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DEPARTMENT OF SOCIAL WORK

MISSION STATEMENT

The Social Work Program will provide a learning environment where students are taught to think critically, be creative, participate actively in their education, and grow as individuals while respecting the rapidly changing and diverse world in which they will live and practice social work. We believe class work and special student work experiences must demonstrate how to relate effectively to all types of people and to appreciate how emotional, social, economic, political, and spiritual forces influence the behavior of those we are helping. Our goal is to develop competent, ethical professionals with the knowledge, values and skills for effective practice with individuals, families, groups, agencies, and communities, and who can provide outstanding leadership in the field of social services.

SOCIAL WORK GOALS

1. To prepare a diverse student population for generalist social work practice to serve client systems of various sizes and types. This includes value based direct services to diverse populations at risk to facilitate the reduction of poverty, oppression and discrimination that will promote social and economic justice.

2. To provide a flexible educational program that increases the students understanding of the bio-psycho-social-spiritual variables that affect the person within the environment and the community, which will include the history of social welfare and the social work profession, its policies, structures, and issues.

3. To develop analytical skills and critical thinking that will encourage active participation in the development, evaluation, and improvement of evidence-based social work knowledge and skills through research aimed at disseminating knowledge and advancing social work practice.

4. To prepare graduates to foster their commitment to lifelong learning and development of social work knowledge, values, and skills, with effective supervision, which will empower them and their clients.

5. To experientially assist students in developing self-awareness and their ability to deal effectively with the stressors of social work practice.
SOCIAL WORK CORE COMPETENCIES

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities.
FIELD EXPERIENCE PHILOSOPHY & PROGRAM MODEL

The Field Experience is an essential element of Middle Tennessee State University’s educational process for professional social work practice. The purpose of the Field Experience is to provide opportunities for students to apply knowledge and skills learned in the classroom to real-life situations with clients. Students are able to observe the benefits and challenges of working within various organizational settings with diverse client populations. Students are supervised by a professional social worker in the agency (the Field instructor) and by field faculty (Faculty Field Liaison) at the University. This is intended to facilitate the integration of classroom learning with agency-based practice and to provide support to students as they engage in this dynamic process. While field agencies often benefit from the presence of a social work intern, the primary focus of the Field Experience is on the learning process for the student.

The Social Work Program at Middle Tennessee State University utilizes the generalist intervention model of social work practice, employing a flexible problem solving process from a strengths perspective. This model is reinforced through the knowledge and skills content of the social work courses. The following process reflects the key elements of the problem-solving model, which occurs with all levels of systems (individuals, families, groups, organizations, and communities). Therefore, regardless of the field setting, students should be familiar with this frame of reference and its application in social work practice: The following diagram illustrates the Social Work Program’s approach to education & practice:

### GENERALIST PRACTICE PERSPECTIVE

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<th>CLIENT SYSTEMS</th>
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**CENTRAL PROCESS**

Assist client system with problem solving utilizing a strengths perspective

Students are encouraged to develop critical thinking skills which enable them to inductively apply this model regardless of the setting or context of practice.
FIELD EXPERIENCE COURSE STRUCTURE

COURSE DESCRIPTION:
SW 4590  Field Instruction I (Six credits)
Prerequisites: SW 2570, 2630, 3000, 3110, 3160, 33161, 3200, 4580; completion of all General Education requirements; and senior standing.
- Student is assigned to a social agency under the joint supervision of agency and instructor with concurrent seminar. Application must be made the preceding semester.
  Must be admitted to Social Work program.
[215 hours at the agency plus weekly one hour seminar]

SW 4680  Field Instruction II (Nine credits)
Prerequisites: SW 4580, 4590, senior standing, and all other major requirements.
- Second field placement for social work majors. Application must be made the preceding semester.
  Must be admitted to Social Work program. Pass/Fail.
[325 hours at the agency plus weekly one hour seminar]

COURSE PURPOSE:
The purpose of field practicum and field seminar is to provide the student opportunities in the agency setting for integration and application of the knowledge, values, skills, and ethics of the social work profession that are learned in the classroom. Learning is enhanced through professionally supervised generalist social work practice by approved agency field instructors. Students develop an awareness of self and demonstrate the use of self in the role of a professional by providing social work intervention services and practice skills to enhance the well being of individuals, groups and communities. Students learn the use of oral and written communications in the professional setting, develop a greater respect for diverse client systems, apply theoretical knowledge to their practice with populations at risk, and use critical thinking skills as they struggle with complex practice and ethical problems. Opportunities to critically assess implement and evaluate agency policies and procedures within ethical guidelines are provided in both field seminar and in the practice setting. The structured and supervised practice setting allows students to develop the competencies needed for generalist social work practice.

ADMINISTRATION of FIELD EXPERIENCE

The Field Coordinator has the overall responsibility for directing the Field Experience Program and reports directly to the department chair. The Coordinator is responsible for:
- the development, utilization, and evaluation of field placement agencies;
- screening and assigning students to placement;
- development, implementation, and evaluation of field policies;
- development of data bases and reporting systems;
- evaluation of field program activities;
- development and evaluation of field instructor certification training;
- monitoring students’ progress in the field;
● the coordination of faculty which interface with various aspects of the field program;
● provide an orientation to the field practicum for all rising field students;
● meet with the field instructor and field liaison when a student's performance is below expectations or when a grade of "C" is anticipated.
● The Coordinator may also serve in the capacity of Faculty Field Liaison.

RESPONSIBILITIES of FACULTY FIELD LIAISON

The Faculty Field Liaison functions as a part of the social work education team to provide linkage between the university, the student, and the field agency. The Liaison has primary responsibility for coordinating the assignments and activities of the social work student throughout the practicum. The Field Liaisons are able to utilize their professional experiences in the field to assist students in integrating theory with practice, thereby enhancing agency-based instruction. The Liaisons monitor and evaluate students’ progress and performance in the field and assume primary responsibility for assigning students’ grades for the semester.

The responsibilities of the Faculty Field Liaisons include:
1. Teaching and facilitating a weekly field seminar which processes the students’ experiences in the field, integrating academic theory and content with field knowledge, practice, and skills;
2. Monitoring and evaluating the students through: weekly assessments of students’ work in the field (reflected in journals or written summaries and time sheets); the appropriateness of the students’ job descriptions and learning plans; individual visits at the agencies with the students and Field Instructors (at least once per semester); and overall review of the students’ performance in the field as reflected in the verbal and written evaluation processes;
3. Providing support and training to Field Instructors in the supervision with field students;
4. Participating in faculty meetings related to curriculum development; coordination, assessment, screening and review of field students; and other planning issues;
5. Assigning the student a final grade after consultation with the field instructor and review of written evaluations and weekly field seminar performance;
6. Conferring with field instructor and student when problems arise regarding a student's performance;
7. Communicating with the Field Coordinator on students’ progress in their field placement including any problems, issues, or concerns which need to be addressed by the field program.

Each student will be assigned to a Faculty Field Liaison in a given semester. The students and their respective Field Instructors will be notified in writing of the assigned Liaison; conversely, the assigned Liaison will be informed of all agencies and students for whom he/she is responsible. The Faculty Field Liaisons are designated faculty who teach SW 4590 and SW 4680. The Liaison will structure and schedule assigned visits to the agencies in advance, based upon schedules of the student, Liaison, and Field Instructor. The Liaison is responsible for submitting a Field Visit Form for summarizing the observations and recommendations from the visit to the Field Coordinator within one week of the completed visit.

