



# **FIELD MANUAL**

## **BACHELOR OF ARTS IN SOCIAL WORK**

University of Memphis  
School of Social Work

Susan Neely-Barnes, PhD, MSW  
Chair, School of Social Work 226  
McCord Hall  
Memphis, TN 38152

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

The University of Memphis is one of 45 institutions in the Tennessee Board of Regents system, the seventh largest system of higher education in the nation. The TBR is the governing board for this system, which comprises six universities, 13 community colleges and 26 area technology centers. The TBR system enrolls more than 80 percent of all Tennessee students attending public institutions of higher education.

# Field Manual

## Bachelor of Arts in Social Work

### Table of Contents

Introduction .....	1
Mission and Purpose.....	1
Mission Statement of the University of Memphis.....	1
Mission Statement of the College of Arts and Sciences.....	1
Mission Statement of the School of Social Work .....	1
Mission Statement for the Bachelor of Arts in Social Work Degree Program.....	1
Purpose of the Social Work Profession.....	2
Purpose of Field Placement .....	2
Field Practicum Policies and Procedures .....	4
Field Practicum Fees- Tevera.....	5
Competencies for the Bachelor of Arts in Social Work Field Placement.....	6
The 9 Core Competencies of the Council on Social Work Education (CSWE).....	6
Competency 1–Demonstrate Ethical and Professional Behavior .....	6
Competency 2 –Advance Human Rights and Social, Racial, Economic, and Environmental Justice .....	7
Competency 3 -Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practitce.....	7
Competency 4 –Engage In Practice---Informed Research and Research---Informed Practice .....	8
Competency 5 –Engage in Policy Practice .....	8
Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities.....	9
Competency 7-Assess Individuals, Families, Groups, Organizations, and Communities.....	9
Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities.....	10
Competency 9 –Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.....	10
Course Requirements .....	11
Title IV-E DCS Stipend Program .....	12
Grading .....	13
Policies and Procedures .....	14
Block Placement.....	15
School of Social Work .....	ii

Criteria for Selection of the Practicum Agency .....	15
Criteria for Selection of Field Instructors .....	17
Criteria for Acceptance and Placement of Students in Field Practice .....	17
Preparing for the Agency Interview.....	18
The Interview .....	18
Agency Reassignment Process.....	19
Night and Weekend Placement .....	20
Use of Job as Practicum Site .....	20
Roles and Responsibilities in Field Practicum .....	20
Responsibilities of the School of Social Work.....	20
Responsibilities of the Director of Field Placement .....	21
Responsibilities of the Faculty Liaison .....	23
Responsibilities of the Field Instructor .....	23
Evaluation .....	28
Responsibilities of the Student in Field Placement .....	28
Bachelor of Arts in Social Work Program Guidelines for Conduct.....	31
Academic Conduct .....	31
Professional Behavior .....	32
Student Grievance Procedures for Field.....	34
Ethical Conduct .....	36
Professional Boundaries .....	37
Conflict of Interest .....	37
Sexual and Racial Harassment.....	37
Felony/Misdemeanor Convictions .....	38
Privacy Rights of Students .....	38
Communication.....	39
Holidays .....	39
Transportation .....	39
Financial Remuneration .....	40
Disability Services.....	40
Equal Opportunity.....	40

## **Introduction**

The Baccalaureate Social Work Program at the University of Memphis began in 1968. It was initially accredited in 1974 by the Council on Social Work Education (CSWE) and has enjoyed accredited status since that time. Early educational efforts focused on preparing baccalaureate level social workers for employment in public social service agencies, particularly the Tennessee Department of Human Services. Over the years, agencies and programs that employ entry-level professionals have expanded to include not only public agencies but also nonprofit and for-profit agencies and programs. Hence, the School of Social Work has developed working relationships with a variety of public, quasi-public, and private agencies and programs that provide a variety of services to diverse client systems.

## **Mission and Purpose**

### **Mission Statement of the University of Memphis**

The University of Memphis is a doctoral degree-granting urban research university committed to excellence in undergraduate, graduate, and professional education; in the discovery and dissemination of knowledge; in service to the metropolitan community, the state, and the nation; and in preparation of a diverse student population for successful careers and meaningful participation in a global society. The University of Memphis remains committed to the education of a non-racially identifiable student body and promotes diversity and access without regard to race, gender, religion, national origin, age, disability, or veteran status.

### **Mission Statement of the College of Arts and Sciences**

The College of Arts and Sciences offers a comprehensive liberal arts curriculum to equip its students in pursuing rich personal and professional lives. It is dedicated to providing educational opportunities that broaden student knowledge within the major areas of human study, in-depth understanding of at least one area of inquiry, and the skills and abilities necessary for a lifetime of learning, career success, and participatory citizenship.

### **Mission Statement of the School of Social Work**

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

### **Mission Statement for the Bachelor of Arts in Social Work Degree Program**

The baccalaureate social work program prepares students with the knowledge, values, and skills needed to work toward social and economic justice and human rights with diverse populations. Graduates of the Bachelor of Arts (BA) in Social Work will utilize evidence-based generalist-level practices to enhance quality of life for all persons and communities. Graduates of the BA in Social Work are prepared to practice locally in the Mid-South and globally.

## **Purpose of the Social Work Profession**

The social work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional social workers are leaders in a variety of organizational settings and service delivery systems within a global context. The profession of social work is based on the values of service, social and economic justice, the dignity and worth of the person, the importance of human relationships, and integrity and competence in practice. With these values as defining principles, the purposes of social work are:

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

## **Purpose of Field Placement**

The undergraduate field social work program is designed to provide students with the opportunity to test, through practical experience, the knowledge and skills acquired in academic courses. The social work program at the University of Memphis focuses on multilevel interventions including those with micro systems (individual and couples), mezzo systems (families and groups), and macro systems (organizations, institutions, communities, regions, and nations). The program defines generalist social work practice as a comprehensive orientation to all client problems, and a comprehensive approach to the range of client systems. Generalist social work practitioners must be prepared to intervene in all the systems that are involved in clients' problems.

Field practicum is a key component of the social work degree program and is designed to help students integrate their academic learning to understand and develop good generalist skills for entering the profession of social work. A field practicum provides opportunities for the student to apply concepts and skills learned in the classroom in a real-world work setting and to build a work history of relevant experience that will assist the student in beginning her/his social work career.

Field practicum provides students with opportunities for supervised hands-on experience with client groups ranging in size from the individual to communities. These groups should include persons who differ from the students in as many ways as possible, with an emphasis on helping students learn to work with those who differ by race, ethnicity, and gender. Other groups represented in the agency clientele include those who differ by age; sexual orientation; mental, intellectual, or physical abilities; and/or socio-economic status. In working with these groups, the student is encouraged to learn to apply, and adhere to, the following social work values:

- a) Dignity of the individual.
- b) Confidentiality;
- c) Client self-determination;
- d) Non-judgmental attitude of worker;
- e) Identification with social work as a profession;
- f) Value of human diversity;
- g) Respect for colleagues;
- h) Objectivity in the professional relationship.

