

**MIDDLE TENNESSEE
STATE UNIVERSITY**

**DEPARTMENT OF
SOCIAL WORK**

FIELD MANUAL



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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 with the systems of all sizes that is built on an understanding of the value base of the profession and its ethical standards.
2. To provide a flexible educational program that increases the students understanding of the ways which diversity and difference characterize the human experience and which are critical to the formation of professional identity.
3. To help students develop the understanding that every person has fundamental human rights and to assist students in understanding strategies designed to eliminate oppressive structural barriers and promote social, economic, and environmental justice.
4. To prepare graduates with an understanding of quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating practice.
5. To ensure students understand that human rights and justice are mediated by policy and its implementation at the federal, state, and local levels, and the global influences that affect social policy.
6. To prepare students through academic rigor and experiential learning to engage, assess, intervene, and evaluate diverse individuals, families, groups, organizations, and communities, utilizing evidence-based theoretical frameworks, teamwork, and collaboration.

SOCIAL WORK CORE COMPETENCIES

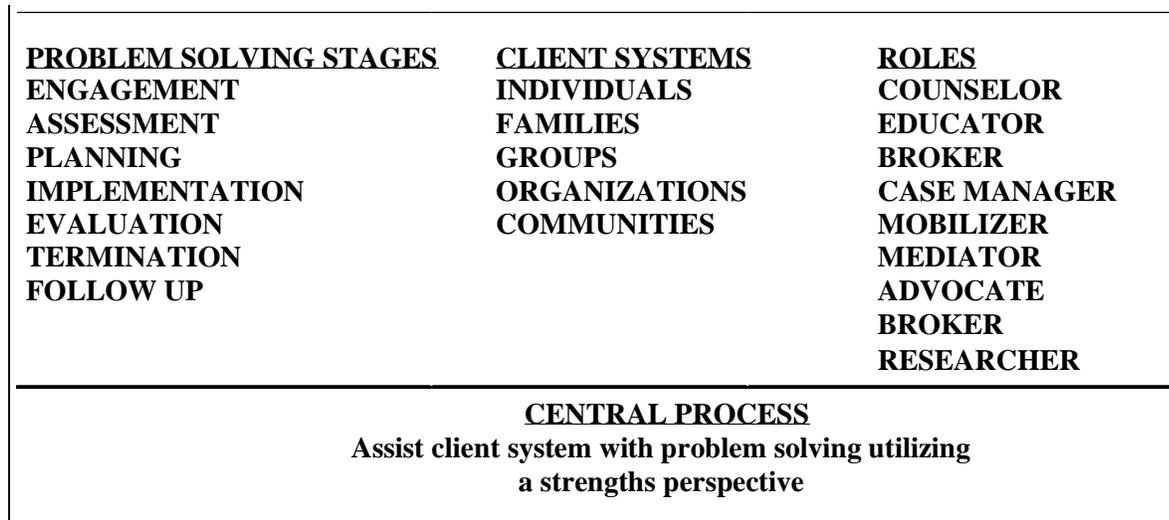
1. Demonstrate Ethical and Professional Behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic, and environmental justice
4. Engage in practice informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations, and communities
7. Assess individuals, families, groups, organizations, and communities
8. Intervene with individuals, families, groups, organizations, and communities
9. Evaluate practice with individuals, families, groups, organizations, and communities

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



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.
[200 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.
[300 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 Instructors 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 (approximately 0 – 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 a CSWE Council of Social Work Education 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 textbook 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 contact, 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 students' 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 are 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.

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, which does not count toward their hours. 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;
10. Alternative placements are made at the request of students or Field Instructors following the initial interview if necessary for reasonable requests;
11. Prior to the beginning of field, orientation and training is provided to all Field Instructors;
12. 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 200 hours for Field I and 300 hours for Field II. This averages out to 15 hours per week for Field I, and 21 hours per week for Field II (average hours per week differ based on breaks and holidays and for summer semester). Students are required to record completed hours on official time sheets, which must be validated with the original signature of the Field Instructor. 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 can start on or directly after the 1st day of class that semester and must end on or before the last day of class. Any exceptions must have written approval from the Field Coordinator. 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 Seminar class does not count toward hours.)