Social Work Advisory Committee
The Social Work Advisory Committee works in concert with the Social Work Program in evaluating the policies and procedures for the Field Program as well as the overall social work Program. The Committee also provides an additional link and a valuable resource between the Field Program and the community. Based on the members’ expertise, it may also provide input into the development of new Field Experience sites and the review of existing sites. The committee may also provide input on training needs or other appropriate issues related to field instruction. The committee is composed of members from various internship agencies and meets on an as-needed basis.

AGENCY-BASED FIELD EDUCATION: FIELD AGENCIES AND INSTRUCTORS

Selection of Participating Agencies

Field agencies provide students the opportunity to apply classroom knowledge to real problems of client systems of all sizes. Students, in turn, provide agencies the opportunity to bring new ideas and challenges to service delivery. To become affiliated with the MTSU Social Work Program, agencies must meet the following criteria:

1. An agency’s philosophy of service should be compatible with the philosophy, values and ethics of the social work profession. The primary purpose of the organization (or program) must be to address human needs.
2. Services provided by the agency must be appropriate for undergraduate, generalist social work practice and there must be a sufficient caseload of clients (and work) for students to gain “hands on” experience.
3. There must be availability of appropriate supervision, namely at least one staff member who has a BSW and 2 years of experience or MSW, to serve as the Field Instructor for the student. Preference is for Field Instructor's who are licensed for social work practice in Tennessee. (For exceptions see section on selection of Field Instructors.)
4. Agencies must support the field education process by providing release time for Field Instructors to carry out field instruction responsibilities and to attend field-related meetings.
5. Agencies must provide students with adequate work space, office supplies, access to a telephone, transportation or travel reimbursement for travel required by the agency and information regarding transportation policies & liabilities, and access to client and agency records appropriate for the learning experience.
6. Agencies should not engage in discriminatory practices in the hiring of personnel, the acceptance of students, or the provision of services to clientele.
7. Agencies must agree to participate in various processes of the field program, including field orientation, periodic field agency updates, and conduct interviews with prospective field students, and communication with the field faculty.

Contact regarding a field internship may be initiated by the university or the agency. The affiliation process begins with a phone conversation between the agency and the Field Coordinator to determine that the agency meets the above stated criteria. If the agency is appropriate as a field site, an agency application form is sent to the agency. The Field Coordinator reviews the completed form and upon approval of the agency as a field placement site, and Affiliation Agreement is signed by authorized representatives of both the agency and the University. The Field Coordinator is administratively responsible for developing and maintaining field practice settings for the BSW program.
Because MTSU students come from such a widespread geographic base (as far as 100 miles from campus), the university has contracts with a large number of field agencies in order to best meet the needs of the social work field students. Depending upon the number of students in field and their geographic preferences, some agencies may not have students placed with them every semester. However, all active Field Instructors will provide current information to the Field Coordinator.

**Responsibilities of Field Agencies**

As an approved field agency, affiliates are committed to the educational process of the social work students. Through agency experiences and supervision, students have the opportunity to learn and become socialized into the profession. Agencies are expected to provide designated field instructors and other resources stated in the criteria for agency selection. Field agencies are asked to work cooperatively with the Social Work Field Program (and Faculty Liaisons) in creative problem-solving and efforts to enhance the learning experience for field students.

As an affiliate with the MTSU Field Program, agencies agree to:

1. Participate in the pre-placement process, which includes completing an interview with the prospective field student and providing an assessment of the appropriateness of a respective student for that agency;
2. Provide opportunities for students to participate in agency programs and activities which will enhance the students' learning experience;
3. Appoint appropriate personnel to serve as field instructors and provide the necessary agency support for field instructors to provide necessary supervision and attend field orientation and training provided by the University as well as participate in all other field-related functions (supervision, evaluation, conferences, Field Fair, etc.);
4. Provide students the use of facilities necessary to successfully complete required field assignments, including office space, office supplies, access to a telephone, and access to client and agency records appropriate to the learning experience;
5. Inform the Field Coordinator as soon as possible regarding staff or organizational changes which affect the field placement; and
6. Work in partnership with the Field Faculty to maximize the field education of social work students.

**Selection of Field Instructors**

The Field Instructor plays one of the most critical roles in the educational process of the Field Experience. In order to be approved by the University as a Field Instructor, an agency employee should meet the criteria listed below. Exceptions to any of the following criteria must be granted by the Program Director.

1. BSW or MSW degree from an accredited social work program.
2. A BSW must have at least two years work experience, including at least six months of employment at the Field Agency.
3. Ability to supervise and instruct undergraduate social work students with diverse learning needs.
4. Acceptance of the generalist social work educational model and philosophy of the MTSU Social Work Program.
5. Commitment to work cooperatively with Field Faculty and the Field Program to ensure
a successful placement experience.

6. Demonstrated professional social work values, knowledge, skills, and behaviors in relation to clients, agency co-workers, and with social work interns.

7. Be available to the student and able to devote adequate time for supervision.

There may be unique situations when agencies do not have a BSW or MSW available to directly provide field supervision, but they do have qualified professionals with the interest, expertise, and ability to provide supervision of social work tasks. Such individuals will be identified as Field Associates and will be eligible to provide direct oversight of the daily educational activities of the field student. Field Associates must be approved by the program’s Field Coordinator based upon their educational background, values & ethics compatible with the social work profession, supervisory ability, and understanding of social work education and practice principles, and work experience. Students working under a Field Associate will be provided with social work supervision through an assigned BSW or MSW Field Instructor from another program within the assigned agency, another agency, or from the Social Work Faculty. The Field Associate and Field Instructor will work collaboratively in designing student assignments, guiding student activities, and evaluating student performance. The Field Instructor helps the student integrate the Field Associate's contribution into the overall educational experience and provides the required supervision.

Responsibilities of Field Instructors

Field Instructors engage in the dual role of agency practitioner and social work educator. Since the primary goal of field instruction is social work education rather than agency service, the teaching role of the Field Instructor is critical. Conversely, the primary task of the field student is that of learning rather than serving agency needs.

The specific responsibilities and duties of the Field Instructor include:

A. **Pre-Placement Interviews and Assessment of Prospective Students:** Field instructors are asked to meet with a prospective student to discuss what a practicum at their agency would entail and to assess the student’s appropriateness for that setting. Field Instructors are expected to complete a post-interview evaluation form, which provides feedback for placement decisions.

B. **Orientation of Field Students:** Field Instructors are responsible for orienting the assigned field student to their agency. For example, students need to learn about the agency’s mission, policies and procedures, expectations regarding work rules, dress codes, and supervision. The most effective form of orientation is participatory; therefore, rather than relying on manuals to orient the student, Field Instructors are encouraged to discuss relevant policies and allow the student to observe first-hand the way in which business is conducted by the agency.

C. **Establishing A Learning Contract And Job Description:** Field Instructors are expected to work with the assigned field student and Field Liaison in the development of a Learning Contract and Job Description for their Field Experience. Input from the Field Instructor is critical to the identification of realistic and appropriate expectations for the placement. Ongoing communication with the student about roles, responsibilities, duties, and accountability during the Field Experience can be facilitated by these instruments.
D. **Supervision of Field Student:** Field Instructors shall provide at least one hour per week of direct supervision. While most Field Instructors spend much more time than this each week working directly with students, there is a need for a designated time strictly set-aside for discussing and processing the student’s learning needs, identifying strengths and areas for work, updating learning goals, and giving feedback on the student’s performance.

