers</li><li>• Ending studies</li><li>• Post internship plans</li></ul>	<ul style="list-style-type: none"><li>• Assist the student in termination</li><li>• Help student feel pride in work</li><li>• Recount the learning that has occurred</li><li>• Assure student they are prepared for practice</li><li>• Consider writing a letter of reference for student</li><li>• Refer possible job opportunities</li></ul>

# Field Instructor's/Supervisors Expectations of Student

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

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



# Student's Expectations of Field Instruction/Supervision

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

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

# **BA Program**

## **Kenya Anderson**

# Important Documents

- Field Manual: go to the link –

[http://www.memphis.edu/socialwork/pdfs/  
bafieldmanualrev20152016mod.pdf](http://www.memphis.edu/socialwork/pdfs/bafieldmanualrev20152016mod.pdf)

- Field Instructor Documents

[http://www.memphis.edu/socialwork/  
field\\_forms.php](http://www.memphis.edu/socialwork/field_forms.php)

# BA Student Options

- 2 Consecutive Semesters
  - Plan to work between semesters
  - Seminar I – Tuesday or Wednesday evenings, Online
  - Seminar II – Wednesday evenings or Online
- Block (1 Semester)
  - Must have a GPA > 3.00 to qualify
  - Seminar I – Wednesday afternoons
  - Seminar II – Wednesday evenings
  - Please note: Block placement depends on approval from the Field Director & is based on agency placement availability

# BA Student Required Field Hours

- SWRK 4830 – 3 credit hours
  - 180 hours in the agency
- SWRK4840 – 2 credit hours
- SWRK4831 – 4 credit hours
  - 280 hours in the agency
- SWRK4841 – 2 credit hours

**Total = 460 hours**

# Field Calendar

Spring/Summer – 15.5 hrs/wk (30 wks)

Spring Block – 29 hrs/wk (16 wks)

Summer/Fall – 17 hrs/wk (27 wks)

Summer Block – 36 hrs/wk (13wks)

Fall/Spring – 13 hrs/wk (35 wks)

Fall Block 31 hrs/wk (15 wks)

Note: These numbers represent average weekly hours per semester

# Student Assignments in Seminar

- SWRK 4840
  - Field Journal
  - Agency Paper
  - Case Presentation
  - Portfolio
  - Problem Formulation

# Assignments (cont.)

- SWRK 4841
  - Field Journal
  - Case Presentation
  - Research Project Presentation of Findings



# Steps to BA Field Placement

1. Attend Field Forum
2. Successfully pass 8 core social work courses with a C or higher
3. Complete and submit field practicum application with an attached resume
4. View video, “A Day In The Life of A Social Worker”
5. Review the Council on Social Work Education (CSWE) 9 Core Competencies
6. Schedule individual meeting with Director of Field Placement
7. Receive potential placement and schedule interview
8. Interview with agency and if both parties are in agreement, identify start date and any necessary paperwork that must be completed.

# **MSW Program**

**Laura Taylor**

# Important Documents

- Field Manual: go to the link

[http://www.memphis.edu/socialwork/pdfs/  
mswfieldmanual1617.pdf](http://www.memphis.edu/socialwork/pdfs/mswfieldmanual1617.pdf)

# 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 practice 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.

# MSW Student Schedule

- Students are typically in class on Tuesday and Thursday
- Students should never miss class for field hours
- Students have field hours and seminar classes that fall on Monday and Thursday
- Some students may choose to do their field hours on Friday and over the weekend
- Some students will also have to attend supervision on campus every other week (dates TBD)

# Student Required Field Hours

- 1<sup>st</sup> Year MSW
  - SWRK 7051 Foundation Field Placement I – 160 (14-16 hrs a week)
  - SWRK 7052 Foundation Field Placement II – 240 (16-18 hrs a week)
- 2<sup>nd</sup> Year MSW
  - SWRK 7053 Advanced Field Placement III – 280 (18-20 hrs a week)
  - SWRK 7054 Advanced Field Placement IV – 280 (18-20 hrs a week)
  - SWRK 7055 Integrative Field Seminar I (3-4 seminars per semester)
  - SWRK 7056 Integrative Field Seminar I (3-4 seminars per semester)