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 cannot 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 Semina. 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 he 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 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 200 hours for Field I and 300 hours for Field II to satisfy the requirements for the Field experience. This averages 15 hours per week during the regular semester for Field I and 21 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 an "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 will 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 would like to request a change in agency for their Field I placement must complete all the required application forms for Field II and note the request. The Field Coordinator will review the request and consider a change based on individual situations and availability. No request is guaranteed.

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 unless discussed with student and faculty liaison and issues of safety and supervision are evaluated. 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. If the supervisor deems the student well prepared for home visits alone, a discussion with student and faculty liaison should occur first to ensure issues of safety and supervision are evaluated.

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 undue 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. If the supervisor deems the student is well prepared to transport clients, a discussion with the student and

faculty liaison should occur first to ensure issues of safety and supervision are evaluated.

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 and may be obtained in the appendix and must be submitted to the Field Coordinator with their Field Application. The student will be required to produce a specific schedule to show separate schedules and activities correlated with both employment and internship. There will also need to be two separate supervisors identified so the employment supervisor and the internship supervisor remain separate.

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 exceeds 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>

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.

Field I Checklist

Field II Checklist

<input type="checkbox"/>	Prior Acceptance to MTSU SW Program	<input type="checkbox"/>	Completion of all Field I checklist items <i>(all Field I items must be checked off as completed)</i>
<input type="checkbox"/>	Completion of at least 90 credit hours by end of semester	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Completion of following courses by end of current semester with “C” or better. SW 3120 SW 4580 SW 4590 SW 4650
<input type="checkbox"/>	Completion of all General Ed Requirements	<input type="checkbox"/>	Successful completion of Field I (Name of current field placement)
<input type="checkbox"/>	Overall GPA of 2.0 or better	<input type="checkbox"/>	Are you planning to remain at your current Field I agency for Field II? (Indicate: Yes <input type="checkbox"/> No <input type="checkbox"/> If “no”, indicate barriers preventing from continuing in current placement:
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Completion of following course by end of current semester with “C” or better: SW 2570 SW 2630 SW 3000 SW 3110 SW 3160 SW 3161 SW 3200 SW 4580	<input type="checkbox"/>	You must obtained signatures from your Faculty Field Liaison as well as your Agency Field Instructor supporting your decision to move field placements. (Hand Signature or email to Field Coordinator is required to move) _____ Faculty Field Liaison _____ Agency Field Instructor

MTSU SW Field Program strives to have students complete Field I & Field II at the same agency so as to get a deeper understanding and experience practicing social work skills within the context of one agency. Situations can occur where this is unable to happen. If you are a Field I applicant or a Field II applicant requesting a change of placement, please complete the following sections so the best possible match can be made for your field education. Every attempt is made to match students with compatible agencies based on the following: information given in the application; agency availability; and field coordinator judgement. However, **students are expected to be open to placements at agencies of ALL** populations, fields of practice, and geographic locations.

Field II applicants who are NOT requesting a change in placement can skip to the last page of this application packet to complete and sign the Statement of Acknowledgement.

Interests: Please indicate your interest of the following populations groups, fields of practice, and types of environments by marking the interest level that fits best.

Population Group	Very			Some			Neutral			Limited		
Children	<input type="checkbox"/>											
Adolescents	<input type="checkbox"/>											
Adults	<input type="checkbox"/>											
Elderly	<input type="checkbox"/>											
Families	<input type="checkbox"/>											
Women	<input type="checkbox"/>											
Men	<input type="checkbox"/>											
LGBT	<input type="checkbox"/>											
Veterans	<input type="checkbox"/>											
Other _____	<input type="checkbox"/>											

Fields of Practice	Very			Some			Neutral			Limited		
Public Health	<input type="checkbox"/>											
Medical	<input type="checkbox"/>											
Geriatrics	<input type="checkbox"/>											
Mental Health	<input type="checkbox"/>											
Addictions	<input type="checkbox"/>											
Poverty/underprivileged	<input type="checkbox"/>											
Domestic Violence	<input type="checkbox"/>											
Homeless	<input type="checkbox"/>											
Child Abuse & Neglect	<input type="checkbox"/>											
Education/Schools	<input type="checkbox"/>											
Adoption/Foster Care	<input type="checkbox"/>											
Developmental Delays/Disabilities	<input type="checkbox"/>											
Corrections/Delinquency/Probation	<input type="checkbox"/>											
Sex Trafficking	<input type="checkbox"/>											
Other _____	<input type="checkbox"/>											

