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MASTERS SOCIAL WORK EDUCATION AT THE UNIVERSITY OF TENNESSEE

I. PROGRAM MISSION & GOALS

The mission of the M.S.S.W. program is to educate and train students to be culturally competent and ethically sound social work practitioners. In accordance with social work's ethical code and values, the components emphasized in this education and training include the following areas: sensitivity to the personal, social, economic and political needs of vulnerable, high-risk populations; client empowerment, advocacy for greater social justice, and challenging the oppression of minority populations; creation and dissemination of knowledge; critical thinking skills and the ability to evaluate social work practice; and development of a positive professional identification and appreciation of the professional role.

At the completion of the M.S.S.W. program students are expected to be able to do the following:

1. apply an ecological framework to assess the reciprocally determined interaction of person and environment;
2. apply problem-solving skills to address, with clients, personal, interpersonal, economic, and environmental problems within the framework of culturally competent practice;
3. engage in practice that empowers clients and client groups while advocating for increased social and economic justice;
4. apply the ethics and values of the profession to social work practice with diverse populations;
5. apply critical thinking skills and engage in developing the professional self.

Programs Offered

Students are admitted to either the full-time, extended study, or advanced standing program. Application for admission to all three programs is completed through the regular admissions process. The admissions and degree requirements are the same for the full-time and extended study programs.

Advanced Standing Program. Advanced standing students complete the program (36 semester hours) in three (3) semesters of full-time study beginning in the summer term. Students complete SW 506 (Research Methods) and SW 584 (Field Practice) during the summer term and begin the concentration curriculum in the subsequent fall.

Full-time Program. The full-time program begins in the fall semester. Students complete the full-time program (60 semester hours) in two years, or four (4) semesters of full-time study. They complete the foundation curriculum during the first year and the concentration

curriculum during the second year.

Extended Study Program. The extended study program (60 semester hours) allows students to complete the M.S.S.W. degree in three or four years depending on individual needs. The program begins in the fall semester. Students generally take two years to complete the foundation curriculum and one or two years to complete the concentration curriculum. They must complete the foundation curriculum before beginning the concentration curriculum.

All students are expected to develop their plan of study with their major professor. This will ensure that the recommended sequence of courses is followed, that adequate field practice plans are made, and that, to the extent possible, the course of study takes into account the student's interests and career plans.

Professional Curriculum

Foundation Curriculum. The foundation curriculum for full-time and extended study students consists of 24 credit hours of course work and 6 credit hours of field instruction. It is completed by full-time students during the first year of study and by extended study students during the first two years of study. Advanced standing students complete 6 credit hours of study during the summer term prior to their concentration year.

The foundation curriculum contributes to the process of professional identification and provides a comprehensive base of theory, knowledge, and skills for students entering either concentration area so that they may operate in the future as practitioners, supervisors, managers, planners, and program developers.

The M.S.S.W. foundation curriculum is comprised of the following courses:

SW501	Foundations of Social Work Practice I	3 hrs
SW503	Foundations of Social Work Practice II	3 hrs
SW504	Foundations of Social Work Practice III	3 hrs
SW506	Social Work Research	3 hrs
SW514	Human Behavior in the Social Environment I	3 hrs
SW515	Human Behavior in the Social Environment II	3 hrs
SW516	Social Welfare Policy & Services	3 hrs
SW518	Social Work and Oppression	3 hrs
SW580, 581	Field Practice I & II	6 hrs
Total		30 hrs

Concentration Curriculum. Upon completion of the foundation curriculum, students must select a concentration in either Clinical Social Work Practice or Social Welfare Management and

Community Practice. The concentration curriculum consists of 12 credit hours of field instruction and a minimum of 18 credit hours of course work.

Clinical Social Work Practice. This concentration is designed to develop a student’s expertise in clinical social work practice with client systems, including individuals and small groups, with a focus on clients from high-risk and vulnerable groups. The concentration emphasizes theoretical and empirical knowledge and practice skills in differential assessment, clinical interventions and practice evaluation. The concentration also emphasizes knowledge and skills directed toward amelioration of complex psycho-social and interpersonal problems; ethically sound and culturally sensitive practice; and the development of services and programs that are responsive to the needs of vulnerable, high-risk clients and groups.

The concentration requirements are as follows:

SW521	Clinical Social Work Practice with Individuals	3 hrs
SW525	Clinical Social Work Practice with Groups	3 hrs
SW526	Evaluating Clinical Practice	3 hrs
	Advanced Clinical Practice Elective	3 hrs
	Advanced Electives	6 hrs
SW582, 583	Advanced Field Practice I & II	12 hrs
Total		30 hrs

Social Welfare Management and Community Practice. This concentration is designed to develop a student’s skills in management and analysis of complex service delivery needs within organizations and communities, knowledge and skills in the development of service intervention strategies, and organizational and management skills that enable practitioners to work in a variety of environments.

The concentration requirements are as follows:

SW541	Leadership and Management in Human Services	3 hrs
SW543	Financial Management and Resource Development	3 hrs
SW547	Evaluation Research	3 hrs
SW551	Advanced Social Policy	3 hrs
	Advanced Electives	6 hrs
SW582, 583	Advanced Field Practice I & II	12 hrs

Total 30 hrs

Electives and Seminars for the Concentrations. Elective and seminar courses complete the professional curriculum course work. Selection of electives and seminars is made in conjunction with the major professor's approval.

The available elective and seminar courses may vary among campuses. All courses are not offered every semester or year; therefore, students should check the current schedule for the availability of a particular course.

Advanced electives may be selected from the following courses:

SW508	Practicum in Social Work Research
SW523	Clinical Social Work Practice with Families
SW524	Psychopathology and Social Deviance
SW530	Seminar in Clinical Social Work
SW532	Short-term Interventions
SW533	Social Work Interventions with Couples
SW534	Social Work Interventions with Children and Adolescents
SW535	School Social Work
SW540	General Topics in Social Work
SW550	Seminar in Management and Community Practice
SW551	Seminar in Social Welfare Policy
SW552	Community Organization
SW555	Current Issues in Management and Community Practice
SW561	Supervision and Consultation in Social Work
SW564	Substance Abuse
SW566	Social Gerontology
SW593	Independent Study

Topics for seminars vary but may include Legal Issues, Cognitive Therapy, Mediation, Health Care Policy, Mental Health Care Policy, Child and Family Policy and Advocacy, and Child Welfare Policy, etc.

Field Practice. Field practice is a critical component of each student's program. The College of Social Work cooperates with a wide range of social agencies, human service programs, and school

settings throughout the state and surrounding areas and is able to provide field placements in a variety of social work practice areas. The College works closely with placement agencies and field instructors to give each student a quality field experience.

The foundation field placement meets the educational objectives of the foundation curriculum. The focus is on professional development, assessment, and intervention regardless of setting. Assignments relate to research and to generalist practice with individuals/families, small groups, and agencies.

As part of the foundation curriculum, foundation field practice addresses values, theoretical knowledge, and skills common to all social work roles. The emphasis is on broadening students' experiences and perspectives.

The foundation practicum is generally scheduled for two full days each week (3 credit hours/224 clock hours per semester) for fall and spring semesters.

The concentration field placement meets the objectives of the student's selected area of concentration and is individually designed to enhance career interests and educational needs. The student actively participates with the coordinator of field services at the respective campus in selecting the second-year placement.

Emphasis is placed on the integration of social work knowledge and values and the acquisition and development of practice skills. **Each student is responsible for meeting the requirements of their placement agency in terms of office hours and workload coverage. This responsibility takes precedence over scheduled University breaks and may result in variations in holidays and office hours for students in field practice.** Students are responsible for conducting themselves in a professionally ethical manner. All students who are in field placements must be simultaneously enrolled in at least one other course.

For the advanced standing and full-time programs, the **concentration** field practicum is scheduled for three full days each week (6 credit hours/336 clock hours per semester) for fall and spring semesters. Advanced Standing students complete 240 hours of field for 3 credits in the summer. For the extended study program, a comparable schedule is determined in conjunction with the coordinator of field services at the respective campus. While the extended study concentration field practicum is more flexible, a schedule is required that conforms to the hours of the agency where the student is placed.