Total Hours:

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960

# Seminar Class

- Students are required to participate in field seminar classes
- 1<sup>st</sup> year MSW students (7051/7052)
  - Have seminar class every Thursday in September (until SWRK 7001 course is completed)
  - Will start field the week of October 1st
  - In class one Thursday a month (9:30am-12:30pm) they will get field hours for class
- 1<sup>st</sup> year MSW Extended Study (7051/7052)
  - Extended Study students do not need SWRK 7001 and will start field in August
  - In class one Thursday a month (5:30-8:30pm) or, online and they will get field hours for class
- 2<sup>nd</sup> year MSW students (7055/7056)
  - 2<sup>nd</sup> year students can start field in August
  - In class one Thursday of the month (1:30-4:30pm/5:30-8:30pm) or, online and they will get field hours for class

# Student Assignments in Seminar

- SWRK 7051- Community Immersion Assignment
- SWRK 7052- Policy Change Paper
- SWRK 7055- Behavior Change Project
- SWRK 7056- Self-Reflection Assignment



# **Hours and Liaison Visits Both BA & MSW Programs**

# Rule About University Holiday

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

<http://www.memphis.edu/registrar/calendars/academic/ay1617.php>

# Working Between Semesters

- Students are to follow the calendar of the university regarding holidays, etc. However, it is vitally important that students coordinate any planned absences with the field instructor and prepare the client(s) sufficiently regarding these breaks. Students are allowed to serve in the placement during holidays and breaks in the academic schedule if they and the field instructor work out such an agreement.

# University Initiated Events

- Students will have activities that are offered and required during their educational programming
- The expectation is the student will attend these activities
- Here are some examples
  - Social Work Day on Hill
  - Field Seminar Classes (throughout the year)
  - Agency Day
  - Professional conference/ research with U of M

# Opportunities for Extra Hours

- There are opportunities for students to obtain extra field hours by participating in Department of Social Work activities and community-based social work activities. Ex. Social Work Day on the Hill, SSWO movies, volunteering, etc.
- Students are also allowed to accrue 25 hours a semester towards field in on-line modules/ CEU's/ Professional development opportunities, social service volunteer projects.

# Student Time Logs

- Students will keep up with weekly time logs that reflect their activities and the competencies that are linked to those activities
- MSW students will reflect class/seminar hours in their time logs also
- Field instructors should sign the time logs weekly

# Work Hours

- The required number of hours for a scheduled field day is 7-1/2 but can vary according to the schedule of the assigned agency/institution. In no instance should a student plan for less than four (4) hours at-a-time at the field site. The exceptions to this are illness of the student, or important personal matters, that require one to leave the site unexpectedly. Such absences should not happen regularly, and should become matter for corrective action if this privilege is abused.

# Work Hours (cont.)

- Appropriate use of field placement hours includes preparation done for contact with the client(s), process recording, summaries done for agency/institution purposes, staff conferences, supervisory sessions, other meetings that are part of the learning experience, travel time to and from client contacts, and work on related seminar assignments (particularly the behavior change project/case assessment / research project).



# Supervision

- Students should meet with and be supervised by the Field Instructor at least one hour a week
- Faculty from the Dept. of Social Work will provide regular student supervision for agencies that do not have a social worker on staff
- As part of the CSWE accreditation standards, every Agency Field Instructor should have a Resume and Field Instructor Information Sheet on file with the Department of Social Work.

# Addressing Student Concerns

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

# Addressing Student Concerns (cont.)

- Identify and address the issue at first sign.
- Early intervention is essential.
- Every effort is made to assure that students' rights to due process are *protected*, as well as *protecting* the interests of the agency and client.
- Allow the student time for corrective action and for resolution.
- Assess recent progress (within 2 weeks) with continued documentation.
- Evaluate response.