Types of Work / Roles	Very			Some			Neutral			Limited		
Case Management												
Community Work												
Policy, Law, and Advocacy												
Grassroots Work / Start-up Agencies												
Government Work												
Crisis Work												
Research												
Training												
Counseling / Facilitating												
Faith-Based Work												
Other _____												

Transportation is expected for all students to and from field placement as well as possibly during work hours transporting individuals or attending meetings.

Do you have reliable transportation? Yes No (if “no”, explain transportation issue)

Placement Location: Rank preferred location of field agency (1= best; 2=next best; etc.) (at least 3 counties must be ranked):

- 5 Rutherford County 5__ Wilson County 5 Williamson County
- 5 Davidson County 5 Other County / City _____

Personal strengths/limitations: Describe any personal strengths/limitations.

(Examples: knowledgeable and comfortable in Metro Nashville area; daycare limitation for children is between 7 am-6 pm in Murfreesboro; etc.).

Learning Objective: Discuss your learning objectives; what you envision your field experience to be like; and/or your goals for the internship.

Most Important Factors: List the most important factors (in order of importance) you would like to be taken into consideration during the matching process.

(Example: geographic location, field of practice; type of work; etc.)

1. _____
2. _____
3. _____

Other Info to Consider: Any other information you feel is necessary for the Field Coordinator to know and consider during the matching process.

Notice: Many agencies require a background check, health screen, fingerprinting, etc. If there are any issues which may affect your placement, please discuss these with the Field Coordinator.

No issues to discuss

Yes, I would like to discuss

Field Manual Information:

Students are expected to read and be prepared for questions pertaining to their Field requirements. The MTSU BSW Field Manual is found on the MTSU Social Work page under the Degrees tab. Please review the Field Manual and answer the following questions to ensure you are prepared for your field experience. *(This must be completed and submitted as part of your application.)*

1. How many hours is required for Field I. _____
2. How many hours is required for Field 2. _____
3. What are the start and stop dates you are required to follow to complete all field hours?
_____ to _____ *(hint: same as the semester start and stop dates)*
4. Where do you find the time sheet form to document hours? _____
5. Who is responsible for accurately documenting hours worked? _____
6. Who and how do you communicate late or sick days when in your field agency?

7. If an agency requires background checks, health screens, fingerprints, etc., who is responsible for making the arrangements necessary and paying for the costs associated. _____
8. What document serves as the educational contract where the student is evaluated at midterm and semester end of both Field I and Field II? _____
9. Who is responsible for completing the tasks in the above mentioned educational contract and is also responsible for documenting hours on the time sheet? (check only one)
 Student Faculty Field Liaison Agency Field Instructor
10. Who evaluates the students' knowledge, skill, and ability for each task at midterm and the end of the semester? (circle only one)
 Student Faculty Field Liaison Agency Field Instructor
11. Who teaches the weekly seminar, makes the field visit, grades the assignments, and determines the final grade in the course? (circle only one)
 Student Faculty Field Liaison Agency Field Instructor

MTSU SW Field

Statement of Acknowledgement

(Applicants must read and sign)

The Procedure: Students must complete the Application for BSW Field Placement and submit it to the MTSU Social Work Office, Peck Hall by the deadline date. Applications received after the deadline date and incomplete applications will be evaluated after all other applications and/or may not be considered. Students will be notified through their MTSU email of their acceptance into Field Instruction II and of their prospective field assignment. The student will then be responsible for contacting the agency and meeting with the supervisor to finalize the placement. Written confirmation of the placement must be received by the Social Work office prior to the placement deadline. It is the students responsibility to notify the Field Coordinator of any barriers to meeting these requirements.