Curriculum Models

Curriculum models for each of the three programs are shown below. It is important to note that changes in the course offerings may vary from year to year, therefore, you are strongly encouraged to meet with your major professor each semester to approve your course of study.

Full-Time Program

Foundation Year

Fall Semester

Spring Semester

SW 501 Foundations SW Practice I	3hrs	SW 503 Foundations SW Practice II	3hrs
SW 514 HBSE I	3hrs	SW 504 Foundations SW Practice II	3hrs
SW 516 Social Welfare Policy & Services	3hrs	SW 506 Social Work Research	3hrs
SW 518 Social Work & Oppression	3hrs	SW 515 HBSE II	3hrs
SW 580 Field Practice I & Skills Lab	<u>3hrs</u>	SW 581 Field Practice II	<u>3hrs</u>
	Total 15hrs		Total 15hrs

Clinical Concentration

Fall Semester

Spring Semester

SW 521 Clinical SW Practice 3hrs	3hrs	Advanced Clinical Methods Elective	
<hr/>			
with Individuals			
SW 525 Clinical SW Practice with Groups	3hrs	Advanced Elective	3hrs
SW 526 Evaluating Clinical Practice	3hrs	Advanced Elective	3hrs
SW 582 Advanced Field Practice I	<u>6hrs</u>	SW 583 Advanced Field Practice II	<u>6hrs</u>
	Total 15hrs		Total 15hrs

Management and Community Practice Concentration

Fall Semester			Spring Semester		
SW 541 Leadership and Management in Human Services	3hrs		Advanced Elective	3hrs	
SW543 Financial Management and Resource Development	3hrs		Advanced Elective	3hrs	
SW547 Evaluation Research	3hrs		SW 551 Advanced Social Policy	3hrs	
SW 582 Advanced Field Practice I	<u>6hrs</u>		SW 583 Advanced Field Practice II	<u>6hrs</u>	
Total	15hrs		Total	15hrs	

**Extended Study Program
First Year - Foundation**

Fall Semester			Spring Semester			Summer Semester
SW 501 Foundations of SW Practice I	3hrs		SW 516 Social Welfare Policy & Services	3hrs		SW 506 Social Work Research
SW 518 SW & Oppression	<u>3hrs</u>		SW 514 HBSE I	<u>3hrs</u>		
Total	6hrs		Total	6hrs		Total
				3hrs		

Second Year - Foundation

Fall Semester			Spring Semester			Summer Semester
SW 503 Foundations of SW Practice II	3hrs		SW 504 Foundations of Practice III	3hrs		SW 515 HBSE II
SW 580 Field Practice I	<u>3hrs</u>		SW 581 Field Practice II	<u>3hrs</u>		
Total	6hrs		Total	6hrs		Total
				3hrs		

Third Year - Clinical Concentration

Fall Semester		Spring Semester	
SW 521 Clinical SW Practice with Individuals	3hrs	Advanced Clinical Practice Elective	3hrs
SW525 Clinical SW Practice with Groups	3hrs	Advanced Elective	3hrs
SW526 Evaluating Clinical Practice	3hrs	Advanced Elective	3hrs
SW 582 Advanced Field Practice I	<u>6hrs</u>	SW 583 Advanced Field Practice II	<u>6hrs</u>
Total	15hrs	Total	15hrs

Third Year - Management and Community Practice Concentration

Fall Semester		Spring Semester	
SW 541 Leadership & Management in Human Services	3hrs	Advanced Elective	3hrs
SW 543 Financial Management & Resource Development	3hrs	Advanced Elective	3hrs
SW 547 Evaluating Research	3hrs	SW 551 Advanced Policy	3hrs
SW 582 Advanced Field Practice I	<u>6hrs</u>	SW 583 Advanced Field Practice II	<u>6hrs</u>
Total	15hrs	Total	15hrs

For students completing the program in three and a half or four years, the concentration curriculum is spread over four or five semesters with field and one or two courses each semester. Please consult with your major professor.

Extended Study Program

Third Year	Fall Semester	Spring Semester	Summer Semester ^
MCP	SW 541	SW 551	Elective
	SW 547	Field *	Field *
	Field *		
Clinical	SW 521	Clinical Elective	Elective
	SW 526	Field *	Field *
	Field *		
Fourth Year	Fall Semester	Spring Semester	
MCP	SW 543	Elective	
	Elective	Field *	
	Field *		
Clinical	SW 525	Elective	
	Elective	Field *	
	Field *		

^ = Summer option for students who wish to complete their program in 3.5 years

* = Total required hours is 672. Students wishing to do the 4 year extended study program would be required to complete 168 hours per semester or 12 hours per week based on a 14 week semester.

Students may change the sequence of courses upon consultation with their major professors. Depending on how much time students can put into the four year plan, the program may allow students to maintain the 9-hour requirement to be full time and receive maximum student loans.

Advanced Standing Program

Summer Semester

SW 506 Social Work Research	3hrs
SW 584 Advanced Field Practice	<u>3hrs</u>
Total	6hrs

*Students follow the same program of study in their concentration year as those students enrolled in the full time and extended study program.

Curriculum Content, Goals, and Objectives

Foundation

The year of foundation study presents a comprehensive, broad base of theory, knowledge and skills for generalist social work practice. The foundation focuses on socialization to the profession, including the profession's history, values, and ethics. The generalist perspective is informed by the ecological framework that enables students to view the person of the client within the context of the multiple social/ecological systems with which they interact and by which they are influenced. The foundation provides students with the knowledge and skills necessary to work with clients (individuals, families, groups, communities, and organizations) from diverse backgrounds, races and cultures and to problem solve with client(s)/client system(s) their personal, interpersonal, social and economic needs, and issues.

Concentration Overview

The second year of the program is concentration study which is conceptualized as a methods-based curriculum in specialized social work practice. Courses in the two concentrations (clinical and management and community practice [MCP]) focus on the methods necessary for practice in the respective concentration area. The clinical concentration prepares students with specialized knowledge and skills for micro practice to effectively intervene with individuals, families, and small groups and to evaluate practice outcomes. The MCP concentration prepares students with specialized knowledge and skills for macro practice in social welfare management, community organization, social and economic development, and policy practice and advocacy.

Clinical Social Work Concentration

The clinical concentration is designed to prepare students for clinical social work practice with individuals and small groups in a variety of settings; however, the client's social context, in particular the family, is always considered. The overall intent of the clinical concentration is to educate students to be effective, ethically-sound practitioners who recognize the bio-psycho-social,

interpersonal and multi-determined needs and problems of a variety of clients and client systems in various practice settings. Students are prepared to critically analyze and use specific clinical social work theoretical perspectives, approaches and interventions, to evaluate their practice, to advocate for equitable service resources for clients/client systems, and to make a commitment to professional development throughout their career. In essence, the concentration prepares students to provide ethical, culturally sensitive social work intervention services and to assume leadership positions in the provision of services.

The clinical concentration is shaped by six orienting concepts. An orienting concept is defined here as a set of values, practices, standards, and facts that shape clinical practice. Orienting concepts include: therapeutic use of self, professional ethics, critical thinking, empiricism (as manifest in the critical review of research and evaluation of practice), integrative perspectives, and prevention orientation. The intervention theories forming the clinical concentration include: cognitive/behavioral theory, psychodynamic theory, short-term treatment theory, and small group theory. Psychodynamic and cognitive models are utilized because they are widely used by practitioners; plus, there is ample literature and they are adaptable to an ecological perspective. These theories and their associated bodies of research evidence provide the knowledge and skills conveyed in the concentration.