# Addressing Student Concerns (cont.)

- If concerns arise with a student, please attempt to directly address them with him/her. If you would like support, the Field Liaison and/or Field Director can assist you with addressing student concerns.
- Develop a plan to resolve the concerns and monitor student improvement.
- If concerns persist, directly contact the Field Director to discuss next steps.

# Addressing Student Concerns (cont.)

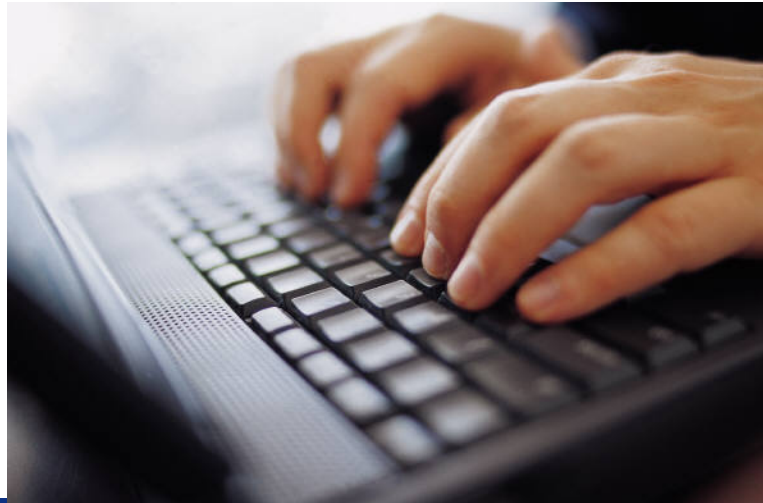
- It is important to remember that you are not alone.
- Possible outcomes:
  1. Identified problems are resolved and placement continues.
  2. Identified problem continues and a formal conference is scheduled.
  3. In extenuating circumstances or at the request of the agency, the student be reassigned to a new field agency (or possibly dismissed from field and the program depending on the severity of the issue).

# Liaison Visits

- The faculty liaison serves as a consultant to field instructors and ensures the educational integrity of the field experience for his/her respective students.
- The faculty liaison also serves as a mediator/problem solver when conflicts/concerns may arise between the agency and/or the field instructor and the student. If a conflict/concern does arise the Liaison and/or Field Director will assist by completing a **Problem in Field Form**.
- Field Liaison visits should happen (at a minimum) once a semester and they will complete a **Field Consultation Report Form**
- The Field Liaison provides an evaluation of the field placement at the end of the semester and makes recommendations about placement planning with the respective agency/institution for subsequent semesters.

# **Intern Placement Tracking (IPT)**

## **Both BA and MSW Programs**



# Intern Placement Tracking

The Intern Placement Tracking (IPT) system is a web-based practicum monitoring system designed to keep track of students placed in internship programs with various agencies.

The University of Memphis Department of Social Work implemented IPT in order to more effectively track student placements. IPT also provides a paperless solution for tracking and archiving online field forms.



# Agency Information

In IPT, every agency is also in the system. Students can see information about the different agencies. One person has access to view/edit information regarding their agency.

1. If you have access to edit your agency, there will be more than one tab on the homepage, Agency Detail tab
2. To view/edit the agency, click on Agency Detail tab

**THE UNIVERSITY OF MEMPHIS** University of Memphis  
Logged in: We Help Agency  
Agency (preview) (readonly) [Logout](#) | [Help](#)

[Home](#) > [Agency Detail](#)

### Agency Detail: We Help Agency

Agency	<input type="text" value="We Help Agency"/>	Stipend	<input type="text" value="08/01/2010"/>
Street Address	<input type="text" value="100 U of M Drive."/>	<input checked="" type="checkbox"/> MSW	<input checked="" type="checkbox"/> BSW
City, State Zip	<input type="text" value="Memphis, TN 38152"/>		
Phone	<input type="text" value="901-000-0000"/>		
Fax	<input type="text"/>		
Location Code	<input type="text"/>		
Contact  John Doe	<input type="text"/>	Email 	<input type="text" value="jdoe@wehelp.com"/>
Agency Web Site:	<input type="text"/>		
Internship Information	<input type="text"/>		

# Field Instructor Information

- From the Homepage, click on Field Instructor Detail tab. Information is completed per the field instructor application.
  - \*Feel free to update information and please add a picture.
  - \*Please remember to click the “save” button when you are done making changes.