The Selection Process: Priority will be given to students who meet the following criteria: 1) Field II applicants with completion of Field I with B or better; 2) Applicants scheduled for graduation the following year; 3) Applicants with all prerequisites listed in Field I and Field II checklist. **Additional criteria:** 1) Faculty judgment of readiness for fieldwork; 2) Need for diversity; 3) Attendance at required fieldwork meetings and meeting all required deadlines for fieldwork application process; 4) Submission of complete package of all required application materials; 5) Quality of responses on application forms.

Expectation: Every attempt is made to match students with compatible agencies based on the information given in the application, agency availability, and field coordinator judgement. However, students are expected to be open to placements at agencies of all populations, fields of practice, and geographic locations. Once a student has been matched with a prospective agency, the student is expected to communicate, coordinate and interview with the agency and make every attempt to ensure a match. Once the Agency Placement Agreement form has been signed by the student, agency, and field coordinator, there will be **NO** changing your assigned field placement without documentation of extenuating circumstances and field coordinator approval.

I, _____ *(print name)*, have read and understand the above information regarding MTSU SW Field Procedure, Selection Process, and Expectations. I have read the MTSU BSW Field Manual as found on the MTSU Social Work page under the Degrees tab and agree to abide by the structure, guidelines and policies indicated. I have also read the NASW Code of Ethics and understand they apply to me as a SW intern. I agree to uphold the ethical guidelines for social work practice. I have completed the MTSU SW Field Application form completely and accurately to the best of my ability and included all required documentation.

Student Name (print): _____

Student Signature: _____

Date: _____

Field Activity Report Form

Student: _____

Agency: _____

Week of: _____ Total hours this Week: _____

Cumulative Hours to Date: _____

Weekly Journal:

In paragraph form, with proper grammar, spelling, and structure please complete the following:

Reflect on your Week.

1. What are the 2 most important/ best experiences you had this week in your field placement.
 1. Describe the experiences
 2. Describe what made them important or best
 3. Link each experience to at least 1 competency on your Learning Plan
 4. Identify what you did, learned, observed, experienced, etc... that demonstrates you made progress on meeting the competency.
 5. What did you learn or how did the experience link to learning from your degree program. (ie classes)

2. What is the 1 most challenging experience you had this week in your field placement.
 1. Describe the experience
 2. Describe what made it challenging.
 3. Link the experience to at least 1 competency on your Learning Plan
 4. How were you challenged
 5. What additional learning or experience do you need to reach competency in that area.

**REMEMBER TO ATTACH OFFICIAL TIME SHEET WITH FIELD INSTRUCTOR'S SIGNATURE!
 MTSU SOCIAL WORK
 SW Field Student Internship Monthly Time Sheet**