Management and Community Practice Concentration

The overall intent of the management and community practice (MCP) concentration is to prepare students to assume leadership positions in public and private agencies and other community settings, to influence social change and to plan, design, implement, and evaluate organizational and community-based social services. To achieve this goal, the concentration is designed to prepare students for practice in four domains of social work macro practice: management and administration, community organization and social action, community social and economic development, and policy practice and advocacy. The concentration emphasizes knowledge and skills in these four domains that apply across a spectrum of organizational and community settings, types, complexity, and geopolitical scope. MCP graduates are prepared to plan and implement social change throughout the web of informal and formal organizations that comprise community and social service delivery systems. Students gain knowledge and skills regarding best practices of management, organizational communication, human resources, financial management and resource development, program development and evaluation, community organization, policy practice, and advocacy. Concentration-specific skills are set within a framework of social work ethics, critical thinking, and preparation for social and technological changes affecting social service agencies and the persons served by those agencies. Emphasis is placed on maximizing social and economic justice; culturally sensitive, competent practice; and the discovery and use of prevention technologies.

Programs Of Study

MSSW students in both the full time and the extended study programs follow the same course of

study in the classroom and field education. Extended study students are more likely to be engaged in full time employment and/or commuting. Advanced standing students begin their course of study in the summer prior to the year of concentration study. Their year of concentration is identical to students in the full time and extended study programs. Students must complete all of their foundation course work before they can begin classes in the concentration.

II. OVERVIEW OF FIELD PRACTICE

Educational Philosophy And Approach

Field practice at The University of Tennessee College of Social Work is a sequence of courses in which the student applies theoretical knowledge within a social welfare context under the instruction and supervision of persons recognized by the college as competent practitioners. The educational objectives and policies of field practice are formulated by the faculty and periodically revised to reflect changing practice and developing theory and to conform to the Curriculum Policy Statement of the Council on Social Work Education. All objectives and policies are approved by the College Curriculum Committee and faculty.

The educational philosophy underlying field practice is a blend of the idealism and pragmatism that is characteristic of the profession. Within a framework of social work values and knowledge, the student in the practicum will test out theory, develop skills and demonstrate competencies, learn to evaluate his/her own performance, and prepare for autonomous practice. The student will also learn how to contribute to the provision of humane and equitable social services, to the development of professional knowledge, and to the creation of a more just society. The college considers the field placement agency both as the arena in which practice is carried out and as a valuable source of learning for the student. Through interaction with agency staff, service to clients, and exposure to the structure and policies of a segment of the social welfare system, the student learns from the agency and, in turn, contributes to its programs. The agency field instructor is a professional colleague entrusted by the college with the task of enabling the student to apply and integrate knowledge. The college is responsible for providing the field instructor with the academic resources and consultation to implement this task.

The college is able to provide a wide variety of field experiences for students throughout the state and surrounding areas because of its state-wide presence. Field sites are available in large to mid-size urban areas as well as smaller communities or in very isolated rural areas. Opportunities to work with diverse populations, in terms of culture, race/ethnicity, and socio-economic status, are abundant. These populations include: African Americans, Cherokee and other Native Americans, Appalachian Mountain residents, refugees from Asia and Eastern Europe, and an increasing number of Hispanic immigrants. The college works closely with field placement agencies and field instructors to give each student a quality field experience. For the commuting student, every effort is made to locate or develop field sites in the community/state where the student plans to practice

upon graduation.

In summary, the field practicum provides an arena for students to apply and integrate the knowledge, values, and skills learned in the classroom to a real agency setting. It enables students to: develop a greater respect for diversity, apply theoretical knowledge to their practice with populations at risk, use critical thinking skills as they struggle with complex practice and ethical problems, and demonstrate the use of self in the professional role. This structured and supervised practice setting allows students to develop the competencies needed for foundation and specialized practice.

The field curriculum utilizes a concurrent model for field practice. If a student is enrolled in the field practicum, s/he must be simultaneously enrolled in a class. This model allows for greater integration of learning and a more careful monitoring of the field practicum. The field curriculum is designed to be an incremental, sequential, and individually tailored learning experience. To the fullest extent possible the college considers the student an adult learner, capable of participating in the design of learning experiences that will meet the college's educational objectives and the student's own career goals. Thus, the field practicum is the result of a dynamic four-way interaction of college, agency, field instructor, and student.

Foundation Practicum

The foundation practicum provides students with the opportunity to become grounded in generalist practice and socialized into the role of the professional social worker. Students learn beginning practice skills through experiential opportunities and by the application of foundation knowledge in their work with individuals, families, groups, communities and organizations. **Students are in the foundation practicum for two days per week (16 clock hours) for two semesters and receive six hours of course credit. Foundation students must complete a minimum of 224 hours per semester in the field practicum.**

The foundation practicum consists of a field practicum and a skills lab. The skills lab begins early in the fall semester and meets for twenty hours (various formats will be utilized across campuses). The purpose of skills lab is to provide students with an opportunity to identify, observe, practice and improve basic interviewing skills. The focus of the lab is not theory or specific techniques but rather the skills that form the basis for all effective interventions regardless of setting, client characteristics, or the social worker's theoretical orientation. This lab will also cover topics such as safety in social work, making the most of supervision, legal and ethical issues, diversity and self care. Also, lab provides a safe arena where students can share their initial fears, impressions, and experiences with each other. This process facilitates students' adjustment to field and normalizes some of the feelings that occur when new experiences are undertaken.

Concentration Practicum

Students may begin the concentration practicum in either clinical social work practice or management and community practice after they have completed the foundation curriculum. Students begin the concentration practicum in the fall after completion of all foundation course work. **Students are in concentration field practice three days a week (24 clock hours) for two semesters and receive twelve credit hours. Students must complete a total of 672 hours in concentration field or 336 per semester on a full-time basis.** In most cases, second year students complete their concentration field practice in two semesters, fall and spring. On occasion, students request the option to extend field over three or four semesters. They must consult with the major professor and seek the approval of the field coordinator. The following criteria are used in making the determination to extend field practice:

- The student has an extraordinary circumstance that makes completing the number of hours in two semesters very difficult.
- A field placement is available so the student can meet the learning objectives of the concentration practicum and it can accommodate the specific learning needs of the student. The field instructor must be willing to allow the student to extend the placement over three or four semesters.
- There are sufficient faculty resources to provide consultation over the additional semester.
- The agency or field instructor strongly prefers the student to extend the placement over three semesters given the nature of the field assignments.

Advanced Standing Program

Advanced standing students begin field practice in the summer semester for which they are admitted. **Students are in field for three days a week and receive three credit hours.** Students also attend ten hours of summer field seminars. These seminars are coordinated by the field coordinators and guest speakers are invited to present on various topics including diversity, ethics and safety in the work setting. The summer field experience provides an introductory experience to the concentration practicum and insures that students are more fully prepared to meet demands of concentration field beginning in the fall. **Students are in the same field placement for three semesters for three days a week.**

Criteria For Selection Of Field Agencies

The field coordinator is administratively responsible for developing and maintaining field practice settings for the MSSW program. Information and feedback are received from faculty, field consultants, field instructors, field coordinators from other institutions, students, and community practitioners regarding the potential availability and desirability of various field settings. The field coordinator, through a combination of phone contacts and site visits, will determine the appropriateness of the agency as a field setting. Under exceptional circumstances, private practice

settings or proprietary organizations MAY be approved by the Field Coordinator. This approval will be based on the setting's ability to meet the goals specified in the Foundation or Concentration Learning Plan, provide learning experiences that meet the objectives for the required courses and meet all other requirements for field sites. This information may be processed informally with selected faculty for their critical feedback. Field practice settings are continuously re-evaluated as new information appears or when there is a change of circumstance in the field setting. Feedback from students and field consultants is utilized in the selection and retention of practicum sites. Field sites and/or field instructors are no longer used when new information indicates the setting or instructor no longer meet selection criteria.

The following criteria are used for field agency selection:

1. The agency's philosophy and standards are consistent with the goals of social work education and the values and ethics of the social work profession.
2. Field learning experiences are identified for their educational value and in accordance with the educational goals and objectives of the MSSW program.
3. A variety of learning experiences appropriate for MSSW students is available.
4. The agency is able to provide a field instructor who holds a MSSW degree with two years of post-master's experience preferred.
5. The field instructor is able to meet with the student at least one hour per week for supervision.
6. The field instructor is willing to work with the student and the field consultant in a cooperative manner to clearly identify student learning needs and develop assignments to facilitate the student's educationally directed field experience.
7. The agency is able to provide the student with the necessary physical resources for the learning experiences, e.g., office space and supplies, travel reimbursements, etc.