E. **Serve as a Professional Role Model:** Field Instructors should reflect and model professional social work values, skills, and behavior. Students are keenly aware of how their Field Instructor interacts with clients, co-workers, and other community contacts. Field Instructors should be open to discussing questions the students may have regarding different communication styles and contexts, agency politics, and balancing “real life” dynamics compared to text-book ideals.

F. **Provide Appropriate Learning Experiences:** Field Instructors should structure the students’ learning experience in such a way that students are exposed to a wide range and variety of opportunities, including but not limited to direct client contract, agency staffing and staff meetings, board meetings, community meetings, and court hearings. Students should be increasingly challenged in their role and involvement as the semester progresses, beginning with observational roles and working towards direct responsibility for specific experiences intakes, intervention, and group facilitation. In addition, the Field Instructor is responsible for coordinating the student’s involvement with other agency staff who function in various roles.

G. **Evaluation of The Student:** Field Instructors should provide the students with ongoing feedback regarding his or her work and progress. The evaluation process includes completion of the evaluation form at mid-semester and the end of the semester. The Field Instructor is responsible for completing the form and discussing it with the student in conjunction with the faculty Liaison’s field visits during the semester. The Field Instructor may elect to have the student complete a self-evaluation as well in order to compare perceptions. Regardless of the format chosen, the Field Instructor should regard the evaluation as an integral part of the field instruction process and a critical component to the student’s learning experience.

H. **Participation in the Field Program:** Field Instructors are expected to attend a field orientation and certification training session provided during the academic year. In addition, input and participation from Field instructors is appreciated in order to continue to upgrade and enhance the field program, the curriculum and the entire Social Work program.

I. **Communication with Field Faculty:** Field Instructors should contact the assigned Field Liaison as soon as possible should problems arise in the field setting. In addition, Field Instructors are asked to communicate with the Field Coordinator regarding any agency changes which may impact the placement.

J. **Verification:** Field Instructors will review and sign student practicum timesheets in a timely manner.

There is no monetary compensation for serving as a Field Instructor for the University. MTSU does offer a continuing professional education credit seminar for field instructors. In addition, they may receive a courtesy card which will enable them to use the resources available through the MTSU library.
**Expectations for the Field Experience as a Learning Experience**

The Field Experience is the highlight of the student’s social work education. The University is dependent upon community agencies to carry out this component of the learning process. Because social work is a practice-based profession, the student learns by doing, not from being told *how to do it*. By working under the supervision and instruction of a competent professional social worker, students can initially observe the skills and processes and then begin to demonstrate their own ability to provide social work services.

The Field Experience should provide opportunities for students to integrate classroom learning and skill development through closely supervised social work practice in a variety of situations. Rather than teaching a specialized approach to working with a given population, emphasis should be on generic practice implemented in a specific setting. Therefore, students are able to translate the knowledge and abilities gained in one agency to any other setting.

The Field Experience should allow the student to engage in both short term and long term client contact, a range of client situations, varied practice approaches, and diverse agency activities. While there are many societal changes that are influencing the service delivery system (such as managed care systems, increased specialization, professional liability, accreditation standards, etc.), the Field Experience continues to offer a somewhat insulated experience where the emphasis and priority should be on maximizing the student’s learning opportunities. The Field Experience may provide experiences that assist students in completing their assignments for concurrent classes.

The Field Experience is one mechanism by which students become socialized to the profession. Field students can indeed be a wonderful resource to community agencies and bring a wealth of energy, enthusiasm, and commitment with them to the practicum experience. However, the primary focus should always be on the student’s learning experience.

**Teaching Methods for Field Instruction**

Since Field Instructors are typically agency practitioners, each may have an approach to field instruction based on their individual educational background and experience. Field Instructors should be sensitive to the diversity of learning styles and characteristics of field students and should utilize the most appropriate approach for the particular student. The following methods are listed as suggested tools for Field instructors to utilize to meet the educational needs of their field students.

1. Assign, evaluate and discuss process recordings.
2. Review and discuss case documentation
3. Allow student to observe Field Instructor’s client interaction and discuss
4. Directly observe field student’s client interactions and discuss
5. Videotape client interactions (individual, family, group, etc.)
6. Conduct role plays with the student
7. Allow student to observe and participate in agency staffing
8. Ask student to visit other agencies to gather information
9. Arrange for student to participate in various staff roles (receptionist, intake worker, therapist, direct-care staff, administration, etc.)
10. Assign films and readings and discuss their relevance with student

These are suggested teaching methods. Field instructors should feel free to utilize other approaches, which are effective for them.
THE FIELD EXPERIENCE- INTEGRATING THEORY WITH PRACTICE

Requirements for Students’ Admission to Field Experience

Students entering Field must be fully admitted to the Social Work Program and have completed all General Education requirements and earned a grade of “C” or higher in all social work classes. They must have a GPA of 2.0 in the major and overall, and must have completed the application process for Field. Students are responsible for transportation to their practicum site. Students who have successfully completed their University Studies courses (core requirements) and prerequisite social work courses must attend the Field Orientation and submit an application for the Field Experience by the designated deadline. All applications to the field are carefully reviewed by the Field Coordinator to ensure all requirements have been met. Following this initial review by the Field Coordinator, all social work faculty review the list of field applicants. Approval for the field is based upon the faculty’s assessment for the student’s:

1. Full admission to the social work program;
2. Acceptable academic performance (specified in section above)
3. Values compatible with the social work profession;
4. Professional habits and behaviors (good attendance, promptness, completion of assignments, etc);
5. Good written and oral communication skills;
6. Acceptance of diversity in others;
7. Development of good self-awareness;
8. Appropriate behavior and interactions with others
9. Demonstrated ability in basic social work skills (empathy, listening, interviewing, non-judgmental responses, etc.); and
10. Emotional maturity and stability.

If concerns are identified by the faculty in any of the above areas, they are discussed with the student as a part of a Pre-Placement Conference with the Field Coordinator and a decision will be made as to whether or not the student will be placed in field. A student may be conditionally approved for field. In that case, continued enrollment in field will be contingent upon specific conditions being met. Any student not approved for field will be advised of their options to pursue an alternative degree.

