The goal of the student handbook is to provide students a general source of information on the program’s policies and procedures. However, information and policies in the BSW-UTC Student Handbook and Field Manual are subject to change. The information in this handbook and field manual is in no way intended to serve as a contractual agreement and does not supersede the university and trustee regulations. It is the student’s responsibility to stay current with the policies and procedures of the University and the BSW-UTC program.

ALL STUDENTS ARE EXPECTED TO SEEK ACADEMIC ADVISEMENT ON A REGULAR BASIS REGARDING THEIR ACADEMIC PROGRESSION IN THE PROGRAM.

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INTRODUCTION, MISSION, AND GOALS

Field education is considered the *signature pedagogy* of social work education.

“Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline -- to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum – classroom and field – are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies.” (EPAS, 2015, p. 11).

FIELD EDUCATION MISSION STATEMENT

The mission of the University of Tennessee at Chattanooga Social Work Program is to prepare students for competent generalist social work practice with individuals, families, groups, communities, and organizations. The objective of the field education is to prepare students for beginning generalist social work practice focusing on a social systems perspective. By the conclusion of the field education experience students will demonstrate an entry-level ability to use a broad range of skills transferable across practice settings, diverse client populations, and human needs at all level of practice including individuals, families, groups, organizations, communities, and society.

PROGRAM GOALS

*The UTC BSW program seeks to create a quality professional program:*

1. To prepare competent BSW professionals to practice ethical generalist social work effectively by applying a range of social work theories and evidence-based interventions with individuals, families, small groups, organizations, and communities in all types of settings.
2. To prepare competent BSW professionals who respect and value local and global diversity and apply evidence-based culturally competent social work skills.
3. To prepare competent BSW professionals who apply innovative social change strategies which promote both social and economic justice.
4. To prepare competent BSW professionals through a learner-centered curriculum that provides opportunities for students to apply developing skills in a variety of learning environments.
5. To prepare BSW students to succeed in the world of work by providing opportunities for students to connect with professionals in the community through a variety of activities.

*The BSW Program’s competency-based curriculum has been designed to comply with the Educational Policy and Accreditation Standards (EPAS) of the Council on Social Work Education (CSWE) as revised in 2015 (see appendices).*
SECTION II. PRACTICUM (FIELD) EDUCATION

DIVERSITY

The BSW-UTC program believes that promoting and supporting the strengths of diverse cultures provides a foundation upon which students can master new learning and develop the differential assessment and intervention skills to provide effective services to diverse and at-risk populations. It is through field education that students are exposed to an affirmative approach to human diversity centered on the universally accepted values and objectives of social work, including the support of diversity, the uniqueness of the individual, the concept of interdependence, and the commitment to serve. Field placements are carefully selected with the intention of providing students with exposure to a wide variety of diverse experiences.

STRUCTURE OF FIELD EDUCATION IN THE BSW-UTC PROGRAM

The Social Work Program is dependent upon community agencies to carry out the field component of the learning process. Students are supervised by a professional social worker (the field instructor) and by a faculty member (Director of Field Education and the clinical instructor) from the Social Work Program. This is intended to facilitate the integration of classroom learning with agency-based practice and to provide support to students as they engage in this dynamic process.

Students who enter the BSW-UTC program complete a 400 hours (10 credit) generalist field education experience. Students spend approximately 16 hours per week at their placement. The generalist placement exposes students to the knowledge, values, cognitive affective processes, and skills needed to engage in entry-level generalist social work practice.

Diversity, populations at risk of discrimination and oppression, and social and economic justice are stressed. Each field placement also allows students to deepen their understanding of professional values and ethics. Finally, students are encouraged in their field placements to use evidence, both from the literature and from their own practice evaluations, to inform their work with client systems.

Students will be continuously assessed for competency through self-assessment, peer assessment, and instructor assessment. Students will also use the skill of reflection throughout to evaluate their field placement and growing skills. Reflection and assessment are incorporated through the use of learning agreements, course activities, weekly reflection forms, supervision sessions, and the field seminar.

PRACTICUM (FIELD) EDUCATION FIELD PREPAREDNESS

Several mechanisms are employed to assure that social work majors are “field ready.” This begins in Introduction to the Social Work Experience (SOCW 1100) where students acquire their first taste of an agency atmosphere. As part of SOCW 1100 students complete 30 hours of volunteer work at a social services agency. This experience offers them orientation into the functioning of social service agencies and instills the spirit of volunteerism (which is part of the UTC Mission Statement).

FIELD READINESS COMPETENCY SKILLS ASSESSMENT
The Field Readiness Competency Skills Assessment is completed during the spring semester of the junior year as part of the SOCW 4080 course. During the skills assessment students demonstrate baseline skills in the 9 competency areas and are evaluated by social work professors. Students must obtain a score of 80% or higher in order to advance to Field Education I (SOCW 4120).

FIELD EDUCATION PREREQUISITES

The final mechanism assuring students are “field ready” are the field work prerequisites. Students cannot take field education until the core knowledge and practice courses have been completed with a grade of “C” or higher.

**Prerequisites**

SOCW 1100 – Introduction to the Social Work Experience  
SOCW 2070 – Interviewing Skills  
SOCW 2010 – Introduction to Social Policy: A Child and Family Perspective  
SOCW 3120 – Human Behavior and the Social Environment I  
SOCW 3420 – Human Behavior and the Social Environment II  
SOCW 3060 – Social Work Practice with Individuals & Families  
SOCW 3070 – Social Work Practice with Groups  
SOCW 3080 – Pre-Field Seminar I  
SOCW 3330 – Diversity & Cultural Competence  
SOCW 3760 – Introduction to Applied Research & Professional Writing  
SOCW 4080 – Pre-Field Seminar II

**Concurrent Co-requisites for Field Education**

SOCW 4100 – Social Work Policy & Practice  
SOCW 4170 – Applied Research  
SOCW 4070 – Social Work Practice with Communities and Organizations  
SOCW 4760 – Data Analysis  
SOCW 4900 – Senior Seminar

In addition to meeting the above prerequisites for field instruction, students must have the explicit permission of the Social Work Director of Field Education before they may be assigned a field placement. Near the end of each spring semester, the Social Work Director of Field Education approves or denies approval to those students who have submitted an application, résumé, and "Readiness for Field Work" presentation by the announced deadline.

Students who are denied permission to enter the field placement are notified by the Director of Field Education in writing. Students experiencing significant difficulty with professional conduct and academic issues preventing them from meeting the requirements for field education are required to meet with both the Social Work Program Coordinator and Director of Field Education. The purpose of this meeting is to clarify areas of support that the student may need to succeed and to develop a plan of action. If the student fails to follow through with one of the suggested plans of action as
outlined in communications from this meeting, this will delay the field education start date. The Director of Field Education will not be responsible for this delay.

BEGINNING FIELD

The field placement process is initiated during the BSW students second semester of their junior year. The student will attend a Field Education fair allowing them to explore possible field sites. Upon completion of the field fair, students will complete the field application process, including the field interest form, and submit to the Director of Field Education.

INTERVIEW WITH THE DIRECTOR OF FIELD EDUCATION

The interview with the Director of Field Education will result in initial outreach by the student and Director of Field Education to a potential field placement. During this interview, the Director of Field Education will evaluate the student’s overall professional fitness and field readiness. Additionally, the Director of Field Education will review the current field placement openings that match the student’s areas of interest. The Director of Field Education may also review student’s resume. Once an appropriate field placement agency is determined, the Director of Field Education will send an email to the agency introducing the student. It is then the student’s responsibility to respond to the agency and set up an initial interview with that agency by the Director of Field Education’s stated deadline.

INTERVIEW WITH FIELD PLACEMENT AGENCY

Student will be responsible for reaching out to agency only after given contact information by Director of Field Education. Student will present resume for review at field agency interview and participate in interview process per agency protocol. If the agency accepts the student and the student feels that agency is a good fit for their learning goals, then the field placement is confirmed with the Director of Field Education via the Field Confirmation Form.

In some cases, a student may not be accepted by an agency. If a student finds themselves in such a situation, that student will be given up to two additional interview opportunities. If the student is not accepted by the second or third agency, the student will be required to reapply to field education the following semester.

SECURING THE FIELD PLACEMENT

In order to secure the field placement, the student must complete the following: Field Confirmation Form, Tennessee Bureau of Investigation Background Check and Fingerprinting, Liability Insurance, and Field Hours form. If required information is not returned by specified deadline, the student may not be permitted to begin placement and may as a result be required to wait until the next field application period in which student will be required to reapply for Field Education.
PRIOR TO ENTERING FIELD

In addition to interviewing and returning all paperwork, including the background check and liability insurance, the student is also responsible for the completion of training and/or any processes required by the placement agency for new students.

ATTENDANCE IN FIELD SETTING

Prompt and consistent attendance is required at Field Setting. Upon starting placement, students will be required to complete the Field Hours Form with their Field Instructor/Task Supervisor. Student should present to their placement as scheduled and on time. As the BSW-UTC program is a professional program, tardies and absences will not be tolerated. **If an absence is necessary, it should be prearranged, at minimum, 48 hours in advance with their Field Instructor/Task Supervisor however, the 3rd absence, of any sort, will result in a professional fitness meeting.**

Students that are tardy to their field placement two or more times or deviate from their prearranged schedule as defined by the Field Hours Form, will be required to participate in a professional fitness meeting with the Director of Field Education and a behavioral contract will be created should the student be tardy a 3rd time. Absences that are not pre-arranged will not be tolerated.

Any hours that the student missed must be made up at a later time. In addition, students are required to make up missed supervision sessions within a week of the supervision session for which a reflection journal will be required for submission on Blackboard.

Students are required to complete a minimum of 16 clock hours per week in the field agency in order to meet the 200-hour requirement for each semester for the senior year. Two full days in the agency is strongly recommended in order for students to have the optimal learning experience. Additionally, students may complete a maximum of 8 hours per day in their agency setting, and may complete a maximum of 40 hours per week without prior written permission from the Director of Field Education.

If a student experiences extensive health or medical problems, they should consult with the Director of Field Education to determine if medical leave is appropriate. Students who are experiencing extensive health problems will be compromised in their learning process if they are in a position that requires extensive make-up hours which could further jeopardize their health. If a student experiences an extensive health or medical problem, significant family stress or personal crisis, that requires extended absence from the field placement, they will need to apply for a formal leave of absence from the BSW-UTC program and UTC. After a leave of absence, the student must follow the policies and procedures for re-engaging in the BSW-UTC program as stated in Section IV: Policies and Procedures.

DOCUMENTING FIELD HOURS

Each individual student is responsible for documenting their clock hours in the agency as well as for completing the Monthly Field Hours Log, which must be signed by the student and supervisor.
It is the student’s responsibility to ensure that this form is completed, signed, and submitted by the due date.

FIELD PLACEMENT IN PLACE OF EMPLOYMENT

Employment-based field placements provide students with an opportunity to satisfy the learning requirements for field in the program while continuing to work. The program has specific policies in place to assess the possibility of employment-based field internships. For those already employed in social service agencies, field placements may be possible if the outlined criteria are met; however, because the program is aimed at preparing social workers for various practice settings, students are strongly encouraged to explore new avenues for professional growth.

Should the student choose to pursue an employment based field placement, the student's employer, the BSW-UTC program, and the student will work together to assure that the following conditions are met. Each of these conditions must be met or the Director of Field Education cannot accept the agency as a placement.

1. The student must be released from their job responsibilities/unit and reassigned to a different program or unit within the agency for at least eight (8) and up to 16 hours per week. This allows the student to be perceived and treated as a learner rather than an employee during field hours.

2. The activities identified for field education must be substantially different from the student's regular work responsibilities, and must be challenging and contribute to skill development. The activities must also be compatible with the social work practice curriculum. The student will submit a narrative delineating the difference between employment and practicum responsibilities.

3. The student must be supervised in field activities by a BSW who has at least two years of post-graduate experience or a task supervisor. Should a task supervisor be assigned, the student will need to receive supervision from a BSW in another department of the agency, in the community, or in the Social Work Program itself. The task supervisor and the BSW supervisor will work collaboratively together. The field instructor and the employing supervisor must be different people.

4. The student must have been employed by their current agency for no less than six months.

Once the above-mentioned conditions are met, the student, in consultation with the employer, completes a Request for Field Internship in Place of Employment application. The application will be reviewed by the Director of Field Education, and a determination will be made regarding the appropriateness of the placement.

CHANGE IN FIELD EDUCATION PLACEMENT

Each student is expected to complete two semesters of field education in one agency placement. However, on rare occasions, some students might require a change in field assignment. This
could be necessary if a field instructor leaves the agency and a suitable replacement for continued instruction is not available. Additional examples that may warrant a change may include, but are not limited to: inadequate agency resources to support field education, learning experiences in agency are too narrow, placement error based on incompatibility, or agency reorganization.

No placement change will take place without consultation between the field instructor and the Director of Field Education. No student may independently change placements or terminate placement. For these reasons, should concerns arise, it is important that they be addressed immediately before they are permitted to escalate and necessitate a placement change. The Director of Field Education is available to assist the student and the field instructor with problem identification, mobilization of resources, and mediation. When these means have been explored and the resolution is not forthcoming, the student will be assisted in locating an alternative placement with as little disruption to the learning process as possible. (For more information regarding the process for alternative placement, please refer to Section II: Practicum (Field Education): Interview with Field Placement Agency).

TERMINATION FROM FIELD PLACEMENT/REMEDIATION PROCESS

The BSW-UTC program honors its commitment to the profession and is obligated to evaluate student’s fitness to enter the profession. When issues of professionalism are detected, the BSW-UTC program takes a proactive approach in assisting students to correct behavior quickly in an effort not to disrupt the educational experiences. When issues of professional performance are noted by a faculty member, agency-based field instructor, or an administrator has concerns about a student’s professional performance, the student may be suspended from the field education site by the Director of Field Education until the reported issues had been resolved. Additionally, the following steps are to be followed:

- conduct a professional fitness meeting to discuss their concerns with the student in order to assist the student in resolving the issue(s); and
- document the dates and content of meeting with the students; and
- inform the BSW-UTC Director of Field Education and/or Program Director of the concerns and the plans for resolving the concerns.

The Director of Field Education will then facilitate a meeting with the student and an initial behavior correction plan will be developed. Correction of the professional performance issue will resolve the problem/concern and end this process. In cases when the behavior correction plan is not successful, the concern will be brought to the attention of the BSW-UTC program coordinator.

Once the program coordinator has been notified, the Director of Field Education and BSW Program Coordinator will meet with the student to address the concerns as noted. Students will be invited to a meeting with the program director, faculty and/or field supervisors who are involved in instruction, and one additional faculty member who does not have personal connection with the student and who is not directly involved in the student’s instruction. The student will receive a written summary of the meeting along with any agreements made with the student to modify their behavior in a way that will comply with the required professional standards for the profession.
Following the professional fitness meeting with the program coordinator, faculty will assess whether to terminate a student from field education or the BSW-UTC program as a whole in cases of extreme professional unfitness that violate the NASW Code of Ethics. The BSW-UTC program considers academic and professional performance both equally important. While a student may be terminated from the program for academic reasons, students may also be terminated from the BSW-UTC program if they fail to meet generally accepted standards of professional conduct, personal integrity, or lack sufficient emotional stability which results in impaired judgment or behavior requisite for professional practice. According to Bernak, Epp, & Keys (1999) impaired graduate students show an inability to insightfully understand and resolve their own issues so that these issues do not interfere with the therapeutic process” (p. 21).

These may include:

1. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional helping relationships.
2. Consistent failure to apply social work values and ethics as outlined in the *NASW Code of Ethics*.
3. Clear and persistent emotional problems such as substance abuse, mental illness, emotional instability, emotional/psychological disorders that interfere with one’s ability to function at expected levels or are manifested in inappropriate behaviors. This is subject to student rights under disability law.
4. Serious problems in pre-professional placement and/or field education, poor performance in the field, deviation from prearranged schedule per the Field Hours Form, inability to carry out assignments and the requirements of the field practicum.
5. Clearly illegal activities, conviction of a felony, false information on application, or lying about past illegal behavior.
6. Pattern of classroom behavior that is disruptive or that undermines the work or morale of faculty and students.

Students who find themselves experiencing any of the aforementioned “impairments” are encouraged to be proactive and seek consultation with their academic advisor, BSW Program Director, or Director of Field Education. Students are also encouraged to seek professional help, take voluntary leave, or make adjustments to schedules as needed. Social workers and social work students should make every effort to assure that personal impairments do not interfere with their ability to serve clients to the best of their ability.

If a student exhibits behaviors that are serious enough to raise concerns about a student’s ability to engage in professional practice, and when prior meetings have proven unsuccessful in resolving concerns, the program director in consultation with the SPS Dept. Head/Program Director will use the following procedures:
1. Student will be notified in writing that there is a concern in reference to their continuation in the Social Work Program. This notification should be in written form from the advisor or other designated faculty and provide an account of the allegations or concerns.

2. A committee will be assigned to meet with the student and to review and consider the allegations. This committee should include a combination of BSW-UTC faculty as well as faculty who are not connected with the student.

3. Student should be made aware of their rights to bring an advocate/advisor/observer to participate in the meeting; question the evidence; and offer a response to the allegations.

4. The meeting will be taped.

5. The committee will render a decision of the student’s guilt/innocence of the behavioral allegation(s) and to recommend appropriate sanctions, which may include termination from the program; and will document in writing their decision.

6. A copy of the committee's rendering will be given to the student.

7. Student will be informed in writing that they have the right to challenge the decision to the extent permitted by the UTC Undergraduate Catalog as outlined in the UTC Undergraduate School Catalog.

When the committee determines that a student’s behavior warrants termination from the program, the committee will make a formal recommendation to the BSW-UTC Program Director and the SPS Dept. Head/Director. The student will be given the opportunity to respond to the committee’s recommendations, which may include following the policies as outlined by UTC to file an appeal. Students may be terminated at any point of their involvement in the BSW-UTC program.

Students may also be terminated by their Field Education placement for inability to comply with agencies policies and procedures. Should student be terminated from their agency, student will not be given a new placement during the course of that semester. Students will be required to reapply for Field Education the following semester and applications will be reviewed for remittance on a case-to-case basis.

In addition to emergent evaluations of professional fitness, faculty and staff will complete twice a semester professional fitness reviews for every student. These reviews will be comprised of a review of professional behavior in both the classroom and agency setting. Should any concerns be noted by faculty or staff, students will be invited to participate in a professional fitness meeting where a behavioral plan will be constructed. For more information about professional fitness meetings, see Section IV: Field-Specific Policies: Professional Fitness Meetings.

SECTION III. FIELD ROLES AND RESPONSIBILITIES

STUDENT RESPONSIBILITIES

The BSW-UTC program regards the student as an adult learner, capable of identifying their learning needs and shaping the educational process. The field education is a bridge from the student role to the professional role. During the experience the relationship with faculty and field instructor progressively moves from that of student to colleague. This philosophy is exemplified by the student’s growing responsibilities within a field education assignment.
1. Using the field education as an opportunity to enrich and extend the whole curriculum.
2. Purchasing and maintaining professional liability insurance to be purchased on campus at the University Bursar’s office.
3. Assuming professional responsibility and appropriate accountability for assigned client services and other agency activities.
4. Preparing a Field Education Learning Agreement I & II with the field instructor’s input and revising as necessary.
5. Participating in weekly supervisory conferences with the field instructor, preparing an agenda, selecting, recording, or presenting material representative of work, sharing reactions to and questions about the field education experience, advising the field instructor of new learning needs.
6. Participating in selected agency activities (e.g., staff meetings, conferences, in-service training, and committee work) when these are not in conflict with campus-based courses, seminars, or other commitments.
7. Obtaining agency approval for the use of any case material or records outside of the agency while maintaining accepted standards of confidentiality.
8. Informing the field instructor of classroom assignments that relate to field education instruction and sharing material when relevant.
9. Conferring periodically with the Director of Field Education about learning experiences and any problems and/or concerns related to the field education assignment.
10. Providing or arranging for transportation to and from the field education placement.
11. At all times, abiding by the NASW Code of Ethics.

**DIRECTOR OF FIELD EDUCATION**

The Director of Field Education is a full-time faculty member of the University of Tennessee at Chattanooga Social Work Program who reports to the social work program coordinator and is responsible for the overall coordination of field education instruction within the framework of curriculum developed by the program. The Director of Field Education roles include, but are not limited to, expanding and recruiting new field sites, linking students with field opportunities, evaluation of field sites and ongoing training, maintenance of field education materials, development and implementation of student orientations, monitoring student progress.

**FIELD INSTRUCTOR**

The field instructor’s role is critical in facilitating a student’s learning and providing a positive educational experience for the student. The field instructor serves as a role model for professional and ethical social work practice and carries final responsibility for the student’s training in the field site. Additionally, the field instructor will score the student on professional performance and improvement. The selection of the field instructor is a responsibility of both the field site and the Director of Field Education. When the site identifies a potential field instructor, it is the responsibility of the Director of Field Education to evaluate and approve the candidate.

Field Instructors should have a social work degree from a CSWE-accredited program, have at least two years’ of professional social work experience, and employed at the field site for at least six months.
FIELD SUPERVISION POLICY

Every student completes their field internship experience working under the direct supervision of their assigned field instructor. Every field instructor is a BSW graduate of a CSWE-accredited social work program. When student field instructors are out of the office for a meeting, for lunch, or for other work responsibilities, field instructors make sure students work with task supervisors. Task supervisors are qualified staff members available on-site to the students when field instructors are temporarily away from the office.

In addition, there may be learning opportunities for a student at a field site that are beyond the scope of the field instructor’s responsibilities and/or expertise. A task or project, related to the learning outcomes as set forth in the individualized partnership plan, may be assigned to the student by the field instructor. Supervision of this task/project may be provided by another person. This task instructor must provide written and/or oral feedback on student performance to the field instructor. Task supervision is in addition to the weekly supervision by the primary field instructor. The field instructor remains responsible for overall supervision and administration of the student’s field placement.

Exceptions to the standards noted for field instructors might include the following:

- An appropriate agency does not have an BSW supervisor available to students but can provide a task supervisor that does not have an BSW for day-to-day supervision;
- The BSW field instructor has less than two years’ experience.

In these cases, the learning needs of the students will be assessed along with the agency’s ability to provide quality supervision and training. When deemed appropriate by the Director of Field Education, an off-site BSW field instructor will be assigned to serve as the overall supervisor and to provide regular supervision to the BSW-UTC student.

Students will attend formal supervision with a BSW for a minimum of one hour per week. Students are responsible for scheduling supervision, having their field instructor sign necessary forms, and making up supervision sessions if missed. For more information regarding the process for making up missed supervision sessions, please refer to the Section V: Field-Specifics Policy: Attendance in Field Setting. Supervision should be face-to-face unless explicit permission has been granted by Director of Field Education.

In addition, students that are unable to conduct supervision sessions due to issues outside of their control (i.e. field instructor illness, closure of agency, or other unexpected circumstances not caused by the student), the student should supply documentation of that situation in the form of an email to the Director of Field Education. These occurrences will be handled on a case-by-case basis and at the discretion of the Director of Field Education.

SOCIAL WORK PROGRAM/AGENCY RESPONSIBILITIES

In addition to these specific roles, the social work program and the agency have special responsibilities toward each other.
The Social Work Program’s Responsibilities to the Agency:

1. Consulting on the assignment of students to the agency to ensure appropriate learning opportunities for students that also fit the agency’s service functions.
2. Providing the field instructor with information about the student, the curriculum, school policies, and assisting the field instructor through consultation and conferences.
3. Designating a member of the faculty to serve as liaison to the agency.
4. Planning periodic meetings of field instructors and faculty to integrate field education instruction with the total curriculum.
5. Informing field instructors of their privileges within the university community (e.g., library use).

The Agency’s Responsibilities to the Social Work Program:

1. Accepting students in field education without regard to race, color, gender, age, religion, ethnic or national origin, political, or sexual orientation.
2. Recognizing students as developing professionals who should not be assigned to inappropriate tasks.
3. Providing a qualified field instructor who has sufficient time and resources to develop student learning experiences, preparing and conducting individual student conferences, attending college-sponsored meetings, and preparing student evaluations.
4. Providing adequate facilities and equipment appropriate to the student’s needs.
5. Each agency that accepts a student for field placement will have an active Affiliation Agreement on file with the university.

SECTION IV. EVALUATING STUDENT PERFORMANCE

GENERAL INFORMATION

The ongoing evaluation of a student’s performance is an integral part of the field instructor’s responsibilities. During their weekly supervision, the field instructor can help the student (1) identify performance strengths and weaknesses, (2) evaluate progress towards achieving learning objectives, and (3) demonstrate professional responsibility. It is the student’s responsibility to provide the field instructor with a supervision agenda at the beginning of supervision session. The field instructor will add agenda items as needed during the conference.

The mid-term evaluation serves as a checkpoint for the student’s progression through the field placement and should summarize the student’s strengths, progress, and growth areas. The end of semester evaluation, at the end of the term, will be used to summarize the student’s performance in relationship to the Field Education Learning Agreement & Evaluation I & II as well as the student’s overall professional performance. Field Instructors will specifically evaluate this performance through the use of the Field Education End of Semester Evaluation Form. In addition to the End of Semester Evaluation form, the student’s Learning Agreements will be graded for completion, content, and overall competence by the Field Education Faculty at UTC. Both methods of evaluation will provide the student with a clear sense of the direction for future learning activities related to the social work profession in general. It is of utmost importance that as areas of growth
or correction in the student are identified, the field instructor and the student clearly discuss them immediately. Thus, the student will not be faced with unexpected negative feedback at the end of the final field education visit when there is no time to grow and improve in these areas.

Field Instructors are also integral in the student’s completion of the *Field Education Learning Agreement & Evaluation I & II*. Field Instructors will work collaboratively with students to develop their Learning Agreement, periodically review Learning Agreement to assure that learning goals are being met, and sign off on Learning Agreement at the end of each semester. No grade is assigned until the field education evaluations and signed Learning Agreements are received. Based on the field instructor’s recommendations, the Director of Field Education assigns a grade for the field education course and oversees any issues related to the administration of the field education experience.

**EVALUATION OF FIELD EDUCATION EXPERIENCES**

The BSW-UTC program uses the CSWE Competencies (EPAS 2015) for its field education outcomes. Using a curriculum design that begins with the outcomes, expressed as the expected competencies, programs develop the substantive content, pedagogical approach, and educational activities that provide learning opportunities for students to demonstrate the competencies (CSWE Educational Policy and Accreditation Standards, 2015).

The field education competencies can be delineated into a series of measurable learning behaviors and activities that will guide the student and field instructor in developing the *Field Education Learning Agreements I & II*. Students are expected to integrate the competencies into learning behaviors/activities for all of the field education outcomes. Expectations are developed around each competency and the activities used to achieve each, depending on what stage the student is in the field education and the professional experience that they may already have.

The intent of the education is to help students apply knowledge acquired in the classroom and develop fundamental skills through exposure to multiple social work roles and approaches to practice. At the end of the foundation year, and completion of the Learning Agreement I, students are prepared for entry-level generalist practice, and have started the process of professional development and have a base on which to build for advanced and specialized skills, knowledge, and practice. At the end of the advanced concentration year, and completion of the Learning Agreement II, students are prepared for advanced practice, with a concentration on working with individuals, families, groups, and communities as the age through the life span.

The Field Education Learning Agreement & Evaluations are designed to help the student and field instructor identify individual learning objectives and experiences or activities that will meet those objectives. It serves as a framework from which to select participatory activities that will benefit the student. The field instructor can use the Field Education Learning Agreement & Evaluation I & II to decide which of the agency’s educational opportunities (cases, projects, meetings, etc.) is most appropriate for the student’s current objectives and professional skills. The Field Education Learning Agreement & Evaluation I and II can be modified as objectives are achieved, new needs emerge, or additional education experiences become available.
The Field Education Learning Agreement & Evaluation I & II is developed by the student and the field instructor in consultation with the Director of Field Education, and makes explicit what the student’s learning focus will be. Thus, it is a major tool for evaluating the student’s progress toward meeting their learning objectives.

FIELD EDUCATION SITE VISITS

The Director of Field Education and the field liaisons will conduct several agency site visits during the course of the field education experience to assess the student’s learning and to provide guidance and direction for the field instructor. The schedule of site visits is as follows:

- First site visit will be conducted prior to mid-term
- A second site visit will be scheduled near the end of the first semester
- A third visit will be scheduled prior to the mid-term of the second semester
- A fourth and final site visit will be scheduled when the student is nearing completion of the field hours

Additional site visits or telephone conferences may also be scheduled at the student or field instructor’s request as needed to address concerns.

EVALUATION/GRADING OF THE FIELD EDUCATION EXPERIENCES

The foundation upon which students receive a field education grade will be the Field Education Learning Agreements I & II, the midterm evaluation, and the end of semester evaluation. The skill with which the student performs the contracted objectives and activities plays a major role in determining the student’s ultimate education grade. Field instructors are active participants in the evaluation of students’ field performance and make grade recommendations to the Director of Field Education who has final responsibility for assigning the field education grade. The field instructor’s recommended grade is based on the student’s performance of the identified objectives in the Field Education Learning Agreement & Evaluation I & II.

Unsatisfactory Performance: The field instructor plays a major role in identifying unsatisfactory performance early and should discuss any areas of concern with the student as soon as they are identified. If the student cannot demonstrate some growth in these areas within a reasonable period of time, the Director of Field Education should be notified. The Director of Field Education, field instructor, and student should meet to identify those elements of performance that are unsatisfactory and to develop a plan whereby the student can improve.

When a grade of less than 85% (NC) is assigned, the following assumptions are made:

- the student has been warned that their performance is unsatisfactory;
- the areas of professional skill, knowledge, or judgment which are lacking have been clearly defined;
- the student has had adequate opportunities to achieve;
- the student has been given help to improve their performance; and
- appropriate documentation of the above has been done.
Students who receive a final grade of NC in field education may not complete the BSW-UTC program until a satisfactory field education experience has been completed. **Students may repeat Field Education I and II once.**

### SECTION V: OTHER POLICIES

#### INCLEMENT WEATHER

In the event of inclement weather, students are to abide by the decision of the university, not the placement agency. In cases where the field agency is closed but the university is not, students are to abide by the protocols set forth in this handbook. *For more information regarding the process for making up missed supervision sessions due to issues beyond the students control, refer to the Section III: Field Roles and Responsibilities.* If a student is unable to get to an open agency during inclement weather, the absence is considered unplanned and must be made up by the student.

**All missed time must be made up in the field education agency: NO EXCEPTIONS.**

#### JURY DUTY

Students called to active jury duty will need to alert their field instructor and UTC Field Office of the dates they will be on jury duty. Students need to plan carefully for client care and coverage of other assignments during this absence. Time lost in field work will need to be made up.

**All missed time must be made up in the field education agency: NO EXCEPTIONS.**

#### MILITARY DUTY

Students called to active military duty should notify their field instructor and the UTC Field Office. Official University of Tennessee at Chattanooga policy and guidelines should also be followed to protect the student’s academic status. The UTC [Office of Military and Veteran's Affairs](#) can provide guidance, assistance, and support to students who are called to active duty.
SECTION VI: APPENDICES

PART 3: APPENDICES

I. APPENDIX A: CSWE Competencies and Behaviors

EPAS 2015 Competencies and Practice Behaviors

<table>
<thead>
<tr>
<th>Competency 1: Demonstrate Ethical and Professional Behavior</th>
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<tbody>
<tr>
<td>1.1 Make ethical decisions by applying standards, laws and regulations, and models for ethical decision-making</td>
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<tr>
<td>1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice</td>
</tr>
<tr>
<td>1.3 Demonstrate professional demeanor in behavior, appearance, and communication</td>
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<tr>
<td>1.4 Use technology ethically and appropriately to facilitate practice outcomes</td>
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<tr>
<td>1.5 Use supervision and consultation to guide professional judgement and behavior</td>
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<tr>
<th>Competency 2: Engage Diversity and Difference in Practice</th>
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<tr>
<td>1.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels</td>
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<tr>
<td>1.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences</td>
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<tr>
<td>1.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</td>
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<th>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</th>
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<tr>
<td>1.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels</td>
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<tr>
<td>1.2 Engage in practice that advances social, economic, and environmental justice</td>
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<tr>
<th>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</th>
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<tbody>
<tr>
<td>1.1 Use practice experience and theory to inform scientific inquiry and research</td>
</tr>
<tr>
<td>1.2 Apply critical thinking to engage analysis in quantitative and qualitative research methods and findings</td>
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<tr>
<td>1.3 Use and translate research evidence to inform and improve practice, policy, and service delivery</td>
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<th>Competency 5: Engage in Policy Practice</th>
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<tr>
<td>1.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services</td>
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<tr>
<td>1.2 Assess how social welfare and economic policies impact the delivery of and access to social services</td>
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<tr>
<td>1.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice</td>
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<th>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</th>
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<tr>
<td>1.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage clients and constituencies</td>
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<tr>
<td>1.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies</td>
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<th>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</th>
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<tr>
<td>1.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</td>
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<tr>
<td>1.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies</td>
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<tr>
<td>1.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</td>
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<tr>
<td>1.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies</td>
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<th>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</th>
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<tr>
<td>1.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</td>
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<tr>
<td>1.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</td>
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<tr>
<td>1.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes</td>
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<tr>
<td>1.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies</td>
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<tr>
<td>1.5 Facilitate effective transitions and endings that advance mutually agreed-on goals</td>
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### Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

1.1 Select and use appropriate methods for evaluation of outcomes
1.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of clients and constituencies
1.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes
1.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

### MSW-UTC Specialized Competency 1: Demonstrate Ethical and Professional Behavior

1.1 (SC) Apply understanding of the complex systems involved in clinical social work with individuals and families aging over the life course,
1.2 (SC) Articulate the need and rationale for collaboration to improve client outcomes in multiple practice settings,
1.3 (SC) Demonstrate leadership and advocacy for client systems of all sizes within interprofessional team.

### MSW-UTC Specialized Competency 2: Engage Diversity and Difference in Practice

1.1 (SC) Critically choose and implement appropriate frameworks to engage, assess, intervene, and evaluate practice with individuals and families as they age through the life course, with special attention to palliative care, end of life care, and quality of life.
1.2 (SC) Demonstrate understanding, sensitivity, and cultural humility regarding the unique, diverse cultural experiences and needs of individuals, families, and their communities as they age through the life course.
1.3 (SC) Advocate for services that facilitate healthy aging, aging in place, and positive outcomes for individuals and their families as they age through the life course.