The field practicum experience provides an opportunity for the student to integrate theoretical knowledge in the areas of social welfare policy and services, research, human behavior and the social environment, and social work methods. It also involves the development of skills in applying this integrated knowledge in such a manner as to incorporate the values and ethics of the social work profession in the student's provision of service.

The field practicum is based on the understanding that the entry-level social work practitioner requires knowledge and skills that enable him/her to assess and intervene in ways that are ethical and effective in helping transform systems that fail to sustain or promote the well-being of the client. Students in the practicum are expected to apply the professional foundation in ways that demonstrate a beginning understanding of social work values and ethics and their implications. They are expected to:

1. Articulate basic social work concepts, roles, processes, and methods for working with individuals, families, small groups, organizations, and communities within a generalist approach to practice.

2. Apply knowledge of the generalist approach and a systemic perspective of practice to problem-solving with systems of various sizes and diversity.
3. Demonstrate appropriate analytical and interactional skills in conducting each phase of a problem-solving process with clients, using an ecological systems framework for identifying problems and planning interventions at micro, mezzo, and macro levels as required.
4. Reflect use of social work values and ethics in work with client systems, colleagues, organizations, and others involved in the change efforts, particularly in maintaining confidentiality and rights to self-determination, and in respecting the uniqueness, worth, and dignity of individuals, and in accepting and respecting human diversity.
5. Demonstrate understanding, sensitivity, and respect for socio-cultural differences in working with gender differences, racial and ethnic minorities, persons of all socio-economic groups, and differences regarding sexual orientation.
6. Assume appropriate direct practitioner roles in contributing to the policy process for monitoring and improving the service delivery system in which they function.
7. Identify strengths and limitations in their knowledge, values, and skills from regular feedback of the field instructor, peers, and faculty liaison.
8. Develop competence in oral and in written communication.
9. Develop beginning skills in assessing the effectiveness of interventions with various systems.

## **Field Practicum Policies and Procedures**

Students admitted to the university and declared a social work major must complete SWRK 2010 and 2011 courses with a minimum grade of C- or better prior to submitting the program application. Acceptance into the undergraduate social work program is required for students seeking to enroll in more than twelve major credit hours. Matriculating students are admitted with a declared social work major and remain unless they are unable to meet the minimum program requirements.

In addition to program admission, any student entering a social work field placement must:

- Complete the pre-requisite coursework prior to starting an internship. See the foundation courses listed below.
- Consultation with the BA Field Director is required through academic advising.



- All students preparing to begin an internship should receive academic advisement by the BA Field Director during the preceding term. Students are asked to begin preparing for the internship during this meeting to ensure a timely start.

Social work foundation courses are required of all social work majors. These required courses are listed and grouped by content area below:

Content Areas:	Courses
Social Welfare Policy	<ul style="list-style-type: none"> <li>• SWRK 2010 --- Social Work Profession and Practice.</li> <li>• SWRK 3010 --- Social Response to Human Need</li> <li>• SWRK 3920 --- Social Welfare Policies and Programs: Theory and Application</li> </ul>
Human Behavior & The Social Environment	<ul style="list-style-type: none"> <li>• SWRK 3902 --- Human Behavior and the Social Environment</li> </ul>
Writing	<ul style="list-style-type: none"> <li>• SWRK 2011 – Writing for Social Work</li> </ul>
Practice Methods	<ul style="list-style-type: none"> <li>• SWRK 3903 --- Practice with Individuals</li> <li>• SWRK 3904 --- Practice with Families and Groups</li> <li>• SWRK 3906 –Practice with Communities</li> </ul>
Research	<ul style="list-style-type: none"> <li>• SWRK 3930 --- Social Work Research I</li> <li>• SOCI 3311 – Social Statistics</li> </ul>
Field Instruction	<ul style="list-style-type: none"> <li>• SWRK 4830 Field Instruction I</li> <li>• SWRK 4831 Field Instruction II</li> <li>• SWRK 4840 Integrative Field Seminar I</li> <li>• SWRK 4841 Integrative Field Seminar II</li> </ul>

## Fees for Field Courses

### Tevera- Education Management Platform

The University of Memphis School of Social Work utilizes the education management platform Tevera to provide a seamless experience for our students to track their field placement internships. Students pay for Tevera by their nonrefundable \$30 per credit hour lab fees associated with their field placement courses.

Once a student has a Tevera account, they receive lifetime access. This means that they will not only use it to track their field placement internships while they are in school, but Tevera also allows for licensure supervision hours tracking post-graduation. The data housed in Tevera never goes away, so students looking to verify their internship hours for licensure and/or jobs post-graduation will be able to do so independently. If a student already has a Tevera account, they are still required to pay the lab fees associated with enrollment in field courses.

### **NASW Membership**

All students enrolled in field education must obtain and maintain a membership with NASW for the duration of their field education experience. Student memberships are \$60 per year. Students must provide proof of membership to their respective field director prior to beginning placement.

### **Professional Liability Insurance**

All students enrolled in field placement are responsible for procuring liability insurance (with a minimum coverage of \$1,000,000/\$5,000,000) prior to the beginning of field placement and keeping coverage for the duration of their field education experience. The student must provide the Director of Field Placement a copy of the certificate of coverage, verifying her/his purchase of the insurance, prior to beginning placement. Cost varies from \$15-25 per year.

## **Competencies for the Bachelor of Arts in Social Work Field Placement The 9 Core Competencies of the Council on Social Work Education (CSWE)**

The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

### **Competency 1—Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers

use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

PC-G1. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.

PC-G2. Demonstrate professional behavior; appearance; and oral, written, and electronic communication.

PC-G3. Use technology ethically and appropriately to facilitate practice outcomes; and

PC-G4. Use supervision and consultation to guide professional judgment and behavior.

## **Competency 2 –Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

SEJ-G1. Advocate for human rights at the individual, family, group, organizational, and community system levels; and

SEJ-G2. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

## **Competency 3 –Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race,

nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

DIV-G1- Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and

DIV-G2. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

#### **Competency 4 –Engage In Practice---Informed Research and Research---Informed Practice**

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision-making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

RSCH-G1. Apply research findings to inform and improve practice, policy, and programs; and

RSCH-G2. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

#### **Competency 5 –Engage in Policy Practice**

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis implementation, and evaluation

within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

PLCY-G1. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and

PLCY-G2. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

### **Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

ENGG-G1. Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

ENGG-G2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

### **Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying 12 2022 Educational Policy and Accreditation Standards strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social

workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

ASSS-G1. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and

ASSS-G2. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

### **Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

ITVN-G1. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and

ITVN-G2. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

### **Competency 9 –Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

EVLG-G1. Select and use culturally responsive methods for evaluation of outcomes; and

EVLG-G2. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

## Course Requirements

The field practicum consists of two (2) separate courses: Field Instruction in Social Work I (SWRK 4830), and Field Instruction in Social Work II (SWRK 4831). Each course has its own set of objectives, values, and skills, with the second semester building on the first. Each course is evaluated by a letter grade. Commensurate with these courses, the student also is enrolled in two separate Integrative Field Seminars (SWRK 4840 and SWRK 4841) for which they receive letter grades separate from the ones they receive for the placements themselves. Students must take field courses and complete their field experience in consecutive semesters.