Because of the social work profession’s commitment to the promotion of equal rights, particularly for vulnerable or oppressed populations, the Social Work Program reflects such diversity in its student population. Admission to the Field Experience and the Social Work Program at MTSU is based on the above stated standards regardless of race, color, national origin, gender, disability, age, religion, sexual orientation, family status, political orientation, or perceived socioeconomic status. The social work faculty are responsible for serving as gatekeepers to the profession. Therefore, the qualifications of every student are given serious consideration during the Field Experience admissions process. Approval for Field Experience is based on the faculty’s professional judgment of the appropriateness of the student for professional social work.
Summary of Procedures for Placement
The following steps describe the sequence of events for placement in the field:
1. Eligible students attend Orientation for Field with the Field Coordinator
2. Students complete and submit a Field Application by the specified deadline
3. Coordinator of Field Education reviews field applications for eligibility and completeness
4. Faculty review a list of students eligible for Field
5. Faculty professionally assess students’ readiness and make placement decisions
6. Coordinator of Field Education determines tentative field assignments for all students who are approved for placement and notifies students and field agencies in writing
7. Students schedule and complete interviews with assigned agencies
8. Students and Field Instructors submit Agency Acceptance Form to the Field Coordinator
9. Field Coordinator confirms and finalizes assigned placements and notifies students and field agencies
10. Alternative placements are made at the request of students or Field Instructors following the initial interview if necessary
11. Prior to the beginning of field, orientation and training is provided to all Field Instructors. Students receive an orientation to their field placement on the first day of their internship

Each student who has applied for field by the deadline will be tentatively assigned to an agency, pending a placement interview. Only after assignment to a potential field agency by the Field Coordinator will the student be permitted to contact the agency to arrange the interview. No placement is considered final until after the interview when the agency indicates its acceptance or rejection of the student either directly to the Field Coordinator, or in writing. If two consecutive agency interviews result in the student not being accepted for placement due to performance or behavior concerns, no further placement will be attempted until the student and his/her academic advisor meets with the Field Education Coordinator to determine appropriate alternatives. A student may be terminated from the program for lack of acceptance by two or more field agencies if, in the judgment of faculty the placements can provide appropriate field experiences without overdue inconvenience to the student.

GENERAL RESPONSIBILITIES & REQUIREMENTS FOR THE FIELD EXPERIENCE

STUDENT RESPONSIBILITIES

Field students are expected to assume responsibility for their own learning, for self-evaluation, communication with co-workers and supervisors, providing critical feedback regarding the field placement, completing the required hours, adhering to their job description, and fulfilling their learning contract. Part of the learning experience which takes place during the practicum is experiencing the frustration which may occur when working in an organization structure, working with different personalities, or working under a supervisor (the Field Instructor) who may not be what the student thinks he/she should be. Students are expected to demonstrate maturity and utilize good communication and problem-solving skills when encountering challenges in the placement. Learning to effectively operate within an agency is an important part of the field experience.

Hours: The Practicum consists of 215 hours for Field I and 325 hours for Field II. This averages out to 16 hours per week for Field I (27 hours per week if completed during the summer session), and 24 hours per week for Field II. Students are required to record completed hours on
official time sheets, which must be validated with the original signature of the Field Instructor each week. Students can work out a schedule of days and times they will be in field at the agency, with the approval of the Field Instructor. However, students are not to work less than four-hour segments and should work during regular agency office hours. The field student should generally work during the same schedule or shift as the Field Instructor. Therefore, if a Field Instructor typically works weekdays, 8am-5pm, then the social work student should not regularly work evenings if there are no social workers or designated preceptors on duty during this time.

Students should not complete their hours any earlier than two weeks prior to the end of the semester. If a student does complete their hours one or two weeks before the end of the semester, he/she is expected to continue to attend and participate in the field seminar.

**Number of semester hours enrolled:** Students may not exceed 18 semester hours while enrolled in field (which includes the 6-9 hours for field and its concurrent class). Students who wish to enroll in more than 18 hours must have approval of the Field Coordinator and Department Chair.

**Learning Contract and Job Description:** All field students are expected to develop learning contracts and job descriptions as a part of their field placement. This assignment is to be done by the student with input from the Field Instructor. The learning contract should reflect mutually-agreed upon learning goals for the semester. The job description should realistically reflect the duties and responsibilities of the field student at the agency. Both of these documents will be utilized as a part of the evaluation process with the Faculty Liaison.

**Weekly Summaries or Journals:** Students are expected to maintain documentation regarding their weekly field experiences. Regardless of the format specified by the Faculty Liaison, the student is responsible for completing a written description and assessment of their work at the agency every week.

**Field Seminar:** The Field experience consists of the hours which a student spends at his/her field agency and a one-hour field seminar, which meets weekly. Students are expected to assume an active role in field seminar discussions and complete all required assignments.

**FIELD INSTRUCTOR RESPONSIBILITIES**

- Field Instructors must complete the Field Instructor Application and provide a copy of their current resume, vita or transcript with the application.
- Field Instructors must attend training at least once every 3 years in order to qualify as a field instructor. The training is provided once per year and CEUs are available.
- Field Instructors provide day to day supervision of the student intern. When the Field Instructor can not be present on site, the Field Instructor will arrange for a preceptor to be assigned to the student. The preceptor will provide on-site supervision in the absence of the Field Instructor.
- Field Instructors provide supervision sessions for the student equivalent to one hour per week.
- Field Instructors ensure that the Affiliation Agreement between the agency and the University is processed and signed by the agency.
- Field Instructors guide the student in completing the Learning Contract on the required form (can be downloaded from the Department of Social Work web page).
- Field Instructors evaluate the student's progress at mid-term and at the end of the semester.
- Field Instructors are required to sign the Learning Contract, the Mid-Term Evaluation, and the Final Evaluation.

**FACULTY FIELD LIAISON RESPONSIBILITIES**

- The Faculty Field Liaison conducts the one hourly weekly seminar which is attended by the student.
- The Faculty Field Liaison prepares the course syllabus, makes the course assignments, grades the course assignments, and determines the final grade for the semester.
- The Faculty Field Liaison maintains communication with the Field Instructor and provides needed information to the Field Instructor regarding the placement and the student.
- The Faculty Field Liaison makes at least one agency visit during each semester to ascertain the student's progress and to respond to any questions or concerns presented by the Field Instructor.
- During the field visit the Faculty Field Liaison answers any questions the Field Instructor may have regarding appropriate evaluation of student progress.
- The Faculty Field Liaison documents the field visit and any phone or email communications with the Field Instructor for placement in the student's file.

**Suggested Learning Sequence at the Agency**

**Orientation to Agency:** As specified under responsibilities of the field agency and field instructor, students should receive adequate orientation to the agency and its services on their first day in the agency. This phase should include tours of the facility, introductions to staff, overview of the agency (particularly for large agencies with multiple programs), overview of the relevant agency procedures and services to clients, and specific expectations of the agency (such as parking, dress code, work schedules, etc.). This information is best transmitted in a personal or interactional process rather than simply reading agency policy and procedure manuals.

**Orientation/Observation of Client Services:** By the third week of field, students should be involved in opportunities with clients. This may include sitting in on intakes, conduct intakes directly, observe agency staff as they conduct social assessments or social histories, observing group sessions, sitting in on staffing or treatment team meetings, etc. As the student completes the orientation phase, they should have developed a good understanding of the agency’s procedures for working with clients, documentation, and the organizational structure.

**Provision of Services to Clients:** Because undergraduate students are being prepared for generalist practice, there should be opportunities for extensive client contact, a range of client situations, varied practice approaches, and diverse agency activities/assignments. It is expected that the placement should include the following: working one-on-one with clients to assess their needs and determine resources to meet these needs; working with people in families and groups; participation in staffing;
documentation or a case records; research, assessment, or intervention within an agency setting and community or committee work. Students should be given as much direct responsibility as they are capable of managing.

**Conclusion of Placement:** Students should address the conclusion of their placement with clients, co-workers, and the Field Instructor. The termination process should include evaluation of clients’ progress and accomplishments, providing for follow-up or aftercare, summarizing and evaluating their own leaning and performance, and addressing feelings regarding termination. Because the end of the semester typically comes “so quickly”, this phase is often overlooked as a part of the Field Experience process. Attention to this time should be given by both the student and the Field Instructor.

