



**The Undergraduate
Social Work Program
Field Practicum
Handbook
Fall 2022/Spring 2023**

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COVID 19 and FIELD

First, and foremost, your health and well-being is priority. Wear a mask and social distance when possible.

Follow your agency's guidelines/protocol for interns during this health crisis.

Do not take unnecessary risks

Field practicum is 400 hours minimum. Remote activities will be approved to aid students in achieving their field hours as circumstances warrant.

What if I have been exposed or have symptoms?

You may not report to your field agency until you are sure you do not have COVID-19.

You need to get tested and inform APSU Health Services by filling out the COVID-19 reporting form. You should also quarantine for 14 days or until you are symptom-free with a negative test result. Once you are symptom-free, you will need to fill out the COVID-19 reporting form to update your status. Why? This will provide important information to key staff and administration to help them manage the spread of COVID-19.

You need to reach out to your field liaison and field supervisor immediately. You must notify the field coordinator within 24 hours.

We know this is a challenging time for everyone, and we will help you through this by providing remote activities to complete while you are recovering.

Purpose of this Handbook:

The purpose of this manual is to familiarize students and field instructors with the expectations of the Field Practicum. This section of the social work curriculum is the final step in preparing undergraduate level students for entry into the profession. This section is composed of four (4) classes: SW 4400 (Seminar for Field Instruction); SW 4410 (Field Instruction); SW 4411 (Field Instruction Concurrent Seminar) and SW 4720 (Senior Seminar). Each student must pass each course in order to graduate from the program.

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1. Introduction

The Social Work Program was created in 1976 in order to bring professional social work to the northern middle Tennessee region. In the past 30 years, the program has succeeded in providing entry-level social work practitioners not only for the region, but also for the state, nation, and agencies abroad. The program offers students the Bachelor of Social Work (B.S.W.) degree. The Social Work Program is fully accredited by the Council on Social Work Education, receiving candidacy status in 1986, initial accreditation in 1989, and reaccreditation in 1993, 2003, and 2010. The program has grown to become a vital part of the university and to reflect the university's mission.

Austin Peay is Tennessee's designated comprehensive liberal arts institution. In ways similar to those of a private institution, Austin Peay nurtures learning and personal growth through small classes, close student/faculty interaction, and personal attention by the support staff. The university respects the voice and value of every member of its learning community. A strong liberal arts core is an essential component in the development of social work students as well as for other students in the university. Students, faculty, and staff from throughout the world enrich the liberal arts experience. This rich variety of thought and life experience fosters a deeper understanding of our own and other cultures. The liberal arts core provides for all students a broad, multicultural foundation in literature, the arts, history, mathematics, and the natural and behavioral sciences. Curricula promote critical thinking, communication and information skills, leadership, and a commitment to lifelong learning.

2. Mission of the Program

The undergraduate social work program at Austin Peay State University reflects the faculty's concern to fill a need for compassionate, ethical, knowledgeable and skilled generalist social workers who are committed to practice in the aid of vulnerable and oppressed groups and advance human rights. The program seeks to provide an educational experience that opens students' minds

and hearts to social work's historical commitment to social betterment, peace and justice.

Through holding high the vision and purposes of social work, the program aims to inspire students to be proactive as generalist social workers in building a more just and equitable future in which access to life sustaining resources and opportunity structures is not thwarted by one's race, gender, ethnicity, sexual orientation, socioeconomic class, age, culture, religion or disability.

The program focuses on educating generalist practitioners who build on the strengths and resources of people and their environments, engage in advocacy, and use empowerment as a guiding principle toward achieving personal, interpersonal, social and economic justice. With and through its graduates, the program strives to contribute to the uplifting and well-being of people in our respective communities as well as the profession itself. Graduates, who honor diversity, uphold the highest ethical standards and practice the creative art of blending social work knowledge, values, and skills in the helping process are the program's greatest hope for the future. The program's mission embraces not only the art, heart and conscience of social work but also the central importance of research-guided knowledge and problem-solving in nurturing the science of social work. Educating graduates who value research and use a reasoned approach for assessing, intervening, and evaluating practice outcomes related to planned change forms a significant aspect of the program's mission. In this manner, the program seeks to increase the work force of generalist social workers engaging in accountable, empirically-based practice, knowledge building and sharing of their own practice wisdom. The program's mission also recognizes the increasing impact of information technology on how social workers work, and the implications for lifelong learning.

The program seeks to strengthen social workers' use of information technology by graduating students who have a good foundation of information literacy competencies upon which to build and lead as "next generation" twenty-first century practitioners. Rapidly advancing technology and the knowledge explosion have tremendous significance for lifelong learning; both sharply influence not only what is to be learned but also how. Influencing a commitment to lifelong learning is integral to the program's mission of "passing the torch" effectively and enriching the future of social work in our region. In summary, the program's mission

is to advance the presence of professional social work and strengthen social work practice in the region and respective communities where graduates choose to work. It is a mission of educating students to build on the strengths and resources of people and their environments, engage in advocacy and use empowerment as a guiding principle toward achieving personal, interpersonal, social and economic justice. The mission is linked to a broader purpose of promoting human well-being and social betterment.

3. Description of Field Instruction

A. Purpose of Field Instruction

1. The purpose of field instruction is to provide opportunities for students to apply and test social work knowledge, values, and skills in relation to identified client needs, agency purpose, and social sanction. As students learn from the professional demands of agency life, the knowledge, attitudes, and skills acquired from all areas of the curriculum are translated into accountable performance and professional competence.
2. Field instruction also provides opportunity for students to gain knowledge and understanding in all areas of the curriculum through agency based practice, e.g., to experience differences and agreements between theoretical perspectives and the realities of daily practice and to integrate theory and practice.

B. Field Instruction courses are designed to enable students to learn:

1. the full range of the practice of social work with individuals, families, groups, communities, and organizations;
2. to evaluate relevant policies and procedures that governs service delivery in the agency and to develop proposals for appropriate policy and procedural changes;

3. to incorporate social work values, knowledge, and practice principles in all professional interventions;
4. self-awareness and self-discipline in their professional performance with clients, within the social work profession, and in society;
5. to use scientifically grounded procedures and knowledge in evaluation of their professional work;
6. to recognize the contributions to society of human diversity and the implications of this diversity for social work practice;
7. to identify and propose strategies to counteract institutional and personal prejudice and discrimination based on race, ethnicity, gender, sexual orientation, age and disability;
8. to accept responsibility for continued learning and for contributing to the development of the social work profession.

C. The Process of Field Education:

First, in the semester prior to entry into the Field Practicum the student takes the SW 4400 course in which they select a minimum of two (2) potential agencies in which they would like to work. The student must then interview with the agencies; the agencies in turn interview several potential applicants and then makes their selection of practicum students.

Second, while the student is making their selections they also complete several assignments in the SW 4400 course (online web based course) and they meet at least one time with the instructor for this course.

Third, the student turns in the Field Application packet to the Field Instructor at the completion of the semester.

During the Field Practicum semester, the student takes three (3) courses totaling eighteen (18) semester hours: SW 4410 (12 hours), SW 4411 (3 hours), and SW 4720 (3 hours). They are also completing approximately 32 hours a week at the practicum agency. Each week they are expected to maintain journals, meet with the field supervisor, and complete assignments related to the three courses. If the

student fails any of the three courses they will not pass the field practicum semester and will not graduate.

4. Objectives of the Field Instruction

The Field Practicum focuses on the student and his or her growth and development as a competent social work generalist practitioner. The field practicum is structured around the view presented by Sheafor and Jenkins (1982) of field instruction as an experiential form of teaching and learning in which the social work student is helped to:

1. Consciously bring selected knowledge to practice situations;
2. Develop competence in performing practice skills;
3. Learn to practice within the framework of social work values and ethics;
4. Develop a professional commitment to social work practice;
5. Evolve a practice style consistent with personal strengths and capacities;
6. Develop the ability to work effectively within a social agency. (Sheafor & Jenkins, 1982)

The overriding objective of the field practicum component is to produce a professional, reflective, self-evaluating, knowledgeable and developing generalist practitioner. Such a practitioner will be able (1) to draw consciously on social work knowledge, values, and skills as well as life experiences to understand human situations; (2) to examine client strengths; (3) to determine problems in transactions among individuals and between people and their environment; and (4) to intervene in a helpful, competent manner. Through the practicum experiences the student is enabled to make the transition from “knowing” to “understanding” to “doing” in the context of service situations concerned with helping people prevent or resolve problems of social functioning at the interface of person and

environment. The generalist framework guides the selection and evaluation of teaching-learning activities; informs the phases of teaching-learning as classroom is bridged with field. This framework encompasses: Engagement and Relationship-building with Client Systems; Exploration and Data Collection; Differential Assessment and Planning; Intervention; Monitoring and Evaluating Intervention Activities; and Termination with Client Systems. The following are specific:

5. Competencies and Objectives of the Field Practicum

The primary objective of the field practicum is to prepare students for generalist professional practice. The intent of field education is to integrate the theoretical and conceptual content from the classroom with the reality of the practice setting. Problem solving, assessment and intervention, resource development, and networking are required components of the field experience. A creative blending of knowledge, values and skills and a working knowledge and understanding of the ecological, strengths, and empowerment perspectives will be necessary to the worker's ability to affect change.

The field practicum provides an opportunity to develop the competencies needed in a "safe" learning environment. Competency based education is an outcome-oriented approach to the curriculum. The goal is to ensure students are able to demonstrate the integration and application of the competencies in practice. The following CSWE 2015 EPAS competencies, which are also the department educational objectives, identify the areas of skill for the baccalaureate professional social worker:

The program's goal is to graduate students who have demonstrated **competency** in the following areas:

CSWE 2015 EPAS Social Work Competencies

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.

6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

Additionally, the student will develop practice behavior related skill in the following areas:

1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
4. Use technology ethically and appropriately to facilitate practice outcomes.
5. Use supervision and consultation to guide professional judgment and behavior.
6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences at the micro, mezzo, and macro levels.
7. Present themselves as learners and engage clients and constituencies as experts of their own experiences.
8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
10. Engage in practices that advance social, economic, and environmental justice.
11. Use practice experience and theory to inform scientific inquiry and research.
12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
13. Use and translate research evidence to inform and improve practice, policy, and service delivery.
14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
15. Assess how social welfare and economic policies impact the delivery of and access to social services.
16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.

20. 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.
21. Develop mutually agreed upon intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
27. Facilitate effective transitions and endings that advance mutually agreed-upon goals.
28. Select and use appropriate methods for evaluation of outcomes.
29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Students will demonstrate practice behaviors as documented in the learning contract and field activities that will reflect:

- 1) Commitment to helping clients in whatever means may be necessary and appropriate to student's skill level and to the values and ethics of social work;
- 2) Internalization of the values of social work particularly in accepting and respecting diversity, respecting clients' rights to confidentiality and self-determination, as well as their uniqueness, dignity and worth;
- 3) Concern toward issues that women, racial and ethnic groups, gays and lesbians face as a result of institutionalized policies, stereotypes, prejudices, and cultural exclusion;
- 4) Acceptance of responsibility for self, recognizing one's own feelings, attitudes, and issues in working with clients whose life styles, backgrounds, and values, may differ from one's own;
- 5) Acceptance of responsibility for acquiring and continuing to maintain and develop the knowledge necessary for carrying out direct practice activities with individuals, families, groups, organizations, and communities;
- 6) Commitment to working for changes as necessary at the societal systems level as well as the individual (systems) level;
- 7) Commitment to ethical standards of practice and accountability;
- 8) Concern toward utilization of research evaluation in assessing one's own practice.

6. Description of the Courses with Sample Syllabi

The Field Practicum is an integral part of the social work curriculum concerned with providing an educationally directed, coordinated and monitored field practice experience for all eligible students. It forms a crucial piece of the curriculum where major skill building and practical application of theory from all foundation areas occurs as students engage in supervised direct service activities.

The Field Practicum component consists of four (4) courses: SW 4400 Seminar for the Field is the preparation course to the field practicum, taken the semester prior to field; SW 4410 Field Instruction designates the field teaching-learning component within an approved practicum setting supervised by a field instructor for which students are granted 12 semester hours credit. This course is taken on a pass/fail basis; SW4411 Field Instruction Concurrent Seminar designates the course taken on campus one day a week (Friday) throughout the field semester; and SW 4720 Senior Seminar is the capstone course in which students reflect on how they are integrating their classroom learning with their field experience.

SW 4400 is a one-hour web-based course that acts as a preparation for the field placement. In this course the students will complete a field application packet and interview with potential field placement agencies in order to aid the field director in matching the student to an appropriate placement.

SW 4410, or the field practicum, is a 12-hour credit course that provides educationally- supervised practice activities with individuals, families, groups, organizations, and communities in an approved social service agency for thirty-two hours per week over the course of the semester. This course is taken on a pass-fail basis.

SW 4411, the field instruction concurrent seminar, focuses on integrative learning and skill development as well as guiding students through the practicum. Students earn 3 semester hours for this course, which is taken for a letter grade. This course is interdependent with SW 4410 in that students must receive satisfactory performance evaluations at mid-semester and end of semester for

their practicum experience in order to be awarded a grade for the concurrent seminar.

SW 4720, Senior Seminar is an online course that allows students the opportunity to reflect upon and integrate key concepts learned throughout the curriculum. The course is designed to be the "capstone" or final synthesis and integration course for the social work major. Self-directed, independent learning is a cornerstone of the course.

The Field Practicum follows a block placement during the last semester of a student's senior year and requires a total of 400 minimum clock hours in an approved practicum setting in addition to 3 hours per week in the concurrent seminar (SW 4410). This does not include observational or volunteer activities incorporated in social work practice courses. Likewise, credit for life experience and previous work experience is not given, in whole or in part, in lieu of field practicum. Typically, at the undergraduate level, students are not allowed to complete a work-based practicum however, exceptions may be made on a case by case basis. If the student is also employed in the agency where field practicum takes place, a clear differentiation between the student's work and student learning assignments must be stipulated in writing; additionally, the student must have available release time for course and field instruction also agreed upon in writing by student's employer and field instructor. The employing agency must demonstrate compliance with standards used for setting practicum settings and provide field instruction that is educationally focused rather than centered on agency services.

Criteria for Eligibility to Enter Field Practicum

To be eligible for the practicum, a student must have been formally accepted as a social work major and must have completed all foundation and practice courses except SW 4720 Senior Seminar. In practice courses, students must have received a "C" or above. No other courses are taken during the practicum experience except under extenuating circumstances when permission may be granted by the field coordinator. Eligibility for the practicum does not automatically guarantee acceptance into the Field Practicum. The student must go through the

orientation to the field process before approval is granted. This process involves evaluating the student's suitability and readiness for the practicum experience and focuses on assisting each student in determining interest, preference and capacities for the field practicum.

Evaluation of Practicum

Each student, prior to entering Field Practicum, must complete the SW 4400 course, during which they complete a student Self Evaluation. This gives the instructor a starting point in which to measure progress of the student while in practicum. During practicum, each student is monitored through a variety of measures, a mid-term evaluation, a final evaluation, achievement of practice behaviors measuring competencies listed in the learning contract, a self-evaluation and a student evaluation of the practicum experience. In addition, each student meets weekly in class with the Field Coordinator, and maintains weekly contact with the assigned liaison via email, journals, and/or weekly telephone contact.

Orientation to the Field Practicum

SW 4400 Seminar for Field Instructions (1 hour)

Prerequisites: SW 2110, SW 3420, SW 3450, SW 3630, SW 3770, SW 4430, SW 4400, plus three (3 hour) social work electives and must earn a minimum grade of C in SW 3400, SW 3620 and SW 3630.

Overview of approved social service agencies, preparation for interviews in selected sites and facilities, the development of a student placement portfolio which includes application to the field practicum, resume, confirmation of placement, agency profile and evidence of insurance coverage as required by CSWE. Student must meet individually with the field coordinator at least once during the semester. Course taken on pass-fail basis.

SAMPLE SYLLABI (student must obtain current one from instructor)

Description of SW 4400: Seminar for Field

Prerequisites: SW 2110, 3420, 3450, 3770, 4020, 4400, 4430, and must earn a minimum grade of "C" in SW 3400, 3620, and 3630. (may be concurrently enrolled). Preparation for field. Student prepares a resume and interviews with agencies to secure a field practicum site. Taken on a pass-fail basis. 1.0 Credit hours

**Department of Social Work
Austin Peay State
University Clarksville, TN
37044**

COURSE SYLLABUS

Instructor:

Day and Time: TBD

Office Hours:

Office Location:

Email:

Phone:

ATTENTION STUDENTS: This is a web-based course, but class will meet once on campus as a group and you must meet individually with the instructor at least twice during the semester. On campus meeting dates will be determined after class begins.

Course Description:

The practicum in social work is clearly focused on teaching others how to help themselves with “real life problems” – the mission of Social Work. The practicum also takes a “larger than life” significance in the professional development of students. For this reason, the orientation to the field practicum has

been developed in order to prepare students for placement. The overall goal of this class is to help the student with decision –making regarding the area of focus and choice of the selection of an agency based on the student interest, skills and need. The placement is the foundation for long range career goals and should be chosen prudently.

Course Competencies:

By the end of this course students will be **required** to have completed all the necessary coursework and the completion of the field packet, which includes:

- (1) an application to the field practicum, (2) a current resume, (3) evidence of insurance coverage (as required by CSWE), (4) a profile and fact sheet of the agency selected and (5) confirmation of secured placement.
- (2) Students must complete the required field packet and attend all scheduled classes in order to pass the class.
- (3) Students will also meet two times individually with the field coordinator during this semester. The first meeting is required prior to interviews for placement. The second meeting will be scheduled after an agency has been finalized.

Failure to complete this process for field placement results in your inability to enroll in Field Practicum class.

- (4) Students will be required to interview with at least two agencies in which they are interested in completing their field work. Students should be looking at this as a job interview, and remember that when they go into the community they represent the university and the social work department. Students are required to be in appropriate business attire when interviewing. Business suit for men, proper dress attire for women, look your best, dress for success.
- (5) You should examine what materials you will need for the field. For example, if you will be required to travel or do home visits, you may require a

navigation system to aid you. Do you have proper note taking material for your agency, do they require it to be hand written or on a computer? If they do not furnish you with these items, you will be required to purchase them.

This is a pass/fail class.

Seminar Objectives and Practice Behaviors:

The purpose of this seminar is to create a safe environment that fosters group collaboration/ discussion and provides students with an opportunity to use critical thinking skills, self-reflection and oral and written communication skills. Using this framework, the practice behaviors and learning objectives are:

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

Academic and Classroom Misconduct:

Students are expected to conduct themselves appropriately at all times. Academic and classroom misconduct will not be tolerated. Students must read the “Code of Conduct” in the new Student Handbook for an understanding of university guidelines on conduct.

Disability Policy:

Any student who has a disability that may affect his/her academic performance is encouraged to make an appointment with me to discuss this

matter, or you may contact Disability Services at 931 221 6230, TTY 931 221 6278, fax 931 221 7012 for further assistance.

Policy on Minors:

Any non-student minor under the age of 18 accompanying staff, students or visitors on campus are not permitted in the classroom.

Description of SW 4410 Field Instruction and Sample Syllabus

Prerequisites: SW 2110, 3420, 3450, 3770, 4020, 4400, 4430, and must earn a minimum grade of "C" in SW 3400, 3620, and 3630. Educationally-supervised practice activities with individuals, families, groups, organizations, and communities in an approved social service agency for thirty- two hours per week over the course of the semester. Taken on a pass-fail basis. 12.000 Credit hours

Department of Social Work

Austin Peay State University Clarksville, TN 37044

Instructor:

Phone:

E- mail:

Office hours: By appointment

Course Description

This course is designed to provide an experiential learning setting for students preparing to enter the workforce as competent, entry-level social work practitioners. Field instruction enables students the opportunity to make the transition from “knowing” to “understanding” to “doing” in the context of service situations, putting into practice the theories, methods and skills emphasized in the social work curriculum. While working under the supervision of a seasoned social work

practitioner, students have the opportunity to draw on their knowledge, values and skills, and life experiences to understand problem situations and intervene to bring about change. Throughout the social work curriculum, the importance of the generalist practice is reinforced giving particular attention to incorporating the ecological perspective into assessment and interventions. Within the practicum setting, students will begin to approach social work practice from this perspective, evaluating the human problems existing at the point where the person meets their environment. The practicum also provides a safe setting which enables the student to sharpen those skills associated with effective generalist practice which include (1) self-exploration and self-awareness; (2) engagement and relationship building with client systems; (3) exploration and data collection; (4) differential assessment and planning; (5) intervention; (6) monitoring and evaluating interventions and; (7) termination with clients.

Competencies/Professional Behaviors/Objectives

The field practicum provides the opportunity to develop those competencies required for effective social work practice. The following competencies, which are also the department educational objectives, identify the areas of expertise required by the baccalaureate professional social worker:

Competency 1. Demonstrate ethical and professional behavior.

Competency 2. Engage diversity and difference in practice.

Competency 3. Advance human rights and social, economic, and environmental justice.

Competency 4. Engage in practice-informed research and research-informed practice.

Competency 5. Engage in policy practice.

Competency 6. Engage with individuals, families, groups, organizations, and communities.

Competency 7. Assess individuals, families, groups, organizations, and communities.

Competency 8. Intervene with individuals, families, groups, organizations, and communities.

Competency 9. Evaluate practice with individuals, families, groups, organizations, and communities

Learning Activities

Learning Contract*:

The learning contract should include all assignments and activities (goals and objectives) and completion time frames. It is to be developed through collaboration between the student and field instructor in the practicum setting. The contract will be developed as the student and field instructor develop assignments and tasks the student will be required to complete during their practicum experience. Initial assignments will be developed the first two weeks of the practicum and will be reviewed and signed by the field liaison during the first site visit of the semester. Although the contract will be ratified by the fourth week of class, it is fluid and will change as the placement evolves. Assignments can be added as opportunities become available and the student's learning needs are more clearly identified. Progress towards completing these assignments will be discussed during mid-term and final evaluation site visits with the field liaison. The student is responsible for documenting the evidence of accomplishment section to include the dates of accomplishment and progress should be monitored by the field instructor. Copies of the learning contract will be provided for the field director and liaison with the original copy being submitted to the field director at the end of the semester.

Due date:

The contract is to be reviewed and signed by student, field instructor and field liaison during first site visit with signed learning contract due to field coordinator within the first 4 weeks of the semester.

Mid-term Evaluation*:

Field instructors will identify the student's activities and tasks in the placement and evaluate their development. These evaluations serve as tools to measure the student's progress towards displaying the core competencies in practice by the midterm of the placement. These evaluations are critical to provide an outline for the remainder of the semester as the student works to master remaining skills. **In order to receive a passing grade on the midterm evaluation, students must accrue a total of 34 out of 44 available points.** Field instructors should complete and review evaluations with students to identify strengths and areas where growth is needed. The evaluations will be completed and reviewed with the student prior to the field liaison's mid-term site visit. Copies of the evaluation will be submitted to the field liaison with the original evaluation being submitted to the field director.

Due date:

Reviewed during mid-term site visit to be scheduled during 8th and 9th week of the semester

Final Evaluation*:

Field instructors will evaluate student development and mastery of core competencies by reflecting on the 400 hours of work in the practicum setting. These evaluations serve as tools to measure the student's progression towards functioning as a generalist social worker and are critical to provide an outline for students to reflect upon growth as well as an opportunity to develop a plan for continued development. Field instructors should complete and review evaluations with students to identify strengths and areas where growth is needed prior to the field liaison's final site visit. **In order to receive a passing grade on the final evaluation, students must accrue a total of 150 out of 200 available points.** Copies will be submitted to the field liaison with the original being submitted to the Field Coordinator.

Due date: Reviewed during final site visit to be scheduled the last two weeks of the semester.

Journal Entries: Students will submit weekly journals to the field liaison in the D2L drop box. Journal entries will focus on activities in the agencies, challenges facing the student in completing learning assignments and processing of work with clients and colleagues within the agency. A format for completing journal entries will be provided on D2L; students are expected to utilize this format in order to receive credit for entry. **Journal entries are due each Monday by 11:30 pm for the previous week's activities.** Late entries will not be accepted and failure to submit at least thirteen entries for the semester fails to meet the criteria of the assignment.

Journal entries are intended to provide the student with a tool to debrief about their experiences. However, appropriate grammar and correct spelling are expected in journal submissions. Each journal entry is worth 10 points. Please refer to the journal format guidelines posted on D2L for a grading rubric. After the midpoint of the semester, journaling topics will be assigned so please be diligent in checking D2L for assignments. **All entries must be completed and submitted by 11:30 pm.**

Assessment and Intervention Plan with Eco-map: Students will complete a biopsychosocial assessment and intervention plan based on interviews with a friend or family member.

Developing skills in documenting and use of professional writing skills is a major focus of the field practicum experience. Students will gather data from an interview process with a friend or family member, process the information gathered and then develop an intervention plan based on the identified needs. **The assessment cannot be focused on the student; a component of this assignment includes the process of gathering data.** The assessment must utilize the format posted on D2L and should include an eco-map. The assessment is graded on a pass or fail basis; a grading rubric is included on the provided format. Appropriate grammar and correct spelling is expected. Additional client assessments completed as a part of agency assignments will be reviewed during field visits.

Due date: One week after mid-term D2L drop box

Group Work Experience: Students are expected to participate in a group experience during the course of their field practicum. Every placement exposes students to a group of some type.

Group activities can vary from support groups to task groups. Students will discuss the group experience with the field liaison at the mid-term site visit and will submit a paper discussing the experience on D2L. Students will be asked to describe a group they participated in while providing any observations they made regarding group dynamics, life stage of the group and how they felt about the group experience. This assignment is worth 10 points and will be graded based upon the rubric provided on the assignment guidelines posted on D2L.

Due date: To be determined.

Macro Service Project: In order to engage students in practice on every level, students will participate in a macro service activity focusing on advocacy and working with at-risk populations. Students are not required to create new projects but look for existing opportunities in their agencies that will expose them to macro work and deeper understandings of social justice for the clients they work with. Opportunities for macro social work often exist within the student's practicum setting. For those students who are unable to identify projects occurring in their own agency, they may look to a community partner agency, faith-based organization or work with another field student to identify an appropriate project. Appropriate projects could include projects focused on resource development for clients such as coat drives or working with local non-profit organizations to secure items for target populations; grant writing that is occurring within the agency or community; or research around program development, evaluation or best practices with identified populations. Students are allowed to assist with fundraising efforts on behalf of the agency they are working with, however, ****Students are prohibited from participating in fundraising efforts as representatives of Austin Peay State University****. Macro service projects will be reviewed during the student's mid-term visit with the field liaison and will be documented in a 1-3 page summary and submitted to the D2L drop box by midnight on _____. Students can access additional information regarding project on the Macro Service Guidelines posted on D2L.

Due date: To be determined

***All forms are available in the Field Orientation Manual, Guide to the Field Practicum, or may be downloaded at D2L under SW 4410. Assignments and syllabus are subject to change based on the instructor’s assessment of student performance and attainment of skills necessary to function as a generalist social worker upon completion of course.**

Evaluation

A passing grade is earned by completion of required hours, completion of assigned learning activities, and positive evaluations from field instructors. The field placement is taken on a pass/fail basis; however, students must earn a minimum amount of points on learning activities in order to earn a passing grade. All learning assignments are awarded number grades based on the grading rubrics outlined on the assignment guidelines. In order to receive a passing grade, students must earn a minimum of 375 points out of 500 available points on learning activities. A failure to accumulate at least 375 points on the placement assignments will result in a failing grade for the course. Evaluations of assigned learning activities will include evaluating writing skills and use of professional language.

Learning Assignments	Available Points	Due Date
Learning Contract	40 pts	
Mid-Term Evaluation	40 pts	
Final Evaluation	200(must earn 150 min)	
Journal Entries (13 entries required)	10 points/entry for total of 130	
Assessment and Intervention Plan	Pass or Fail (50 pts)	
Macro Project Summary	20 pts	
Group Work Discussion Paper	20 pts	
Total	500	

In addition to the learning assignments, students are required to complete a minimum of 400 clock hours in the field setting. Failure to complete at least 400 clock hours in the field will result in a failing grade. Students are expected to begin activities in the placement setting on the first day of class and remain in the field until the final day of class; completion of hours prior to the final day of class does not excuse the student from the field setting. Time sheets will be maintained by the student and will be signed by the Field Instructor to verify the number of hours completed. The time sheets will be submitted to the Field Director at the end of the semester. Dishonesty regarding the hours worked in the field will be viewed as academic dishonesty and will result in a failing grade for the field. Although students are permitted to earn one hour of field time for completing journals each week, time spent in the classroom for concurrent classes does not count for field time.

Conflict that arises in the field should first be addressed by the student and field supervisor. Failure to resolve conflict should then be brought to the attention of the field liaison so that mediation can be provided for the student and field instructor. Any discrepancies or disputes between students and field instructors on evaluations will be examined and addressed by the field liaison. If conflict remains unresolved, a meeting will be scheduled between the student, field instructor, field liaison and field director. Students should refer to the Student Field Practicum Handbook for additional information on dealing with conflict in the field practicum.

A grade of “Incomplete” is given at the discretion of the field liaison and field coordinator and will only be considered in cases of illness and crisis.

Policies

Disability Policy:

Any student who has a disability that may affect his/her academic performance is encouraged to make an appointment with me to discuss this matter, or you may contact Disability Services at 931 221 6230, TTY 931 221 6278, fax 931 221 7012 for further assistance.

Academic Dishonesty and Classroom Misconduct:

Students are expected to conduct themselves appropriately at all times. Academic and classroom misconduct will not be tolerated. Students must read the “Code of Conduct” in the new Student Handbook for an understanding of university guidelines on conduct.

Academic dishonesty is generally defined as any act of dishonesty in academic work. This includes, but is not limited to, plagiarism, the changing or falsifying of any academic documents or materials, cheating, and giving or receiving of unauthorized aid in tests, examinations, or other assigned work. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. Penalties for academic misconduct will vary with the seriousness of the offense and may include, but are not limited to, a grade of "F" on the work in question, a grade of "F" in the course, probation, reprimand, suspension, and expulsion. A common form of academic dishonesty is the downloading of a research paper from the Internet, either partially or totally. Austin Peay State University has software that will allow the instructor to research a suspected document and to locate its source from the Internet.

In addition, students are expected to act with appropriate decorum and professional standards in the field. Behaviors that are not acceptable include:

- Working on classroom work during field placement hours
- Use of cell phones or the telephone to address personal business during field placement hours
- Making rude or unkind comments or gestures towards clients, colleagues or other students
- Excessive tardiness or absences
- Sleeping

Description of SW 4411 Field Instruction Concurrent Seminar and Sample Syllabus

Students enrolled in the practicum experience are required to carry out practice activities for a minimum of 400 clock hours or approximately 32 hours per

week in an approved agency setting beginning on the first day of the semester and ending on the last day of scheduled classes. Practice activities revolve around the generalist method ENGAGEMENT--DATA-COLLECTION-- ASSESSMENT-- INTERVENTION--EVALUATION--TERMINATION. Specific assignments and activities vary according to the nature of the agency, the client population served and characteristics of the student and field instructor.

Sample Course Syllabus
SW 4411 Field Instruction Concurrent Seminar

Instructor:

Phone:

E-mail:

Office hours:

Class dates and times: Hybrid format, Class meets Fridays

Course Description

This course is designed as the companion course to SW 4410, the experiential learning setting for students preparing to enter the workforce as competent, entry-level social work practitioners. Field instruction enables students the opportunity to make the transition from “knowing” to “understanding” to “doing” in the context of service situations, putting into practice the theories, methods and skills emphasized in the social work curriculum. While working under the supervision of a seasoned social work practitioner, students have the opportunity to draw on their knowledge, values and skills, and life experiences to understand problem situations and intervene to bring about change. Throughout the social work curriculum, the importance of the generalist practice is reinforced giving particular attention to incorporating the ecological perspective into assessment and interventions. Within the practicum setting, students will begin to approach social work practice from this perspective, evaluating the human problems existing at the point where the person meets their environment. The practicum also provides a safe setting which enables

the student to sharpen those skills associated with effective generalist practice which include (1) self-exploration and self-awareness; (2) engagement and relationship building with client systems; (3) exploration and data collection; (4) differential assessment and planning; (5) intervention; (6) monitoring and evaluating interventions and; (7) termination with clients.

The concurrent seminar provides the opportunity for students to process the field experience with the field coordinator and to engage in professional development activities to enhance the field experience.

Objectives

The field practicum provides the opportunity to develop those competencies required for effective social work practice. The following competencies, which are also the department educational objectives, identify the areas of expertise required by the baccalaureate professional social worker:

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

Learning Activities required for SW 4411

Program Evaluation and Presentation: Students will identify an area of change or improvement in the practicum agency, along with a proposed change/plan for improvement.

In the program evaluation, students must include a short literature review (peer reviewed/other research only) on the issue identified, followed by a plan of action to correct or improve the issue (5-7 pages total, 2-3 pages of literature review).

For example, if the agency serves homeless people and you noticed the program was not designed to serve homeless families, you would research in scholarly and peer reviewed research journals (the literature review) what other similar agencies (or towns, or states) are doing to address the increasing numbers of homeless families, and then you would follow the literature review with a proposal of how your agency would be able to better serve homeless families.

You do not have to share this assignment with the agency unless you choose to do so but you will be required to present your paper and improvement proposal to the class. Each presentation should be 7-10 power point slides that highlights your identified improvement, your literature review findings, and your proposed solution.

Discussion Forums and Attendance: Students will participate in discussion forums on topics relevant to practice in the social work profession. Forums will address topics that challenge the students to apply critical thinking skills while continuing development of generalist competencies. Forum topics will be announced a week prior to due dates.

Self-Assessment and Evaluation of the Practicum*: Students will appraise their own performance at the end of the practicum and evaluate educational outcomes. Part of this appraisal will consist of a written narrative describing the student's knowledge base for practicing social work, skill base for practicing social work, values base for practicing social work, areas of strengths, limitations and two means of addressing limitations. Students will also complete an evaluation of the field agency. Copies will be provided to the field liaison with original being submitted to field director.

Due date:

Reviewed during final site visit to be scheduled during the last two weeks of the semester.

***All forms are available in the Field Practicum Handbook, or may be downloaded at D2L under SW 4410. Assignments and syllabus are subject to change based on the instructor’s assessment of student performance and attainment of skills necessary to function as a generalist social worker upon completion of course.**

Evaluation

The field placement is taken on a **pass/fail basis**. Students are required to complete **400 clock hours in the field setting**. Students are expected to begin activities in the placement setting on the first day of class and remain in the field until the final day of class; completion of hours prior to the final day of class does not excuse the student from the field setting. **A passing grade is earned by completion of required hours, completion of assigned learning activities, and positive evaluations from field instructors. A failure to complete any of the placement assignments will prevent the student’s successful completion of the course.** Evaluations of assigned learning activities will include evaluating writing skills and use of professional language.

SW 4411 Field Instruction Concurrent Seminar will be awarded a letter grade. Grading will be based on the following:

Submission of the following field components to the field coordinator:

Final learning contract, mid-term evaluation, final evaluation, verified timesheets	25%
Program Evaluation	30%
Discussion forums	30 %
Final Self-Assessment	5%
Class attendance and Participation	10%

Any discrepancies or disputes between students and field instructors on evaluations will be examined and addressed by the field liaison/ Field Coordinator. Conflict that arises in the field should first be addressed by the student and field supervisor. Failure to resolve conflict should then be brought to the attention of the field liaison so that mediation can be provided for the student and field instructor. If conflict remains unresolved, a meeting will be scheduled between the student, field instructor, field liaison and field director. Students should refer to the **Student Field Practicum Handbook** for additional information on dealing with conflict in the field practicum. Incomplete's are given at the discretion of the field liaison and field director and will only be considered in cases of illness and crisis.

Disability Policy:

Any student who has a disability that may affect his/her academic performance is encouraged to make an appointment with me to discuss this matter, or you may contact Disability Services at 931 221 6230, TTY 931 221 6278, fax 931 221 7012 for further assistance.

Academic Dishonesty and Classroom/Field site Misconduct:

Students are expected to conduct themselves appropriately at all times. Academic and classroom/field site misconduct will not be tolerated. Students must read the "Code of Conduct" in the new Student Handbook for an understanding of university guidelines on conduct.

Academic dishonesty is generally defined as any act of dishonesty in academic work. This includes, but is not limited to, plagiarism, the changing or falsifying of any academic documents or materials, cheating, and giving or receiving of unauthorized aid in tests, examinations, or other assigned work. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. Penalties for academic misconduct will vary with the seriousness of the offense and may include, but are not limited to, a grade of "F" on the work in question, a grade of "F" in the course, probation, reprimand, suspension, and expulsion. A common form of

academic dishonesty is the downloading of a research paper from the Internet, either partially or totally. Austin Peay State University has software that will allow the instructor to research a suspected document and to locate its source from the Internet.

In addition, students are expected to act with appropriate decorum and professional standards to include. Behaviors that are not acceptable: **Use of cell phones, Ipods, laptops (unless you are taking notes for class, in which case you need to speak to me first) or other electronic equipment are only allowed at practicum if company policy allows for it. Sleeping, falsifying time sheets, failure to complete weekly assignments can result in a failing grade for practicum.**

Hybrid Format: The class meets face to face on Fridays every week. All other discussions will be in a forum on D2L.

Description of SW 4720 Senior Seminar and Sample Syllabus

SW 4720 Senior Seminar (3) Prerequisite: Social Work major, SW 4410 or concurrent with SW 4410. This course is designed to be the "capstone" or final synthesis and integration course for the social work major. Self-directed, independent learning is a cornerstone of the course. Prior learning recognition, assessment, and integration through construction and evaluation of a social work portfolio is the major dynamic of the course. A minimum grade of "C" is required. This is a web-based course.

Sample Syllabus **SW 4720-Senior Seminar (3 hours) Spring / Fall**

Instructor:

Office:

Phone:

Office Hours: online format only

Course Description:

This course is the “capstone” course for the social work major. The course consists of 1) recognizing what you have learned, 2) assessing what you have learned and 3) integrating what you have learned. Often this process is not what students expect because they feel they are not learning anything “new.” But the nature of the **capstone** course, as agreed upon by most scholars, is that it should focus student learning on synthesis, integrative and/or application of previous knowledge gained in the program of study. The following list highlights the areas of knowledge, values and skills you have been acquiring:

- Social work values and ethics
- Human diversity
- At-risk populations
- Human behavior in the social environment
- Social welfare policy and services
- Social work practice
- Research
- Field practicum

In this course, you engage in reflection, assessment and “pulling together” evidence that documents your foundation knowledge, values and skills for carrying out engagement, exploration, data collection, assessment, planning, implementation, evaluation and termination. In doing so, you consider the role of ethnicity, race, gender, sexual orientation, age, differing abilities, socio-economic class, religion and other diverse population issues in social work practice.

Pre-Requisites/Co-Requisites: SW4410 and SW4411

Core Competencies:

1. You will identify as a professional social worker by being ready to enter the practice of social work knowing and building on your strengths, abilities, values, skills and competencies. You will also have identified your learning needs and have a plan to enhance your knowledge and skills and participate in lifelong learning.
2. You will have even greater knowledge, appreciation and sensitivity for working with persons who are distinguished by race, gender, sexual orientation, ethnicity, national origin, culture, class, religion, physical or mental disability.

You will have knowledge of the nature and impact of oppression and discrimination.

3. You will demonstrate knowledge and application of social work values, ethics and ethical decision-making in interpersonal helping situations. You will be prepared to practice within the values and ethics of the profession.
4. You will utilize an ecologically-oriented, strengths-based perspective to guide your assessment and intervention efforts with client systems of various sizes and diversity. This includes work with individuals, couples, families, groups, organizations and communities.
5. You will demonstrate self-awareness and professional use of self, including appropriate professional communication/relational skills in working with client systems as well as with colleagues and other systems in the community.
6. You will utilize information technology to enhance your practice.
7. You will be prepared to engage in empowerment and advocacy strategies to promote social and economic justice toward enhancing the well-being of your clients.
8. You will be a well-grounded generalist, able to critically evaluate and apply the theoretical and empirical knowledge and skills of generalist social work practice from engagement through the ending phases with client systems of various sizes and diversity.
9. You will apply knowledge of human behavior and the social environment by relating knowledge to clients in your field placement and using this knowledge in bio-psychosocial assessments.
10. You will engage in research-informed practice and practice informed research by identifying the research base of the policies and procedures in your field agency.

11. You will have completed an integrative paper that includes examples of your work throughout the social work program and documents the integration of your learning in all of the above-listed areas in a reflective narration.

Integrative Behaviors:

1. Practice personal reflection and self-correction to assure continual professional development.
2. Recognize and manage personal values in a way that allows professional values to guide practice.
3. Distinguish, appraise and integrate multiple sources of knowledge, including research- based knowledge and practice wisdom
4. Recognize and communicate their understanding of the importance of difference in shaping life experiences.
5. View themselves as learners and engage those with whom they work as informants.
6. Engage in practices that advance social and economic justice.
7. Use empathy and other interpersonal skills.
8. Collect, organize and interpret client data.
9. Assess client strengths and limitations.

Practice Behaviors:

1. Attend to professional roles and boundaries
2. Engage in career-long learning
3. Apply strategies of ethical reasoning to arrive at principled decisions
4. Analyze models of assessment, prevention, intervention and evaluation
5. Understand the forms and mechanisms of oppression and discrimination
6. Use research evidence to inform practice
7. Collaborate with colleagues and clients for effective policy action

Learning Activities/Assignments

The senior seminar consists of two sets of learning exercises—discussion boards and the senior integrative paper.

Discussion Forums. There will be a total of seven discussion boards throughout the semester. You are REQUIRED to post in at least 4 of these discussions. Students will read assigned material and post their reactions in 4 discussion forums throughout the semester. As you are posting your own original thoughts each time, you will also read other students' postings and respond to the postings of at least 2 other students per forum. **Postings will require word-processing at least 3-4 full paragraphs. Responses should be at least 2 full paragraphs.** Grading is based on the level of reflection and critical thinking, clear communication of thoughts and reactions, and posting at least the minimum paragraphs and responses as noted above. Please see D2L Content section for even more information on discussion forums.

**Forums will typically close on Fridays at 8:00 AM, unless otherwise indicated.*

Senior Integrative Paper. This paper will be written and submitted in 8 sections, as we review and study the areas of knowledge, values and skills from the social work program. Students will demonstrate with each section their integration of course material from that area with experience in the field practicum.

The paper will be a total of 16-18 pages in length. This paper will be word-processed using Microsoft Word (Times New Roman font 12). APA style is required. Detailed guidelines for this assignment will be provided. Please see the Content section of D2L for details on the senior paper.

**Modules will typically be due on Tuesdays at 4:00 PM, unless otherwise indicated.*

***Additional assignment specifics will be posted in D2L.*

Evaluation

Senior Integrative Paper	70%
Discussion Forums	30%
Total:	100%

STUDENTS MUST EARN A “C” OR ABOVE IN THIS REQUIRED PRACTICE SEQUENCE COURSE

A	90-100
B	80-89
C	70-79

Learning Modules/Discussion Boards Themes and Due Dates: Modules due 4:00 PM on the date indicated (typically Tuesdays) and Discussion Board close 8:00 AM on the date indicated (typically Fridays).
Module 1: Social Work Values and Ethics. DB 1
The goal for this module is to assess your knowledge of social work values and ethical principles and demonstrating use of this knowledge in your field placement. The first section of the senior paper will be written and submitted in
Module 2: Human Diversity. DB 2
Goals include assessing your own diversity-sensitivity and knowledge and demonstrating use of this knowledge in field. The second section of the senior paper will be submitted to digital drop box.
Module 3: At-risk Populations. DB 3
Goals include assessing your knowledge of populations-at-risk and your commitment to social and economic justice and demonstrating your application of this knowledge and commitment in field. The third section of the senior paper will be submitted to digital drop box.
Module 4: Human Behavior in the Social Environment. DB 4

Learning Modules/Discussion Boards Themes and Due Dates: Modules due 4:00 PM on the date indicated (typically Tuesdays) and Discussion Board close 8:00 AM on the date indicated (typically Fridays).

Goals include clarifying applications of ecological/systems concepts, concepts of human needs and functioning, and human development in your field practicum, particularly in assessment and planning intervention. The fourth section of the senior paper will be submitted to digital drop box.

Module 5: Social Welfare Policy and Services. DB 5

Goals include assessing your knowledge of the policy formation process and conceptualizing your role in carrying out policy-related functions, including promoting social and economic justice, in your career in social work. You will demonstrate the use of policy-related concepts in your field experience. The fifth section of the senior paper will be submitted to digital drop box.

Module 6: Social Work Practice. DB 6

Goals for this unit include assessing your knowledge and application of the generalist approach and systematic eclectic framework in your field experience, summarizing your practice framework, and identifying learning needs for enhancing your practice. The sixth section of the senior paper will be submitted to digital drip box.

Module 7: Research. DB 7

Goals include clarifying how you use research knowledge in your field practicum and identifying learning needs for enhancing your use of research knowledge in your practice of social work. The seventh section of the senior paper will be submitted to digital drop box.

Module 8: Field Practicum.

Learning Modules/Discussion Boards Themes and Due Dates: Modules due 4:00 PM on the date indicated (typically Tuesdays) and Discussion Board close 8:00 AM on the date indicated (typically Fridays).

Goals include assessing your performance in your field experience and what you have gained, identifying your strengths and additional learning needs, and beginning your lifelong and career planning. The eighth section of the senior paper will be submitted to digital drop box.

The above schedule and procedures are subject to change in the event of extenuating circumstances.

Disability Services

Any student who has a disability that may affect his/her academic performance is encouraged to make an appointment with me to discuss the matter, or you may contact Disability Services: telephone 221-6230; tty 221-6278; fax 221-7102.

Values and Ethics

Students are expected to conduct themselves in accordance with social work values and ethics. This includes respectful interaction with peers, faculty and others. Anyone determined to be involved in any form of dishonesty, cheating on exams, or plagiarizing the work of others receives an automatic "F" for the course.

Policies:

Because this is an online course, attendance is documented by your participation in the discussion board forums. **Any student who does not participate in at least four forums will be given an FA (failure by lack of attendance).**

The instructor will respond to emails within 24 hours except on weekends or holidays. Use the email feature within D2L and check your email regularly.

Announcements concerning assignments, readings, discussion forums, etc. will be posted at least weekly. It is the student's responsibility to check for announcements.

Students are expected to monitor their grades after each assignment and contact me immediately if there are any questions about the grades. Do not wait until the end of the semester to contact me about an assignment earlier in the semester!

7. Policies Regarding Field Placements

a. Requirements for Admission to Field

To enter a field placement, the student **MUST** have completed ALL the social work classes, have obtained a placement agency, have NASW membership and malpractice insurance and have an acceptance letter from the agency to the Field Coordinator stating that they accept the student as an intern. ****No exceptions****

b. Confidentiality

Students should avoid discussing the “particulars” of cases with friends (and partners) and should **never** disclose client names to others or use actual client names in their process recordings, journals, course notebooks, papers, etc.

c. Hours and Attendance

The field practicum is a total of 400 hours, with an estimate of 32 hours a week (this estimate takes into consideration 1 week off for fall or spring break). The student may begin placement on day one of classes and may continue into finals week if necessary. The schedule is created with the field supervisor and the field student with the permission of the Liaison and Director if it is outside regular work hours. The student may only work when they are being appropriately supervised by the field supervisor. Any hours missed due to health, legal, or inclement weather is the responsibility of the student to make up during the semester of field practicum

d. Employment Based Practicum

Employment based practicums are generally not acceptable at the undergraduate level placement, but may be considered on a case-by-case basis.

Students must submit an application for work-based practicum with a proposal explaining how the internship will differ from their employment. Students must have a different supervisor for the internship if it is approved.

e. Complying with Field Agency Policies and Procedures.

All students are expected to comply with agency policy, such as dress codes, attendance, whom to call in sick to, code of conduct, etc. Noncompliance with agency policy may result in poor grades, removal from placement, being fired from a placement or other disciplinary actions as deemed appropriate by the department faculty chair and director of field education.

Make sure that you check for the dress code at your agency, most require you to dress professionally every day, so students will be required to purchase the appropriate clothing. Make sure that you have all the necessary materials to accomplish your job at your agency, if they do not furnish you with these materials, they will require you to purchase them yourselves.

f. Field Education Grading

The completion of Field practicum grades are in multiple parts. The Field Coordinator issues a grade for SW 4411 based off completion of hours and assignments, as well as by evaluation of student from the field supervisor.

The Field Liaison will issue a grade for the 12-hour SW 4410 which is pass/fail only.

g. Travel and Mileage

All costs incurred travelling to and from the field placement agency, parking, tolls, are the responsibility of the student. Students are PROHIBITED from transporting clients in their cars at any time due to liability issues. The agency will

provide students with an agency vehicle for the purpose of conducting agency business (i.e. transporting clients) if at all possible. Students who use their own vehicles for agency business (such as home visits) should be reimbursed by the agency for all expenses incurred, including reasonable mileage. It is the responsibility of the student to speak with the field supervisor at the agency to file necessary documentation.

h. Holidays

The schedule of the student has some flexibility to meet the need of both agency and student. The recommended schedule for the student is to attend field placement four (4) days a week. However, on school recognized holidays, students are not expected to report to their field agency, however, the student **MUST** discuss this with the field supervisor prior to the absence. The field supervisor may request that the student come to the agency that day.

i. Sick days or inclement weather days

If the student must take a sick day from the field placement, it is **NECESSARY** to speak with the field supervisor at the agency to inform them of the absence. If the student simply does not show up for work, this can affect their grade negatively and further affect any opportunity for future employment at this agency.

Accordingly, if the university is closed due to inclement weather, the student is not expected to report into work that day, but it is also **NECESSARY** that the student speak with the field supervisor at the agency in regards to their inclement weather policy as well.

j. Change of Placement

Occasionally, difficulties arise in a field placement resulting in a need to change the agency placement. It is the responsibility of the student to maintain appropriate contact with the field liaison and/or director of field in an attempt to prevent these issues from arising. Students who feel they are having problems should speak with the field liaison in order to address these issues. In most cases, difficulties can be resolved through the combined efforts of the student, the faculty liaison, and the field instructor. If the difficulty is sufficiently severe and cannot be resolved in this manner, the Field Coordinator will consider a change of placement. If the student and the Field Coordinator cannot agree on an appropriate course of action, the student may involve the Program Director or initiate an academic grievance procedure.

Additionally, per the educational agreement between the universities and the agency, the agreement to have students placed at the agency is strictly voluntary and can be cancelled at any point.

k. Removal of Student from Field Practicum

Since the Social Work Practicum is considered an essential component of the social work student's academic preparation for social work practice, all reasons for being placed on probation or for being dismissed from the program, including unsatisfactory performance in the field, are considered to be academic reasons. The reasons for being placed on probation or being dismissed from the program and the student's rights during the processes of ameliorating problems, establishing probationary conditions, and dismissal, are described as follows:

Reasons for termination from the field:

1. Serious or repeated violation of social work ethics as outlined in the NASW Code of Ethics.
2. Breaking a law in an agency-related matter or conviction of a felony during the practicum year. (If it is discovered while the student is in the field that the student has failed to disclose a prior serious criminal conviction, this may also be considered grounds for action.)
3. Evidence of chemical dependence or illegal use of drugs while enrolled in the program.
4. A serious breach of the practicum agency's policy.
5. A hostile or resistant attitude toward learning or supervision.
6. An inability to carry out assignments in the practicum.
7. Behavior that is emotionally or physically dangerous to agency clients.
8. Failure to achieve a passing grade in the Social Work Practicum seminar due to repeated unexcused absences from the field or the Practicum seminar or because of repeated failure to complete work assigned for the field and/or seminar instructor.

Probation/dismissal procedure

If a problem occurs in the field that cannot be resolved by the student and the field instructor, the faculty liaison may be contacted by either party and will meet with the student and the field instructor to try to resolve the problem. If these efforts are unsuccessful, the faculty liaison or the student may involve the field coordinator. The field coordinator will examine the situation and, based on the severity of the problem, may require the student to develop a performance

improvement plan with the field coordinator and program coordinator (probation) or may dismiss the student from the program. In the case of probation, the student will be required to adhere to the performance improvement plan timeline for resolving the problem that is acceptable to the field instructor. At the end of this period the field coordinator will review the student's status in the program. If a student feels he or she was unfairly treated during the probation process or the dismissal process, he or she has the right to have his/her situation reviewed through the college's academic appeals process.

I. Grievance procedures

Instructions regarding the grievance procedure are available in the Office of the Vice President for Student Affairs and are published in the University Student Handbook and Planner. The purpose of the **University's Non-Academic Grievance Policy** is to hear students' grievances and complaints about the action and performance of University personnel in nonacademic matters, to determine the validity of the grievance or complaint, and to recommend resolution.

1. A student who has a grievance or complaint concerning a faculty member first should discuss the matter with the faculty member.
2. If the difference cannot be resolved, the student may file an appeal in writing to the chair of the academic department in which the faculty member is located.
3. If the grievance is not satisfactorily resolved with the department chair, the student may file an appeal with the dean of the college in which the academic department is located.
4. If the grievance is not satisfactorily resolved with the college dean, the student may file an appeal to the Vice President for Academic Affairs. The vice president will forward the appeal to the Academic Grievance Committee.

5. The Academic Grievance Committee will conduct a hearing, during which all sides of the grievance are discussed. After the hearing, the Committee will meet to make a decision concerning the student's appeal. The student will be notified in writing of the decision. An appeal of a committee decision may be made to the Vice President for Academic Affairs

m. Grade Appeal

Students may appeal course grades with their instructor within one calendar year from the date the grade was submitted to the Office of the Registrar. Once a degree has been posted to the transcript, the academic record is deemed complete and changes will not be made to grades prior to the posted degree. The University Academic Grievance Policy is outlined in the section above and appears in the University Student Handbook and Planner.

n. University Harassment Philosophy

The University and the Social Work Program seek to provide an environment conducive to learning and working and are prepared to act against any sexual, racial, or other forms of harassment. Sexual and racial harassment are forms of discrimination prohibited by federal law. Students are encouraged to contact the Affirmative Action Officer at 221-6295 for more information and instructions on how to report incidents of harassment.

o. University Policy on Smoking, Alcohol Use and Other Illicit Drugs

The University prohibits the use of tobacco products in university buildings and vehicles during all hours even when classes are not in session. The University strictly prohibits the use, possession or distribution of alcohol and other illicit drugs on campus. It is expected that students, faculty, and staff who use or possess alcoholic beverages will do so as legally prescribed by the laws of the state of

Tennessee, within the regulations of the University and live in a manner that does not disrupt the lives of others.

p. Distance Placements: Placements located outside the APSU area

Occasionally, a student chooses to or must do their field practicum away from the Clarksville area. This is called a distance placement. To qualify for a distance placement, the student and agency must both meet certain criteria:

1. The student must have a minimum GPA 3.0 in social work classes and have demonstrated consistent attendance in social work classes.
2. All costs associated with Field are the student's responsibility.
3. The student must submit the Application for Field by end of semester prior to placement.
4. The student must complete all social work required courses except Field and Senior Seminar.
5. The student is responsible for locating the Field Placement agency and having the supervisor contact the Field Coordinator at least 60 days prior to the field semester.
6. Minimum qualifications for Field Placement Supervisor:
 - a. MSW
 - b. 2 years post graduate experience
 - c. 2 years supervising students
7. The student must meet with the Field Instructor at least 3 hours per week. The student must maintain records of meetings such as notes about topic and suggestions for improvement and submit record to the Field Liaison.
8. There will be weekly or bimonthly teleconferences with the Field Supervisor, Field Liaison and the student.
9. The student must log onto D2L, read all discussion forums, and respond appropriately to discussion in a timely fashion.

****NOTE:** If questions arise about the completion of requirements, the student might be required to return to APSU for a consultation with the Field Coordinator.

Any appeal of this policy must be made to the Department Chair.
Policy effective January, 1997.

Out of the Country (or International Placements)

Same as in the country distance placements. One exception is the possible absence of two-years supervisory experience with field students.

Assignments are to be turned in on time as late assignments will have points deducted from the grade affecting your overall grade.

q. Professional Dress Code for Field Practicum (effective August 2014)

As professional social workers, our commitment to excellence should be reflected in our appearance. In general, a business casual style is appropriate for professional and paraprofessional employees. The following guidelines have been developed to answer any questions about the department's standards for dress.

DRESS GUIDELINES

A. MEN

Male students should wear collared shirts, such as polo style, oxford style or dress shirts, and these may be long or short sleeved. Turtlenecks are also acceptable, but these would preferably be worn with a sport coat or jacket. All shirts should be worn tucked in. Acceptable sweater styles include pullover and cardigan styles. Although not required, men are encouraged to wear jackets and ties to work (when appropriate for the setting). Facial hair for men is allowed, but is expected to be neatly trimmed and should be established. The clean-shaven appearance is expected otherwise.

Unacceptable types of shirts include T-shirts, sweatshirts, banded-bottom shirts or smock-style shirts designed to be worn untucked. Tailored dress slacks or business casual (Dockers® style) pants in a fabric other than denim are considered appropriate for the workplace. If the pants have belt loops, a belt should be worn. Clothing should fit appropriately and be neither too tight, nor too loose.

Sweatpants, wind pants, warm-ups, shorts, capris and cargo style pants are not considered appropriate for the workplace. T-shirts are not acceptable in a professional environment; however, some agencies allow advertising type t shirts to be worn on certain days. Camo colored clothing is not acceptable in the professional work environment.

If your agency allows jeans to be worn, be sure to abide by the agency policies. Furthermore, jeans worn to work fit appropriately are not torn or overly faded and do not show signs of excessive wear.

Acceptable footwear includes dress shoes or casual shoes, such as leather-like, suede or loafer styles. Boots are also acceptable. All shoes must be closed toe. Tennis or athletic shoes are acceptable only on jean days. Students should not wear sandals to work (unless allowed by agency dress code).

Jewelry for men is usually limited in the agency setting. For specific questions about earrings and facial piercings please refer to the agency handbook. In general, earrings and facial piercings for men are not acceptable and can present a hazard in many settings.

B. WOMEN

For female employees, clothing should convey a professional image by being coordinated, modest and appropriate for a business setting. Collared or un-collared shirts and tops may be pullover or button style. Shirts and tops that are not made to be worn out (i.e. shirts or tops with a tail) should be tucked in. With regard to sleeve length, sleeveless shirts, and tops are only acceptable for the workplace when worn under a jacket or a shirt-jacket at all times. **Spaghetti strap**

tanks, low-cut tops or shirts that reveal the midriff should never be worn to work.

In addition to tailored or business casual pants, pant sets and business pant suits, women may also wear cropped dress pants (near ankle length) when they are worn as part of a suit or a coordinated outfit. Any fabric other than denim is acceptable. Capri pants (those that reach mid-calf or above) and low-fitting, "hip-hugger" pants are not appropriate for a business setting. Pants should not be overly tight or show obvious sign of wear.

Women's skirts should be of a modest, professional length, falling at or just above the knee. **Skirts (or any clothes) that are too tight, too short or too revealing are not appropriate for the workplace. It is recommended you wear tights as most agencies will not allow bare legs to be shown in the work place. Sweatpants, wind pants, yoga and warm-ups are also unacceptable.**

If your agency allows jeans to be worn, be sure to abide by the agency policies. Furthermore, jeans worn to work fit appropriately, are not torn or overly faded and do not show signs of excessive wear. Low ride jeans are not appropriate.

Leggings should not be worn at work due to the fact most are very tight. If they are worn under a longer shirt or tunic or skirt this may meet criteria for professional wear.

Shoes are a part of professional dress and can help to project a business image. Appropriate shoes include dress shoes or pumps; leather-like, suede or loafer-style shoes; and boots. Stiletto heeled shoes are not practical in most settings and can be a hazard in some agencies. Closed-toed mule or closed-toed slide styles are also acceptable. Casual sandals are not appropriate, but an open-toed shoe with a dress appearance and a dress heel is acceptable. Flip-flops are not acceptable. Most agencies do not allow open toe shoes due to OSHA rules. Please ask your supervisor if certain types of shoes are allowed.

Neither cleavage nor underwear should not be visible at any time in the work environment.

Jewelry for women should be reasonable. Large dangling earrings, bracelets and necklaces and /or expensive jewelry (and handbags) could be distracting and present a hazard in many settings.

8. Sample List of Field Agencies

This list is **not** all inclusive. **Students must have permission from the Field Coordinator to contact an agency for field placement.**

Non-Profit Organizations

Salvation Army

210 Kraft St, Clarksville, TN 37043

(931) 552-5350

Urban Ministries

217 South 3rd St, Clarksville, TN 37040 (931) 648-9090

Montgomery County Community Action Agency (Old Firehouse Day Shelter)

350 Pageant Lane, Suite 307, Clarksville, TN 37040

(931) 648-5774 or (931) 542- 0381

Government and/or Law

Public Defenders Office

112 South 2nd Street, Clarksville, TN

37040 (931) 648-5538

Montgomery County Juvenile Court/ Veteran's Treatment Court

2 Millennium Plaza, #115, Clarksville, TN 37040

(931) 648-5766

Department of Children's Services

Cheatham County

318 Frey St, Ashland City TN

(615) 792-5628

Dickson County

220 Creekside Drive, Dickson, TN 37055

(615) 441-6204

Robertson County

812 So. Brown St., Springfield, TN

(615) 382-2407

Montgomery County
350 Pageant Lane, Ste. 401, Clarksville, TN 37040
(931) 503-3243

Nashville Public Defenders Office (prefer MSW but will occasionally consider BSW)
404 James Robertson Pkwy.,
Nashville 37219, 20th floor.
(615) 862-5744

Families and Children

Center for Family Development/ Healthy Start Program
1755 Madison St, Clarksville, TN 37043
(931) 645 3976

Youth Villages
575 Riverside Drive, Clarksville, TN 37040
931) 552 5241 or (931) 552 5270
Application is online

Big Brothers/Big Sisters of Clarksville
420 Madison Street, Clarksville Tn, 37044
(931) 647-1418

Oasis Center (Youth Shelter and Counseling Center)
Nashville, TN
1-615-327-4455

Medical

Tennova Home Care and Hospice
1606 Haynes St
Clarksville, TN 37043
931-502-3600

Ahava Health Care
111 Ussery Road
Clarksville, TN 37043
931 647 0269

Signature Care and Rehab Center
198 Old Farmers Road
Clarksville, TN 37043-4032
(931) 358-2900

Mental Health/ Chemical Dependency

Western State Hospital
2400 Russellville Rd.
Hopkinsville, KY 42241
(270) 889-6025

Health Connect America (Mental health)
286 Clear Sky Court
Clarksville, TN 37043
Phone: 931-933-7200

Volta/Western State Hospital; Alcohol & Drug Residential Treatment Facility
P.O. Box 2200, Hopkinsville, KY 42241-2200
(270) 889 6025

Cumberland Hall
210 West 17th Street
Hopkinsville, KY 42240

Schools

Clarksville/Montgomery County Schools

DO NOT CALL UNLESS you have prior permission from the field coordinator

Dickson County Schools

DO NOT CALL UNLESS you have prior permission from the field coordinator

Domestic Violence

The Sanctuary
Hopkinsville KY

Foster Care and Adoptions

Bethany Christian Services
230 Great Circle Road, Suite 229
Nashville, TN 37228
615.242.0909

Political:

Legislative Intern. Interview via the Political Science Department. Spring only.

Distance Internship Sites:

Girls Inc. in Florida
The LA Gay Center (California) KY
Bowling Green Schools
Tupelo Youth Services,
Mississippi
Michigan Children and Family Services

The field coordinator has the complete list of approved field site agencies.

Appendix 1

Role of Field Practicum Coordinator

The field practicum coordinator is the faculty member designated to be responsible for the educational direction and administration of the practicum. The field practicum coordinator assumes primary responsibility for monitoring and evaluating the field practicum through field liaison activities with students and field instructors; for planning, facilitating, and coordinating the placement of students; for evaluating student progress and performance with field instructors; for facilitating field performance with field instructors; for facilitating field instructor input into the program; for providing orientation sessions and planning training for field instructors; and for dealing with issues that may arise regarding the practicum.

During the semester prior to student placement, exchanges occur between the field practicum coordinator and field instructors around the process of selecting and assigning students to particular practicum settings. This involves sharing and processing of information about students and agency settings to create as good a match as possible. At least three (3) consultation sessions take place at the field agency between the field practicum coordinator and field instructors during each semester of field placement. The first session occurs at the beginning of the practicum and is concerned with going over developments in the field setting which affect student learning, objectives and requirements of the practicum, selection of learning experiences, sequencing of learning experiences, sequencing of teaching, criteria for evaluating student performance and other relevant procedures. The second session occurs around mid-term and is used to review the students learning assignments, performance and progress and to plan for the remaining time in placement. The third session occurs at the end of placement for the purpose of completing a comprehensive evaluation of student performance and of the practicum itself. Additional sessions are held when necessary and/or requested by a student or field instructor.

Appendix 2

Responsibilities of Field Practicum Coordinator

The field practicum coordinator performs the following functions in consultation with the social work program director:

- (1) Design the field practicum curriculum including developing policies, procedures, requirements, and objectives of the field practicum component;
- (2) Develops field practicum settings through working with agency administrators and field instructors using standards for field agencies and standards for selecting field instructors, interpreting program policies, procedures, requirements, objectives and maintaining on-going communication and relationship building with agency administrators and field instructors to implement the curriculum design of the field practicum component;
- (3) Conducts orientation of new field instructors and ensures that opportunities are provided for field instructors to have knowledge of the social work curriculum, trends in teaching, changes in course content, and to have input in evaluation and curriculum development;
- (4) Initiates planning of workshops and session with field instructors for the purpose of developing quality field teaching and strengthening the performance of field instructors as educators;
- (5) Evaluates the practicum with field instructors and students.
- (6) Coordinates the planning, preparation and placement of students in field practicum settings and ensure that all students have met eligibility requirements for the practicum;
- (7) Confers with students regarding their learning experiences in the field to review learning assignments, adequacy of learning experience, progress, and to evaluate performance;
- (8) Engages students in evaluating the field practicum;
- (9) Confers with field instructors to plan learning experiences and to review student- learning assignments, adequacy of learning experiences, progress, and to evaluate performance.

(10) Determine students' grade for the field practicum in collaboration with field instructors.

(11) Interprets the social work program to agency administration and other significant staff of the practicum setting.

Selection of field instructors is based on determination that the individual meets the following criteria;

- 1) Has formal education in social work culminating in a baccalaureate degree in social work or a master's degree in social work with the master's degree preferred;
- 2) Demonstrates practice competence in direct service provision with client systems or various sized and diversity using a range of intervention approaches;
- 3) Has experience in providing supervision and demonstrates a capacity and genuine interest in teaching;
- 4) Is able to readily articulate motivation toward becoming a field instructor;
- 5) Demonstrates commitment to the values of social work and adheres to non-discrimination in professional encounters with regular to race, ethnic origin gender, age, sexual orientation, religion, physical handicap or political belief.

The process of jointly selecting a qualified field instructor involves the agency administrator, the potential field instructor and the field practicum coordinator in evaluating the individual's qualifications with regard to selection criteria delineated above.

Appendix 3

Criteria to be a Field Agency

Agencies are carefully selected as field placement sites and are continually monitored. To ensure that placement agencies will provide a quality learning experience for students, the following criteria must be met in order for an agency to be considered as a field site:

1. Be recognized by the State of Tennessee as a corporate entity. It can be private or public, nonprofit or for-profit;
2. Engage in activities that fall under the purview of the social work profession;
3. Be administratively and financially sound;
4. Conduct field instruction in accordance with the Program's policies and procedures as outlined in the Field Practicum Guide;
5. Be able to provide appropriate teaching-learning experiences for a minimum of 400/500 clock hours per fall/spring semester of field instruction including orientation to the Agency and community and direct practice experiences with clients;
6. Provide qualified instructors to plan and coordinate field instruction activities, to teach and supervise, and to prepare student performance evaluations as required by the Program;
7. Allow adequate time in the field instructor's schedule for carrying out teaching responsibilities, support the field instructor's attendance at Program sponsored seminars, meetings, or workshops that pertain to field instruction;
8. Provide adequate space and materials for students to accomplish teaching-learning assignments; and,
9. Adhere to a policy of nondiscrimination in service delivery and employment with regard to race, ethnic origin, color, sex, age, religion, physical handicap, or political belief.

Appendix 4

Responsibilities of the Field Instructor

Responsibilities of the field instructor encompass the following instructional tasks:

1. Performing a teaching role as distinct from staff supervision although there are similarities as well as differences;
2. Provide student orientation to the agency and community including information about agency policies, procedures, history, mission, relationship to and interaction with the community;
3. Ensure student opportunity to participate in agency functions including staff meetings, consultations, conferences, etc.
4. Plan and provide tasks of increasing complexity in direct or indirect service delivery, gradually moving student to total responsibility for providing helping services to client systems;
5. Provide for opportunities that allow student to be involved in direct service to client systems of various sizes and diversity;
6. Plan and provide for learning experiences in exploration and information gathering, organizing and analyzing information, assessing persons and situation, identifying intervention needed, and working toward individual and social systems change;
7. Provide feedback relative to student learning experiences through regular conferences and spontaneously as learning emerges;
8. Plan and provide for student learning experiences with a variety of intervention approaches, utilizing community resources in conjunction with the agency, and opportunity to work with other disciplines to meet client needs;
9. Conduct learning assignments, which require student preparation and use of various kinds of recordings for teaching-learning and for agency purpose;

10. Plan and provide learning experiences which require development and use of self and identification with the values and purpose of social work;
11. Provide support to student in dealing with changes in ways of thinking, feeling, and doing;
12. Prepare students for evaluations of performance by going over evaluation criteria with the student and pulling together student recordings to be used in evaluation of learning and to assist students in learning to evaluate their own practice;
13. To arrange time and make student recordings available for conferences with the field practicum coordinator and to be prepared to discuss student learning assignments and performance for the purpose of evaluation;
14. To complete written evaluations of student performance and process these with the student before evaluative conferences with the field practicum coordinator;
15. To participate in evaluating the field practicum with the student and field practicum coordinator;
16. When requested, to attend orientation sessions, other meetings and workshops at the university designed to facilitate coordination of the field practicum, promote quality teaching and field instructor input in the field curriculum.

Appendix 5
(Sample Field Agreement)

CLINICAL/PRACTICUM AFFILIATION AGREEMENT BETWEEN
AUSTIN PEAY STATE UNIVERSITY
AND

[Click here to enter text.](#)

This Agreement is made by and between Austin Peay State University, hereinafter referred to as "Institution" and [Click here to enter text.](#) hereinafter referred to as "Affiliate".

Whereas, it is to the mutual benefit of the parties to provide clinical/practicum experience for students enrolled in certain programs of the Institution, the parties have agreed to the terms and provisions set forth below:

- I. Purpose - the purpose of this Agreement shall be to provide clinical/practicum experience to students enrolled in the Social Work Program.
 - A. Consideration for this Agreement shall consist of the mutual promises contained herein, the parties agreeing that monetary compensation shall neither be expected nor received by either party.
 - B. The clinical/practicum experience shall be provided at the Affiliate's facility located at: [Click here to enter text.](#) , PHONE: [Click here to enter text.](#) hereinafter referred to as "Facility".
 - C. The specific experience to be provided students is described as follows:

A minimum 400/500 clock hour social work field practicum per fall/spring semester with opportunities to for the student to observe/practice social work competencies and behaviors as outlined in the field practicum guide.

II. Terms and Conditions - pursuant to the above-stated purpose, the parties agree as follows:

- A. Term - the term of this Agreement shall be (from one to five years) commencing , Click here to enter text. and ending_Click here to enter text.

Either party may terminate this Agreement upon giving 30 days written notice to the other party. Such termination shall have no effect on students receiving clinical/practicum experience during the current academic term.

This Agreement may be renewed with written approval of all parties for a total term of up to five years.

- B. Placement of Students – As ***mutually agreed*** between the parties, the Institution will place an appropriate number of students at the Facility each academic term.

- C. Discipline - While enrolled in clinical/practicum experience at the Facility, students (and faculty, if applicable), will be subject to applicable policies of the Institution and the Affiliate.

Students shall be dismissed from participation in the Institution's program only after the appropriate disciplinary or academic policies and procedures of the Institution have been followed. However, the Affiliate may immediately remove from the Facility any student who poses an immediate threat or danger.

- D. Specific Responsibilities - The following duties shall be the specific responsibility of the designated party (Institution and/or Facility):

1. Institution shall be responsible for the selection of students to be placed at the Facility.
2. Affiliate shall provide orientation to the Facility for students beginning clinical/practicum experience.
3. Institution shall be responsible for scheduling training activities for students.
4. Affiliate preceptors shall be responsible for supervising students at all times while present at the Facility for clinical/practicum experience.

Institution shall provide support and orientation to preceptors.

5. Affiliate shall evaluate the performance of individual students as appropriate.
6. The Affiliate shall retain complete responsibility for patient care providing adequate supervision of students (and faculty, if applicable) at all times.
7. The Affiliate shall maintain a sufficient level of staff employees to carry out regular duties. Students will not be expected nor allowed to perform services in lieu of staff employees.
8. The Affiliate shall provide emergency medical treatment to students (and faculty, if applicable) if needed for illness or injuries suffered during clinical/practicum experience. Such treatment shall be at the expense of the individual treated.
9. The Affiliate shall maintain all applicable accreditation requirements and certify such compliance to the Institution or other entity as requested by the Institution. The Affiliate shall also permit authorities responsible for accreditation of the Institution's curriculum to inspect the Affiliate's clinical/practicum facilities and services as necessary.
10. The Institution shall provide health records of students (and faculty, if applicable) upon request by the Affiliate.
11. The Institution shall notify the Affiliate if a student (or faculty, if applicable) is/are unable for any reason to report for clinical/practicum training.
12. The Affiliate requires written evidence of professional liability insurance coverage from individual students and faculty and staff (if applicable) participating in the experience. The minimum amount of coverage per individual shall be \$1,000,000/\$5,000,000.

The coverage shall extend through the term of the student and faculty or staff's (if applicable) participation.

13. The State of Tennessee is self-insured and does not carry or maintain commercial general liability insurance or medical, professional or hospital liability insurance. Any and all claims against the State of Tennessee, including the Institution or its employees, shall be heard and determined by the Tennessee Claims Commission in the manner prescribed by law. Damages recoverable against the Institution shall be expressly limited to claims paid by the Claims Commission pursuant to T.C.A. Section 9-8-301 et seq.

E. Mutual responsibilities - the parties shall cooperate to fulfill the following mutual responsibilities:

1. Each party shall comply with all federal, state and municipal laws, advice, rules and regulations which are applicable to the performance of this Agreement, which shall include but not be limited to:

HIPAA Requirements: To the extent required by federal law, the parties agree to comply with the Health Insurance Portability and Accountability Act of 1996, as codified at 42 U.S.C. Section 1320d ("HIPAA") and any current and future regulations promulgated thereunder, including without limitation, the federal privacy regulations, the federal security standards, and the federal standards for electronic transactions, all collectively referred to herein as "HIPAA Requirements." The parties agree not to use or further disclose any Protected Health Information or Individually Identifiable Health Information, other than as permitted by HIPAA Requirements and the terms of this Agreement.

Each party will make its internal practices, books, and records relating to the use and disclosure of Protected Health Information available to the Secretary of Health and Human Services to the extent required for determining compliance with the Federal Privacy Regulations.

2. Background Checks: If criminal background checks of students are required by the Affiliate, the Institution shall notify students of this requirement prior to enrollment in the program or as soon as the requirement is known. Students will be informed by the Institution that the check must be completed within the 90-day period immediately prior to the student's initial clinical/practicum placement. It shall be the student's responsibility to make timely arrangements for the background check and to pay all costs associated with such checks.

If criminal background checks are required for Institutional faculty or staff, it shall be the Institution's responsibility to arrange for the background check, to pay all costs associated with such checks and to provide the results to the Affiliate.

It shall be the responsibility of Affiliate to set the eligibility standards for participation and to evaluate the results of the background checks. If Affiliate determines that a student or faculty/staff member shall not participate at its facility, Affiliate shall so notify that individual and the Institution. Institution shall take steps to ensure that this individual does

not participate in the clinical/practicum program at the Affiliate.

If an Institutional faculty/staff member is also an employee of Affiliate or is an employee at another hospital, health care facility or health care organization, Affiliate will allow the faculty/staff member to provide on-site supervision and instruction for its clinical/practicum program without the necessity of undergoing an additional background check.

Recognizing that students enrolled in the **Social Work** program at Institution will potentially participate in multiple clinical/practicum placements at multiple facilities, Affiliate agrees to accept the results of the background check done prior to the student's initial clinical/practicum placement if the student maintains continuous enrollment in the health care program and if the results of the background check are archived by the background check agency.

Institution shall inform students or faculty/staff members excluded from clinical/practicum placement on the basis of a criminal background check of any review or appeal process available pursuant to the Fair Credit Reporting Act or any other law or policy, if any.

3. Students shall be treated as trainees who have no expectation of receiving compensation or future employment from the Affiliate or the Institution.
 4. Any courtesy appointments to faculty or staff by either the Institution or the Affiliate shall be without entitlement of the individual to compensation or benefits from the appointing party.
 5. The parties agree to comply with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, Executive Order 11,246, and the Americans with Disabilities Act of 1990, and related regulations thereto, and further shall comply with all applicable federal rules, regulations and Executive Orders applicable.
 6. The confidentiality of patient records and student records shall be maintained at all times.
- F. Miscellaneous Terms - The following terms shall apply in the interpretation and performance of this Agreement:
1. Neither party shall be responsible for personal injury or property damage or loss except that resulting from its own negligence or the negligence of its employees or others for whom the party is legally responsible.

2. The delay or failure of performance by either party shall not constitute default under the terms of this Agreement, nor shall it give rise to any claims against either party for damages. The sole remedy for breach of this Agreement shall be immediate termination.
3. This Agreement shall in no way be interpreted as creating an agency or employment relationship between the parties.

In witness whereof, the parties, through their authorized representatives, have affixed their signatures below.

AUSTIN PEAY STATE UNIVERSITY

BY: _____

Alisa White, President

DATE: _____

Click here to enter text.

SIGNED: _____

PRINTED NAME: _____

TITLE: _____

DATE: _____

Appendix 6

FIELD AGENCY PROFILE FORM (see field coordinator for most recent form)

Agency _____

Phone _____

Address: _____

Executive Director: _____

Hours of Operation: _____

Mission Statement: _____

Social Work Service(s) Provided and Mode of Delivery: _____

Population Served: _____

AGENCY STAFF

Total # of Staff Members _____ Total # of Professional Social Workers _____

Other Degrees (Specify Degree) _____

Available Field Instructors (specify degrees held)

Administrative Staff (specify degrees held if applicable)_____

POTENTIAL FIELD ASSIGNMENTS FOR STUDENTS

(Please give brief description of assignments/activities in each area)

Direct Work with Client Systems (individuals, families, groups)

Interaction with Community Systems/ Resources_____

Participation in Peer Groups, Interdisciplinary Groups, Organizational Committees, Task Groups, Staff Meetings, Consultations, Case Conferences, In-services, etc._____

Other Opportunities for Professional Development_____

(Attach additional sheets where necessary)

Date_____

Appendix 7

FIELD INSTRUCTOR PROFILE

Field Instructor Profile Form
(to be completed by each field instructor)

Name: _____ Date: _____

Agency name: _____ Email address: _____

Agency Address and Phone:

Licensure Type and Number (if applicable)

Position at Agency

List all degrees including graduation year:

List any additional certifications:

Briefly list your work experience (social work or other):

Do you have Supervisory Experience with employees and/or intern students, if so, briefly describe:

Please write a brief statement about your reasons for becoming a field instructor. Please include any strengths you would bring to this role:

Signature:

Updated 8/06/2019

Attach additional pages if needed

Appendix 8
Field Education Organization Chart