Student Name: _____ Agency Name: _____

Supervisor Name: _____ Month: _____

	Monday	Tuesday	Wednesday	Thursday	Friday		
Notes:	Date: _____ Begin _____ End _____ Total Hour _____ <input type="checkbox"/> Lunch <input type="checkbox"/> Lunch Skipped	Date: _____ Begin _____ End _____ Total Hour _____ <input type="checkbox"/> Lunch <input type="checkbox"/> Lunch Skipped	Date: _____ Begin _____ End _____ Total Hour _____ <input type="checkbox"/> Lunch <input type="checkbox"/> Lunch Skipped	Date: _____ Begin _____ End _____ Total Hour _____ <input type="checkbox"/> Lunch <input type="checkbox"/> Lunch Skipped	Date: _____ Begin _____ End _____ Total Hour _____ <input type="checkbox"/> Lunch <input type="checkbox"/> Lunch Skipped	Weekly Total	Supervisor Weekly Approval
	Date: _____ Begin _____ End _____ Total Hour _____ <input type="checkbox"/> Lunch <input type="checkbox"/> Lunch Skipped	Date: _____ Begin _____ End _____ Total Hour _____ <input type="checkbox"/> Lunch <input type="checkbox"/> Lunch Skipped	Date: _____ Begin _____ End _____ Total Hour _____ <input type="checkbox"/> Lunch <input type="checkbox"/> Lunch Skipped	Date: _____ Begin _____ End _____ Total Hour _____ <input type="checkbox"/> Lunch <input type="checkbox"/> Lunch Skipped	Date: _____ Begin _____ End _____ Total Hour _____ <input type="checkbox"/> Lunch <input type="checkbox"/> Lunch Skipped	Weekly Total	Supervisor Weekly Approval
	Date: _____ Begin _____ End _____ Total Hour _____ <input type="checkbox"/> Lunch <input type="checkbox"/> Lunch Skipped	Date: _____ Begin _____ End _____ Total Hour _____ <input type="checkbox"/> Lunch <input type="checkbox"/> Lunch Skipped	Date: _____ Begin _____ End _____ Total Hour _____ <input type="checkbox"/> Lunch <input type="checkbox"/> Lunch Skipped	Date: _____ Begin _____ End _____ Total Hour _____ <input type="checkbox"/> Lunch <input type="checkbox"/> Lunch Skipped	Date: _____ Begin _____ End _____ Total Hour _____ <input type="checkbox"/> Lunch <input type="checkbox"/> Lunch Skipped	Weekly Total	Supervisor Weekly Approval
	Date: _____ Begin _____ End _____ Total Hour _____ <input type="checkbox"/> Lunch <input type="checkbox"/> Lunch Skipped	Date: _____ Begin _____ End _____ Total Hour _____ <input type="checkbox"/> Lunch <input type="checkbox"/> Lunch Skipped	Date: _____ Begin _____ End _____ Total Hour _____ <input type="checkbox"/> Lunch <input type="checkbox"/> Lunch Skipped	Date: _____ Begin _____ End _____ Total Hour _____ <input type="checkbox"/> Lunch <input type="checkbox"/> Lunch Skipped	Date: _____ Begin _____ End _____ Total Hour _____ <input type="checkbox"/> Lunch <input type="checkbox"/> Lunch Skipped	Weekly Total	Supervisor Weekly Approval
	Date: _____ Begin _____ End _____ Total Hour _____ <input type="checkbox"/> Lunch <input type="checkbox"/> Lunch Skipped	Date: _____ Begin _____ End _____ Total Hour _____ <input type="checkbox"/> Lunch <input type="checkbox"/> Lunch Skipped	Date: _____ Begin _____ End _____ Total Hour _____ <input type="checkbox"/> Lunch <input type="checkbox"/> Lunch Skipped	Date: _____ Begin _____ End _____ Total Hour _____ <input type="checkbox"/> Lunch <input type="checkbox"/> Lunch Skipped	Date: _____ Begin _____ End _____ Total Hour _____ <input type="checkbox"/> Lunch <input type="checkbox"/> Lunch Skipped	Weekly Total	Supervisor Weekly Approval

Monthly Total: _____

Supervisor Signature: _____

Date: _____

FIELD STUDENT IMPROVEMENT OR REMOVAL PLAN

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.

Student: _____

Date Placement Began: _____

Summary of Unprofessional Behavior or Lack of Progress/Participation:

Date of first notification of student by Field Instructor of identified behavior: _____
Resolution:

Student Signature: _____ Date _____

Faculty Field Liaison Signature: _____ Date _____

Date of second notification of student by Field Instructor _____
Date Field Instructor notified Field Liaison _____
Date of Meeting of Field Instructor, Liaison, and Student _____
Resolution

1. Agency requests that student be removed.

Faculty Field Liaison Signature: _____ Date _____

Field Coordinator Signature: _____ Date _____

***Copies are to be made for the following: Student, Student File, Field Coordinator**

STUDENT EVALUATION OF INTERNSHIP

Student: _____ Field I or Field II

Address: _____ Email Address: _____@mtmail.mtsu.edu

Phone: _____ Liaison: _____

Field Agency: _____

Agency Address: _____ City: _____ Zip Code: _____

Phone: _____ Email Address: _____

**USE THE FOLLOWING SCALE TO ASSES 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: _____

Middle Tennessee State University
BSW Employment Based Field Placement Petition

MTSU BSW 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, by reviewing the petition form information. It is the student's responsibility to complete the petition form and submit it with the Field Application.

Date:
Student Name: _____ M#:
MTSU Email:
Employment Agency:
Address:
Employment Agency Supervisor:
Employment Agency Supervisor email and phone number:
Field Internship Supervisor (must have BSW or MSW degree and be different from employment supervisor):
Field Internship Supervisor email and phone number:

Provide your current (or previous) job title/work responsibilities. Attach a job description or additional information to the petition form if available.