**Concurrent Practice Classes**

Students enrolled in Field I must have completed SW 4580 Practice I which is designed to examine the generalist model and be concurrently enrolled in SW 4480 Groups or SW 4650 Practice II. For Field II, students will be concurrently enrolled in SW 4690 Integrative Seminar. Assignments are made to facilitate students’ application of the required skills in their field experience settings. Concurrent classes are scheduled each week.

Concurrent classes focus on skill development and knowledge application through the completion of various assignments (such as social histories or case studies, process recordings, group work, agency analysis, community needs assessments, research projects, etc.). The classes are participatory in nature but require work outside of the classroom, which utilizes the experiences from the students’ field setting.

**Evaluation Process**

**BY STUDENT:** The student is expected to assume responsibility for evaluation as a part of his/her professional development and growth. The three tools, which are utilized to guide the student in developing evaluation skills, and the learning contract, the performance evaluation of the student, and the evaluation form on the field agency. The learning contract allows the student to establish measurable goals and use this format to facilitate supervisory conferences and self-evaluation. The student should also take an active role in the completion of his/her performance evaluation. This is not a process, which is “done to” the student but done with the student. The student should critically assess his/her performance and discuss self-perceptions along with those expressed by the Field Instructor. The student is also asked to complete an evaluation of the field agency and instructor at the end of the semester. This provides feedback to the Social Work Program and the field agency regarding the field site and allows the student to have input into improving the quality of future placements at this agency. **These forms are required to be submitted before a final grade can be input for the student.**

**BY FIELD INSTRUCTOR:** Field Instructors are encouraged to regard the evaluation forms and process as a tool for supervision as well as a measurement of progress. The Field Instructor and student should complete the Field Experience Form at mid-semester and at the end of the semester. Many Field Instructors find it helpful to complete the evaluation with the student or by asking the
student to rate themselves and compare it with the Field Instructor’s rating. Attention should also be
given to evaluating how well the student has performed according to his/her Job Description and the
Learning Contract.

The assigned Field Liaison will visit each student at his/her agency at least once during the
semester, usually by the mid-term. This will provide an opportunity for faculty to visit with the Field
Instructor and/or the student and therefore address any particular concerns.

Field Instructors are asked to use the evaluation form to rate students on their performance as
objectively as possible. Often, Field Instructors who have a good relationship with the student are
reluctant to give critical feedback or to give anything but the highest of ratings. However, it is
essential that even students who perform exceptionally well in the field are challenged to grow in new
areas. Field Instructors are also asked to provide a recommended grade at the end of the semester.
While the recommended grade may affect the grade assigned by the Field Liaison, other factors such
as participation and performance in field seminar are also taken into consideration before the Liaison
determines the final grade.

**BY FIELD FACULTY:** The Field Liaison is continually assessing and evaluating students
based on information from the students’ journals, assignments, participation in field seminar, and
feedback from Field Instructors. The Field Liaison is responsible for determining the final grade for
the semester based on performance both in the field and in the classroom. However, the assigned
grade is not as significant as the learning and growth, which takes place for the student during the field.

**FIELD EXPERIENCE POLICIES**

**Completion of Hours & Attendance**

Students are expected to complete a total of 215 hours for Field I and 325 hours for Field II to
satisfy the requirements for the Field experience. This averages 16 hours per week during the regular
semester for Field I (27 hours per week during the summer session) and 24 hours per week for Field II
during the regular semester. Specific work schedules are to be worked out between the student and the
Field Instructor. If the agency requires training or in-service hours, up to 40 hours may be counted
towards the field hours. If training occurs before the semester begins, permission from the Field
Coordinator should be granted in advance. Travel time to and from the field agency may not be
counted towards the students’ field hours, but travel which is incurred during the placement is
appropriate to be included such as home visits, travel to other offices of agencies, etc.).

Students are responsible for accurately documenting their hours, with signed verification from
their Field Instructor. Students are expected to demonstrate professional work habits, such as being
punctual and regular in work attendance. In the event a student must be late or absent from their
regularly scheduled field hours, he/she should call their Field Instructor. Excessive tardiness or
absences are considered a serious problem and may necessitate a conference with the Field Liaison.

If students must miss their regular field hours, they may schedule make-up time with the
approval of their Field Instructor. If students get seriously behind on their hours due to circumstances
beyond their control (illness, personal emergency, death in the family, etc.), they should discuss this
with the Field Liaison in order to work out a solution. Students may not miss concurrent courses in
order to make-up field hours. Students may not receive an incomplete for the Field experience. If the required hours or assignments are not completed by the end of the semester, students will receive and “F” and be expected to repeat the Field Experience (usually at another agency). Exceptions to this policy are made for only the most extenuating circumstances and must be approved by the Field Coordinator and Department Chair.

**Continued Field Placement**

Students may elect to continue their learning experience in the same agency as they were placed during Field I for Field II. The Field Instructor and/or agency must agree to the continued placement. All requirements of Field I must be met, including the required placement hours. Any additional work hours completed during the Field I semester cannot be counted toward Field II. Students who elect to continue their Field I placement must complete all the required application forms for Field II and should note the request to remain with the same agency. The Field Coordinator will review and approve the placement decision.

**Change of Placement**

The Field Liaison should be contacted if problems arise in the placement. Most concerns can be resolved through a conference with the Field Liaison, student and Field Instructor. Changes in the field placement are only made when agency changes dictate the termination of the placement (programs closing, Field Instructors leaving the agency, etc.) or when problems between the student and the placement are determined to be irreconcilable by the Field Liaison. If circumstances necessitate a change in placement, the Field Coordinator should be contacted as soon as possible to make alternative arrangements for the student’s placement. Hours may be transferred for the initial placement to the new placement, with the approval of the Field Liaison and Field Coordinator.

**Removal of Student from Field**

A student may be removed from the field agency for unprofessional conduct or for significant lack of progress in achieving Field Experience learning objectives. In such instances the Removal Request Form should be completed. If a student’s performance is deemed unsatisfactory, the Field Instructor should contact the Field Liaison immediately to discuss the situation and set up a conference between the student, Field Liaison and Field Instructor. The grounds for removal of a student from field may include, but are not limited to: failure to abide by the NASW Code of Ethics; attempts to harm oneself or someone else; repeated tardiness or absences at the agency; repeated changes in scheduled field hours without approval; and/or other behavior that is incompatible with accepted professional conduct which does not meet agency and/or school expectations. The final decision to remove a student from field will be made, after consultation with the social work faculty, by the Field Coordinator, with documentation from the Field Instructor, agency, or Field Liaison, and may be based on objective and/or subjective professional judgment.

**Confidentiality Statement**
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 of the agency outside the agency. If the student uses client related material in class, the agency’s permission must be secured or the information must be carefully redacted so the identity of the client and others is maintained.

**Supervision of Student Activities/Work**

Students shall not be left alone in the agency without professional staff. Leaving students alone or in charge is not an appropriate situation for students. Field students, no matter how competent or skilled, do not yet have the required credentials for assuming staff responsibilities. It is also inappropriate for students to make home visits alone without their supervisor or other staff.