To successfully complete the requirements for field placement and the concomitant seminars, students are required to:

1. Spend a minimum of 400 clock hours working in the assigned agency. While some students choose to complete this requirement in one semester of intensive placement (block placement), most spread the field practicum experience over two consecutive semesters;
2. Attend and participate in the concurrent field integrative seminar;
3. Establish a learning contract. All students in collaboration with their field instructor develop learning contracts that clarify their individualized learning goals and objectives. The learning contract should articulate how the student will demonstrate practice behaviors that reflect competencies identified by the Council on Social Work Education (CSWE). Students will meet with their field instructor and develop the learning contract within two weeks of beginning the internship. The learning contract will serve as a guideline for assessing knowledge and skill acquisition and is reviewed regularly by the student's faculty liaison, Director of Field Placement, and field instructor.
4. Keep a journal which reflects their reactions to issues raised in their work with clients, agency professionals, and peers, and summarizing weekly conferences with the field instructor.
5. Complete at least one written assessment and intervention plan that illustrates the integration of class and field learning.
6. Plan a means for evaluating an intervention with at least one client and implement the design to the extent possible within the time and agency constraints.
7. Prepare and present a case presentation with respect to a client/situation with whom

the student is working.

8. Complete a paper on the agency using a systems framework for looking at its structure and functioning within the service delivery system. The paper will address policy issues which impact on delivery of service and suggestions for change.
9. Develop and submit a social work portfolio.
10. Design a research project that measures the effectiveness of interventions used in the respective field agency.
11. Make a grade of C- or above (if the student is a social work major) to meet requirements for the degree. No exceptions are granted.

## **Tennessee Department of Children's Services - Child Welfare Certification Program**

The School of Social Work collaborates closely with the Tennessee Department of Children's Services (DCS) in offering a certification program for students interested in working in the field of child welfare.

- Students interested in this program apply to DCS when they have 3-4 semesters of coursework left in their program of study (generally when the student is in SWRK 3902).
- The interested student must first attend a DCS interest meeting/ forum to obtain information about the stipend process. If students are unable to attend the forum or have additional questions following the forum, they may meet with the Faculty Liaison (Professor Cherry Malone).
- The student must submit [application to the DCS Certification program](#) and await feedback on potential interview with DCS.
- BA Students are also required to attend a Field Forum hosted by the BA Field Director prior to entering field. After attending the field forum, the student must complete and submit a field application directly to the BA Field Director. Once the BA Field Director reviews the application, a student meeting will be scheduled, and the Field Director will ensure that the student is ready to enter field. The BA Field Director and the DCS Faculty Liaison will work together to ensure that the DCS certification students are identified prior to starting the field sequence. Students who are preparing to enter field must complete these processes to ensure that they are not delayed in field.



- To apply for admission to the Certification Program, students must:
  - Be a U.S citizen or, if a qualified alien, provide documentation of their eligibility for work in the U.S. for the duration of their study and their possible employment with DCS.
  - Possess a valid driver's license, automobile insurance, and reliable transportation.
  - Undergo a background check and fingerprinting.
  - Be admitted into an accredited Social Work Program at a participating university.
- Students are accepted into the program only with the formal approval of the Department of Children's Services. If accepted for the DCS Certification program, students are required to take two additional courses (SWRK 4934 / Child Welfare Policy; and SWRK 4935 / Child Welfare Practice) and complete their field placement at DCS (during day-time hours). The course sequence of SWRK 4934/ SWRK 4935 must be completed prior to the student entering their field placement and prior to starting their field coursework.
- **Process steps for students.**
  - Step 1: Complete the Application for the DCS Child Welfare Certification Program.
  - Step 2: Complete the forms needed to perform a criminal background check.
  - Step 3: Certification Program students will complete the DCS Internship and be assessed throughout the experience for their readiness to begin as a Case Manager 1 with the department.
  - Step 4: Volunteer coordinator will submit verification that internship, Child Welfare 1 and 2 were successfully completed including uploaded transcripts (provided by the applicant)
  - Step 5: Certification Program Certificates will be sent to via email to be used in the employment process when applying for employment at The Tennessee Department of Children Services.
- Application Deadlines • April 30- Summer acceptance • June 15- Fall acceptance • November 15- Spring acceptance
- Students can learn more about this program by going to:
 

[Certification Program \(tn.gov\)](http://www.tn.gov). If they have further questions and/or want to apply for this program, they should speak with their advisor and contact the school's liaison for this program, Professor. Cherry Malone, at 901-678-3515.

## Grading

Students are evaluated at the end of the term. Educational objectives and performance criteria are the standards by which the field instructor evaluates the student's performance. Toward the end of the semester, the field instructor recommends a grade to the Director of Field Placement who is responsible for assigning the grade. If a student receives less than a "C-" in

field, he/she cannot be certified as satisfactorily having completed requirements for the baccalaureate degree in social work.

Students must complete both semesters of field practicum with a grade of C- or higher to fulfill the requirements for the degree of Bachelor of Arts. If the student receives a grade below C- for either course, both courses must be repeated at a different field site. Likewise, a withdrawal (W) in either field practicum course will necessitate repeating both courses at a different field site.

Students receive coordinated classroom or online instruction via Integrative Field Seminars (SWRK 4840 and SWRK 4841) which provide an opportunity for the student to integrate his/her field experience along with the experiences of other students who also are involved in practicum. These courses are co-requisite and must be completed at the same time the student is doing Field Instruction in Social Work (SWRK 4830 and SWRK 4831). Separate grades are given for the seminar based on the student's completion of class assignments.

In the event a student does not complete the course for a reason that was acceptable to the instructor, and "I" grade can be issued allowing one major term to complete their incomplete course assignments. This includes students who have not completed the requisite number of hours and assignments. This policy does not apply to graduating seniors. Students graduating during the term in which the "I" grade is issued must adhere to graduation deadlines. Students have three weeks after the commencement ceremony to have the final grade posted to the transcript.

## **Policies and Procedures**

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

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

absences or tardiness;

8. Making up time for absences and tardiness;
9. Complete field placement over two consecutive semesters.

As a rule, students spend only the required number of hours per week in field practice and reserve the other time for classroom courses and study. Classroom work should not be done during field practice and, ordinarily, students should not be asked to fulfill field obligations during class time. A student who works overtime in field practice for client emergencies or special projects may arrange with the field instructor to take time off for necessary academic work. Some agencies prefer students spread the required field hours over more than two days per week to provide client coverage, and some students with part-time jobs or childcare responsibilities request some flexibility in scheduling for field practice. The School of Social Work has no objection to any arrangement that provides the necessary learning experiences, meets the requirement for hours of field practice, is satisfactory to the agency and student, and insures good service to clients. Students are entitled to holidays listed on the University of Memphis calendar which fall on field practice days and to holidays and hazardous weather closing observed by the agency. However, each student is responsible for making up these hours at some other time such that s/he completes the required number of hours for the placement.

### **Block Placement**

Block placement is an option for students who choose to complete their field experience in one semester of intensive practicum. A student must have a cumulative GPA of 3.25 and the approval of the Director of Field Placement (to make sure there are no other concerns that would get in the way of the student successfully using this option for completing field). Block placements are also based on agency placement availability. Block placement options are only available during the spring and fall semesters.

Block placement is very demanding, and students do not do well in using this option unless they have a strong GPA and good time management skills, and do not have other concerns (e.g., jobs, family responsibilities) going on in their lives that would interfere with field and seminar. The consequence of not doing well in placement is that a student would have to begin his/her field practicum over at a different agency and, would be required to complete it over two semesters if he/she has shown an inability to manage the demands of block placement.

### **Criteria for Selection of the Practicum Agency**

Social service, social welfare, and grassroots community agencies within the metropolitan area are utilized as sites for the field placements. The agencies cover such diverse human services as the following: child welfare, shelters, and counseling centers for victims of domestic violence or the homeless, court advocacy programs for victims of violence, milieu settings for individuals with severe and persistent mental illness or intellectual disabilities, hospital social work, substance abuse rehabilitation programs, hospice, youth outreach programs, community

organization agencies, and adoption services programs.

If an agency staff member is to be the field instructor, the agency executive must be willing to limit his/her responsibilities to allow sufficient time to:

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

For the student, the agency should provide suitable desks, telephones, supplies, reimbursement for travel or other expenses in conducting agency business, clerical services, and privacy for interviewing.

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

1. The agency/institution enters into a legal arrangement via the clinical affiliation agreement.
2. The agency/institution follows the guidelines of the Council on Social Work Education (CSWE) for BA programs.
3. The agency/institution is an organization that embraces and incorporates the values and ethics of the National Association of Social Workers (NASW).
4. The agency offers generalist social work practice across micro, mezzo, and macro systems providing direct services that are preventive, habilitative, or rehabilitative.
5. The agency/institution is legally established and provides services for children, youth, families, adults, elders, groups, communities, and/or organizations.
6. Clients from the agency are sufficiently diverse in terms of gender, race, ethnicity, age, culture, sexual orientation, and social class such as to ensure that students are exposed to issues that have an impact on a range of people and problems.
7. The agency/institution provides diverse learning opportunities from many staff members, but direct weekly supervision from BSW or MSW social workers.
8. The agency agrees to view work expectations and workloads for students differently from those of staff.

9. The agency/institution provides qualified MSW or BSW staff to serve as field instructors.
10. The agency/institution provides, as much as possible, facilities for the student's use (e.g., office space, office equipment).
11. The agency/institution observes policies with respect to non- discrimination of race, ethnic origin, sex, age, religion, disability, or sexual orientation.
12. The agency/institution allows the necessary time for the field instructor to adequately supervise students, meet with the faculty liaison and/or the Director of Field Placement, attend training, and prepare student evaluations as required.

Membership in a national standard---setting body appropriate to its function or licensing by the state is desirable. The agency must approve the arrangements for the practicum and the agency staff must be receptive to students and willing to cooperate with their program of learning.

### **Criteria for Selection of Field Instructors**

Anyone selected to serve as field instructor must hold a BSW with at least 3-5 years post degree social work experience, or an MSW with at least 1-2 years postgraduate social work experience. Those who indicate an interest in serving as field instructors are asked to complete an informational form to document academic credentials and professional background.

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

### **Criteria for Acceptance and Placement of Students in Field Practice**

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

1. Students are to make a formal written application for field placement, along with résumé, near the completion of their other social work courses as prescribed in the curriculum of the School of Social Work.
2. Along with submitting an application, the student must view the video, "A Day in the Life of a Social Worker," join the National Association of Social Workers (NASW) and purchase liability insurance (with minimum coverage of 1,000,000 / 5,000,000) and

provide documentation of such coverage to the Director of Field Placement.

3. Individual meetings are held with the Director of Field Placement to give the student a forum to discuss issues and interests that might affect the placement to which the student is assigned. Students may indicate a preference for which placement they would prefer but, since many factors affect the assignment process, students are not guaranteed their choice of placement.
4. Upon assignment to an agency/institution by the Director of Field Placement, the student is to schedule an interview with the selected agency field instructor to discuss the potential placement and the specifics of that field assignment as these compared to the student's goals for placement.
5. Based on this interview, both the student and the agency representative must return forms confirming or declining acceptance of the placement to the Director of Field Placement.
6. If a student is denied a placement following an interview, a second agency referral is made, and the above process is repeated.
7. If a student is denied a placement by two field instructors following interviews, the student must meet with the Director of Field Placement to discuss reasons for the rejections. If the rejections are based on inappropriate attire, lack of professionalism, inability to articulate their stated goals or other challenges, the Director of Field Placement will meet with the student to discuss his/her readiness for the field and offer suggestions that may include the student postponing admission to field placement.
8. Students cannot solicit their own internship agency. All placements are coordinated by the Director of Field Placement.

### **Preparing for the Agency Interview**

Prior to the agency interview, the student is encouraged to contact the Director of Field Placement regarding any issues or concerns related to the agency and/or interview process. The Director of Field Placement will engage the student in a discussion regarding the agency interview process.

### **The Interview**

1. Students schedule the interview after receiving the potential field placement assignment packet from the Director of Field Placement via email. If the designated contact person cannot be reached, students find out that person's availability and call back accordingly. A student should also leave his/her name, a return telephone number, and the best time to be reached when leaving phone messages. Students are to indicate that they are a potential BA intern from the School of Social Work at the University of

Memphis.

2. Once the appointment with the potential agency is confirmed, the placement interview should be conducted as a job interview, which requires a resume, appropriate professional attire, and behavior.
3. During the interview, students learn the educational requirements and opportunities available at the agency. The interview is a two-way process. Students must have clear goals and learning priorities and be prepared to ask specific questions about the learning experiences available, clients served, skills that can be developed, type of setting (structured vs. unstructured), methods of supervision, and supervisory expectations, etc.
4. Students must be prepared to answer questions about their background, educational and career goals, and why they are interested in the agency. At the interview, agency personnel assess students' level of interests and suitability for the learning experiences available at the agency. If there are clear reservations about the goodness of fit between the agency and the student, the field instructor informs the Director of Field Placement.
5. After placement acceptance by the agency, students should discuss scheduling (to include holidays) and requirements (orientation training, background check, medical exam, etc.) with the agency.
6. If there is an identified problem at the agency before the field internship begins, the student and/or field instructor should contact the Director of Field Placement immediately.

### **Agency Reassignment Process**

1. If the agency assignment is not appropriate, students should discuss it with the Director of Field Placement to discuss reassignment to another agency.
2. After fieldwork has begun, students seeking approval to leave an agency assignment must first speak with the Director of Field Placement to determine the nature of the concerns.
3. A meeting with the student, Director of Field Placement, faculty liaison, and field instructor, if appropriate, will be held to discuss the concerns.
4. If it is determined that reassignment is appropriate, a reassignment plan is developed to outline next steps for the student.
5. Under no circumstances is the student to quit an internship assignment before

consulting with the Director of Field Placement and faculty liaison.

### **Night and Weekend Placement**

There are some approved sites that offer night and weekend hours. However, such agencies are few and under no circumstances will the educational objectives of the curriculum be compromised to allow students to secure non-traditional placements. Field and task instructors must be available to the student for appropriate supervision during night and weekend hours.

### **Use of Job as Practicum Site**

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

1. [Request to Use Employment as Field Form](#). Do not submit this form unless you have met with your respective field director first.
2. The field instruction experience must be distinct from the student's normal work activities and must be evaluated separately from those activities.
3. Overlap in employment and field hours as well as responsibilities is allowed as long as they correlate to learning plan competencies, and students must have a qualified field instructor on-site (no exceptions for group supervision).
4. The field instruction experience must afford the student opportunities to apply generalist skills in assessment and intervention with clients.
5. This instructor must meet the usual requirements of field instruction – i.e., someone who is a BSW with at least 3-5 years post degree social work experience, or an MSW with at least 1-2 years postgraduate social work experience in the field of social work.
6. The School of Social Work and the agency/institution must agree upon a contract that defines and protects the learning process for the student/employee and which outlines the conditions indicated above.
7. The School of Social Work must be notified by the designated field instructor of any changes to the approved plan.
8. The student is encouraged to view the practicum experience separate from his/her job – with the same opportunity for learning new skills as is the case for all field students, both paid and not paid.

## **Roles and Responsibilities in Field Practicum**

### **Responsibilities of the School of Social Work**



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

1. To design the curriculum, establish objectives, determine the "norm" of expected content of field instruction (including, but not limited to, assignments), and share these with those who provide field instruction.
2. To conduct workshops and periodic meetings for field instructors and/or students to ensure understanding of the material(s) and its use in a way that achieves the goals of the program and the particularized learning needs of the student.
3. To arrange meetings, seminars, and/or workshops for field instructors to orient, train, and coordinate class content and field practice. These times also serve to further the development of the teaching skills of the field instructors. Such sessions also are used to familiarize field instructors with current concepts and theories in social work.
4. To recruit and make decisions regarding the acceptance of field instruction agencies and the placement of students in these agencies.
5. To evaluate the field instruction agency/institution's commitment to, and ability to provide, a good generalist experience of the profession of social work.
6. To assign faculty liaisons to agencies (and their designated field instructors) who will provide the agencies with information about the student, keep abreast of the student's ongoing work within the agency, and assure that the evaluation process is in accordance with the established criteria.
7. To arrange practice seminars for students in order to better prepare them for entrance into practice and hold ongoing meetings with special emphasis on the use of the overall educational experience in the field placement.
8. To provide faculty who act as advisors to students in relation to their adjustment and/or difficulties with the field experience.

### **Responsibilities of the Director of Field Placement**

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

1. Develop policies, procedures, and objectives of the field courses (SWRK 4830 and SWRK 4831), as well as the concomitant field seminar courses (SWRK 4840 and SWRK 4841).
2. Develop field placements – solicit appropriate agencies in the community that can provide a well-rounded generalist social work field experience for the student.
3. Work with the agency/institution administrators concerning the selection and approval of field instructors, and the maintenance of ongoing communication with agencies concerning the implementation of the field program.
4. Provide orientation and other opportunities for field instructors to become familiar with the overall curriculum of the School of Social Work, including trends and changes in course content, and to participate in the ongoing assessment and development of the overall field program.
5. Plan seminars and meetings of field instructors to develop the quality of teaching in the field and strengthen the performance of the field instructors as educators.
6. Arrange a meeting with interested student applicants to discuss the goals of the field practicum, the agencies/institutions available as placement sites, and policies and procedures for beginning placement.
7. Coordinate planning for the placement of students in agency/institution settings and assign students to the designated field sites.
8. In collaboration with the BA Program Coordinator, assign a faculty liaison to work with the field instructor and student in relation to the student's fieldwork performance.
9. In cooperation with the field instructors, the faculty liaisons, BA Program Coordinator, and the Chair of the School of Social Work, evaluate the student's performance in the field and assign an appropriate grade for his/her completion of the field placement.
10. Provide an opportunity for students to evaluate their field experience, and in cooperation with the faculty liaisons, evaluate and assess the agencies that participate in the field instruction program.
11. In cooperation with the Chair of the School of Social Work and the faculty liaisons, develop, and revise as needed, the policies and procedures for field practicum. Similarly, maintain, and modify as necessary, the field manual.

### **Responsibilities of the Faculty Liaison**

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

1. Advise students regarding learning in field practice. This includes direct contact with the student during each semester to review progress and to evaluate the adequacy of the learning experience.
2. Relate the program of the School of Social Work to the administration, field instructors, and other significant staff of the agency/institution, and act as the liaison between the agency/institution and the School of Social Work.
3. Consult with the field instructor in relation to learning opportunities available to students, problems in the placement, and overall evaluation of the student's performance.
4. Make a minimum of one agency/institution visit per semester (additional visits may be warranted if a problem arises). The initial visit should be made by mid-semester to determine whether the student is performing at a satisfactory level.
5. Communicate with the field instructor during the semester to serve as a mediator between the School of Social Work and the agency/institution regarding their respective needs, to monitor the student's performance, and to proactively solve problems that may arise.
6. In collaboration with the field instructor, assess the student's performance at mid-semester. If the student's performance is considered marginal during the semester, the liaison arranges a meeting with the student and the field instructor to discuss the situation and to help the student and instructor to use the teaching/learning experience more effectively. If the difficulty cannot be resolved, the liaison refers the matter to the Director of Field Placement.

### **Responsibilities of the Field Instructor**

The major function in field instruction is teaching through practice. The field instructor provides the support and experience through which students can develop, evaluate, and demonstrate the degree of their integration of social work knowledge, principles, and methods. In doing so, the field instructor assumes primary responsibility for the student's education in the placement setting. This involves locating appropriate assignments which enable the

student to achieve the program's educational objectives, sharing knowledge, providing regular feedback to students, writing formal evaluations, and enabling the student to evaluate self. The role of field instructor requires a basic commitment to the teaching role and commitment to development of the profession of social work.

In his/her role as educator, the field instructor:

1. Provides the School of Social Work with a current resume and completes and signs a field instructor information form relative to acting as an instructor for social work students.
2. Familiarizes him/herself with the educational philosophy of the School of Social Work and with the content of the social work curriculum which the student already has taken or currently is taking. At times, the field instructor may be called upon to teach specific content material for students to accentuate or to demonstrate material covered in the classroom.
3. Attends, if new to the role, an orientation which helps the instructor become familiar with his/her responsibility in taking on this role, educational requirements of the field process, the design of the learning experience, what to do regarding early identification of problems, and the curriculum of the School of Social Work.
4. Attends training sessions at the university throughout the year. Field instructors who do not attend the orientation, or who habitually miss training sessions, may be asked to discontinue the responsibility of field instruction.
5. Conducts an orientation for the student(s) to help them adequately prepare for their field practice. This orientation includes, but is not limited to:
  - a. Policies and procedures of the agency/institution;
  - b. Composition of the community and the clientele served;
  - c. The role of the agency/institution in the community; its relation to the community resources most often used;
  - d. Societal factors that may impact the clientele of the agency/institution;

- e. Content regarding cultural diversity and discrimination that may affect the agency/institution's clientele;
  - f. Responsibilities of the student to the client, as well as to the agency/institution;
  - g. Mutual roles of the field instructor and the student in the field setting;
  - h. The practical models most frequently employed for direct practice and measures used for evaluation of practice;
  - i. Codes of conduct, office rules – e.g., dress codes, punctuality, absenteeism, etc.
6. Arranges a schedule that makes time available to provide supervision for the student. This includes a weekly conference with each student of at least one (1) hour and sufficient time to prepare for supervision;
  7. Negotiates and mutually develops a learning agreement with the student early in the course of the placement that guides the learning experience and serves as a point of reference for subsequent evaluations.
  8. Reviews and signs off on the student's time logs.
  9. Makes available the student's relevant materials and arranges time for conferences with the faculty liaison and/or the Director of Field Placement. In these meetings, the field instructor is prepared to discuss the student's progress, learning difficulties, and performance in the respective placement.
  10. Consults with the faculty liaison regarding the student's performance in the placement, including problems that need attention.
  11. Completes a final evaluation of the student's progress, recommends to the Director of Field Placement a grade for the student's performance for the semester, and discusses this with the student.

Supervision is a “right” of the student as well as a “responsibility” of field instructors. It is important for the field instructor to be open and flexible in providing various types and models of supervision. Supervision focuses on students’ needs and educational objectives as well as the agency’s needs and objectives. Students should have the freedom to learn from mistakes, obtain continuous direction as needed, receive feedback, engage in discussions regarding educational goals and be given time for reading agency materials that pertain to the field placement.

All areas of student performance should be evaluated and discussed on a weekly basis. The learning agreement should always be referenced and reviewed during supervision. As part of the supervisory process, feedback should be given as immediately as possible and should be structured in such a way as to facilitate, rather than impede the educational process. Modeling a strengths-based approach to student performance is encouraged. Corrective feedback should be presented in a manner that can be assimilated by the student, and the student should have opportunities to demonstrate that this feedback has been utilized (i.e., performing the same task again). All persons involved in supervising or working with a student should be given an opportunity to provide feedback.

### **Evaluation**

Evaluation is seen as an integral part of social work education and social work practice. The continual assessment and evaluation of one's own practice and awareness of one's use of self are basic to social work. Evaluation is a beginning place for a process that will continue throughout one's professional social work career. Comprehensive evaluation includes the following considerations:

1. Recognition of evaluation as a continuous process encouraging active (student) participation and input.
2. The student will have the opportunity to review and sign a copy of the evaluation.
3. When a student disagrees with any part of the evaluation, the student is expected to address concerns with the agency supervisor to resolve the matter.
4. If disagreement is still unresolved, the student is to put in writing his/her concerns which is submitted to the Director of Field Placement and placed into the student file.
5. All internship evaluations become part of the student's permanent record and become property of the School of Social Work.
6. Records are only open to students and faculty or staff in the BA program.

### **Responsibilities of the Student in Field Placement**

The student is an adult learner preparing for a professional career. As such, s/he is expected to exhibit a serious commitment to the learning process, a capacity for self-evaluation, willingness to change one's ways of thinking, feeling, and acting, and an openness to respond to suggestions and directions offered by the professionals who are assisting in the field process. Although students learn in different ways and at varying rates, all students are expected to take

responsibility for their own learning. In addition, by accepting placement at an agency/institution, the student agrees to adhere to the mission of the agency/institution and to serve the clientele of the agency/institution in the most professional manner possible.

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

1. The student is considered an adult learner. In this context, s/he is to take responsibility for the learning process in which s/he is engaged. The field placement assignment is to be treated as though it were an employment experience – i.e., students should be there when assigned, be on time, dress appropriately, respect the agency/institution staff, mission, policies, and procedures, etc.
2. The required number of hours for a scheduled field day is 7-1/2 but can vary according to the schedule of the assigned agency/institution. In no instance should a student plan for less than four (4) hours at-a-time at the field site. The exceptions to this are illness of the student, or important personal matters, which require one to leave the site unexpectedly. Such absences should not happen regularly and should become matter for corrective action if this privilege is abused.
3. Appropriate use of field placement hours includes preparation done for contact with the client(s), process recording, summaries done for agency/institution purposes, staff conferences, supervisory sessions, other meetings that are part of the learning experience, travel time to and from client contacts, and work on related seminar assignments (particularly the case assessment / research project);
4. Students are to follow the calendar of the university regarding holidays, etc. However, it is vitally important that students coordinate any planned absences with the field instructor and prepare the client(s) sufficiently regarding these breaks. Students are allowed to serve in the placement during holidays and breaks in the academic schedule if they and the field instructor work out such an agreement.
5. Students are responsible for completing field in two consecutive semesters. As an intern, the student's primary responsibility it to promote the wellbeing of clients. Taking a semester break during the field practicum (for reasons that are foreseen) does not demonstrate good ethical practice or professional conduct to the client(s) and agency.
6. The student will participate with the field instructor and faculty liaison in the process of developing a learning agreement, as well as in evaluating his/her learning, performance,

and professional development. If s/he disagrees with the evaluation of the field instructor at the end of the semester, s/he has a right to attach a response to the evaluation.

7. The student is responsible for securing membership in the National Association of Social Workers (NASW). S/he also is responsible for becoming familiar with the NASW Code of Ethics and expected to act in a manner consistent with that code in the practicum. The student is asked to sign an agreement form early in the semester indicating his/her willingness to abide by the Code of Ethics. In addition, the student is asked to sign a Release of Liability and Hold Harmless Agreement form.
8. The student is responsible for procuring liability insurance (with minimum coverage of 1,000,000 / 5,000,000) prior to beginning the placement.
9. The student assumes responsibility for all commitments made with clients, colleagues, and other significant people in relation to service provision. The student must inform the instructor/supervisor when an emergency precludes the fulfillment of these commitments.
10. Within the student/instructor relationship, it is appropriate for the student to look to the field instructor for advancement of knowledge, skills, and techniques, and in the development of self-awareness. It is the student's responsibility to be prepared for all supervisory sessions, including submitting issues and concerns in writing prior to the meeting in order that the supervision time can be used maximally.
11. The student should freely communicate his/her educational needs and interests to the field instructor. This includes talking with the field instructor about too much or not enough work, interest in learning about and being involved in other services that the agency placement offers, and any or all areas of the field learning experience.
12. The student is to meet at least once-a-week with the field instructor to discuss his/her learning in the placement. This is to provide a forum in which s/he can discuss performance and professional growth issues, questions about the agency/institution's procedures, and questions regarding the site/clientele that is served.
13. The student is to communicate with the faculty liaison during the semester to keep him/her informed of progress in the field placement.



14. The student is to take the initiative, through the usual lines of communication, to protest the abuse of any person requesting or receiving services from a given agency/institution. Similarly, s/he is to act in a manner commensurate with the professional code of ethics if individuals or groups within the community abuse the rights of people seeking services and/or assistance.
15. The student is responsible for preparing clients appropriately for termination. S/he must have work assignments up to date before leaving the agency/institution and must inform the field instructor of these activities, as well as those matters that remain pending with respect to client service.
16. The student is to dress appropriately as a representative of the profession. This code of dress may differ from one agency to the next, from one task to another, or in some cases from that required of permanent staff within the agency/institution.
17. Using experiences from his/her respective placement, the student is to participate in the integrative field seminar. As part of the requirements for these courses, the student will be asked to complete these assignments:
  - a. Maintain a journal of his/her experiences.
  - b. Maintain a log indicating the time the student participates in the placement and how that time is used in completing the practicum requirements.
  - c. Demonstrate an ability to do insightful assessments and effective interventions.
  - d. Complete and present to the concomitant seminar two case studies that demonstrates integration of academic principles into the delivery of services in the field.
  - e. Complete a research project with respect to services provided.
  - f. Complete a paper describing the agency and its services.
  - g. Develop a professional portfolio.

## **Bachelor of Arts in Social Work Program Guidelines for Conduct**

### **Academic Conduct**

Undergraduate students at the University of Memphis are expected to observe the regulations and policies that govern the behavior of students as members of this academic community. These regulations and policies are published in the Student Handbook.

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

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

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

The term plagiarism includes but is not limited to the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

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

### **Professional Behavior**

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

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

1. **Falsification of client records or other agency documents** --- Falsification of client records during field placement can result in a student receiving a grade of “F” and can result in automatic termination from the field placement and/or program.
2. **Violation of confidentiality** --- From the first day of the BA Program, students are taught to understand the complexities of client confidentiality and the importance of respecting and protecting a client’s right to confidentiality, which is embedded in the NASW Code of Ethics. Students learn that they cannot discuss information about a client outside of the agency context and within professional parameters (supervision, case conferences, consultations, other disciplines within the agency). Also, students cannot maintain personal contact with clients outside of the professional relationship and the context of agency guidelines. Violation of client confidentiality or developing a non---professional relationship with clients can result in termination from the field placement and/or program.
3. **Physical/verbal abuse of clients, colleagues, supervisors, or other agency personnel** --- Physical/Verbal Abuse of clients, colleagues, supervisors, or other agency personnel during one’s field placement at an agency can result in termination from the field placement and/or program.
4. **Evidence of being under the influence, possession, use or sale of illegal substances and/or alcohol during agency hours** can result in immediate termination from the field placement and/or program.
5. **Theft from Clients, agency personnel or agency sites** can result in immediate termination from the field placement and/or program.
6. **Violation of the NASW Code of Ethics** --- Violation of the professional standards set forth in the NASW Code of Ethics can result in immediate termination from the field placement and/or program.
7. **Field practicum attendance problems**--- Because of the importance of the field practicum experience, attendance is critical. Consistent lateness and failure to report to the agency at the times designated by the field instructor can result in the development of a remediation plan by the Director of Field Placement and field instructor. If the lateness and absences persist and remediation is not successful, the student can receive a grade of “F” in field practicum.

Should a student have reason to be absent from field practicum, the procedure below must be followed:

1. If a student is to be absent from field practicum for any period, she or he must inform the field instructor in person or via phone in advance and provide the reason for the absence. The student must discuss with the field instructor what will be required to make up for the absence.

2. If there is an emergency, the student must contact the field instructor as soon as possible to clarify the nature of the emergency. If the absence is for more than two days, the student must also inform the Director of Field Placement. If there is a medical reason, the student must provide a medical statement from a doctor to the field instructor.
3. If the field instructor is not notified of an absence, he/she may include this neglect in determining the student's mid-term or final evaluation.
4. If an absence is longer than a week, the student must contact the Director of Field Placement who will discuss the matter with the field instructor to determine next steps.
5. Continued absences or unauthorized departures can result in the development of a remediation plan by the Director of Field Placement and field instructor. If the absences and unauthorized departures persist, the student can receive a grade of "F" in field practicum.

### **Student Grievance Procedures for Field**

Field instructors should contact the Director of Field Placement whenever issues with a student first arise and make every attempt to resolve these issues or difficulties. When an issue first surfaces that a student is experiencing difficulty, the following process should be followed:

1. Attempts should be made by the field instructor in collaboration with the Director of Field Placement and/or faculty liaison, and the student to resolve any difficulties or issues when they first arise.
2. Early intervention and development of a written remediation plan by the faculty liaison, Director of Field Placement, and field instructor is given high priority and importance. When an issue or difficulty with a student's field performance arises, the field instructor should discuss the difficulty with the student immediately and establish specific steps that must be taken by the student.
3. If the difficulty is not resolved based on the discussion between the field instructor and the student, the faculty liaison and/or the Director of Field Placement should be notified.
4. The faculty liaison and/or the Director of Field Placement will meet with the field instructor and the student individually or together to discuss the identified difficulties. It is the responsibility of the faculty liaison to keep the Director of Field Placement informed of all developments in such situations; in turn, the Director of Field Placement should inform the BA Program Coordinator and the Chair of the School of Social Work.
5. Following a meeting with the Director of Field Placement and/or the faculty liaison, field instructor, BA Program Coordinator, and student, a written remediation plan outlining

the performance issues to be addressed is developed. The plan must be signed by all involved. A copy of the remediation plan is given to the field instructor, the student, the Director of Field Placement, and the BA Program Coordinator. The remediation plan should provide a timeline regarding when improvement by the student is expected.

6. If goals and objectives in the plan are met, the student continues his/her work at the agency.
7. If goals and objectives in the plan are **not** met, the procedures below must be followed:
  - a. There will be a meeting called by the Director of Field Placement to include the student, the field instructor, BA Program Coordinator, and/or faculty liaison.
  - b. The field instructor and the student provide written statements to the Director of Field Placement detailing their perspectives of the deficient issues. The Director of Field Placement must receive this written statement no later than three days in advance of the scheduled meeting.
  - c. The Director of Field Placement provides the written statements of the field instructor and the student to members of the Committee. The field instructor will receive a copy of the student's written statement and the student will receive a copy of the field instructor's written statement in advance of the meeting.
    - i. At the meeting, the field instructor will verbally present his/her concerns to members of the Committee.
    - ii. The student will verbally present his/her concerns to members of the Committee.
    - iii. Following the verbal presentations by the field instructor and student, they will each be asked to leave the meeting.
    - iv. The Committee will make a decision regarding steps the student must take, including his/her retention in the program.
    - v. The Director of Field Placement and the BA Program Coordinator will verbally inform the student of the Committee's decision.
    - vi. The committee's decision also will be provided to the student in writing.

The academic affairs committee will review oral and written reports of the student's unethical behavior. The student will be given the opportunity to address the committee. The committee will deliberate and decide whether to recommend dismissal of the student. If a decision is made to recommend dismissal, the student will be given a letter explaining the rationale behind the decision. The School of Social Work will then follow University policies and procedures for dismissal by referring the student's case to either the Associate Dean for

Undergraduate Studies and Research in the College of Arts and Sciences or to the Student Judicial Affairs Committee, as indicated.

Students who wish to appeal a recommendation of dismissal must first write a letter of appeal to the BA Program Coordinator (or to the School chair if the BA Program coordinator was included as part of the committee). If the dispute is not resolved to the student's satisfaction at this first level of appeal, the student can follow the grievance procedures of the Undergraduate School as outlined in the Undergraduate Catalog.

### **Ethical Conduct**

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

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

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

Students are taught to assess and intervene in the lives of their clients using the ethics and values that guide the profession. Prior to beginning field placement, students study and discuss the code of ethics of the National Association of Social Workers (NASW). In response to their study of the code, students are required to sign a form, indicating their willingness to adhere to the principles outlined in the code throughout their field practicum.

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

Emphasis is given in the placement to issues of self-determination, the client's right to

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

### **Professional Boundaries**

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

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

### **Conflict of Interest**

Students may encounter a conflict of interest at a field placement. Examples of scenarios that could create a potential conflict of interest include:

- Completing field placement at an agency that employs a student's friend or a member of a student's family.
- Completing a field placement at an agency that employs a student's current or prior therapist.
- Being assigned a case that involves a friend or a family member.

If a student becomes aware of a situation that creates a conflict of interest, he or she should immediately notify the field instructor and the Director of BA Field. The field instructor and field director will assist the student to address the situation to minimize the potential conflict.

### **Sexual and Racial Harassment**

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

While sexual harassment most often takes place in situations of a power differential between the persons involved, the University also recognizes that sexual harassment may occur between persons of the same status. The University will not tolerate harassment between or among members of the University, or its programs, to create unacceptable work or educational environments.

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

### **Felony/Misdemeanor Convictions**

Possible impact of a misdemeanor or felony record on students pursuing field placement:

A misdemeanor or felony conviction may impact a student's internship and employment prospects because many agencies and employers request criminal records of their prospective interns and hires. In addition, a conviction may impact one's ability to secure liability insurance as an intern/professional as well as licensure upon graduation from an accredited social work program. Below are the identified practices of the NASW, liability companies, and the Tennessee Board of Social Workers:

NASW – A felony conviction does prevent a student from being able to apply and being accepted into the NASW.

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

TN Board of Social Workers – A student with a conviction must provide a letter of explanation and a jurisdictional form (court form) that indicates the final disposition of the case. The board will review and consider each application on a case-by-case basis.

### **Privacy Rights of Students**

The University complies fully with the Family Educational Rights and Privacy Act of 1974 (FERPA). This act is designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the FERPA office concerning alleged failures by the institution to comply with the Act.

The provisions for the release of information about students and the rights of students and others to have access to The University of Memphis education records are published each semester in the Schedule of Classes. A copy of the Act and The University of Memphis Procedures pertaining to FERPA may be reviewed in the offices of the Registrar or University Counsel.



## **Communication**

An e-mail account is available free of charge to University of Memphis students. This U of M account will be the official contact used for all School of Social Work correspondence. If the student elects to use another e-mail service, s/he must obtain an account through the university and forward her/his mail to the personal account. Much correspondence is conveyed to students via email so the account should be checked frequently.

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

## **Holidays**

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

## **Transportation**

Students are responsible for their own transportation to and from the agency. If transportation is a problem, the student should communicate this to the Director of Field Placement. Some agencies pay mileage for travel required to perform agency work. Students should ask their field instructor about mileage reimbursement if required to travel.

Arrangements regarding mileage reimbursement are strictly between the agency and the student; neither the University of Memphis, nor the School of Social Work, has any standing in such arrangements. Students who drive must have a valid, current driver's license and automobile liability insurance.

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

### **Financial Remuneration**

Some agencies may provide reimbursement for travel or other expenses in conducting agency business or may offer a stipend or salary in exchange for the services the student provides.

Arrangements regarding stipends and reimbursement of expenses are strictly between the agency and the student; neither the University of Memphis, nor the School of Social Work, has any standing in such arrangements.

### **Disability Services**

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

### **Equal Opportunity**

The University of Memphis, a Tennessee Board of Regents institution, offers equal opportunity to all persons without regard to race, religion, sex, creed, color, national origin, or disability. The University does not discriminate on these bases in recruitment and admission of students or in the operation of its programs and activities, as specified by federal laws and regulations.

Designated coordinators for university compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 are the Vice President for Student Affairs and the Equal Opportunity Compliance Officer. Information in this document will be provided in alternate format upon request. The University of Memphis is an Equal Opportunity/Affirmative Action University. It is committed to education of a non---racially identifiable student body.