Criteria For The Selection Of Field Agency By Type Of Practicum

Agencies are selected to become foundation and/or concentration field sites depending upon the kinds of experiences and assignments that are available and the qualifications of available field instructors. This determination is made in the selection process after thoughtful consideration of:

1. The congruence of the agency's mission with foundation and/or concentration learning objectives.
 2. The field instructor's qualifications, specialized training, and preference for providing supervision for the foundation or one of the concentrations.
 3. The availability of learning experiences that fit the unique learning needs of the student and the educational objectives of the practicum.
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4. The available knowledge from other sources, e.g., students, faculty, and community practitioners, regarding learning opportunities at this agency.

Some agencies are able to provide field experiences at all levels of education. The key is to link the student's assignments to the learning objectives for field practice. Some agencies may be able to provide only foundation field experience while others can provide only a concentration experience in management and community practice. When feedback from students, field consultants, or field instructors indicates a particular placement should be changed from foundation or from a particular concentration, the field coordinator re-examines the situation and makes an appropriate determination.

Criteria For Selection Of Field Instructors

All of the field instructors in the MSSW program must have a master's degree in social work and two years of post master's experience. Membership in the Academy of Certified Social Workers and/or state licensure is desirable. Persons serving as field instructors are expected to have demonstrated a high level of practice and communication skills and to be committed to the education of students. Previous supervisory or teaching experience is desirable. Field instructors must be committed to providing an educationally directed field experience for their students and have flexibility in their work schedule to devote adequate time to their students' practicum experience. The field coordinator is responsible for screening and selecting all field instructors. Input is solicited from faculty, students, and community practitioners. The college has a large pool of alumni who are well known to faculty and this facilitates the screening process.

The following criteria serve as guidelines in screening of field practicum instructors:

1. The field instructor must have an MSSW. Two years of post master's work experience and some supervisory or teaching experience are preferred.
 2. The field instructor must be committed to master's level social work education and be willing to supervise a variety of students with diverse learning needs.
 3. The field instructor must be available to the student while in placement and able to devote adequate time for supervision. At minimum, the student must receive one hour of supervision per week.
 4. The field instructor must be willing to work cooperatively with agency staff, faculty, field consultants, and the college to insure a successful placement experience.
 5. The field instructor must be willing to complete the field instructor certification training program. This nine hour program consists of three training modules. Field instructor certification will be offered annually.
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If a student is placed in an agency program that meets all other criteria, but does not have an MSSW staff person in the program, a qualified task instructor can be selected to provide daily guidance and supervision as long as a qualified MSSW field instructor is available. This can be an MSSW practitioner who is working in another program of the agency and is available to provide the weekly one hour of social work supervision and will work with the task instructor to identify/create appropriate educational tasks and assignments. If an MSSW staff person is not available within the agency, the agency may locate an MSSW practitioner in the community who is willing to serve as field instructor and who meets the above criteria for field practicum instructors. This supervision can be done on a pro bono basis or the agency may pay for the supervision time. If these options are not possible, the program is not used as a field site.

Field Instructor Certification Training and Recognition

The field instructor is central to a successful placement experience for students and every effort is made to identify, train, and nurture qualified field instructors. In fall 1999, the college initiated a field instructor certification training program to enhance the knowledge and skills of field instructors in their role as educators. Field instructors are equipped and encouraged to think and act as educators as well as practitioners and supervisors. The importance of doing an educational assessment of the student's learning needs and identifying the student's learning style should be emphasized. An educational plan that is congruent with field objectives and the specific individual needs of the student must be developed. Also, it is important to encourage field instructors to make assignments that address the cognitive, affective and experiential components of the student's learning.

The certification training is a nine hour, three module program that consists of content in the following areas: orientation, adult learning and teaching strategies, evaluating students, diversity and pluralism in field instruction, legal and ethical issues, dealing with difficult students, and personal safety risk management. All modules must be completed prior to becoming certified. Field instructor certification is offered annually. Each year one or more additional training sessions will be offered to field instructors. Training may be on a topic of particular interest to field instructors or a content area identified by the faculty. Field instructors receive contact hours for the training.

At the end of the academic year, all field instructors who have supervised students are invited to a recognition event in their honor. Selected field instructors are honored for their unique contribution during that academic year.

Agency Agreements

Formal, written agreements are used with all field placement agencies to delineate the roles and responsibilities of the college, the field agency, and the student. Essentially, the agreement indicates the college, the agency, and the student are expected to abide by the policies and procedures outlined

in the field practice manual. These agreements are on file in the college (See Appendix II).

III. ROLES AND RESPONSIBILITIES IN THE FIELD PRACTICUM

To insure a quality field practicum, it is essential that key persons involved in the practicum understand the complexity of their roles and work in cooperation with one another. The following section delineates the roles and responsibilities of those key persons.

Field Coordinator

The field coordinator is administratively responsible for the oversight of the field practicum and its relevance and congruence with the overall MSSW curriculum. This responsibility includes the development and revision of all practicum materials as well as the recruitment and training of field instructors. In addition, the field coordinator carries responsibility for the effective and efficient coordination of all field practicum activities involving faculty, field consultants, students, and agencies. Specifically, the field coordinator's responsibilities are to:

1. Identify, develop, and maintain field agencies and field instructors with the concurrence of the associate dean.
 2. Assign students to placements.
 3. Serve as field consultant for various field sites as needed.
 4. Train field consultants regarding consultation responsibilities.
 5. Maintain efficient reporting systems and records of field practice activities.
 6. Confer with the consultant when a student's performance is below expectations and/or when a grade of "No Credit" is anticipated.
 7. Participate in the preparation and maintenance of a current field practice manual and other materials which have an educational value for field instructors.
 8. Develop and deliver certification training program for field instructors and other training as needed.
 9. Initiate and respond to faculty, student, and agency suggestions for the continuous upgrading of the field practice curriculum.
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10. Provide an orientation to the field practicum for all incoming students.
11. Plan, deliver or coordinate personal safety training for students.
12. Conduct periodic evaluations of practicum methodology and outcomes and initiate appropriate changes.
13. Coordinate and/or deliver the skills lab for first year students.
14. Assign student grades upon recommendation from the field consultant.

Field Consultant

The field consultant is an adjunct consultant who serves as liaison between the agency and the college and as consultant to the agency field instructor. The field instructor carries the primary educational role with the student. The consultant acts as a facilitator to the field instructor and, when necessary, provides a mediating or problem-solving function in the student's field education. The consultant's responsibilities are to:

1. Maintain ongoing contacts with the field instructor via telephone and through agency visits at least once per semester. Both the field instructor and the student need to be present for the consultation visit.
 2. Complete and submit field consultation report forms within two weeks of the visit.
 3. Meet with the student to discuss the placement if necessary and be available to the student if problems arise.
 4. Assist the field instructor in the designing of learning experiences for the student; and consult with/advise the field instructor regarding the student's special learning needs.
 5. Provide the field instructor with current knowledge about the academic curriculum and any necessary assistance in relating it to field practice assignments.
 6. Recommend the grade after consultation with the field instructor and the field coordinator if necessary.
 7. Report to the field coordinator each semester on the progress of the student in placement and any problems encountered.
 8. Contribute ideas for innovation and upgrading of the field practicum and for expansion into new agencies and practice fields.
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9. Assess the quality of placement experiences and make recommendations to the field coordinator about retention of agency placement sites.

The field consultant also plays a key role in college-agency interchange. Consultants should be alert to opportunities that may exist beyond the routine consultation responsibilities: e.g., joint college/agency projects, grant-writing, teaching, research, development of student stipends, and recruitment.