## Field Instructor Detail: Jim Doe

Last Name	<input type="text" value="Doe"/>	Phone	<input type="text" value="901-000-0000"/>
First Name	<input type="text" value="Jim"/>	Fax	<input type="text"/>
Street Address	<input type="text" value="100 U of M Drive."/>	Cell	<input type="text"/>
City, State Zip	<input type="text" value="Memphis TN 38152"/>	Training	<input type="text"/>
Email	<input type="text" value="jimdoe@wehelp.com"/>	Contact Type	<input type="text" value=""/>

Edit Agency Detail

Active

MSW

BSW

Agency

[Change](#)



Comments:

### Internship Assignments

Semester	Student Name	Phone Number	Student Group
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# Utilizing and Tracking Forms

- Through the IPT database, forms will be released to the student. If there are due dates, it will be stated in the forms section.
- To access forms that are used by the student (s) you are supervising, click on My Forms on your homepage.

The screenshot shows the user interface of the Intern Placement Tracking system. At the top left is the University of Memphis logo. The header area displays the user's login information: 'University of Memphis', 'Logged in: Jim Doe', and 'supervisor (preview) (readonly)'. On the right side of the header are links for 'Logout' and 'Help'. Below the header is a navigation bar with 'Home' and 'Field Instructor Detail' buttons. The main content area features a large heading: 'Welcome to Intern Placement Tracking'. On the left side, there is a vertical menu with three buttons: 'My Forms', 'Change Password', and an unlabeled button at the bottom.

THE UNIVERSITY OF  
**MEMPHIS**

University of Memphis  
Logged in: Jim Doe  
supervisor (preview) (readonly)

Logout | Help

Home | Field Instructor Detail

*Welcome to Intern Placement Tracking*

My Forms

Change Password

# Utilizing and Tracking Forms

- This is the list of forms currently available to you and your student
- If you have multiple students, click on the form with the student's name on it that you wish to view.
- The Learning Plan, Time Logs, and Evaluations will be in this section

## Online Forms List For: Jim Doe

Hide Completed Forms

	<a href="#">[ Template ]</a>	Batch Name	Form ID	Status	Signed	Waiting For	Schedule Date	Due Date
<a href="#">View</a>	MSW Foundation Year Evaluation	Test	✉ Doe, Jane	new **		Field Instructor	2015-07-22	
<a href="#">View</a>	Time Log for Field Placement	Test	✉ Doe, Jane	new		Student	2015-07-22	

# Time Logs

- When you click View on the Time Log form, it pulls up the student’s form.
- Field Instructors can verify hours and sign the form.

Date:	Start Time:	Departure Time:	Hours for the Day:	Hours for the Semester:
5/29/15	9:00	5:00	7.25	109
In the box below, please indicate your field activities for this day				Applicable Practice Behavior(s)
Filed cases away into file room. Made a home visit.				PC-F1, Pley-F1 PC-F1, PC-F3, Div-F1, Div-F2, Engg-F2, Asss-F2

**Attestation:**

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

Student Signature (Doe, Jane):

Field Instructor Signature: (Doe, Jim):

CLOSE

# Time Logs

- Field Instructors should get an email from IPT stating that the student has signed the form and it is waiting on the field instructor to sign the form.
- When you scroll down, you will see the rest of the form. Field Instructors sign the form by clicking on Click to Sign Completed Document.

## Attestation:

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

Student Signature (Doe, Jane):

Field Instructor Signature: (Doe, Jim): [Click to sign Completed Document](#)

Note: You must click on the SAVE button to save any information entered or changed on this page before closing or printing the page, or your information will be lost.