Describe how the Field Experience will be different from your current (or previous) job responsibilities (i.e., unit, type of work, services, population).

Provide a brief description of your planned schedule, including the days and hours you will report for the Field Experience as well as your work schedule (if applicable).

Confirmation Agreement of Employment Based Field Placement

The following signatures provide confirmation of a joint agreement to have an MTSU BSW Field student for the purpose of social work field education. The parties have reviewed the BSW Employment Based Field Placement Petition including the description and schedule. Employment based Field placements must show the internship experience is different from the employment experience and must have different schedules and supervisors.

I certify that I have met with the above named student, reviewed the BSW Employment Based Field Placement Petition, and agree to provide a Field placement for the identified semester.

Signature of Employment Agency Supervisor: _____ Date: _____

Signature of Field Internship Supervisor: _____ Date: _____

Signature of Student: _____ Date: _____

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.

Students 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.

Note: These are fillable forms available online for the student and Field Instructor. On the Learning Contract the column listed as NA means this is a placeholder for the assessment score.

MTSU DEPARTMENT OF SOCIAL WORK

BSW FIELD EXPERIENCE

Student: _____

Semester: _____

Field Instructor: _____

Faculty Liaison: _____

Agency: _____

Agency Address: _____

Phone/Email of Agency/FieldInstructor: _____

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 is not related to course grading criteria. In the event a student is graded at level 5 for all tasks relating to one objective at mid-term. New activities may be developed for the remainder of the semester.

The Field Instructor should 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= List task deferred at this time

Final Rating Scale:	5= Professional level activity, equivalent to employee expectations, with direct supervision	3= Meets
	4= Competent level activity, with indirect supervision	2= Beginning level activity only
		1= Attempted but failed to engage in this task
		N/A= List task deferred at this time

Competency	Behavior	Midterm Rating	Final Rating
1) Demonstrate Ethical and Professional Behavior	a) Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;	NA	NA
	b) Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	NA	NA
	c) Demonstrate professional demeanor in behavior, appearance, oral, written & electronic communication	NA	NA
	d) Use technology, ethically and appropriately, to facilitate practice outcomes; and	NA	NA
	e) Use supervision and consultation to guide professional judgment and behavior.	NA	NA
		Competency Overall Score	

Final Rating Scale: 5= Professional level activity, equivalent to employee
 4= Competent level activity, with indirect supervision expectations, with direct supervision
 3= Meets
 2= Beginning level activity only
 1= Attempted but failed to engage in this task
 N/A= List task deferred at this time

Competency	Behavior	Midterm Rating	Final Rating
2) Engage Diversity and Difference in Practice	a) Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;	NA	NA
	b) Present themselves as learners and engage client & constituencies as experts of their own experiences; and	NA	NA
	c) Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	NA	NA
Competency Overall Score			

Final Rating Scale: 5= Professional level activity, equivalent to employee
 4= Competent level activity, with indirect supervision expectations, with direct supervision
 3= Meets
 2= Beginning level activity only
 1= Attempted but failed to engage in this task
 N/A= List task deferred at this time

Competency	Behavior	Midterm Rating	Final Rating
3) Advance Human Rights and Social and Economic Justice	a) Apply their understanding of social, economic, & environmental justice to advocate for human rights at the individual and systems levels; and	NA	NA
	b) Engage in practice that advocates social, economic & environmental justice.	NA	NA
Competency Overall Score			

Final Rating Scale: 5= Professional level activity, equivalent to employee
 4= Competent level activity, with indirect supervision expectations, with direct supervision
 3= Meets
 2= Beginning level activity only
 1= Attempted but failed to engage in this task
 N/A= List task deferred at this time

Competency	Behavior	Midterm Rating	Final Rating
4) Engage in Practice- Informed Research and Research-Informed Practice	a) Use practice experience and theory to inform scientific inquiry and research.	NA	NA
	b) Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and	NA	NA
	c) Use and translate research evidence to inform and improve practice, policy and service delivery.	NA	NA
	Competency Overall Score		

Final Rating Scale:
 5= Professional level activity, equivalent to employee
 4= Competent level activity, with indirect supervision
 Meets expectations, with direct supervision
 2= Beginning level activity only
 1= Attempted but failed to engage in this task
 3= N/A= List task deferred at this time

Competency	Behavior	Midterm Rating	Final Rating
5) Engage in Policy Practice	a) Identify social policy at the local, state and federal level that impacts well-being, service delivery and access to social services:	NA	NA
	b) Assess how social welfare and economic policies impact the delivery of and access to social services;	NA	NA
	c) Apply critical thinking to analyze, formulate and advocate for policies that advance human rights and social, economic & environmental justice.	NA	NA
	Competency Overall Score		

Final Rating Scale: 5= Professional level activity, equivalent to employee 3= Meets
 4= Competent level activity, with indirect supervision 2= Beginning level activity only
 expectations, with direct supervision 1= Attempted but failed to engage in this task
 N/A= List task deferred at this time

Competency	Behavior	Midterm Rating	Final Rating
6) Engage with Individuals, Families, Groups, Organizations and Communities Informed Practice	a) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and	NA	NA
	b) Use empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies.	NA	NA
Competency Overall Score			

Final Rating 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= List task deferred at this time

Competency	Behavior	Midterm Rating	Final Rating
7) Assess Individuals, Families, Groups, Organizations, and Communities	a) Collect and organize data, and apply critical thinking to interpret information from client & constituencies;	NA	NA
	b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment of data from client & constituencies.	NA	NA
	c) Development mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs and challenges within client & constituencies.	NA	NA
	d) Select appropriate intervention strategies based on the assessment, research knowledge and values and preferences of client & constituencies.	NA	NA
Competency Overall Score			

Final Rating Scale: 5= Professional level activity, equivalent to employee 3= Meets
 4= Competent level activity, with indirect supervision 2= Beginning level activity only
 expectations, with direct supervision 1= Attempted but failed to engage in this task
 N/A= List task deferred at this time

Competency	Behavior	Midterm Rating	Final Rating
8) Intervene with Individuals, Families, Groups, Organizations, and Communities	a) Critically choose and implement interventions to achieve practice goals & to enhance capacities of clients & constituencies;	NA	NA
	b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients & constituencies.	NA	NA
	c) Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	NA	NA
	d) Negotiate, mediate, and advocate on behalf of diverse clients & constituencies; and	NA	NA
	e) Facilitate effective transitions and endings that advance mutually agreed-on goals.	NA	NA
	Competency Overall Score		

Final Rating Scale: 5= Professional level activity, equivalent to employee
 4= Competent level activity, with indirect supervision expectations, with direct supervision
 3= Meets
 2= Beginning level activity only
 1= Attempted but failed to engage in this task
 N/A= List task deferred at this time

Competency	Behavior	Midterm Rating	Final Rating
9) Evaluate practice with Individuals, Families, Groups, Organizations, and Communities	a) Select and use appropriate methods for evaluations of outcomes;	NA	NA
	b) Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in the evaluation of outcome;	NA	NA
	c) Critically analyze, monitor and evaluate intervention and program processes and outcomes; and	NA	NA
	d) Apply evaluation findings to improve practice effectiveness at the micro, mezzo & macro levels	NA	NA
Competency Overall Score			

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

1. This student exhibited an eagerness to learn new things and accept responsibility
2. This student is well organized
3. This student was ready for this field experience.
4. This student is prepared to perform as an entry-level socialworker
5. If given the opportunity, I would recommend this student for employment in thisagency.
6. If given the opportunity, I would recommend this student for employment in the field of socialservices.

WRITTEN COMMENTS ON OVERALL PERFORMANCE OF STUDENT:

SIGNATURE PAGE

Educational Contract Tasks Completed and Approved

Student _____ Date _____

Field Instructor _____ Date _____

Faculty Liaison _____ Date _____

Mid-Term Evaluation Completed and Approved

Student _____ Date _____

Field Instructor _____ Date _____

Faculty Liaison _____ Date _____

Final Evaluation Completed and Approved

Student _____ Date _____

Field Instructor _____ Date _____

Faculty Liaison _____ Date _____

Semester Approval

Field Coordinator _____ Date _____