Field Instructor

The field instructor has the primary responsibility for the student's education in the field practicum. The field instructor is an educator and a role model who demonstrates professional skills and behaviors and guides the student in the learning and integration of social work knowledge, values, and skills. The field instructor:

1. Selects and makes appropriate assignments that take into consideration as much as possible the student's past experience, learning styles, career goals, unique learning needs and the program's educational objectives.
 2. Provides an orientation to the agency.
 3. Informs relevant agency staff about the MSSW program and the student's role in the agency.
 4. Develops the student's learning plan after receiving input from the student and field consultant as needed.
 5. **Meets at least one hour each week with the student for an educationally focused conference.**
 6. Reviews and signs student field practicum timesheet.
 7. Contacts the field consultant if necessary and participates in regularly held semester conferences with the consultant and student.
 8. Assesses the student's progress on a regular basis and completes all evaluation instruments in a timely manner.
 9. Participates in field instructor certification training and in other opportunities for college-agency exchange.
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10. Contributes knowledge and suggestions to the college for updating the field practicum and/or master's curriculum.

Task Instructor

The term, "task instructor" is used to indicate an agency staff member who assumes certain responsibilities for the student's field education as delegated and monitored by the field instructor. The task instructor often provides direct daily supervision of the student's learning activities. The task instructor does not replace the field instructor but does need to be well informed of the college's educational objectives and understand his/her role in the student's learning. The field instructor and college provide the task instructor with the necessary resources to accomplish the educational task. **The field instructor helps the student integrate the task instructor's contribution into the overall educational experience and provides the weekly one hour of social work supervision.**

Student

The student is an adult learner with a commitment to and investment in preparation for a career in the profession of social work. The expectations for the knowledge, values, and skills that students must acquire in field practice are specified in detail in the college's educational objectives later in this manual. Students are expected to:

1. Participate with the field instructor in examining the educational objectives and learning assignments for the field practicum.
 2. Prepare for weekly conferences with the field instructor by: preparing a written agenda for the weekly supervisory meeting, submitting written recordings and/or audio or video tapes in advance, taking the initiative in raising questions for discussion, and demonstrating the application of theoretical knowledge to practice.
 3. Participate actively in the agency staff meetings, if possible, given personal and agency schedules.
 4. Engage actively in the evaluation process by seeking ongoing feedback from the field instructor and participating in all formal evaluations.
 5. Use the NASW Code of Ethics as a guide in all practicum activities.
 6. Treat all information about agency clients in a confidential manner.
 7. Abide by agency policies regarding practice activities, dress codes, working hours, snow days, and attendance.
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8. Maintain accurate record of time on the field practicum timesheet.
9. Report absences to the field instructor in advance and make arrangements with the field instructor to make up any lost hours in a timely manner.
10. Bring to the field instructor any problems or dissatisfaction with the field experience and engage constructively in finding solutions, if possible.
11. Meet with the faculty field consultant during each semester's visit to review progress and present any problems that may exist.
12. Provide transportation to and from the field practice agency. Students with cars must have a current valid drivers license and car insurance.
13. Pay annual premium for professional liability insurance. Students typically pay their malpractice fees during registration, however it must be paid before the field placement starting date.
14. Complete the form, Student Evaluation of Field Practice, at the end of the placement.
15. Submit all required forms according to the designated schedule.

Student's Major Professor

Each entering student is assigned a major professor who is responsible for overseeing the student's progress. The major professor discusses the curriculum, helps the student plan a course of study, and is available to the student if problems arise. When the student enters concentration study, the current major professor will need to be reassigned if that professor does not teach in the student's concentration. If necessary, the major professor will assemble the student's academic committee to provide consultation in dealing with a serious problem that a particular student has encountered.

The major professor will be notified by the field coordinator when the student is doing less than satisfactory work in field. Students who experience problems in field practice may seek consultation from their major professor as well as from the field consultant. It is usually appropriate for both to be aware of problems in the field, which may or may not be related to other difficulties the student is having in academics or life situations. The field consultant is in the best position to assess the nature of the problem from the perspective of both student and field instructor and, with the field coordinator, to recommend a course of action.

IV. POLICIES AND PROCEDURES

The Placement Process

All entering first year students complete a Placement Planning Form. This information is used in combination with telephone and/or in-person conversations to determine the most appropriate foundation placement. Interview(s) may be scheduled with field instructors depending upon field instructor preference, the agency, student needs, and time constraints. Given work and other responsibilities, some students may request a night/weekend placement. **Arrangement of these placements depends upon availability. The college can not guarantee the availability of either night/weekend or on-the-job field placements.**

The concentration placement in the second year of study requires more intensive planning. The concentration practicum is a very personal and significant experience for each student and the student has the opportunity to provide considerable input into the selection process. Pre-placement planning forms, interviews with the field coordinator, consultation with major professors and interviews with agency field instructors are all possible avenues of input for the student in the selection process. This field experience is critical to the student's continued professional development in the specialization of his/her choice. The student's academic needs, career goals, special interests, and unique learning needs are all reflected in the selection process. **The field coordinator is responsible for initiating all contacts with agencies regarding student placements. Students must not contact any agency to seek placement without prior approval from the field coordinator.**

Field Placement with Stipends

- The field coordinator shall seek stipends from agencies that meet the criteria for field placements. Faculty, field consultants, field instructors, community practitioners, and students can offer suggestions regarding agencies that may be amenable to offering stipends. The College cannot guarantee stipend availability to students in the program. The three (3) sources of stipends are (1) employment, (2) agency and (3) faculty/other affiliated interest based. Generally, these sources are looking for social work interns who have a special interest in their missions or projects.
 - Agencies that offer stipends to their employees who are social work interns are encouraged to submit the stipend amount to the College. The other option is that the agency may submit in writing the stipend amount and stipulate that it is paid separately from any work the student does as an employee.
 - Agencies that offer stipends to their social work interns are encouraged to submit the stipend amount to the College. The option is to provide the College a written statement that a stipend is available and the amount to be paid. The agency reserves the right/responsibility to determine who will receive the stipend and the amount of the same.
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- Faculty or other affiliated interests may offer stipends to students through the College and have the right/responsibility to determine the stipend amount and the recipient.

Placement In Employment Setting

Some students may be working in social service agencies and request a field practicum in their place of employment or former employment. The UT College of Social Work may grant approval for students to complete practica in their place of employment only under special circumstances and careful consideration. The social service agency and the field instructor must meet the criteria for field agencies and field instructor as outlined in the field manual. The practicum assignment must be clearly educational rather than work related. The general principle is that the student's practicum assignments cannot replicate current or past work assignments. Further, if a student wants to pursue this option the following conditions have to be met:

1. The student must have been employed in an agency for at least one year prior to requesting a practicum at the work site. As well, the field instructor must have been at the setting for at least a year.
 2. The field practicum must be in an entirely different program than where the student is or was employed.
 3. The student's work supervisor cannot be the field instructor.
 4. A person the student trained for an agency position cannot supervise the student.
 5. An MSW practitioner, preferably with 2 years of post-master's work experience, must provide on-site supervision and delegation of activities.
 6. The student must secure a letter from the agency indicating the agency's support of this plan along with a delineation of work hours and field hours. The letter must be signed by the student's current work supervisor (or former work supervisor), the proposed field instructor and by an appropriate on site administrative staff person such as a program supervisor or executive director, and the human resources department director. Appropriate contact information should be provided.
 7. It is considered a conflict of interest if a person supervising the student is currently enrolled in the UT MSSW program.
 8. Field hours, activities, and supervision must be clearly delineated from work assignments.
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9. Only one of the student's two placements can be in the student's place of employment.
10. The agency shall allocate at least 1 hour per week for formal individual practicum supervision related to the student's field assignments.
11. The coordinator of field services must approve of the written plan.

Steps to obtain approval for plan to use place of employment as field site:

1. The student must notify the field coordinator of intent to submit the plan.
2. The student must write a plan that outlines the following:
 - a. The name of current supervisor and former supervisor if previously employed in agency
 - b. The name and credentials of proposed field instructor
 - c. The duties and responsibilities of current or former employment
 - d. The duties and responsibilities of proposed field placement
 - e. How the proposed field placement activities will fulfill the goals and objectives of the field placement as outlined in the field manual
 - f. The hours and days of the proposed field placement and current employment hours and days.
3. The student must obtain a letter of support from the agency.
4. The student must submit the packet to the field coordinator for approval within the time frame designated by the field coordinator. The packet must contain: the written plan, the letter of support from the agency and the resume of the proposed field instructor. In addition the agency may be requested to submit an Agency Information Form and an organizational chart. The field coordinator may make an agency visit.