CLOSE

SAVE

# Learning Plan

- The field instructor and student can collaboratively complete the learning plan. A learning plan must be completed each year, on every student, and it is based on the CSWE Competencies.
- There are 9 competencies with corresponding practice behaviors in the learning plan.
- Field Instructors should get an email from IPT stating that the student has signed the form and it is waiting on the field instructor to sign the form.
- When you scroll down, you will see the rest of the form. Field Instructors sign the form by clicking on Click to Sign Completed Document.

## 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-F1** 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.**

Student will maintain the confidentiality of the clients and client information of the agency.  
Student will maintain a professional relationship with agency clients.  
Student will follow the policies and procedures of the agency when providing services to clients.

**PC-F2** 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.**

Student will be open and understanding to the values and beliefs of the client.  
Student will not push her own values and beliefs on the clients.  
Student will attempt to understand the cultural relativism of the client or client situation.

### **Attestation:**

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

Student Signature (Doe, Jane):

Field Instructor Signature: (Doe, Jim): [Click to sign Completed Document](#)

Note: You must click on the SAVE button to save any information entered or changed on this page before closing or printing the page, or your information will be lost.

CLOSE

SAVE

# Evaluation

- Toward the end of the semester, you will complete an evaluation of the student's performance.
- The student can view the evaluation, comment on the evaluation and sign it.

**Q6 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.**

Competency	Rating
SEJ-F1 Demonstrate the ability to apply an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. (1)	7
SEJ-F2 Engage in practices that advance social, economic, and environmental justice. (2)	7

**Q7 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' or '3'**



# Evaluation

- Field Instructors should get an email from IPT stating that the student has signed the form and it is waiting on the field instructor to sign the form.
- When you scroll down, you will see the rest of the form. Field Instructors

## Attestation

Q26 Student comments on this evaluation:

Q24 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 Department 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: (Doe, Jane):

Field Instructor Signature: (Doe, Jim): [Click to sign Completed Document](#)

Q25 You have completed this evaluation. If you wish to submit the document to the Department of Social Work, please do so by signing below. If you would like to review your responses prior to submission, please do so before signing. Once the document is signed, you will not be able to make any additional changes.

Note: You must click on the SAVE button to save any information entered or changed on this page before closing or printing the page, or your information will be lost.

CLOSE

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# Instructions, Questions & Concerns

If you have any questions or concerns regarding IPT, please do not hesitate to contact the field coordinators. Our information is below:

BA Field Coordinator – Kenya Anderson,

[kconley@memphis.edu](mailto:kconley@memphis.edu)

MSW Field Coordinator – Laura Taylor,

[lctylor1@memphis.edu](mailto:lctylor1@memphis.edu)

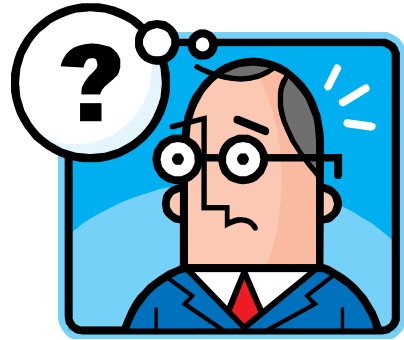
MSW Assistant Field Coordinator – Fawn Pettet

[flpettet@memphis.edu](mailto:flpettet@memphis.edu)

# FI Benefits

- Discounted CEU's and contact hours
  - on-line trainings
- Access to student project findings
- Discounted membership to the Recreation Center on U of M Campus
- Field Instructor Luncheon
- Participation in “Field Instructor of the Year” event
- Access to the University Library materials
- Career Page and Trainings

# Questions?



# Contact Information

- Laura Taylor LCSW  
678-4794 / 678-2981 (fax)  
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[lctylor1@memphis.edu](mailto:lctylor1@memphis.edu)
- Kenya Anderson, LMSW  
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117 McCord Hall  
[kconley@memphis.edu](mailto:kconley@memphis.edu)
- Fawn Pettet, LMSW  
678-3156 / 678-2981 (fax)  
114 Browning Hall  
[flpettet@memphis.edu](mailto:flpettet@memphis.edu)