**Safety Issues**

Field agencies should be aware of safety issues related to the activities of the field student. Students should not be expected to engage in any activity when there are safety concerns. Students should be thoroughly oriented to the agency’s policies and procedures to ensure their health and safety during their practicum. Students are never required to transport clients. Agencies will be responsible in the event that students are requested to transport clients.

**Credit for Work Experience**

The social work program does not grant academic credit for non-academic life experience. Accordingly, there is no provision to modify or abbreviate Field Experience requirements based on prior life experience.

**Field Placement at Place of Employment**

Field students are generally not placed for Field Experience in agencies where they have been employed or are currently employed. It is the student’s responsibility to disclose such information to the Field Coordinator during the application process. Any exceptions to the policy must be approved by the Field Coordinator in consultation with the program faculty when possible. The criteria which must be met for an exception to be granted and the petition form which must be completed by the student may be obtained from the Field Coordinator.

**Night and Weekend Placements**

Most traditional social service agencies do not have qualified supervisory staff available during non-traditional hours. While the social work faculty are sensitive to students’ scheduling needs, students should be aware that no evening or weekend hours will be approved that compromise the programs’ educational objectives or the quality of the student’s practicum experience. As noted previously, appropriate professional supervision must be maintained.
Travel and Mileage Reimbursement

It is the student’s responsibility to secure reliable transportation to and from the field placement. It is also their responsibility to provide their own automobile liability insurance coverage for agency-related travel. Reimbursement for agency-related expenses, such as travel compensation should be the responsibility of the agency and should be congruent with the agency reimbursement policies and rates for regular staff. The agency policies and procedures for the travel compensation should be discussed with field students as a part of their orientation. It is the responsibility of the Field Instructor and agency to verify that the student’s vehicle insurance coverage is adequate for the job required before allowing the student to engage in agency activities involving transportation.

Holidays

Students are entitled to observe holidays as designated by the University and their field agency. However, if a student’s regular field hours occur on a holiday, they are still responsible for completing those hours on another day. Students should communicate the University’s holiday schedule to their Field Instructor and make plans accordingly.

Sick Days

If students are unable to attend field due to personal illness or the illness of a dependent family member, they should contact their Field Instructor and assume responsibility for rescheduling any appointments or work requirements. The student shall make up any missed hours at a time agreed upon by the student and Field Instructor. If the student’s absences exceed 24 hours (3 full field days), the student should notify the Field Liaison and propose a plan to remediate the time missed.

Conflicts of Interest

Students, Field Instructors, field agencies, and field faculty should all be aware of potential conflicts of interest. Field students and Field Instructors, particularly, should make known to the field faculty any potential conflicts of interest. Field students shall not be placed at agencies where relatives or family members are employed or serve on the Board of Directors without the approval of the Field Coordinator.

Requests for Documentation

The Social Work faculty may request that students applying for Field or participating in the Field Experience provide documentation regarding their physical or mental health, drug or alcohol use, or provide information for a criminal background check. Such information may be requested if required by the agency or when it is deemed necessary to ensure the well being of the social work student and/or clients in the field. Decisions related to the information obtained will be made on an individual basis.

Background Check Requirements

Some agencies require a background check, a health screening, or fingerprinting be completed before a placement can begin. If the agency where you will be doing your field placement has any of these requirements, it is the student’s responsibility to make the arrangements necessary and pay for
any associated costs. Students who have any questions should meet with the Field Coordinator during the application process for Field.

**Professional Liability Insurance**

While the risk is relatively small, the student and the agency should recognize the possibility of lawsuit in a case where a student is involved, even though the suit may not involve the student directly. Although not required, the Social Work Program recommends malpractice insurance for students. The Middle Tennessee State University Bachelors of Social Work Program *does not provide* or cover the cost for such liability insurance.

In some cases, agencies may be able to include students under their “blanket policy.” Alternatively, students can check with their insurance providers to see if they have a rider to cover such liability insurance. NASW provides such insurance for a nominal fee to its members. Information on NASW membership and insurance is available at: [https://www.socialworkers.org/join.asp](https://www.socialworkers.org/join.asp)

**Accommodation for Students with Disabilities**

The university offers support services to eligible students with disabilities through various campus departments. Formal requests from students with disabilities for reasonable accommodations must go through the Office of Disabled Student Services. The Social Work Program will work with students and other support services to enable a student to successfully enter and complete the Field Experience. It is recognized that students may choose not to disclose a disability. In such cases, the student may not receive special accommodation in class or field work.

**Nondiscrimination Policy**

MTSU is a community of people with respect for diversity that emphasizes the dignity and equality common to all individual faculty, staff, and students. For information on non-discrimination contact the Institutional Equity and Compliance Office, Cope Administration Building #220, 615-898-2185.

**Grievance Procedures**

Social work students have the right to appeal course grades and adverse decisions relating to the Field Program according to the appeal process outlined in the Social Work Student Handbook.
DEPARTMENT OF SOCIAL WORK
APPLICATION FOR FIELD PLACEMENT

Application for: ___________________________ Are you a: 

_______ Fall  _______ Field I  _______ School Certification

_______ Spring _______ Field II  _______ DCS Stipend or

_______ Summer _______ (a) remain in same agency

________ (b) new agency request

(note that Field I is available in Fall, Spring, and Summer, Field II is available in Fall and Spring)

Student ___________________________ M# __________________

Email ______________________ @mtmail.mtsu.edu Phone ____________________

For those applying for Field I:
Have you been formally admitted to the social work major? _____ Yes _____ No _____ Pending
Are you currently enrolled in Practice I? _____ Yes _____ No

For those applying for Field II:
Are you currently enrolled in Field I? _____ Yes _____ No
If yes, which agency? __________________________________________

Rank preferred location of field agency (1 = best; 2 = next best, etc.)

_______ Rutherford County  _______ Wilson County

_______ Davidson County  _______ Williamson County

_______ Other City___________  _______ Other County___________

Do you have reliable transportation? _____ Yes _____ No, if no explain transportation
issues ____________________________________________________________

_______________________________________________________________
Rank preferences for population groups and fields of social work practice for potential agency placement and career interests (1 = best, 2 = next best, etc., for each column)

<table>
<thead>
<tr>
<th>Population Groups</th>
<th>Fields of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>children</td>
<td>health</td>
</tr>
<tr>
<td>adolescents</td>
<td>delinquency/corrections</td>
</tr>
<tr>
<td>adults</td>
<td>domestic violence</td>
</tr>
<tr>
<td>elderly</td>
<td>mental health</td>
</tr>
<tr>
<td>families</td>
<td>alcohol/drug abuse</td>
</tr>
<tr>
<td>women/men</td>
<td>child abuse/neglect</td>
</tr>
<tr>
<td>other</td>
<td>poverty/disadvantaged</td>
</tr>
<tr>
<td></td>
<td>geriatrics</td>
</tr>
<tr>
<td></td>
<td>other</td>
</tr>
</tbody>
</table>

Please list specific names of agencies where you would prefer to be placed, if known:

1. _____________________________________________________________

2. _____________________________________________________________

3. _____________________________________________________________

Discuss your learning goals for the internship _____________________________________________________________

__________________________________________________________________________________________________________

YOU ARE REQUIRED TO ATTACH A COPY OF YOUR CURRENT UNOFFICIAL TRANSCRIPT PRINTED FROM RAIDERNET AND A PROFESSIONAL RESUME.