Special Considerations In The Placement Process

Some agencies will require students to undergo additional screening or require certain medical protection if the student desires placement. Agencies, especially those dealing with young children, may require a police check. Other agencies may require a drug screen. Some agencies who serve vulnerable clients with specific health problems may require a TB test or hepatitis vaccine. Information about hepatitis vaccine and TB tests is given during personal safety training. Students are alerted to the fact that some placement agencies may require a criminal background check before accepting the student for placement. The results of criminal background checks and drug screens may exclude students from specific field placements.

Orientation To Field Practice

The field coordinator provides an orientation to the field practicum for all incoming first year students at the beginning of the fall semester. This orientation provides a comprehensive overview of relevant policies and procedures and addresses field practice etiquette and the initial anxieties that many beginning students may feel. The orientation provides ample opportunity to ask questions and hear the questions of fellow students.

Planning For Field Practice - Learning Plan

The graduate student is an adult learner who is involved from the beginning in planning for the field practicum. Before students enter field practice, they should read the field manual which is found on the college website at www.csw.utk.edu. During the student's orientation to the agency, the field instructor and student review the educational objectives, the student's past experiences, career interests, and make tentative plans for assignments. The college requires a written learning plan for each semester and any revisions can be made to the learning plan when necessary. The completed learning plan is forwarded to the field consultant and field coordinator and becomes a part of the student's official record (see Appendix II). The student reviews the educational objectives for field and the evaluation form in order to understand the criteria on which the semester evaluation will be based.

Placement Reassignment

In a small number of cases it is necessary to terminate the student's original placement. The student, the field consultant, and the field instructor will thoroughly discuss the issues in consultation with the field coordinator. **The field coordinator will make the decision to keep the original placement or choose reassignment.** Students initiating a request for reassignment must submit a written statement to the field coordinator delineating their reasons that reassignment is necessary. In addition, the field coordinator may consult with the associate dean and/or the student's major professor before making a final decision.

Regulations Regarding Students in Field Practice

The student in the field practicum has the same professional responsibilities 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 college. This includes the following:

1. Abiding by the NASW Code of Ethics.
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2. Protecting the confidentiality of all information about clients.
3. Being available for client emergencies if at all possible, even though these occur after regular hours.
4. Observing agency working hours.
5. Completing all field assignments on time.
6. Notifying the field instructor of unavoidable absences or lateness, in advance, if possible.
7. Making up time for absences and lateness in a timely fashion after consulting with the field instructor.

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 from regularly scheduled field time. Some agencies prefer that students spread the required field hours over more than two or three days per week in order to provide client coverage. Also, some students with part-time jobs or child care responsibilities may request flexibility in scheduling for field practice. The college has no objection to any arrangement that provides the necessary learning experiences, meets the required number of field practice hours, is mutually satisfactory to the agency and student, and insures good services to clients. Students are entitled to holidays listed on the college calendar which fall on field practice days and to holidays and hazardous weather closings observed by the agency. However, students on stipends may have different expectations and should discuss these with the field instructor. **Each student is responsible for completing the required number of hours for placement.** The Field Practicum Timesheet must be maintained by the student.

When a Student is Not Making Satisfactory Progress in Field

When a student is not making satisfactory Progress in field practicum, the following procedure will be followed:

1. The field instructor will utilize the Interim Student Progress Report to note areas of concern. This report will be forwarded to the field consultant and field coordinator. The field coordinator will notify the major professor immediately.
 2. The field consultant will immediately arrange a conference with the field instructor and the student to explore the concern(s) and develop a remedial plan to improve the student's performance. The student may propose a plan to remedy his/her learning
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deficits. A deadline will be set for demonstrating the desired performance improvements. The student will be informed that failure to improve may result in a failing grade in the practicum course.

3. The field instructor will document and sign the remedial plan and will secure the signatures of the student and the field consultant. The field consultant will send a copy of the plan to the field coordinator who will notify the major professor and place a copy in the student's file.
4. If the student does not demonstrate adequate progress by the designated date, the field instructor will contact the field consultant. The field consultant will notify the field coordinator who will then contact the major professor and request a meeting of the student's academic committee. The academic committee will review the concerns and progress and determine what additional action should be taken.
5. If the student does not meet the learning objectives and performance standards of the field practicum, a grade of NC (No Credit) will be assigned.

Student Removal From A Field Placement

The decision to remove a student from a field placement will be the responsibility of the field coordinator with documentation and/or consultation from the field instructor, the field consultant, the major professor, and the student. It is critical for the field instructor to utilize the Incident Report Form (Appendix II) to document incidents. Field instructors are also urged to thoughtfully and accurately complete the scheduled evaluations, documenting all areas of concern. The student may appeal the decision to remove her/him from field practice to the Associate Dean. Students may be allowed to return to field upon approval from the field coordinator. Approval will depend upon the severity of the incident and the student's progress in managing his/her difficulties. Consideration of return to the same placement is dependent upon the willingness of the field instructor and the field agency to accept and work with the student.

Following is an inclusive list of circumstances under which a student will/may be removed from field practice.

A student **will** be removed from the field practice if s/he:

1. attempts to harm him/herself or any client or agency staff person.
 2. is repeatedly absent from field, absent without notification, or absent for a period of two weeks for any reason not approved by the field coordinator.
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3. has personal or legal hardships that negatively impact the field placement.
4. has physical or mental health challenges, active substance abuse issues, or undocumented disabilities that severely limit the student's effectiveness in the field placement.
5. performs in a manner that does not meet agency and/or school expectations.

A student **may** be removed from field practice if s/he:

1. violates the NASW Code of Ethics (depending upon the nature and severity of the infraction).
2. fails to maintain confidentiality as mandated by the field agency policy, the NASW Code of Ethics and HIPAA.
3. fails to comply with agency policies, procedures, or standards of conduct.
4. is repeatedly tardy.
5. repeatedly changes scheduled field placement hours.

Student situations will be dealt with on a case-by-case basis.

Transportation

All students must provide their own transportation to and from the agency. **Use of a car is essential in most placements due to the nature of student assignments and the limited availability of public transportation. Students who do not have access to a personal vehicle will have very limited options for field placement.** If transportation is a problem, this should be communicated to the field coordinator. Students who drive their own vehicles must have a current, valid driver's license and car insurance. Many agencies will pay mileage for travel required to perform agency work. Students should ask their field instructor about mileage reimbursement if they are required to travel as part of their placement experience.

Professional Liability Coverage

Students in field practice can be sued for malpractice. Therefore, participation in a group plan for professional liability coverage is required by the University of all students enrolled in field practice courses. Student Professional Liability Insurance covers liability of students and/or faculty members for the actions of the students while they are engaged in a University of Tennessee directed

educational activity relating to their professional field. The malpractice fee is paid each year before beginning the practicum experience. The cost of this insurance varies according to the charges made by the University's insurance carrier. An effort is made to obtain the most economical coverage possible. Students are generally billed annually for this coverage by the University Bursar, but may need to pay by personal check at the College of Social Work. Students are not allowed to begin field practice without paying this fee. This policy provides \$1,000,000 per claim and \$5,000,000 per annual aggregate per student.

Students With Disabilities

Any student in need of course adaptation or accommodations because of a documented disability **must** contact the Office of Disability Services on the Knoxville campus at (865) 974-6087. This office will ensure that students are properly registered for services. Disability Services will inform students of the procedures for notification of faculty and field coordinators regarding their specific needs for accommodations. Students must be registered with this office and provide a letter to the field coordinator documenting needed accommodation.

Personal Safety Training

All students must participate in the personal safety training provided during orientation. The training includes content on: anger management skills, infectious disease control, sexual harassment, and practical advice to minimize risks to safety at the agency, in the community, and when making home visits. If students are involved in an incident that jeopardizes their person safety, they must complete the Personal Safety Incident Report form (see Appendix II). Before students begin field practice they must sign the document Acknowledgment of Risk in the Field Practicum (see Appendix II).

