



Field Manual

Social Work Program
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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 MSW-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 MSW-UTC program. (Updated Fall 2018)

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MSW-UTC FIELD MANUAL

I. GENERAL INFORMATION

INTRODUCTION

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).

The vision of the MSW-UTC program is to be recognized as an innovative partner in southeast Tennessee and northern Georgia that educates and trains students for the complex world of social work practice. The MSW-UTC field placement utilizes a competency-based learning model that provides learning opportunity through the use of “real life” experiences. Field education in the classroom, and in the community, will focus on providing students with a wealth of learning exposures that may include guest speakers, volunteer experiences, interviews, and field trips. Additionally, assessment is an integral part of the field learning experience and will include self-assessment, peer assessment, and instructor assessment at various points in the learning process.

Field Education also provides the foundation to integrate classroom theory and social work practice. Several integrative learning mechanisms in the field placement lead to the exploration and integration of practice and theory. These mechanisms include assignments with an emphasis on comprehending how theory guides practice, field instructors who model how theory guides practice, and classroom guidance to bridge the gap between theory and practice.

DIVERSITY

The MSW-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. In

addition, faculty are intentional about bringing diverse perspectives to the classroom and highlights issues of diversity in the community and/or at the field internship agency.

STRUCTURE OF FIELD EDUCATION IN THE MSW-UTC PROGRAM

The Social Work Program is dependent upon community agencies to carry out the field component of the learning process. Faculty in the field program work to identify agencies in the community that can support students learning and professional goals. Field faculty have worked to identify and secure agencies that provide learning experiences and services to individuals, families, and groups as they age through the life course. Students are supervised by a professional social worker (the field instructor) and by a faculty member (Director of Field Education and/or 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. Collaborative efforts between the department and the community agency ultimately helps students feel better prepared for social work practice.

Students who enter the MSW-UTC program complete two distinct field placements: an eight-credit, 400-hour generalist placement and an eight-credit, 500-hour specialized placement. Those who enter into the program as an advanced standing student will only need to complete a single, eight-credit, 500-hour specialized field placement. In accordance with the guidelines of CSWE, the MSW-UTC program does not grant social work course credit for life experience or previous work experience (see the MSW-UTC Student Handbook; p. 11)

The generalist placement exposes students to the knowledge, values, cognitive affective processes, and skills needed to engage in generalist social work practice. Students will complete the Learning Agreement I during the generalist year. The internship experience, at this level, focuses on competence related to advanced case management skills and the enhancement of critical thinking skills.

During the specialized placement, advanced specialized practice knowledge and skills are developed, and students acquire the ability to respond with greater autonomy to increasingly complex practice situations involving diverse client systems of various sizes, with a concentration of aging through the life span. The student will complete the Learning Agreement II during the specialized placement. In this placement, students will utilize skills learned in the generalist curriculum as they build the knowledge, skills, and tools needed to work in the clinical setting that is the focus of this placement. Classroom content is used to heightened the application of critical thinking skills and encourage higher level thinking. Students are encouraged, at this phase, to reflect back on how their generalist and/or undergraduate internship prepared them for this level and help them recognize how social work practice evolves as new skills are developed and old skills are refined. Because the mastery of clinical skills can be more rigorous, students are put into paired learning communities for intensive supervision and consultation with faculty.

Diversity, populations at risk of discrimination and oppression, and social and economic justice are stressed in both generalist and specialized placements. Each field placement also allows students to deepen their understanding of professional values and ethics. In field seminar classes, students are encouraged to share their experiences with diversity, in the field and with

their peers. Students engage in dialogue with their instructor and class peers about working with unique individuals and institutions. 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. This is accomplished through the utilization of weekly supervision and reflection journals and deliverables created as a component of the field internship.

Traditionally, field placements begin in the Fall semester, but flexibility to accommodate the schedules of learning adults may be offered on a student-by-student basis as those needs are identified. For the generalist year, students spend approximately 16 hours/week at their placement. For the specialized placement, students spend approximately 19 hours/week in their field placement. In the specialized placement, students will complete approximately 100 clinical face-to-face hours, and approximately 400 hours that are a combination of mezzo/macro/administrative social work practice skills.

In the generalist and specialized curriculum, 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.

II. PRACTICUM (FIELD) EDUCATION

BEGINNING FIELD

Once a student is accepted into the MSW-UTC program, and after students have participated in advising and registered for Field Education, it is the student's responsibility to complete and return the Field Education Application by the specified due date specified by the Director of Field Education in order to enroll in field for the following semester. Once applications are received, the Director of Field Education will review all Field Education Applications and contact each student to set up a one-on-one meeting. Students who do not complete the field application by the due date will not be permitted to enter into field and will be required to wait until the next available application period.

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

Students 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

The Social Work Program is part of the School of Professional Studies (SPS) in the College of Health, Education, and Professional Studies (CHEPS). 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. While the MSW-UTC program recognizes that some students have completed background checks at other institutions or agencies, this program requires that students submit a background check in accordance with the background check policy as outlined by the School of Professional Studies (SPS). Within the SPS, select degree program require field components (observations, practicums, internships, etc.) In order to comply with TCA 49-5-5610, a criminal history background check policy is implemented to secure the safety and well-being of students, faculty, and clients. The entire policy can be found in Appendix D (pp. 27 – 30). 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.

ENTERING FIELD

In addition to interviewing and returning all paperwork, including the background check, the student must complete all trainings and learning modules required by the MSW-UTC program. The student is also responsible for the completion of training and/or any processes required by the placement agency for new students. Failure to do so by required deadline will result in placement being postponed until the next field application period and student will be required to reapply.

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 MSW-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 social work remediation and action plan 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 generalist year, and a minimum of 18 hours per week to meet the 250-hour requirement in the specialized 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.

MEDICAL ISSUES DURING FIELD WORK

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 MSW-UTC program and UTC. After a leave of absence, the student must follow the policies and procedures for re-engaging in the MSW-UTC program as stated in the Academic and University Policies section on (p. 13).

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 MSW-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 an MSW 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 an MSW in another department of the agency, in the community, or in the Social Work Program itself. The task supervisor and the MSW 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 all 400 hours for their generalist placement in one agency. In addition, all 500 hours for the specialized placement will be completed in one agency. 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.*

TERMINATION FROM FIELD PLACEMENT/REMEDIATION PROCESS

The MSW-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 MSW-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:

- 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 MSW-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 MSW-UTC program coordinator.

Once the program coordinator has been notified, the Director of Field Education and 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 MSW-UTC program as a whole in cases of extreme professional unfitness that violate the NASW Code of Ethics. The MSW-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 MSW-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, program director, or Director of Field Education. Students are also encouraged to seek professional help, take voluntary leave, or adjust 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 behavior that is 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 MSW-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 may be recorded.
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 Graduate School as outlined in the UTC Graduate 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 MSW-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 MSW-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 social work remediation and action plan will be constructed.

III. FIELD ROLES AND RESPONSIBILITIES

STUDENT RESPONSIBILITIES

The MSW-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 an MSW 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 learning agreement, 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 MSW supervisor available to students but can provide a task supervisor that does not have an MSW for day-to-day supervision;
- The MSW 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 MSW field instructor will be assigned to serve as the overall supervisor and to provide regular supervision to the MSW-UTC student.

Students will attend formal supervision with a MSW 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 II: Practicum (Field) Education.* 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. Each agency that accepts a student for field placement will have an active Affiliation Agreement on file with the university.

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 MSW-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 clinical instructor 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 (NOTE: this schedule will be conducted twice for traditional two-year students, and once for advanced-standing students):

- The first site visit will be scheduled near the end of the generalist field placement
- A second visit will be scheduled prior to the end of the second semester 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*.

Throughout the year, students work with field instructors and faculty to identify learning opportunities in the community and field agency. Students are then tasked with the responsibility of engaging in those activities while in placement. The field instructor assumes responsibility in monitoring the students' progress towards competent social work practice while in the field and departmental faculty monitor student progress in the classroom as well as from feedback provided by the field agency. Mid-fall and mid-spring of each academic year, field agencies receive a midterm evaluation where they gauge student progress. The midterm evaluation focuses on the development of professional skills and beginning social work practice skills.

The final evaluation looks at the student's ability to show mastery with competencies while operating in a professional capacity. The final evaluation is sent to agencies at the conclusion of the term. Faculty will visit agencies at the end of each semester to dialogue with the student and field agency about the student's growth, strengths, and areas of continued development. This meeting sets the tone for the next semester as students are able to take feedback from that meeting into the next semester or internship.

Field assessments are created to measure learning through engagement, contribution, and the creation and presentation of high quality deliverables and practice skills. **Students must make a B or higher to successfully pass Field Education and Field Seminar in order to progress to the next field education course, i.e. a student must make a B or better in Field Education and Field Seminar I in order to progress to Field Education and Field Seminar II.** To ensure that students are demonstrating competence in their practice within the agency context and, in an effort to ensure alignment with grading throughout the entire MSW-UTC program, all field education courses will utilize the same grading policy as the MSW-UTC program (see the MSW-UTC Student Handbook; p. 12). Students who receive a final grade of less than a B in field education may not complete the MSW-UTC program until a satisfactory field education experience has been completed. **Students may repeat Field Education I and II once.**

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 student's 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.

PART III: APPENDICES

APPENDIX A: CSWE Competencies and Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior
1.1 Make ethical decisions by applying standards, laws and regulations, and models for ethical decision-making 1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice 1.3 Demonstrate professional demeanor in behavior, appearance, and communication 1.4 Use technology ethically and appropriately to facilitate practice outcomes 1.5 Use supervision and consultation to guide professional judgement and behavior
Competency 2: Engage Diversity and Difference in Practice
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 1.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences 1.3 Apply self-awareness and self-regulation to manage the influence of persona biases and values in working with diverse clients and constituencies
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
1.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels 1.2 Engage in practices that advance social, economic, and environmental justice
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
1.1 Use practice experience and theory to inform scientific inquiry and research 1.2 Apply critical thinking to engage analysis in quantitative and qualitative research methods and findings 1.3 Use and translate research evidence to inform and improve practice, policy, and service delivery
Competency 5: Engage in Policy Practice
1.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services 1.2 Assess how social welfare and economic policies impact the delivery of and access to social services 1.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
1.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage clients and constituencies 1.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
1.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies

- 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
- 1.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
- 1.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

- 1.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
- 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
- 1.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- 1.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
- 1.5 Facilitate effective transitions and endings that advance mutually agreed-on goals

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

APPENDIX B: Specialized Competencies and Behaviors

EPAS 2015 Competencies and Behaviors Enhanced for Specialized Practice for MSW-UTC

Competency 1: Demonstrate Ethical and Professional Behavior with Client Groups as they Age through the Life Course

Clinical social work practitioners understand the importance of demonstrating ethical and professional behavior through utilizing the strengths perspective. This perspective allows clinical social workers to recognize and respect the person-in-environment by utilizing models that facilitate ethical decision-making by applying the standards, laws, and regulations for ethical practice. Clinical social work practitioners working with individuals, families, and groups as they age through the life course recognize the importance of utilizing and participating in interprofessional collaborative practice to improve the outcomes for clients and their constituencies. Clinical social work practitioners:

- a. apply pertinent laws and standards, regulations, and models to enhance ethical decision-making.
- b. practice reflection and self-regulations by incorporating different viewpoints and value systems relevant to practice in order to professionally manage ethical dilemmas and conflicts.
- c. demonstrate professional demeanor in behavior, appearance, and communication.
- d. demonstrate the ethical use of technologies in order to enhance practice outcomes.
- e. distinguish between client situations and/or cases when supervision and/or consultation is necessary and when to practice independently in order to ensure ethical and competent practice.

Competency 2: Engage Diversity and Difference in Practice with Client Groups as they Age through the Life Course

Clinical social work practitioners seek out knowledge about the various forms of diversity and difference that influence and impact the professional relationship with clients and their presenting issues. Clinical social worker practitioners use and apply research knowledge of diversity and difference to enhance client well-being. Clinical social work practitioners:

- a. analyze research and practice information to evaluate the complexity of diverse cultures and value systems in order to understand the power dynamic between individuals and groups with privilege and those that are marginalized and oppressed.
- b. join in the therapeutic process as learners and recognize the clients and constituencies as the experts of their own experiences.

- c. practice consistent methods of self-regulation and self-correction in obtaining supervision/consultation, continued training/education, and ongoing personal assessment in order to manage and reduce personal biases and values when working with diverse clients and groups.

Competency 3: Advance Human Rights and Social, Economic and Environmental Justice with Client Groups as they Age through the Life Course

Clinical social work professionals utilize their own understanding of social, economic, and environmental justice to advocate for the human rights of individuals, families, and groups as they age through the life course. Clinical social workers:

- a. understand and accurately differentiate between threats to social, economic, and environmental justice, such as discrimination and oppression, in order to advocate for human rights at the individual and system levels.
- b. engage in ethical practice for advancing social, economic, and environmental justice utilizing multiple sources of knowledge and social work values in order to reduce personal bias in decision-making.

Competency 4: Engage in Practice-Informed Research and Research Informed Practice with Client Groups as they Age through the Life Course

Clinical social work practitioners recognize the importance of the process to engage in practice-informed research and research-informed practice to facilitate better outcomes for individuals, families, and groups as they age through the life course. Clinical social work practitioners:

- a. utilize practice knowledge and theory to direct scientific inquiry and research.
- b. apply critical-thinking to engage analysis in quantitative and qualitative research methods and findings.
- c. demonstrate how research implications can be utilized/implemented in micro and macro practice situations in order to improve practice, policy, and service delivery with individuals and families as they age through the life course.

Competency 5: Engage in Policy Practice with Client Groups as they Age through the Life Course

Clinical social work practitioners identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services in order to engage and work with clients and their constituencies as they age through the life course. Clinical social work practitioners:

- a. engage in ongoing assessment of how social welfare and economic policies impact the delivery of and access to social services.
- b. demonstrate the value and purpose of analyzing, formulating, and advocating for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities as they Age through the Life Course

Clinical social work practitioners recognize the importance of engaging with individuals, families, groups, organizations, and communities to facilitate the therapeutic relationship. Clinical social work practitioners:

- a. utilize human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with diverse clients and constituencies such as individuals and families as they age through the life course.
- b. participate in interprofessional collaborative relationships to facilitate the change process with diverse clients and their constituencies as they age through the life course.
- c. engage with clients within the person-in-environment and strengths perspective
- d. exercise empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities as they Age through the Life Course

Clinical social work practitioners recognize the importance of assessment in order to collect and interpret information from clients and their constituencies. Clinical social work practitioners are able to apply knowledge of human behavior in the environment, person-in-environment, and other multidisciplinary theoretical frameworks to analyze assessment data from clients and their constituencies. Clinical social work practitioners:

- a. utilize critical-thinking skills to analyze and interpret information from clients and their constituencies.
- b. identify and utilize key concepts in the agreed-on goals that facilitate a clear description of the specific objectives that represent the strengths, needs, and challenges within clients and their constituencies.
- c. select appropriate intervention strategies that integrate the assessment, research knowledge, and values and preferences of clients and constituencies in order to assist clients to better understand the connection between the implications of the intervention strategies and potential outcomes.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities as they Age through the Life Course

Clinical social work practitioners recognize the importance of a critically chosen intervention in order to facilitate change with individuals, families, and groups as they age through the life course. Clinical social work practitioners:

- a. prioritize and use evidenced-based interventions that are relevant and guide efforts to assist clients and their constituencies to achieve practice goals and enhance well-being.
- b. apply multiple theoretical frameworks such as human behavior in the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with individuals, families, and groups as they age through the life course.
- c. demonstrate the ability to participate and engage in interprofessional collaboration(s) in order to facilitate clients and constituencies in achieving beneficial practice outcomes.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities as they Age through the Life Course

Clinical social work practitioners recognize the importance of evaluation and the application of the human behavior in the social environment, person-in-environment, as well as multiple theoretical frameworks in the evaluation of clients and their constituencies. Clinical social work practitioners:

- a. demonstrate knowledge and ability to select the appropriate methods in order to evaluate outcomes.
- b. create and use complex questions to analyze, monitor, and evaluate interventions, program processes and outcomes to enhance the well-being of clients and their families as they progress through the life course.
- c. apply and utilize evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Competency 10 (Specialized Competency): Demonstrate Client-Centered Practice with Client Groups as they Age through the Life Course

Clinical social work practitioners develop and assess client-centered practice with individuals and their families over the life course by utilizing an interprofessional collaborative approach. Clinical social work practitioners:

- a. apply understanding of the complex systems involved in clinical social work practice with individuals, families, and groups as they age over the life course.
- b. articulate the need and rationale for collaboration to improve client outcomes in multiple practice settings.
- c. demonstrate leadership and advocacy for client systems of all sizes within the interprofessional collaborative team.

Competency 11 (Specialized Competency): Demonstrate Effective Practice with as Client Groups as they Age through the Life Course

Clinical social work practitioners demonstrate the ability to effectively practice with individuals and their families as they age through the life course. Clinical social work practitioners:

- a. choose and implement appropriate frameworks to engage, assess, intervene, and evaluate practice with individuals and families as they age through the life course, paying special attention to palliative care, end of life care, and quality of life.
- b. demonstrate 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.
- c. 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.

APPENDIX C: MSW-UTC CURRICULUM GRID

Generalist Curriculum

30 hours

SOCW 5113	Theory and Practice I	3 hours
SOCW 5111	Theory and Practice I Lab	1 hour
SOCW 5213	Social Policy	3 hours
SOCW 5313	Social Work Research I	3 hours
SOCW 5414	Foundation Field Education I	4 hours
SOCW 5411	Field Seminar I	1 hour
SOCW 5123	Theory and Practice II	3 hours
SOCW 5121	Theory and Practice II Lab	1 hour
SOCW 5323	Social Work Research II	3 hours
SOCW 5223	Theories of Aging and Development	3 hours
SOCW 5424	Foundation Field Education II	4 hours
SOCW 5421	Field Seminar II	1 hour

Summer Semester-For Students Admitted to Advanced Standing

6 hours

SOCW 5013	Advanced Standing Seminar I	3 hours
SOCW 5023	Advanced Standing Seminar II	3 hours

Specialized Curriculum

30 hours

SOCW 5133	Advanced Practice with Aging Families I	3 hours
SOCW 5234	MH & SA Services across the Life Span	4 hours
SOCW 5333	Program Evaluation I	3 hours
SOCW 5434	Advanced Field Education I	4 hours
SOCW 5431	Advanced Field Seminar I	1 hour
SOCW 5143	Advanced Practice with Aging Families II	3 hours
SOCW 5244	Leadership and Administration in Social Work	4 hours
SOCW 5343	Program Evaluation II	3 hours
SOCW 5444	Advanced Field Education II	4 hours
SOCW 5441	Advanced Field Seminar II	1 hour

APPENDIX D: UTC-MSW COURSES DESCRIPTIONS

Generalist Courses

SOCW 5113 Theory and Practice I (3 credit hours)

Defines and describes direct social work practice; knowledge, values, and skills necessary to provide a wide scope of developmental, preventative, and therapeutic services to individuals and families as clients. Prerequisite: Admission into the MSW program or department head approval. Corequisite: SOCW 5113 or department head approval.

SOCW 5111 Theory and Practice I Lab (1 credit hour)

Practice lab designed to assist students in applying direct practice skills with individuals and families as clients. Emphasis placed on professional self-development of the core social work competences. Prerequisite: Admission in the MSW program or department head approval. Corequisite: SOCW 5113 or department head approval. Graded Satisfactory/No Credit.

SOCW 5213 Social Policy (3 credit hours)

The course explores the history and development of social welfare institutions and the social work profession. Content focuses on examining the relationships between social problems, social policies, and social work practice from historical and contemporary perspectives. Prerequisite: Admission into the MSW program or department head approval.

SOCW 5313 Social Work Research I (3 credit hours)

Research methodology as it relates to the professional practice of social work. Students will explore using qualitative methods as a means of addressing social problems and ensuring the use of evidence-based practice methods with clients. The course also equips students to become critical consumers and initiators of qualitative research. Prerequisite: Admission into the MSW program or department head approval.

SOCW 5414 Foundation Field Education I (4 credit hours)

The course provides students opportunities to apply theories and concepts of professional social work practice within a field agency during a 200-hour field internship experience. Emphasis placed on assisting students to use knowledge and skills for practice with individuals and families. Prerequisite: Admission in the MSW program or department head approval. Corequisites: SOCW 5111, SOCW 5113, SOCW 5213, SOCW 5313, and SOCW 5411 or department head approval.

SOCW 5411 Field Seminar I (1 credit hour)

This course assists students to integrate theory and classroom learning in their field internships. Students use the seminar to provide mutual support, discuss and complete assignments needed in field, explore on-going practice concerns. Prerequisite: Admission into the MSW program or department head approval. Corequisite: SOCW 5114 or department head approval.

SOCW 5123 Theory and Practice II (3 credit hours)

Defines and describes social work practice; knowledge, values, and skills necessary for work with groups, communities, and organizations as clients. Prerequisites: SOCW 5111, SOCW 5113, or department head approval. Corequisite: SOCW 5121 or department head approval.

SOCW 5121 Theory and Practice II Lab (1 credit hour)

Practice Lab designed to assist students in applying practice skills with groups, communities, and organizations as clients. Emphasis placed on learning and demonstrating core social work competences and practice behaviors for indirect practice. Prerequisites: SOCW 5111, SOCW 5113, or department head approval. Corequisite: SOCW 5123 or department head approval. Graded Satisfactory/No Credit.

SOCW 5223 Theories of Aging and Development (3 credit hours)

Exploration of theoretical paradigms used to understand the aging process. Emphasis placed on using theory to understand development throughout the life course to inform social work practice with older adults. Prerequisites: Admission into the MSW Program or department head approval.

SOCW 5323 Social Work Research II (3 credit hours)

This course assists students in becoming research-informed practitioners, a core competence of social work practice. Students will explore using quantitative methods as a means of addressing social problems ensuring the use of evidence-based practice methods with clients. The course also equips students to become critical consumers of quantitative research. Prerequisite: SOCW 5313 or department head approval.

SOCW 5421 Field Seminar II (1 credit hour)

This course assists students to integrate theory and classroom learning in their field internships. Students use the seminar to provide mutual support, discuss and complete assignments needed in field, explore on-going practice concerns. Emphasis placed on helping students complete their generalist field evaluation and field report. Prerequisites: SOCW 5111, SOCW 5113, SOCW 5213, SOCW 5313, SOCW 5411, SOCW 5414, or department head approval. Corequisites: SOCW 5424 or department head approval.

SOCW 5424 Foundation Field Education II (4 credit hours)

The course provides students with a second opportunity to apply theories and concepts of professional social work practice within a field agency during a 200 hour field internship experience. Emphasis placed on helping students use knowledge and skills for practice with groups, communities, and organizations. Prerequisites: SOCW 5411 and SOCW 5414, or department head approval. Corequisites: SOCW 5421 or department head approval. Graded Satisfactory/No Credit.

Specialized Courses

SOCW 5133 Advanced Practice with Aging Families I (3 credit hours)

The course provides focused content on knowledge, values, and skills for working effectively with older adults and their families. Content includes examination of physiological, psychological, and social dimensions in practice, and different approaches of intervention.

SOCW 5143 Advanced Practice with Aging Families II (3 credit hours)

This course provides focused content on knowledge, values, and skills of group work with older adults as well as indirect practice methods used with communities and organizations that serve older adults and their families. Prerequisites: SOCW 5133 or department head approval.

SOCW 5234 Mental Health & Substance Abuse Services across the Life Span (4 credit hours)

Advanced practice course surveying the mental health and substance abuse services available and needed for aging clients across the life span. Emphasis placed on assessing and intervening effectively with clients at different stages in the aging process.

SOCW 5244 Leadership and Administration in Social Work (4 credit hours)

An advanced social work practice course focused on leadership and administration, theory and practice strategies, and the influence of culture and diversity on managerial practices. Emphasis placed on the development and use of self as leader serving older adults and their families.

SOCW 5333 Program Evaluation I (3 credit hours)

This is a focused research course emphasizing the methods used for ongoing evaluation of direct practice services to older adults and the selection of interventions with the best available evidence to guide practice with older adults.

SOCW 5343 Program Evaluation II (3 credit hours)¹,

This is a focused research course emphasizing the methods used for evaluation of communities and organizations serving older adults and their families. Prerequisites: SOCW 5333 or department head approval.

SOCW 5431 Advanced Field Seminar I (1 credit hour)

This course assists students to integrate theory and classroom learning in their advanced field internships. Students use the seminar to provide mutual support, discuss and complete assignments needed in field, explore on-going practice concerns when serving older adults and their families. Prerequisites: SOCW 5121, SOCW 5123, SOCW 5223, SOCW 5323, SOCW 5421, SOCW 5424 or department head approval. Corequisite: SOCW 5434 or department head approval.

SOCW 5434 Advanced Field Education I (4 credit hours)

This course provides students a focused opportunity to apply theories and concepts of professional social work practice within a field agency that serves older adults. Emphasis placed on the use of direct practice knowledge and skills with older adults and their families. Prerequisites: SOCW 5121, SPCW 5123, SOCW 5223, SOCW 5323, SOCW 5421, and SOCW

5424 or department head approval. Corequisites: SOCW 5133; SOCW 5234; SOCW 5333; SOCW 5431; or department head approval.

SOCW 5441 Advanced Field Seminar II (1 credit hour)

This course assists students to integrate theory and classroom learning in their advanced field internships. Students use the seminar to provide mutual support, discuss and complete assignments needed in field, explore on-going practice concerns when serving older adults and their families. Emphasis placed on helping students complete their Advanced-year field evaluation and field report. Prerequisites: SOCW 5133, SOCW 5234, SOCW 5333, SOCW 5431, SOCW 5434, or department head approval. Corequisites: SOCW 5143, SOCW 5244, SOCW 5343, and SOCW 5444 or department head approval.

SOCW 5444 Advanced Field Education II (4 credit hours)

The course provides students a focused opportunity to apply theories and concepts of professional social work practice within a field agency that serves older adults. Emphasis placed on the use of indirect practice knowledge and skills with communities and organizations that serve older adults and their families. Prerequisites: SOCW 5133, SOCW 5234, SOCW 5333, SOCW 5431, SOCW 5434, or department head approval. Corequisites: SOCW 5143, SOCW 5244, SOCW 5343, and SOCW 5441 or department head approval.

Advanced Standing Seminars

SOCW 5013 Advanced Standing Seminar I (3 credit hours)

This course prepares students with a BSW degree for entrance into the Advanced Standing Program. Introduces students to the mission of the program, the emphasis on preparing advanced practitioners to provide services to older adults, and provides an overview of theoretical knowledge, values, and skills needed for competent practice with individuals, families, groups, communities, and organizations. Prerequisite: Admission into the MSW Advanced Standing program or department head approval.

SOCW 5023 Advanced Standing Seminar II (3 credit hours)

This course prepares students with a BSW degree for research-informed practice and social policy assessment and advocacy for competent social work practice with older adults. Prerequisite: Admission into the MSW Advanced Standing program or department head approval.