Notice: Many field agencies require a background check. If there are issues in a background check which may affect your placement, please discuss these with the field coordinator.
Field Activity Report Form

Student

Agency

Week of: ________________  Total hours this Week: ________________

Cumulative Hours to Date: ________________

Weekly Journal:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

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____________________________________________________________________
WEEKLY SUMMARY

REMEMBER TO ATTACH OFFICIAL TIME SHEET WITH FIELD INSTRUCTOR’S SIGNATURE!
STUDENT/INTERN TIME SHEET

<table>
<thead>
<tr>
<th>Month:</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Wk Total</th>
<th>Supervisor</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1:</td>
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<td>Week 3:</td>
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</table>

Supervisor Signature ___________________________ Date ___________
REMOVAL OF STUDENT FROM AGENCY

Students may be removed from their field placement for (1) unprofessional behavior or (2) lack of progress or participation. The Field Instructor will meet with the student to discuss the identified behavior and a plan for resolution. If the behavior is not resolved, the Field Instructor will notify the Liaison and they will have a joint meeting with the student. In the event of a very serious infraction, the Liaison will be notified immediately and a joint meeting with the student will occur. If the situation is not resolved, the Agency may request that the student be removed.

<table>
<thead>
<tr>
<th>Student</th>
<th>Date Placement</th>
<th>Began______</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary of Unprofessional Behavior or Lack of Progress/Participation</td>
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<td></td>
</tr>
<tr>
<td>Date of first notification of student by Field Instructor of identified behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resolution</td>
<td></td>
<td></td>
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<tr>
<td>Date of second notification of student by Field Instructor</td>
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<td></td>
</tr>
<tr>
<td>Date Field Instructor notified Field Liaison</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date of Meeting of Field Instructor, Liaison, and Student</td>
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<td></td>
</tr>
<tr>
<td>Resolution</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

☐ Agency requests that student be removed.

Signature ____________________________ Date __________
STUDENT EVALUATION OF INTERNSHIP

Student ____________________________  Field I ☐ or Field II ☐
Address ______________________________  Phone ______________________
Email Address __________________________  Liaison ____________________
Field __________________________________________________________________
Agency ______
Agency Address __________________________
_________________________________________ City ________________________
_________________________________________ Zip Code  Phone ______ Email Address ______

USE THE FOLLOWING SCALE TO ASSESS THE PLACEMENT: CIRCLE THE ONE THAT APPLIES
SA-STONGLY AGREE  A-AGREE  D-DISAGREE  SD STRONGLY DISAGREE

1. The agency orientation was helpful.  SA  A  D  SD
2. The field agency provided me with an opportunity to integrate
   theory and practice.  SA  A  D  SD
3. I felt accepted by the agency staff.  SA  A  D  SD
4. I had the opportunity to develop helping skills.  SA  A  D  SD
5. My field instructor was supportive and helpful.  SA  A  D  SD
6. I had the opportunity to work with individual clients.  SA  A  D  SD
7. I had the opportunity to participate in groups.  SA  A  D  SD
8. I had the opportunity to work with families.  SA  A  D  SD
9. I had the opportunity to take part in research activities.  SA  A  D  SD
10. The agency treated clients with dignity and respect.  SA  A  D  SD
11. The workload in the placement was manageable.  SA  A  D  SD
12. Weekly supervision with Field Instructor was adequate.  SA  A  D  SD
13. I would recommend this placement to other students.  SA  A  D  SD

Comments:

________________________________________________________________________
________________________________________________________________________
BSW FIELD FORM INSTRUCTIONS

Attached is the BSW field form. It should be used for listing tasks specific to the agency which constitute the learning contract. Each task should be rated at mid-term and at the end of the semester. Examples of tasks are shown for informational purposes. However, field instructors should ensure that students use as specific a task as possible as it relates to the agency, the clients the agency serves, and/or the mission of the agency. The examples should be deleted as the student completes the form with specific agency tasks so that the final learning contract contains the student's specific activities, not the examples.

Student's are expected to complete tasks related to all 41 practice behaviors from the time they begin Field I to the time they complete Field II. If a student completes Field I at a different agency from Field II, the student will utilize their Field I final evaluation in completing their Field II learning contract (in this event, we will work with the student to ensure they complete the form correctly). Experiences can be repeated at the different agencies. However, by the end of Field II, all of the practice behaviors listed must be completed in order for the student to pass the undergraduate practicum experience.

As the Educational Contract is completed, the student must ensure that there are micro, mezzo, and macro activities. Micro activities are usually working with agency clients one-on-one. Mezzo activities may be working with client groups or with work groups at the agency or staff activities, such as regular staff meetings. Macro activities would include a wide range of activities that may include program evaluation tasks, networking with other agencies, attending community meetings, representing the agency in a PR activity, etc. Generalist practice activities must be included in all field placements.

BSW field students will be in small seminar sessions. They will be able to clarify with the seminar instructor (who is also the field liaison) when they need assistance with any of the sections of the learning contract/field evaluation form.
MTSU DEPARTMENT OF SOCIAL WORK
BSW FIELD EXPERIENCE

Student ________________________________  Semester ________________________________
Field Instructor _________________________  Faculty Liaison __________________________
Agency ________________________________  Field I ______   Field II ______
Agency Address __________________________
Phone/email of Agency/Field Instructor __________________________

This document will serve as the Educational Contract, the Mid-Term Evaluation, and the Final Evaluation for MTSU Social Work students who are enrolled in undergraduate practicum. The practice behaviors which are to be demonstrated in field are to be met by all students graduating with a BSW degree from all CSWE accredited programs. The student, working with the Field Instructor, will complete the education contract by listing tasks that are to be accomplished by the student at the practicum site during the designated semester of study. A minimum of one task will be listed for each practice behavior. Tasks are dependent on the setting and the population in relation to the level of the student (Field I or Field II). Tasks should demonstrate specific tasks at the agency. The University Faculty Field Liaison must approve the educational contract.

The Field Instructor should ensure that the tasks on the educational contract are appropriate for students working under supervision. Evaluation of student activity is based on task accomplishment and it not related to course grading criteria. In the event a student is graded at the 5 level for all tasks relating to one practice behavior at mid-term, new activities may be developed for the remainder of the semester.