Students Who Experience Sexual Harassment at the Field Agency

Sexual harassment of students is a violation of Title IX of the Education Amendments of 1972 which prohibits sex discrimination in education. Unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature constitute sexual harassment when grades or educational progress are made contingent upon submission to such conduct, or when the conduct has the purpose or effect of interfering with the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment.

Students should follow the procedure below if they experience sexual harassment in their field agency.

1. Contact the field coordinator as soon as possible to report this situation and to receive advice on how to proceed.
2. Complete the Personal Safety Incident Report form located in the appendix.

The Field Coordinator will:

1. Determine, with the student, whether she/he feels safe returning to the agency setting. If appropriate, a plan may be developed to assure the student's safety and comfort in the field setting.
2. Upon receiving such a complaint, notify the field consultant who will work with the field instructor and/or agency administrator to further assess the situation and to decide on an intervention strategy.
3. Request a copy of the agency's sexual harassment policy.
4. Confer, along with the field consultant, with the Office of Equity and Diversity and the Associate Dean regarding the situation and the planned strategy for intervention.
5. Determine the status of the student's placement in the agency after a thorough assessment.
6. Make referrals, if needed, to appropriate resources for assisting the student to cope with the situation.

Professional Misconduct and The Incident Report Form

Students must conduct themselves in a professional and ethical manner toward clients, students, faculty, and agency colleagues. Because membership in a profession implies commitment to an encompassing set of values, professional conduct is expected at all times, on campus and off campus. The college subscribes to the NASW Code of Ethics (see Appendix I) which is discussed in the classroom and in field placements. Any act that would constitute unethical practice or a violation of law, whether committed in college-related activities or not, may prompt a disciplinary investigation that could result in dismissal from the program or other disciplinary actions. The college's policy on professional conduct is located in The MSSW Student Handbook. The student is required to sign a Code of Conduct form (see Appendix II). Any incident of professional misconduct which is committed during field practice will be written up by the student's field instructor on the Incident Report form (see Appendix II), or can be submitted on agency letterhead.

In addition, the field instructor should use the Incident Report form to document other problematic behaviors of the student. It is normal for students to make mistakes because field is a learning

situation. However, when the student repeatedly fails to respond to the field instructor's feedback, the field instructor should document on the Incident Report what has been happening. For example, it is a problem when a student is frequently absent or tardy and fails to inform the field instructor or when the student fails to schedule time to make up the missed field hours. The Incident Report form is a helpful supervisory tool and should be used when appropriate. The field instructor is strongly encouraged to check with the field consultant or the field coordinator if there are questions regarding when to use this form.

Commitment to Cultural Diversity and Social Justice

In accordance with the NASW Code of Ethics and the CSWE Educational Policy and Accreditation Standards (EPAS) for M.S.S.W. and B.S.S.W. Degree Programs in Social Work Education, The University of Tennessee College of Social Work faculty, staff, and students shall do the following:

1. "Act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin [or ancestry], color, sex [gender], sexual orientation, age, marital status, political belief, religion [creed], or mental or physical disability" [NASW Code of Ethics, 6.04(d)].
2. Practice within the defining principles "of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence" (CSWE, Educational Policy, Purposes, 1.0).
3. "...Enhance human well-being and alleviate poverty, oppression, and other forms of social injustice" (CSWE, Educational Policy, Purposes, 1.0).
4. "...Develop and apply practice in the context of diverse cultures" (CSWE, Educational Policy, Purposes, 1.0).

To this end, the M.S.S.W. and B.S.S.W. curricula shall provide content and learning experiences to prepare social workers "...to practice without discrimination, with respect, and with knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation (and)...to alleviate poverty, oppression, and other forms of social injustice (CSWE, Educational Policy, Purposes, 1.2).

Field Practice Grading Policy

Students are formally evaluated by the field instructor at the end of each semester on their progress in relation to the educational objectives. The consultant confers with the field instructor before recommending a grade to the field coordinator. Field practice is graded "Satisfactory" or "No Credit." If a student receives a grade of "No Credit" for field, the student is not allowed to repeat the course or complete the master's program. If a student wants to appeal this grade, he/she should

refer to the “Student Appeal Process” listed in the MSSW Student Handbook. The grade of I or “Incomplete” may be given if the student has not completed the required field days or assignments for a valid reason. The incomplete grade is removed when all practicum responsibilities are completed. A grade of incomplete (I) is a temporary grade showing that the student has performed satisfactorily in the course but, due to unforeseen circumstances, has been unable to finish all requirements. The instructor, in consultation with the student, decides the terms for the removal of the incomplete, including the time limit for removal. If the incomplete is not removed within one calendar year, the grade will be changed to No Credit (NC).

Evaluation of Student Performance in Field Practice

An evaluation of each student’s progress in field practice is required at mid-term and at the end of each academic semester (see Appendix II). Due dates of evaluations can be found in the annual calendar distributed at the beginning of the academic year. A grade of “Incomplete” is given if the evaluation is not received on the specified date. Each student should read and sign the evaluation. Signing the evaluation indicates the student has read it, not that he/she agrees entirely with its contents. The student has the right to submit a written statement to the college setting forth aspects of the evaluation with which there is disagreement.

Student Evaluation of Field Practice

At the conclusion of the practicum students are asked to evaluate their practicum experience. Using the Student Evaluation of Field Practice form (see Appendix II), students are encouraged to comment on various aspects of the field practicum and make any recommendations for change. The completed forms are returned to the Senior Recorder. The field coordinator reviews this information to evaluate the quality of the field agency, field instructor and field consultation services. This is then shared with the Associate Dean.

Confidentiality

Since the Health Insurance Portability & Accountability Act of 1996 (H.I.P.A.A.) was implemented on April 15, 2003, persons who violate this act are subject to civil and criminal penalties, including jail time and large monetary fines; therefore it is important that students not discuss clients or their problems outside the agency. If the student uses client-related material in class, the agency's permission must be secured and the information must be carefully disguised so the identity of the client and others is protected.

V. LEARNING GOALS AND OBJECTIVES FOR THE FOUNDATION PRACTICUM

The following sections provide descriptions of the goals and objectives for the foundation practicum and each of the concentrations.

GOAL 1: Use an ecological framework to assess the reciprocally determined interaction of person and environment.

OBJECTIVES: The student should be able to:

- Engage the client, family, group, community and/or organization in identifying strengths, issues and problems.
- Obtain sufficient information about bio-psycho-social factors to understand system functioning to include environmental conditions and issues of risk and resiliency.
- Use specific frameworks, ecological and life-span perspectives, to assess system functioning.
- Recognize the impact of factors such as race, ethnicity, gender, sexual orientation, socioeconomic status and social justice.
- Articulate clearly, both verbally and in writing, the assessment of the client, family, group, community and/or organization.

GOAL 2: Use problem-solving skills to address the client's personal, interpersonal, economic and environmental problems.

OBJECTIVES: The student should be able to:

- Listen carefully and identify content and affect of the client, family, group, and/or community.
- Utilize listening, focusing, and responding skills to establish an environment of acceptance.
- Engage the client, family, group, community and/or organization in formulating intervention plans, including objectives, methods and measures of outcome.
- Identify and facilitate the utilization of resources, both formal and informal.
- Formulate intervention plans that are responsive to client racial and/or ethnic background, gender, sexual orientation and socioeconomic status.

GOAL 3: Demonstrate knowledge of social work research methods.

OBJECTIVES: The student should be able to:

- Locate research materials that apply to the client population and/or service delivery.
 - Evaluate the implications of research for the client population and/or service delivery.
 - Apply basic research methodology in evaluating practice outcomes.
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GOAL 4: Engage in practice that empowers clients and client groups.

OBJECTIVES: The student should be able to:

- Describe to the client or client group the organization's services, policies and procedures and how they affect service delivery.
- Engage clients in mutually defining strengths, problems, goals and actions.
- Describe the agency's relationship to the community and the social delivery network.
- Support the client, family, group, community and/or organization change efforts.

GOAL 5: Advocate for greater social and economic justice.

OBJECTIVES: The student should be able to:

- Identify the impact of policies, procedures, and funding sources on the client, family, group, community and/or organization with particular sensitivity to issues of oppression and social/economic justice.
- Support the client, family, group, community and/or organization in advocating for more humane and just services.
- Work cooperatively with peers and other professionals to advocate for the client and for humane and just services.

GOAL 6: Apply the ethics and values of the profession to social work practice at all system levels.

OBJECTIVES: The student should be able to:

- Articulate and demonstrate the social work roles within the context of a multi-disciplinary setting.
- Identify ethical dilemmas, value issues and role conflicts.
- Use the NASW Code of Ethics to guide practice and address ethical dilemmas/conflicts.
- Establish and maintain appropriate boundaries.

GOAL 7: Engage in developing his/her professional self.

OBJECTIVES: The student should be able to:

- Meet agency/professional standards for attendance, appointments and meetings.
 - Prepare for supervision conferences through reading, setting the agenda, being prompt.
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- Seek and initiate opportunities for learning.
- Follow through on commitments to clients and agency.
- Interact with clients, colleagues, agency personnel and other professionals in an ethical and professional manner.
- Assess strengths and limitations as a professional and use that awareness as a tool for learning.
- Distinguish one's own needs, experiences and values from those of the client system.
- Integrate new knowledge or suggestions given by field instructor.

VI. LEARNING GOALS AND OBJECTIVES FOR THE CLINICAL SOCIAL WORK PRACTICE CONCENTRATION PRACTICUM

GOAL 1: Use advanced theoretical perspectives and interventions (e.g. cognitive behavior, psychodynamic, short-term, and small group interventions) in clinical social work practice across various client/client systems, particularly those from high risk/vulnerable groups and diverse populations and service settings.

OBJECTIVES: The student should be able to:

- Engage the client in assessing strengths, issues and problems and identifying the focus of treatment/intervention.
- Include ethnic, societal and cultural characteristics, strengths and risks, and resources when assessing the needs of the client(s).
- Identify the impact of policies, procedures, and funding sources on the client with particular sensitivity to issues of institutional oppression and social justice.
- Complete an in-depth assessment that incorporates inter-personal and intra-personal, social and environmental factors.
- Assist clients in developing and using strengths and resources.
- Communicate clearly, both verbally and in writing.

GOAL 2: Critically analyze practice approaches using empirical research and conducting practice evaluations in relation to client/client systems, interventions, and goals of service.

OBJECTIVES: The student should be able to:

- Consider the client's strengths, abilities and needs when evaluating potential interventions.
 - Include issues of diversity and risk in the selection of practice approaches.
 - Use empirical research of direct practice to evaluate practice approaches.
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- Evaluate his/her abilities and expertise to intervene with diverse client populations.
- Develop and maintain the therapeutic relationship.
- Identify transference/counter transference issues or others that impact the therapeutic relationship.

GOAL 3: Design and implement effective ethical interventions and advocate for clients and client groups of varying backgrounds and in a variety of practice settings.

OBJECTIVES: The student should be able to:

- Engage the client in formulating treatment/intervention plans, including objectives, methods and measures of outcomes.
- Design interventions that consider the client's strengths, abilities, resources, issues and needs.
- Use empirical research of direct practice in the selection of interventions.
- Design interventions that are responsive to the context and resources of the practice setting.
- Use the resources available to the client.
- Advocate within and among service providers to insure that the client receives needed services.
- Implement interventions that include cognitive-behavioral, psycho-social-dynamic and /or short-term approaches.
- Lead small groups including task, therapeutic, psycho-educational and/or social support groups.
- Evaluate his/her own practice.

GOAL 4: Demonstrate ability to effectively use their professional selves in developing and managing ethical, clinical relationships with clients/client system(s) from a variety of cultural and socio-economic backgrounds.

OBJECTIVES: The student should be able to:

- Analyze the influence of culture, race and diversity for both the student and the client on the therapeutic relationship.
 - Use supervision regarding diversity issues or value conflicts for professional development.
 - Maintain relationships with clients including appropriate boundaries and the conscious use of self in the professional role.
 - Identify and analyze ethical conflicts in practice utilizing the NASW Code of Ethics.
 - Address ethical and value conflicts in practice.
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GOAL 5: Actively engage in developing his/her professional self.

OBJECTIVES: The student should be able to:

- Meet agency/professional standards for attendance, appointments and meetings.
- Prepare for supervision conferences through reading, setting the agenda, and being prompt.
- Seek and initiate opportunities for learning.
- Follow through on commitments to clients and agency.
- Interact with clients, colleagues, agency personnel and other professionals in an ethical manner.
- Assess strengths and limitations as a professional and use that awareness as a tool for learning.
- Distinguish his/her own needs, experiences, and values from those of the client.
- Integrate new knowledge and/or suggestions given by field instructor.

VII. LEARNING GOALS AND OBJECTIVES FOR THE MANAGEMENT AND COMMUNITY PRACTICE CONCENTRATION PRACTICUM

GOAL 1: Demonstrate use of major theories and models of organizational, management, community, and policy practice in a variety of settings, so as to select and implement effective decision-making and planned change strategies.

OBJECTIVES: The student should be able to:

- Identify the management and organizational theory(ies) that are in use in the agency.
- Describe how management and/or community practice principles are applied in the agency.
- Identify the nature and characteristics of the internal and external environment of the agency in light of societal trends.
- Evaluate the decision making process including roles, and the effectiveness of the process and outcomes.

GOAL 2: Incorporate the ethics and values of the profession in practice and in the development of the professional self with vulnerable and diverse populations in planning change efforts that are empowering and that advance social and economic justice.

OBJECTIVES: The student should be able to:

- Identify how the community service system interacts with the needs of the agency's target population.
- Assess how the agencies services meet/fail to meet the individualized needs of the client system with particular sensitivity to vulnerable populations.
- Analyze the cultural diversity of agency staff relative to populations served by the agency.
- Assess agency programs to determine if a client strengths and empowerment perspective is evident.
- Evaluate the degree to which professional values and ethics are demonstrable in the organization.

GOAL 3: Critically analyze and evaluate organizational, community, and political systems through the use of policy analysis and evaluation research.

OBJECTIVES: The student should be able to:

- Analyze public and agency policies relative to the service needs of a specific, vulnerable client group
- Use program evaluation methodology to more effectively deliver services and manage programs.
- Analyze various sources of information to assess program options and/or strategies for the improvement of services, especially to high risk, vulnerable populations.

GOAL 4: Design and implement community, organizational or policy-related interventions using management , community organizing, community development, and policy practice skills.

OBJECTIVES: The student should be able to:

- Evaluate agency services as they impact on the needs of diverse populations for organizational decision making.
- Plan and implement an organizational, community, or policy change project.

GOAL 5: Assess, strengthen and employ resources available in the agency, including personnel, technological and fiscal resources.

OBJECTIVES: The student should be able to:

- Apply skills in employee recruitment, staff development and/or determination of compensation and benefits.
 - Participate in the agency's funding and allocation process (e.g., grant writing, contract negotiation, etc.) including financial planning and cost benefit
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analysis.

- Identify financial management issues that affect the agency's ability to provide services.
- Apply computer technology to manage data, evaluate, and improve programs and services.

GOAL 6: Actively engage in developing his/her professional self.

OBJECTIVES: The student should be able to:

- Meet agency/professional standards for attendance, appointments and meetings.
 - Prepare for supervision conferences through reading, setting the agenda, and being prompt.
 - Seek and initiate opportunities for learning.
 - Follow through on commitment to clients and agency.
 - Interact with clients, colleagues, agency personnel and other professionals in an ethical and professional manner.
 - Assess strengths and limitations as a professional and use that awareness as a tool for learning.
 - Distinguish his/her own needs, experiences, and values from those of the client.
 - Integrate new knowledge and/or suggestions given by field instructor.
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