The Field Instructor will evaluate the student at mid-term and at the end of the semester using the following scale:

5 = professional level activity, equivalent to employee
4 = competent level activity, with indirect supervision
3 = meets expectations, with direct supervision
2 = beginning level activity only
1 = attempted but failed to engage in this task
N/A = listed task deferred at this time
## SOCIAL WORK COMPETENCIES AND PRACTICE BEHAVIORS
### DEMONSTRATED IN BSW FIELD PLACEMENT

<table>
<thead>
<tr>
<th>COMPETENCIES</th>
<th>PRACTICE BEHAVIORS</th>
<th>MID-TERM RATING</th>
<th>FINAL RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Professional Identity</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1. Advocate for client access to services  
(example: student consistently advocates for services on behalf of clients with XYZ agency) | 1. | 1. |
| 2. Personal responsibility for professional development  
(example: student demonstrates initiative in learning at this agency) | 2. | 2. |
| 3. Attend to professional roles & boundaries  
(example: student demonstrates professional boundaries in working with clients) | 3. | 3. |
| 4. Demonstrate professional behavior  
(example: student demonstrates professional behavior with clients and/or student demonstrates professional behavior with colleagues) | 4. | 4. |
| 5. Engage in career-long learning  
(example: student can articulate needed continuing education for this setting) | 5. | 5. |
| 6. Use supervision & consultation  
(example: student meets with supervisor once per week for supervision) | 6. | 6. |
| II. Ethical Practice |  |  |  |
| 7. Recognize & manage personal values within professional values/practice  
(example: student understands personal values and can demonstrate professional values) | 7. | 7. |
| 8. Ethical decision making utilizing professional codes of ethics  
(example: student demonstrates ethical decision with <specific> client systems) | 8. | 8. |
| 9. Tolerate ambiguity in resolving ethical conflicts  
(example: student understands and can explain gray areas between policy and ethics) | 9. | 9. |
| 10. Apply strategies of ethical reasoning to principles decisions  
(example: during supervision student can articulate connections between ethics and decisions) | 10 | 10 |
| III. Critical Thinking | 11. Utilize multiple sources of knowledge  
(example: student seeks out and utilizes multiple information sources) | 11. | 11. |
|-----------------------|---------------------------------------------------------------------|-----|-----|
|                       | 12. Analyze models of assessment, prevention, intervention, & evaluation  
(example: student can select appropriate assessment, prevention, intervention, & evaluation strategies when working with the xyz population) | 12. | 12. |
|                       | 13. Demonstrate oral & written communication working with all system sizes  
(example: student communicates well with individuals, families, groups, and colleagues; student's case notes are professional) | 13. | 13. |
| IV. Diversity in Practice | 14. Recognize impact of culture's structures and values  
(example: student understands the client cultural at this agency) | 14. | 14. |
|                       | 15. Gain self-awareness to eliminate personal biases/values  
(example: student can articulate personal biases/values which impact their work with client systems) | 15. | 15. |
|                       | 16. Recognize/communicate understanding importance of difference in shaping experiences  
(example: student understands the differing experiences of client systems at this agency and how the experiences impact the agencies work with the client systems) | 16. | 16. |
|                       | 17. View self as learner & engage with systems  
(example: student has learned about diverse client systems and demonstrated appropriate engagement) | 17. | 17. |
| V. Human Rights & Justice | 18. Understand forms & mechanisms of oppression & discrimination  
(example: student understands and can communicate the implications of oppression & discrimination that impact the agencies clients) | 18. | 18. |
|                       | 19. Advocate for human rights & social & economic justice  
(example: student has demonstrated advocacy in the agency setting) | 19. | 19. |
|                       | 20. Engage in practices that advance social & economic justice  
(example: student demonstrates equity and equality in the agency setting) | 20. | 20. |
| VI. Research Based Practice | 21. Use practice experiences to inform scientific inquiry  
(example: student participates in evaluating client progress and/or agency practice) | 21. | 21. |
|                       | 22. Use research evidence to inform practice  
(example: student investigates and demonstrates evidenced based practice) | 22. | 22. |
### VII. Human Behavior

23. Utilize conceptual frameworks to guide assessment/intervention/evaluation  
   *(example: student understands the theory base of agency based practice)*

24. Critique & apply knowledge to understand person and environment  
   *(example: student demonstrates use of PIE in generalist practice)*

### VIII. Policy Practice

25. Analyze, formulate, & advocate for policies that advance social well-being  
   *(example: student understand the basis of agency policy, implements policy, and provides feedback on policy application)*

26. Collaborate with colleagues & clients for effective policy action  
   *(example: student participates in developing, changing, or implementing policy)*

### IX. Practice Contexts

27. Continually learn @ locales/populations/science/technology/trends to provide services  
   *(example: student demonstrates initiative in learning about agency client population, technology related to the agency's mission, and current trends in provision of services to the population)*

28. Provide leadership in service delivery & practice to improve quality of services  
   *(example: student demonstrates leadership in service delivery and improvement of service quality)*

### X. Engage Assess Intervene Evaluate

29. Substantively and affectively prepare for action with all system sizes  
   *(example: student is prepared to work with individuals, groups, and communities in the agency setting)*

30. Use empathy and other interpersonal skills  
   *(example: student demonstrates skills with client systems <insert agency clients>)*

31. Develop a mutually agreed-on focus of work and desired outcome  
   *(example: student understands and can demonstrate working in the agency on the mutually agreed-on focus of assigned work and expected outcomes)*

32. Collect, organize & interpret client data  
   *(example: student follows agency recording procedures, can organize and interpret records)*

33. Assess client strengths & limitations  
   *(example: student can assess client system strengths & limitations in relation to agency services)*

34. Develop mutually agreed-on intervention goals and objectives  
   *(example: student demonstrates planning with client systems)*
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| 35. Select appropriate intervention strategies  
(example: student demonstrates appropriate use of agency intervention strategies) | 35. |
| 36. Initiate actions to achieve organizational goals  
(example: student demonstrates work that is oriented to achieving the agency's goals) | 36. |
| 37. Implement prevention interventions that enhance client capacities  
(example: student understands the agency prevention objectives and demonstrates work with clients on prevention) | 37. |
| 38. Help clients resolve problems  
(example: student demonstrates problem solving skills in working with client systems) | 38. |
| 39. Negotiate, mediate, and advocate for clients  
(example: student demonstrates how to negotiate with client systems, how to mediate between client systems or between the agency and the client system, and how to advocate on behalf of clients) | 39. |
| 40. Facilitate transitions & endings  
(example: student demonstrates successful transition with a client system and successful termination with a client system) | 40. |
| 41. Critically analyze, monitor, & evaluate interventions  
(example: student demonstrates ongoing assessment of client systems progress) | 41. |
SIGNATURE PAGE

Educational Contract Tasks Completed and Approved

Student ________________________________ Date__________________
Field Instructor __________________________ Date__________________
Faculty Liaison __________________________ Date__________________

Mid-Term Evaluation Completed and Approved

Student ________________________________ Date__________________ may attach comments
Field Instructor __________________________ Date__________________ may attach comments
Faculty Liaison __________________________ Date__________________

Final Evaluation Completed and Approved

Student ________________________________ Date__________________ may attach comments
Field Instructor __________________________ Date__________________ may attach comments
For the final evaluation, the Field Instructor should also complete the attached "Final Overall Assessment" form.
Faculty Liaison __________________________ Date__________________

Semester Approval

Field Director ______________________________ Date__________________
Department Chair __________________________ Date__________________
Final Overall Assessment

Please evaluate the student by choosing the one response that clearly reflects your assessment of their performance. Also attach any additional written comments.

5. Strongly agree
4. Agree
3. Disagree
2. Strongly disagree
1. Did not have time to adequately assess student

Both Field I and Field II students:

_____ This student exhibited an eagerness to learn new things and accept responsibility for additional tasks.

_____ This student is well organized.

_____ This student was ready for this field experience.

Field II students only:

_____ This student is prepared to perform as an entry-level social worker.

_____ If given the opportunity, I would recommend this student for employment in this agency.

_____ If given the opportunity, I would recommend this student for employment in the field of social services.

_____ This student is an excellent candidate for graduate work.

WRITTEN COMMENTS ON OVERALL PERFORMANCE OF STUDENT: