



UNION UNIVERSITY
SCHOOL *of* SOCIAL WORK

Bachelor of Social Work

Field Instruction Manual

2025-2026

School of Social Work

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UNION UNIVERSITY

SCHOOL *of* SOCIAL WORK

Union University provides Christ-centered education that promotes excellence and character development in service to Church and society.

BSW Program Mission Statement

The mission of the BSW Program is to prepare competent and effective professionals for leadership in generalist practice. In a context of Christian higher education, the program fosters compassionate service, promotes social and economic justice, and equips students for excellence in social work practice.

Greetings from the Director of Field Education

On behalf of the faculty and staff of the School of Social Work at Union University, welcome to the BSW Field Education Program, which has been accredited by the Council on Social Work Education (CSWE) since 1998. Accreditation ensures that the quality of professional programs merits public confidence. The Educational Policy and Accreditation Standards (EPAS) of the Council promote academic excellence in social work education.

Field education is described as the signature pedagogy in social work. The intent of field is to connect the theoretical and conceptual contributions of the classroom with the practical world of the practice setting. To that end and in addition to a field placement, BSW students attend a concurrent field seminar where faculty facilitation encourages explicit connection between class and field. The Council on Social Work Education requires BSW students to complete a minimum of 400 hours in an agency placement under the supervision of a BSW or MSW field instructor and we require an additional 24 hours of agency orientation. Our program maintains placements with required supervision throughout Tennessee and beyond.

Social work education at Union University is rooted in Christian faith and commitment. We take the words of Jesus seriously, *“Love your neighbor as you love yourself.”* As such, our social work majors are taught to appreciate all human life as God’s creation and to promote social and economic justice for all.

This manual is the official reference and procedural guide for social work students, program faculty, agency field instructors, and agency task instructors. It is subject to periodic revisions to reflect program improvements.

As we strive to serve others, yours is a valued contribution to the quality and excellence of social work education in the School of Social Work at Union University.

With warm regards,

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BSW Program Field Instruction Manual

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I. BSW Program Overview

The BSW Program at Union University prepares students to become generalist social workers. This level of professional practitioner should possess the knowledge, values, skills, and abilities to fulfill many beginning and intermediate level social work positions. This includes providing services to client systems of various types and sizes, including individuals, families, groups, communities, and organizations, working with diverse populations, and various problems in a variety of practice areas.

A generalist social worker utilizes the person-in-environment approach at the various practice levels, always considering the uniqueness of the situation. Brieland, Costin, and Atherton (2010) describe a generalist social worker as "*...the equivalent of the general practitioner in medicine...*" (p. 65).

Students who completed a generalist social work program should be able to enter any beginning level social work position, assess and intervene in any problem situation, utilizing the problem-solving process, and work with a variety of client systems. They should also possess the knowledge of when and how to refer to more specialized professionals if the need arises.

Social work is concerned with creating a more socially and economically just world, thereby enhancing the welfare of all world citizens. All social work practice is governed by the NASW Code of Ethics and reflects the professional social work values.

A. Social Work Program Goals

1. To prepare competent professionals for entry level social work practice with diverse client systems within an ever-changing global context through the integration of social work knowledge, values, and skills.
2. To participate in the development of social work knowledge through scholarship.
3. To provide leadership within the professional community through consultation, continuing education, and professional associations.
4. To foster students' understanding of the Christian worldview, with Jesus as the model, which values human life, appreciates, and respects diversity, and promotes social and economic justice.
5. To prepare students for success in a graduate social work program.

B. Student Competencies

Social Work students at Union University complete a required core curriculum that provides an undergraduate liberal arts perspective. In addition, students complete a specific Bachelor of Social Work core curriculum that addresses social work values and ethics, diversity, promotion of social and economic justice, populations-at-risk, human behavior and the social environment, social welfare policy and services, social work practice, research, and field practicum experiences. As a result, social work majors are expected to demonstrate the following competencies at the time of graduation:

Competency 1: Demonstrate Ethical and Professional Behavior

- make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- demonstrate professional behavior; appearance; and oral, written, and electronic communication
- use technology ethically and appropriately to facilitate practice outcomes
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

- advocate for human rights at the individual, family, group, organizational, and community system levels;
- engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

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

- demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels;
- demonstrate cultural humility by applying critical reflection, self-awareness, and self regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

- apply research findings to inform and improve practice, policy, and programs;
- identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work

Competency 5: Engage in Policy Practice

- use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

- apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies;
- use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

- apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies;
- demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

- engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals
- incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- select and use culturally responsive methods for evaluation of outcomes;
- critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities

Competency 10: Appreciate the context of Christian higher education for social work Education

- Understand how Christian thought and practice supports the core values of the social work profession
- Understand how personal religious/spiritual beliefs and practices can be a resource for both the practitioner and the client
- Understand how personal religious/spiritual beliefs and practices can impede one's practice or well-being

These outcomes are attained by the student's adherence to the curriculum design and completion of assignments in each course in the social work program. Outcome attainment is measured through evaluation of the student's academic performance in each class, including field placement.

In addition to measuring student outcomes to determine readiness for graduation, the Social Work Program conducts on-going evaluation of all aspects of the program. Faculty and students have opportunities to evaluate individual courses, the curriculum, advisement procedures, and admission and retention issues. The avenues of feedback, plus alumni surveys and evaluations from field instructors, ensure a continuous renewing and polishing of the total program.

C. Statement of Nondiscrimination

It is the policy and practice of the School of Social Work at Union University to conduct all aspects of the program without discrimination. In the social work program, this statement of non-discrimination is not simply acquiescence to legal requirements. It reflects a core commitment and value of the program, both as an ethical mandate of social work and of Christian faith and practice. Students are requested to bring to the attention of faculty any concern related to discrimination.

The program operates under the nondiscrimination statement of the university found in the front cover of the university catalog stating:

In compliance with all applicable state and federal law, including provisions of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, Union University does not illegally discriminate on the basis of race, sex, color, national origin, age, disability, or military service in admissions; in the administration of its education policies, programs, or activities; or in employment.

Under federal law, the University may discriminate on the basis of religion in order to fulfill its purposes. Persons who believe their rights under this policy have been violated should contact the Title IX Coordinator, as indicated in the appropriate section in the Campus Life Handbook (<https://www.uu.edu/studentlife/handbook/>), or the Office of Human Resources.

II. PLACEMENT PROCESS FOR FIELD INSTRUCTION

A. Selection of Settings for Field Placements

Field placement is essential to and an integral part of social work education. Social work majors are instructed in their junior year in Field Seminar I, SW 409 on how to go online to the field database so that they can complete the field practicum application. After completing the application, the Director of Field or Field Coordinator where applicable will instruct the student to set up a conference time to meet and discuss field options. Administrative responsibility for the practicum component rests with the Director of Field. However, the Director of Field or Field Coordinator (where applicable) understands that the field practicum is a personal experience for each student. A pre-placement conference held between the Field Director or Field Coordinator (where applicable) and the student explores the student's professional and educational goals, interests, and needs.

The School of Social Work maintains relationships with many social service agencies in Tennessee, Mississippi and beyond. Each field placement setting must have a Field Practicum Contract with Union University before a field placement is finalized.

Each student is instructed to arrange a pre-placement interview with the field instructor of the agency. Students have the option to decline agencies, and agencies have the right to decline students. The final decision regarding a field placement is made in conjunction with the agency field instructor, the student, and the Director of Field Education or Field Coordinator (as applicable). However, the Director Field ultimately makes the final decision. It must be understood that choices may be limited by supply and demand. Requests for placements may originate from the Director of Field, the Field Coordinator (where applicable, from social service agencies directly contacting the Director of Field, the Field Coordinator (where applicable), or the students may recommend potential field practicum sites to the Director of Field, the Field Coordinator (where applicable) who will follow up on the recommendation.

B. Employment-Based Field Placements

Social work field placements are typically educationally focused and unpaid experiences. However, under some circumstances paid employment may be considered. Paid employment can present many complicating factors that limit students' full utilization of the field placement experience and should be weighed carefully by the student and the employer. Among the considerations that must be given are the following:

1. The agency may emphasize productivity of the student employee, rather than the student's own learning.
2. If job duties change, the position may no longer meet our criteria for social work activities for that student's practicum.
3. Both the student and the agency may be less willing to disclose problems that arise during the field placement, such as inadequate supervision, activities that are incongruent with placement expectations and situations that threaten their employment status.
4. Any unexpected experience may not meet with timely intervention by the office of Field Education, resulting in a grade that does not fit the student's learning progress.

Therefore, an additional application is required for students interested in an employment-based placement. The purpose of the additional application is to document conditions that provide for new learning opportunities in the agency. Three conditions must be ascertained:

1. The field placement experience constitutes new learning in tasks different from those the student carries out for his or her job
2. The student will have appropriate supervision from a BSW or MSW who is not the student's work supervisor
3. The student has the opportunity to apply theories and knowledge from the classroom into a practice setting

The Employment-Based Field Placement Application must be requested from the Director of Field, or the Field Coordinator (where applicable). Further policies related to this placement option appear later in this manual. (*refer to page 13*)

C. Criteria for Selecting Field Agencies

1. The ethics and values of social work should be demonstrated through the policies, program design, and delivery of services of the agency. The agency should be legally established with adequate financial support and meet the approved criteria of appropriate governmental agencies, as well as local and national standard setting bodies.
2. The agency's student training program must be compatible with the BSW Program's educational objectives. The agency's orientation and objectives must be educational rather than apprenticeship in nature.
3. There should be a correlation between the agency and the BSW Program's practice perspective so as to provide an integrated class-field curriculum and a consistent learning experience for the student.
4. The agency should provide a range of assignments on an ongoing basis that are appropriate to meet the student's educational needs.
5. The agency should provide the necessary space and facilities such as a desk, file space, clerical support, and privacy for interviewing, and as appropriate, access to a telephone and computer. The setting provides adequate field instruction with release time for field instructors to provide a minimum of 1 hour of bi-weekly supervision for concurrent placement students and 1 hour of weekly supervision for block placement students, to adequately prepare mid-semester and final evaluations, and interact with the Director of Field, or the Field Coordinator (where applicable) about the student, and to participate in orientation and training events coordinated by the Director of Field, or the Field Coordinator (where applicable). There should be a staff of sufficient size to oversee and implement programs. Students will not be utilized to substitute for regularly needed staff.
6. The setting should agree to treat all field instruction information, especially evaluations of the student, as confidential, and refer all inquiries about the student to the Director of Field, or the Field Coordinator (where applicable).
7. The agency personnel must recognize that the NASW is the standard-setting body for the profession and that the Council on Social Work Education is the standard-setting body for

social work education.

8. The agency must provide necessary measures to protect students' safety. This may minimally include policies and procedures regarding conducting home visits, interacting with potentially difficult clients, agency environment, and handling emergencies.
9. Agency's policies recognize that professional social work field instruction is essential to academic instruction. Therefore, the agency should genuinely want to teach students and regard the practicum as an important part of its function. Further, there should be recognition that the educational relationship is mutually strengthening to the agency, the college, and the profession.

D. Criteria for Selecting Agency Field Instructors

Selecting an agency field instructor is the responsibility of the Director of Field, or the Field Coordinator (where applicable) in consultation with the agency. A bachelor or master of social work degree and postgraduate experience sufficient to have achieved autonomous practice are required. Prior supervisory experience is desirable. Field instructors are expected to have demonstrated a high level of practice, including sound communication skills, and the commitment and desire to participate in the education of students.

In consultation with the Director of Field, or the Field Coordinator (where applicable), an agency field instructor may delegate specified areas of instruction to another staff member, who is known as an agency task instructor. The agency task instructor must have a demonstrated capacity for facilitative relationships, maturity, a broad perspective of social work practice, and high standards of professional behavior. However, the field instructor is responsible for relating that instruction to the educational objectives of field practice, for monitoring and evaluating the student's performance, and for maintaining bi-weekly conferences with the concurrent placement student and weekly conferences with the block placement student.

The field instructor is the designated agency staff member who guides and supervises the student in acquiring knowledge and skills from the practicum experience. Field students and their instructors share a unique academic relationship. Instructors must be prepared to shift their roles from providing services to clients to educating students. The quality of field instruction significantly determines the overall excellence of the student's practicum experience and the student's satisfaction in that experience. Meeting minimal criteria indicates that a field instructor:

1. Possesses a bachelor or master in social work degree from a CSWE accredited program and at least two years post graduate practice experience;
2. Possesses the ability:
 - a. To provide students with individualized learning experiences in a variety of social work practice roles through which they can achieve professional practice behavior by integration of social work knowledge, values and skills;
 - b. To place a teaching emphasis in the practicum on students' acquisition of generalist practice skills;
 - c. To enable students to use their sensitivities as well as their knowledge in a professional manner, in all their relationships with people
 - d. To evaluate the student's potential capacity for social work and the methods by which the

student's learning may be facilitated, and translate the evaluation into learning situations

3. Is willing:

- a. To provide adequate time for supervisory activities including bi-weekly one-hour student supervision for concurrent placement and weekly one-hour student supervision for block placement, and a mid-term and final student evaluation. It is expected that the field instructor would be available for periodic conferences with the BSW Field Director to discuss student performance, supervision and other concerns;
- b. To attend seminars related to student supervision and other relevant social work topics. Field instructors and task instructors supervising for the first time will attend training seminars and a field practicum orientation conducted by the School of Social Work;

4. Is committed to the NASW Code of Ethics and understands current developments in the profession of social work;

5. Appreciates and respects all people, is sensitive to cultural and ethnic diversity, and willing to challenge social injustice on behalf of vulnerable and oppressed individuals and groups of people in society;

6. Demonstrates:

- a. Knowledge of the placement setting and the ability to involve the student in learning about its structural and administrative patterns, service delivery systems, populations served, linkages with related programs, and relevant socio-political factors;
- b. Interest and competence in teaching practicum, based on the ability to gain satisfaction in the professional growth of other people. Possess the ability to develop a sensitive, educationally oriented relationship with students, accepting them, their feelings, and their capacity for growth and change.
- c. Understanding and acceptance of the partnership between the university and the placement in providing well-developed undergraduate professional education.

Occasionally, an agency can offer a valuable learning opportunity for practicum students because of their client population and service delivery system, but the prospective field instructor does not have a professional social work degree. In such cases, the agency, in consultation with the Director of Field, or the Field Coordinator (where applicable), must identify a BSW or MSW professional to work closely with the agency staff and the student to ensure that the educational objectives of field are being met. If there are no BSW or MSW employees working at the agency, then the following guidelines would apply:

1. A BSW or MSW professional from the community or university will contract with the agency, student, or university to be the field instructor, as would be determined on a case-by-case basis.
2. The utilization of agencies as practicum sites that provide a social service benefit to the community, but do not have professionally trained social workers on staff will be an exception rather than the rule of the Social Work Program.

E. Student Participation/Responsibilities

In order to accomplish their goals and the agency's expectations of them in the field placement experience, practicum students are responsible to do the following:

1. Work out a schedule with their employment and their family life, where applicable, that allows them to complete their practicum hours. There are few practicums with non-traditional hours; creating a schedule to get the hours completed is not the School of Social Work's responsibility.
2. Assume responsibility for making an appointment with the Director of Field, or the Field Coordinator (where applicable) to discuss field instruction placement plans.
3. Confirm the placement, after all pre-placement interviews, with the Director of Field, or the Field Coordinator (where applicable).
4. Complete all necessary documentation, background checks, drug screens, etc. that the field placement agency requires prior to beginning internship. Students are responsible to pay for any background checks, drug screens, etc. that are required by the field placement agency but not paid for by the agency.
5. Work in collaboration with the agency field instructor to develop a written learning contract identifying performance expectations that will demonstrate all competencies required at the time of graduation.
6. Assume responsibility for following agency procedures, including the agency's time and holiday schedules.
7. Respect client and agency confidentiality and conduct themselves in a manner consistent with the values and ethics of the social work profession, based on the NASW Code of Ethics.
8. Assume responsibility for informing the agency field instructor and Director of Field, or the Field Coordinator (where applicable) of any changes in schedules, including necessary absences from the agency for any reason, agreeing to make up the time to the satisfaction of the field instructor and Director of Field, or the Field Coordinator (where applicable).
9. Assume responsibility for the integration of theoretical knowledge with practice for evaluating the field experience and for being active seekers in the development of their professional capacities.
10. Discuss with the field instructor matters concerning the agency's responsibilities for the learning experience, field instruction, agency policies, conferences, and evaluations.
11. Meet standard responsibilities as outlined in this manual; including the fulfillment of all assigned responsibilities; exhibiting conduct in accordance with professional social work standards encompassing ethics, critical thinking, use of self/task management, self-awareness, professional relationships, and communication.
12. Make Director of Field, or the Field Coordinator (where applicable) aware of actual or potential difficulties.
13. Participate in agency orientation and become familiar with the agency's policies and procedures. This includes information and procedures related to safety awareness.

F. Students may expect the following of the Placement Agency:

1. Provision of the learning opportunities and educational supports outlined in this manual;
2. Adequate opportunities to test themselves and their skills, within limits;
3. Opportunity to express concerns about their assignments and to receive careful consideration of such concerns, although decisions about such matters will rest with the educational judgment of the field instructor;
4. Development of a clear learning contract with the field instructor concerning performance expectations, service responsibilities, agency routines, conferences, recordings, attendance, and so forth.

III. ROLES AND RESPONSIBILITIES OF PARTICIPANTS IN FIELD PLACEMENT EXPERIENCE

The success of the field instruction is dependent to a large extent upon the cooperative and collaborative relationships between the university, field agencies, and students. Mutual agreement and understanding of roles and functions are essential to the development of an atmosphere that fosters creative, educationally directed field instruction experiences. The following information delineates the roles, responsibilities, and expectations of all individuals involved.

A. Director of Field Education

Field Director

The Field Director has primary responsibility for the practicum component of the MSW Program. This includes implementation of field processes and procedures and maintaining effective working relationships with placement sites, field coordinators, field instructors, faculty liaisons, and students.

Other responsibilities include:

1. Provide oversight and administration of the Field Education program for all students enrolled in the BSW and MSW programs, in-person (Jackson/Germantown) and online.
2. Oversee the identification and development of new field education sites as well as existing sites for all field students, including all that is required of this function.
3. Develop and conduct online orientation training for entering field students and field instructors.
4. Set high ethical standards and ensure guidelines and implementation for field students, instructors, and task liaisons.
5. Work with faculty, staff, and other internal stakeholders to develop strategies and key activities supporting field programs.
6. Perform faculty liaison duties for social work students in field placements.
7. Oversee and manage all databases involved with the field program in the SSW.
8. Edit and update the field manual on an annual basis and review with field instructors and faculty.
9. Oversee and maintain current Memorandums of Understanding (MOUs) with field placement

agencies. Ensure the accuracy of current information on affiliated field agencies, field instructors, and other pertinent information.

10. Responsible for assuring that field education is congruent with Council on Social Work Education accreditation standards and the Union curriculum.
11. Represent the Union University Field Education program assigned by the Dean or Associate Dean of the School of Social Work and BSW and MSW Directors.
12. Oversee departmental recruitment efforts in the community and interview prospective students as needed.
13. Work collegially with all departmental field education personnel and faculty. Provide supervision to the field coordinator/s and field adjunct faculty.
14. Provide support for field coordinators and promote high performance.
15. Oversee field activity reports to the Dean/Associate Dean and monitor annual assessment data for the field education program.
16. Provides oversight of the development of all field policies, protocols and materials, including field manuals, forms, syllabi templates, course sites and website.
17. Problem-solving with Field Coordinators around handling concerns of students, field instructors and field liaisons in the field practicum.
18. Hiring and training of field liaisons.
19. Facilitation of partnership with TCPS for student background check packages

B. Field Coordinator

1. Teach field classes as assigned by Field Director, MSW Program Director and Dean.
2. Placed students identified by Field Director
3. Find new placement opportunities and vet with input from Field Director.
4. Problem solve with student and agencies as needed to rectify difficulties
5. Keep Field Director updated on any problems with students in internship
6. Assist Field Director in updating Field Instructor Online Orientation

C. Agency Field Instructor

The Agency will provide a staff member designated as the field instructor who will:

1. Provide the student with a minimum of twenty-four hours of orientation to the agency, promote the agency's understanding of the Union University Social Work Program and acceptance of

the student, enable the student to feel a part of the agency, and provide the student and the Director of Field Education or Field Coordinator (where applicable) a copy of the orientation agenda.

2. Assist the student in developing a written learning contract identifying performance expectations that will demonstrate all competencies required by the time of graduation.
3. Select and make appropriate agency assignments that take into consideration, as much as possible, the student's past experiences, learning patterns, and career expectations.
4. Suggest written materials for the student to examine during the course of field experience.
5. Provide on-the-job instruction and supervision of the student.
6. Hold regular one-hour weekly (for block placement student) or bi-weekly (for concurrent placement student) conference with the student to provide instruction, direction, and supervision; and hold additional conferences as deemed necessary.
7. Attend conferences with the Director of Field Education or Field Coordinator (where applicable) as deemed appropriate.
8. Complete a mid-term and final evaluation of the student's performance utilizing the online evaluation tool located on the School of Social Work web-based data system (IPT).
9. Facilitate the mid-term and final evaluation conference with the student, Director of Field Education or Field Coordinator (where applicable) and as appropriate, the agency task instructor.
10. Contribute knowledge and suggestions to the School of Social Work for upgrading the field instruction program as needed.
11. Immediately consult with the Director of Field Education or Field Coordinator (where applicable) regarding any problems or concerns noted with a particular field placement experience.

C. Agency Task Instructor

The term "*Agency Task Instructor*" is used to indicate an agency staff member who assumes certain responsibilities for the student's field education as delegated and monitored by the agency field instructor. The task instructor is required to complete the annual field instructor orientation facilitated by the Field Director. In general, the agency task instructor should be well informed of the university's expectations for field education. This person is expected to collaborate with the field instructor and student in the development of the learning contract. The agency task instructor may contribute information to the agency field instructor regarding the student's progress and completion of assignments for evaluation purposes, but the mid-term and final written evaluation are the responsibility of the agency field instructor. The task instructor is required to participate in the mid-term and final evaluation conferences.

D. Field Practicum Student

Student responsibilities and expectations require the willingness to:

1. Arrange to complete the required hours of field, recognizing that there are very few agencies that offer non-traditional hours and that you will have to work out your schedule to meet the needs of your practicum.
2. Complete an application for field practicum on the School of Social Work web-based data system, and submit any other required documents to the Director of Field Education or Field Coordinator (where applicable).
3. Schedule and complete an interview with at least one community agency, as approved by the Director of Field Education or Field Coordinator (where applicable), and submit appropriate forms by the designated dates.
4. Purchase professional liability insurance, paid through a yearly fee charged by the university, to cover the period during which the practicum will be completed.
5. Fulfill the assignment schedule that student and the field instructor agree on, to contact the agency field instructor in case of absence, and to make up any missed time to ensure the completion of the required clock hours of field experience.
6. Develop a written learning contract, in collaboration with the field instructor that identifies performance expectations that will demonstrate all competencies required by the time of graduation.
7. Complete all required forms for the field practicum and submit them to the appropriate persons by the designated dates.
10. Schedule, attend, and prepare for weekly (for block placement) or bi-weekly (for concurrent placement) conferences with the field instructor and take the initiative in raising questions for discussion and application of theoretical knowledge to practice.
11. Participate actively in agency staff meetings and in-service training.
12. Engage actively in the evaluation process, seeking ongoing feedback from the field instructor and participating in the mid-term and final formal evaluations.
13. Attend field seminars at the university and complete assignments affiliated with this course
14. Consult with the Director of Field Education or Field Coordinator (where applicable) as needed, regarding progress and/or problems in the field placement experience.
15. Avoid the use of agency time to complete classroom work
16. Use the NASW Code of Ethics as a guideline in all agency activities and professional interpersonal relationships.
17. Bring to the field instructor any problems or dissatisfaction with the field experience and to engage constructively in finding possible solutions.

IV. FIELD PROGRAM POLICIES AND PROCEDURES

A. Field Practicum Structure

Field Practicum serves as both a time and place for content reinforcement and as a period of instruction and supervised “*hands on*” learning. Field is educationally directed and professionally supervised to provide students with opportunities to use their generalist social work knowledge and skills in social service settings.

The social work program requires that all students complete an agency orientation prior to officially beginning the required hours of field instruction. Some agency guidelines may have specific orientation requirements in addition to Union’s requirement. If so, students are expected to adhere to the agency policy for attending orientation.

Students enrolled in field instruction develop a schedule with the agency field instructor that ensures the completion of the required hours in field, including 24 hours of agency orientation. BSW field students are required to complete a minimum of 400 clock hours in the agency setting upon the completion of the agency orientation.

B. Field Instructor Orientation

Orientation sessions are held annually for all agency field instructors and task instructors. These sessions are designed to acquaint the agency representatives with the various requirements of the BSW Program. The BSW Program Field Instruction Manual is distributed. All field and task instructors are requested to attend and are encouraged to provide input about ways to enhance or improve the field education program.

The following topics are included in the orientation:

- CSWE Educational Policy and Accreditation Standards (EPAS)
- NASW Code of Ethics
- Access of students to agency orientation
- Student safety while at field practicum
- Generalist Practice approach to social work education
- Required student competencies needed at the time of graduation
- Goals and objectives of field practicum
- Learning Contract
- BSW Program Curriculum Model
- Policies, procedures, and expectations – including problem-solving field difficulties
- Student evaluation process: mid-term and final for semester
- Function of field seminar classes
- Training for the web-based data system (IPT) that will be used for all field forms
- Appropriate supervision

C. Field Practicum Learning Contract

The objectives of field practicum are derived from the overall integrative nature of the field experience in relationship to the curriculum. Students complete a specific Bachelor of Social Work core curriculum that addresses social work values and ethics, diversity, promotion of social and economic justice, populations-

at-risk, human behavior and the social environment, social welfare policy and services, social work practice, research, and field practicum experiences. As a result, social work majors are expected to demonstrate specific competencies throughout the progression of the field experience.

The student's performance is assessed at mid-term and at the conclusion of the practicum experience. The field practicum-learning contract is expected to be developed in concert with the CSWE Educational Policy and Accreditation Standards (EPAS).

Students are expected to have measurable experiences related to each competency over the course of the practicum. Within one week after the completion of the agency orientation, the field instructor, task instructor (if applicable), and the student are expected to jointly begin to craft a comprehensive learning contract.

D. Specific Expectations for the Practicum

The field practicum must include a variety of activities to fulfill the program expectations and accreditation requirements. Although settings and individual students differ, some basic requirements are as follows:

- Comprehensive agency orientation
- Interviewing experiences
- Experience with individuals and families
- Experience with groups
- Experience in community activities and with organizations
- Experiences with data collection, assessment, intervention, evaluation, and termination
- Experience in working with clients who are different from the student. This includes assignments to work with clients of different races, genders, ethnic backgrounds, sexual orientations, ages, socioeconomic statuses, and physical and mental abilities
- Documentation
- Professional Development

E. Employment-Based Field Placements

The Employment-Based Field Placement Application must be requested from the Director of Field Education or Field Coordinator (where applicable). Conversation with the Director of Field Education or Field Coordinator (where applicable) is required before pursuing this option. The students are cautioned about the potential problems of these placement situations and the following guidelines must be met in order to be considered for employment based practicum.

1. All the required field hours must take place under the supervision of a BSW or MSW field instructor with at least 2 years post-graduation experience.
2. Field activities must be compatible with the expectations of course competencies and practice behaviors for the appropriate course level (generalist).
3. Field activities completed at a student's place of employment must provide new learning experiences that are distinct from the student's regular job duties. This may include working with a new population, using new treatment methods, or engaging in a different field of practice. All field activities must align with the student's level of practice (generalist).
4. Students must understand that if they are terminated from their place of employment, and

their field placement is integrated within that employment, they will also be terminated from their field placement. As a result, the student may receive a failing grade in field unless an alternative placement is secured and approved by the field director.

5. The Director of Field Education retains the right to grant an employment-based placement to students who demonstrate high standards of professional and ethical behavior and have a strong academic record.
6. The student's learning objectives must be the primary focus of the student's participation in this new learning, rather than the needs of the agency.
- 7. Employment-based placements are not guaranteed, they MUST meet the required level of learning based on the 10 competencies and level of practice (generalized).**

Students should recognize this is an exception to the program's standard practice, which is that field placements should be separate from employment. The decision to allow this exception incorporates faculty experience and judgment in evaluating the appropriateness of the request. Final authority to grant the exception rests with the Field Education Committee; students should not assume these placements are automatically approved.

F. Evaluations

Social work education at Union University is excellence driven. To that end, we must remain vital and progressive by actively pursuing ongoing exchanges with the practice community and other essential groups, and by developing and assessing new knowledge and technology. Feedback is important - both to our program and to the social work students. Therefore, evaluations from a selection of sources are required.

1. Agency Evaluation of Practicum Students

Students will be evaluated by the agency field instructor at the end of the practicum. The student and the field instructor will each complete a specific area of the field evaluation; however, approval of the final written evaluation is the responsibility of the field instructor.

The Director of Field Education or Field Coordinator (where applicable) will make every effort to be present at a joint conference closing the placement for the semester. The task instructor, where applicable, should be involved in the mid-term and final evaluation conferences.

The mid-term and final evaluation should be entered on the School of Social Work web-based data system. Any student disagreeing with the evaluation has the right to include comments on the evaluation form on IPT explaining and/or defending any aspects of the evaluation with which he/she does not agree. The evaluation documents are reviewed by the Director of Field Education or Field Coordinator (where applicable), field instructor, and task instructor (if applicable).

The BSW field experience is pass/fail. The Director of Field Education or Field Coordinator (where applicable) is responsible for ascertaining if the student passed or failed field practicum. Students are made aware of the standards, expectations, and evaluation procedures at the beginning of field instruction.

2. Agency Evaluation of the Social Work Program

At the conclusion of each field practicum, the agency field instructor and the agency task instructor, where applicable, are asked to evaluate the social work program, the field practicum component, and the effectiveness of the BSW Field Director, and where applicable, field liaison. All information obtained from the evaluations will be used to improve the program and practicum experience for both the agency and the student.

3. Student Evaluation of the Agency

At the conclusion of field practicum, all students are required to evaluate their placement experiences and the overall effectiveness of the agency as a practicum site. The information along with other evaluative standards may be used as a basis for evaluating further field placements in the agency.

G. Field Instruction Grievance Procedure

1. Student Grievance

Students are placed in a field agency for a minimum of 424 hours of field experience, with the first twenty-four hours consisting of an agency orientation. The conduct of each student is expected to be professional and ethical. Any student grievance or area of concern related to the agency setting should first be discussed with the agency field instructor. If the concern is not satisfactorily resolved at this level then the following course of action is available to the student:

- a. The student should request a face-to-face conference with the Director of Field Education or Field Coordinator (where applicable) to discuss the concern. The Director of Field Education or Field Coordinator (where applicable) may suggest ways for the student to readdress the issue with the field instructor, which, if not satisfactory, leads to the next step.
- b. If the concern is not satisfactorily resolved, the Director of Field Education or Field Coordinator (where applicable) and/or the student will request a joint conference with the agency field instructor, where applicable the task instructor, and the practicum student.
- c. If these avenues fail, the student should request another face-to-face conference with the Director of Field Education or Field Coordinator (where applicable) to discuss the situation in the hopes of coming to a mutually acceptable solution to the problem. If the problem is not resolved to the satisfaction of the student, the next step is for the student to submit, within 10 calendar days of the conference with the Director of Field Education, a written statement and appeal to the School of Social Work Field Education Committee describing the circumstances. The committee will review the statement and may confer with the Director of Field Education, the agency field instructor, and the student together. If the student is not satisfied with the field committee's decision and decides to go further with the appeal process, then the student should contact the BSW Program who will advise the student of the next step in the process.

If it is the Field Coordinator with whom the student has the grievance, the student should submit within 10 calendar days of the last conference with the Field Coordinator, a written statement and appeal to the BSW Program Director. If it is the Director of Field with whom the student has the grievance, the student should submit within 10 calendar days of the last conference with the Director of Field, a written statement and appeal to the BSW Program Director. If the problem is not resolved to the satisfaction of the student, the next step is for

the student to contact the Dean of the School of Social Work.

2. Agency Grievance

Any agency grievance or area of concern related to the field student should first be discussed with the student. If the concern is not resolved, then the field instructor should request a meeting with the Director of Field Education or Field Coordinator (where applicable) and the student. If the agency is contacting the Field Coordinator, then the Field Coordinator will notify the Director of Field. If the concern is of a very serious nature, such as breach of confidentiality or other breach of the NASW Code of Ethics or agency policy, the agency should notify the Director of Field immediately. The Director of Field will discuss the concern with all parties involved (individually and/or collectively) and may consult the School of Social Work Field Education Committee. If the concern is not resolved satisfactorily, then the student will be removed from the placement. Depending on the nature of the grievance, the student may or may not be assigned to another agency.

An agency that feels it is necessary to terminate a contract with a student in field must first contact the Director of Field Education or Field Coordinator (where applicable); if contacting the field coordinator that person will also contact the Director of Field; a conference will be scheduled with the agency field instructor, and where applicable, agency task instructor, student and Director of Field Education or Field Coordinator (where applicable) within one week of the decision to terminate. A final evaluation must be completed at this meeting. The conference will give closure and understanding to why the contract with this student is being terminated.

H. Termination Policy

A student enrolled in field practicum may be placed on probation or terminated from field experience and/or the Union University Social Work Program if, in the professional judgment of the social work faculty, violations of professional and/or ethical codes have occurred. Please refer to the Termination and Probation section in the BSW Program Student Handbook for additional information.

I. Practicum Site Changes

Any changes in field placement after the agency assignment is made are the sole responsibility of the Director of Field Education with consultation of the Field Coordinator (where applicable). Only in extreme and exceptional cases may students be moved to a new agency during the semester. Prior to any change, the student and/or the Director of Field and/or the agency field instructor must determine one of the following:

1. The agency is unable to provide learning experiences that will be conducive to continued student growth as determined by the agency field instructor and/or the BSW Field Director.
2. The student/field instructor relationship is such that continued learning will be difficult.
3. Unethical practices and/or exploitation of the student are occurring at the agency.

Next, the Director of Field Education and Field Coordinator (where applicable) will meet with all parties involved to discuss the situation. All efforts will be made to rectify any problems before removing a student from an agency. In a situation where a student is withdrawn from an agency, the following process will be followed:

1. The Director of Field Education or Field Coordinator (where applicable) shall notify the field instructor regarding the withdrawal.
2. The Director of Field Education and Field Coordinator (where applicable) will meet with the student to notify him/her that withdrawal from the placement is necessary.
3. A mutual decision regarding the student's plans, new placement, or other arrangement will be made between the Director of Field and BSW Program Director and the student.
4. Documentation detailing the change will be recorded in the student's file and the agency file at the university.

J. Field Program Evaluation and Avenues of Renewal

The BSW Program strives to maintain close relationships with the practice community, as well as with the broader community and world, in order to assess new knowledge and remain vital and progressive. This is accomplished by: supporting and encouraging faculty and student involvement in community organizations and projects; holding meetings of the School of Social Work's Community Advisory Council, field instructors, and student organizations; participating in professional social work organizations, conferences, and continuing education programs; and regularly soliciting feedback from student focus groups, alumni gatherings, and surveys. It is the intention of Union's BSW Program to be on the "*cutting edge*" of innovation in practice and education. These multiple means of assessing and renewing the BSW Program help ensure that the program is one of quality.

K. Transfer Credit and Life Experience

Students transferring from CSWE accredited BSW social work programs may transfer credit for social work classes as approved by the social work faculty and the university's registrar. Course syllabi of courses in question will be examined for course objectives, outline, learning activities, theoretical frameworks, and bibliographies to determine acceptable comparison to courses in this program. Requests for exceptions to these standards must be reviewed by the BSW Program Director and the Dean of the School of Social Work. Credits are not accepted from programs not accredited by CSWE, although an elective may be transferred upon recommendation of the faculty and approval of the university registrar. Academic credit for life or work experience will not be awarded.

L. Professional Conduct

As an adult learner, students are expected to make an investment of time and energy in preparation for a career in the profession of social work. In doing so, the conduct of each student must be in a professional and ethical manner toward clients, agency staff, peers, and faculty. Because membership in a profession implies an encompassing set of values, professional conduct is expected at all times, both on and off campus. The students in field instruction have the same professional responsibilities as an employed staff member of the agency. Students are expected to follow agency policy and abide by rules and regulations. These include, but are not limited to, the following:

1. Notifying the field instructor of any unavoidable absences or lateness. When possible, this notification should take place before the fact or as quickly thereafter as feasible.
2. Making up time lost due to absences and/or tardiness.
3. Being available, as appropriate, for client emergencies or crises, even though these may occur

after regular hours.

4. Refraining from joining “*office cliques*” and engaging in negative office politics.
5. Adhering to the agency dress code at all times.

Above all, if the student is unsure of something he/she should ask the agency field instructor and /or the Director of Field Education or Field Coordinator (where applicable).

M. Confidentiality

Students should respect clients’ rights to privacy and protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. During the formal agency orientation, students are expected to take initiative and responsibility for knowing the confidentiality policy of the agency.

All practicum students are required by the BSW Program to review and sign the agency’s confidentiality form during the orientation process.

N. Personal Liability Insurance

All Union University social work majors are required to have liability insurance before starting social work field experiences. The university carries the necessary policy and students are billed the cost of the coverage.

O. Personal Safety on Campus & in Field Placement

Students are encouraged to be aware that social work practice includes some potential for risk to personal

safety. It is the responsibility of the student to assess the risk of environmental factors and to take precautions for personal safety. A discussion on safety in the agency is provided as part of the field seminar course. Additionally, students should request in-service training and orientation in the agency regarding the particular safety information in that setting. The student should review the agency’s personnel policies and safety guidelines before any work with the agency begins. Students are expected to follow the practice setting’s recommended safety guidelines rigorously, and to use discernment when making home visits or delivering services in the community. Students should always let someone in the agency know where s/he will be when working outside of the agency offices. Students have the right and the responsibility to report any unsafe situation to a supervisor and request an alternate assignment. They

have the right and responsibility to appeal to the Field Liaison or the Field Directors if they have concerns about the response to their request. Finally, students are expected to follow the agency’s infection control guidelines to protect from contagious diseases.

Please note that Union University faculty, staff, and social work field directors comply with Union’s Title IX policies and procedures for reporting sexual harassment, sexual violence, stalking and domestic/dating relationship violence. For more information go to <https://www.uu.edu/studentlife/accountability/title-IX.cfm> or contact the Title IX Coordinator.

In regard to personal safety, all students, whether participating in activities on the Jackson or Germantown campus or in internship/academic activities off-site, should plan carefully all aspects of their educational experience to maximize the academic experience and minimize any potential safety or health

problems.

The following guidelines emphasize student responsibility for planning and communicating during the program and in the event of any emergency.

1. Know how to obtain emergency health and law enforcement services on campus and off site (e.g., field practicum site).
2. Obtain, read and carefully consider materials related to any off-site location, particularly those materials relating to safety and health issues in the off-site program and locale.
3. Consider your health and personal circumstances when applying for or accepting field placements.
4. Make available to the field practicum site and Union University accurate and complete physical and mental health information and any other personal data that is necessary to plan a safe and healthy field education program experience.
5. Assume responsibility for all the elements necessary for personal preparation for the campus and field practicum site.
6. Participate fully in any orientations by the field practicum site and the School of Social Work at Union University.
7. Obtain or maintain appropriate insurance coverage, particularly health insurance, in the event of sickness or injury during the program. Students are provided with liability insurance while completing their field placement. (See Director of Field Education for a copy of the liability insurance coverage form).
8. Inform next of kin and others with a need to know about participation in the field practicum site.
9. Provide next of kin and the School of Social Work Field Director with emergency contact information and keep them informed on an ongoing basis.
10. Understand and comply with the field practicum site's terms of participation, codes of conduct, and emergency procedures, as well as Union's terms of participation, codes of conduct, and emergency procedures. (Union's codes of conduct apply off site.)
11. Be aware of local conditions that may present health or safety risks when making daily choices and decisions. Promptly express any health or safety concerns to the field practicum site and the School of Social Work at Union University.

In case of an emergency or threat to your safety while on the Union University campus, inform Safety and Security (731) 394-2922. In case of an emergency or threat to your safety while at your field practicum site, follow the safety procedures of your field placement agency and promptly notify the Director of Social Work Field Education.

P. Transportation

1. Students are responsible for their own transportation to and from the field placement agency. Students who drive must have a current, valid driver's license and automobile insurance.
2. **All students are prohibited from transporting agency clients.**
3. Some agencies pay mileage for travel required to perform agency work. Students should ask the field instructor during the agency orientation about mileage reimbursement if required to travel.

Q. Spring Break/Holidays

Student in field experiences are not entitled to university holidays that fall on practicum dates unless their agency field instructor gave prior approval. Students should remember that they must still complete the required number of clock hours at the agency regardless of university holidays and/or breaks.

R. Length of Placement

The School of Social Work offers two BSW tracks-- The Traditional Day Program and the Evening Adult Studies Program. Each cohort is required to complete 424 hours of field practicum with the first 24 hours being reserved for the agency orientation. Some agencies will require more than the 24 hours of orientation and it is understood that students cannot start their 400 hours before all required orientation hours have been satisfied. Most adult studies students choose the concurrent field practicum model which requires the student to complete a minimum of 16 hours per week in the fall/spring semesters. However, some adult studies students elect to do a block placement. Students in the Traditional BSW program can choose either a concurrent or block placement format. The block placement format requires students to complete a minimum of 32 hours per week in the spring semester.

Students who do the concurrent field practicum model begin their field placement in early September. Those who utilize the block practicum model start their field placement in January. Students are responsible for arranging their schedule with their field instructor so that the final week of placement occurs no sooner than the end of the 1st week in April. Students can schedule their placements to end later in the spring if this is valuable to client service, or if the student needs extra time to complete his/her hours. The Director of Field Education or Field Coordinator (where applicable) will inform students of the deadline to complete hours in the spring semester.

S. Employment Offers from Field Agencies

Field Practicum offers heightened visibility and many exciting opportunities and experiences for social work students. Agencies often anticipate employment openings by the time students complete their practicum hours, and many students are offered positions at their placement agencies.

The School of Social Work is pleased when students are offered employment opportunities. What better way to affirm the student that he or she is now ready for professional generalist social work practice! If the student is offered employment, then a plan needs to be worked out for the student's field experience to ensure it meets the requirements for a BSW field education program. The plan must be approved by the Director of Field Education before implementation.

Appendix B: Agency Field Practicum Contract



UNION UNIVERSITY

SCHOOL of SOCIAL WORK

Field Practicum Contract

Between

Union University School of Social Work

And

Agency

This contractual agreement, entered into this ____ day of _____, 20__, establishes an agreement between Union University School of Social Work, hereinafter referred to as the University, and _____, hereinafter referred to as the Agency. It specifies the basis on which the Agency will serve as a field instruction placement for students and in which faculty personnel will provide educational direction of students assigned with said Agency. The purpose of this agreement is to specify the general activities planned and the assignment of responsibilities between the parties.

A. It is agreed and understood that:

The Agency will serve as a field instruction placement for the University students in such number and at such time as the parties hereto mutually agree. This agreement will remain in force as long as both the University and the Agency mutually agree upon the terms of the contract or until this agreement will need to be updated.

The particular facilities/programs/services to be used, the number of students, and the particular instruction–consultation to be provided will be determined by mutual agreement of the parties as governed by the stated stipulations.

1. The students in this field instruction placement:
Will receive remuneration _____ (specify in addendum)
Will not receive remuneration _____
2. The University does not assume responsibility for or provide insurance against any physical or professional liability which might be assessed due to injury to students or clients on the premises of the Agency.
3. The student is required to carry liability insurance to cover any malpractice involvement by error, negligence, or omission.
4. The representatives of the Agency and/or University, after consultation with the student, may suspend the participation of said student in the educational program if they find that the student's continued participation in the program is not in the best interests of the student, the Agency, and/or the University.
5. Agency regulations, policies, procedures, and goals will be applicable to the students while they are engaged in field education unless otherwise stated in writing by both parties. These policies, procedures, and goals will be described during orientation and will be reviewed periodically.
6. All days and hours for the student's participation in field instruction shall be arranged between the student and the Agency representative after consultation with the Field Director or Field Liaison in keeping with the University policy.

B. Scheduling of activities

The scheduling of activities of students in the field instruction program will be in accordance with the schedule of courses at the University and will be explored and planned with the appropriate faculty personnel of the University, the Agency in which field instruction is conducted, and the student. Planning of the specifics of field instruction shall be a joint effort of the Agency representative and the student with the consultation from the Field Director.

C. The University will provide a faculty member designated as the Social Work Field Director who will:

1. Enable and expedite the field practicum curriculum.
2. Fulfill administrative responsibilities such as:
 - a. locate and assess new field agencies;
 - b. assign students to placements;
 - c. maintain efficient reporting systems and records of field practicum activities;
 - d. participate in the preparation and maintenance of a current field placement manual;
 - e. organize a training session for Agency Field Instructors when necessary.
3. Initiate and respond to faculty, student, and Agency suggestions for the continuous upgrading of the field practicum curriculum.

D. The University will provide a faculty member designated as the Social Work Field Liaison who will:

1. Conduct periodic evaluations of practicum methodology and outcomes, and initiate appropriate changes.
2. Maintain regular telephone contact with the Agency Field Instructor regarding the student's progress on at least a monthly basis.
3. Have conferences with the Agency Field Instructor regarding the student's progress as deemed appropriate.
4. Meet with the student in an integrated seminar to discuss the placement, collect assignments and forms related to the Field Practicum experience, and be available to the student if problems arise.
5. Assist the Agency Field Instructor in the designing of learning experiences for the student; assess with the Agency Instructor the adequacy of the student's field performance; and consult with and advise the Agency Field Instructor regarding learning problems which the student may have.
6. Ensure that the Agency Field Instructor completes appropriate evaluations of the student; attend a final evaluation conference with the student and the Agency Field Instructor; and assign the final grade for the Field Practicum.

E. The Agency will provide a staff member designated as the Agency Field Instructor who will:

1. Provide the student with a formal orientation of the agency, promote the Agency's understanding of the Union University School of Social Work and acceptance of the student, and enable the student to feel a part of the Agency. Provide a copy of the orientation schedule to the student and the Social Work Faculty Liaison at the beginning of the practicum.
2. Assist the student in identifying goals/desired outcome and learning objectives for the field placement experience commensurate with the educational objectives of the School of Social Work.
3. Select and make appropriate Agency assignments that take into consideration, as much as possible, the student's past experience, learning patterns, career expectations, and the social work program's educational objectives.
4. Suggest written materials for the student to examine during the course of field experience.

5. Provide on-the-job instruction and supervision of the student.
6. Hold a regular one hour weekly (for block placement) or bi-weekly (for concurrent) placement conference with the student, sign the student's monthly time card verifying the hours and tasks completed that month, and hold additional conferences with the student as deemed necessary.
7. Attend conferences with the Field Director as deemed appropriate.
8. Complete a written, formal, final evaluation of the student's performance, utilizing the Union University Practicum Evaluation Form.
9. Attend a final evaluation conference with the student and Social Work Field Liaison, where the final evaluation will be discussed.
10. Contribute knowledge and suggestions to Union University's School of Social Work for upgrading the Field Instruction Program as needed.
11. Immediately consult with the Social Work Field Liaison regarding any problems or concerns noted with a particular field placement experience.

In testimony whereof witness the duly authorized signatures of the parties hereto:

Agency Representative Signature

Date

Director of Field Education

Date

Appendix C: BSW Field Practicum Student Agreement



UNION UNIVERSITY

SCHOOL of SOCIAL WORK

BSW Field Practice Student Agreement

This contractual agreement is entered into this 1st day of _____ 20____ between Union University School of Social Work and _____, senior social work major. As a social work field practicum intern, I fully understand my responsibility to complete a minimum of 400 clock hours of community-based field experience at my assigned practicum location. I further understand that I must complete a minimum of 24 hours of a formal agency orientation prior to the official beginning of the placement. I fully understand that all field practicum hours must be successfully completed by the deadline as established by the BSW Field Director.

Furthermore, it is agreed and understood that:

1. The student fully recognizes the importance of confidentiality and will in no way breach that confidentiality as a practicum student.
2. The student is required to carry liability insurance to cover any malpractice involvement by error, negligence, or omission, and the cost of this insurance is billed to the student's account at the university.
3. The university does not assume responsibility for, or provide insurance against, any physical or professional liability that might be assessed due to injury to student or clients.
4. All students are prohibited from transporting clients.
5. The student will seek, as appropriate, clarification of agency policy regarding reimbursement for mileage and any other practicum related expenses or stipend.
6. The student is responsible for arranging transportation to/from the field practicum location. If driving a vehicle, student must have a valid driver's license.
7. The student will adhere to the policies, procedures, and principles of the field

practicum setting unless such adherence violates the NASW Code of Ethics.

8. The student will notify the agency field instructor of all impending absences and promptly arrange to make up the hours to the satisfaction of the agency field instructor and the social work field director.
9. The student will be viewed as an adult learner. To this end, the student is expected to demonstrate maturity and responsibility in expanding and deepening the knowledge, values, and skills that were taught in the classroom.
10. The student will actively participate alongside the agency field instructor in developing a learning contract that includes measurable and appropriate learning tasks and assignments.
11. The student will be conscientious in preparing for weekly (for block placement) or bi-weekly (for concurrent placement) conferences with the agency field instructor by writing down questions and concerns to discuss during the conferences. Additionally, the student is expected to bring to the attention of the field director any inconsistency with the scheduling of these conferences.
12. The student will immediately bring to the agency field instructor's attention any problems or dissatisfactions that he/she has with the field experience, and is prepared to engage constructively in finding solutions. If the problem cannot be resolved, then the student is required to contact the BSW Field Director. The BSW Field Director will schedule a conference to assist in helping to find an acceptable solution for all parties concerned.
13. The student will use the NASW Code of Ethics as a guide in all agency activities and assignments.
14. The student will engage actively in the evaluation process and seek on-going feedback from the field instructor. The student is expected to be an active participant in the formal mid-term and final evaluation.
15. The student will engage in appropriate termination activities with clients and agency personnel at the conclusion of the field practicum.

I have read the above information, I agree to abide by the guidelines set forth, and I understand the importance of adhering to the information presented within this agreement.

Student

Date

Appendix D: Agency Orientation Checklist



UNION UNIVERSITY SCHOOL of SOCIAL WORK

Union University School of Social Work Formal Agency Orientation Checklist

Our senior social work majors are ready to officially begin their field practicum experience. We realize that uncertainty and varying degrees of anxiety are inherent with most new experiences. In an effort to alleviate some of the anxiety associated with this new experience, we ask that each agency field instructor develop a 24-hour agency orientation at the outset of the placement. The orientation should help the students make a comfortable transition from the classroom to the community social service arena. Please incorporate this checklist into your agency orientation by initialing and dating each number below as it is reviewed with the student. Thank you!

Initial and Date

- _____ 1. An overview of agency/program structure, treatment and service components. (Agency organizational chart/chain of command/mission statement).
- _____ 2. How are referrals made (to and from the agency)? Agency catchment/service area.
- _____ 3. Introduction to agency director, various program managers/supervisors, other BSW and/or MSW staff, other professional staff and support staff.
- _____ 4. Various meetings: purpose, format, location and time (i.e., staff meetings, case conferences, peer reviews, etc). Will student be involved?
- _____ 5. Review and sign the agency confidentiality form.
- _____ 6. Child abuse and elderly abuse reporting procedure.
- _____ 7. Agency policies and procedures (specifics and/or where to locate procedure manual). Any resource guides?
- _____ 8. Agency documentation policy and examples.

- _____ 9. Various office policies and guidelines [personal phone calls, agency security, cell phones, dress code, illness, emergencies, late to work, time off, flex time, sign in/out, parking, safety, inclement weather, travel reimbursement, personal items (purse, coat, radio, clock, etc.), self-disclosure, food/drink in work area, etc.]
- _____ 10. Secretarial support and office/work related supplies.
- _____ 11. Offices hours/on call, etc.
- _____ 12. Lunch time; breaks; break area; location of bathrooms.
- _____ 13. Use of phones, fax machines, copy machine, computers and/or e-mail, and other office equipment.
- _____ 14. Glossary of abbreviations frequently used at the agency.
- _____ 15. Tour of facility and other agency sites.
- _____ 16. Person to consult with if agency field instructor is not available.
- _____ 17. Guidelines regarding weekly (for block placement) and bi-weekly (for concurrent placement) one-hour instructional and supervisory conferences.
- _____ 18. Initial plans regarding student assignments and responsibilities at the practicum. Decide on a time within the next week to begin working on the *Learning Contract*.

Comments as appropriate:

We covered the 18 items listed above as part of the student's agency orientation.

Field Instructor: _____
Signature Date

Task Instructor (as appropriate): _____
Signature Date

Student: _____
Signature Date

Appendix E: NASW Code of Ethics

See following link for access to the NASW Code of Ethics:

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Appendix F: Core Performance Standards

CORE PERFORMANCE STANDARDS for Admission, Progression, and Graduation Union University School of Social Work

To ensure that social work students will be competent and professional social workers, all students must meet essential standards of behavior for social work practice. The following chart begins with the NASW Code of Ethics, which identifies the core values on which Union University's School of Social Work is based. This summary of ethical principles reflects the social work profession's core values; it establishes a set of specific ethical standards that guide social work practice; and it provides the principles on which the public can hold a social work professional accountable. These principles will set forth the orb of responsibility to which each student obligates him or herself from entrance into the social work program. Each student will be required to adhere to the NASW's Code of Ethics, which states that professionals "...must not allow their own personal problems, psychological distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interest of people for whom they have a professional responsibility" (NASW Code of Ethics, Section 4.05a). Noncompliance with the Core Performance Standards may result in termination from the BSW Program.

Standard	Required Skills	Examples of Satisfactory Behavior
Professional Ethics: The student will conduct him/herself in full accordance with the values and ethics of the social work profession, as set forth in the NASW Code of Ethics, and the mission and goals of Union University's School of Social Work.	The student will: recognize legal and ethical dilemmas, and seek appropriate consultation when necessary; demonstrate practice strategies that respect the positive value of diversity; challenge social injustice; maintain professional boundaries; be honest with clients and colleagues; protect client confidentiality in the classroom, in assignments, and in the field agency; be open, honest, and without judgment; make commitments that will be kept; and identify and maintain appropriate personal conduct and professional boundaries in keeping with all professional standards.	The student will: work with all vulnerable populations with dignity and respect; refrain from cheating and plagiarism as defined in the student handbook; seek professional consultation when needed.
Critical Thinking: The student will formulate opinions and conclusions based on analysis that distinguishes fact from inference, and combines an understanding of personal, cultural, and contextual factors with balanced dignity and respect for those that are the same or different than student.	The student is able: to critically assess individuals, families, groups, organizations and communities in the context of environmental factors, including socioeconomic, cultural, biological, psychological, social and spiritual dimensions; refrain from judging others based on difference; utilize an understanding of how ethnicity, class, gender, sexual orientation, age and other cultural characteristics affect the helping process; demonstrate an ability to evaluate and differentially apply practice approaches with individuals, groups, families, and organizations; employ a scientific analytic approach to practice that integrates the critical appraisal of social research and the evaluation of social policies, program and practice outcomes; demonstrate knowledge of social, political, and economic justice for clients and an ability to identify and promote resources for clients.	The student will: develop intervention plans with various client systems; collaborate effectively with community resources and connect clients with community resources; integrate classroom assignments with knowledge from various curricular areas; prepare psychosocial assessments of clients and design generalist intervention plans.

Time Management: The student completes classroom, field education, and agency assignments and requirements in a consistently timely manner.	The students will: complete assignments with timeliness and quality; come to class and/or field regularly and on time; assume responsibility for communicating an interruption of planned attendance or task completion; and assume responsibility for identifying appropriate alternatives when a change is necessary.	The students will: complete assignments on time; attend class and field regularly and on time; contact instructors and field educators regarding absences or the late submission of assignments; submit required class and field assignments without being prompted.
Self-Awareness: The student possesses a balanced view of his/her performance in intellectual, social, behavioral, and interpersonal skills, and acknowledges barriers to his/her performance. The student assumes full responsibility to protect clients and others from potential adverse consequences of those barriers to performance.	The student will: solicit, accept, and incorporate feedback into classroom and field agency; identify barriers to performance; design and implement specific goals and strategies for professional growth; evaluate his/her own practice by using objective assessment methods, such as process recordings and single subject designs.	The student will: actively participate in class and in field experience; participate in activities aimed at increasing self-awareness; seek professional help when needed; adjust workload and/or seek consultation with an instructor in the face of personal difficulties that may adversely impact interaction with clients.
Communication: The student receives and responds to verbal, non-verbal, and written exchanges between self, faculty, agency personnel, and colleagues in accordance with the NASW Code of Ethics and the mission and goals of Union University's School of Social Work.	The student will: develop cooperative and collegial relationships with colleagues and clients with organizations, agencies and communities; demonstrate knowledge about the effects of oppression and discrimination on individuals, families, groups and communities; contribute as a constructive participant in academic and agency affairs; honor verbal and written agreements made with others.	The students will: follow through on verbal and written commitments to others
Professional Relationships: The student engages, maintains, and terminates relationships appropriately with diverse client groups, instructors, agency staff, colleagues, organizations and communities in a professional, responsible and respectful manner.	The student will: communicate effectively with a wide range of client systems, demonstrating a knowledge of, and sensitivity to differences due to gender, race, class, age, culture, ethnicity, religion, gender, sexual orientation, and physical or mental abilities without judgment; follow agency guidelines for record keeping, and demonstrate the ability to document communications as a basis for professional accountability; possess appropriate verbal, non-verbal and written skills; and conduct all communication in a respectful manner.	The student will: speak with dignity; respect, and sensitivity to clients, colleagues and instructors; prepare written documents that are clear, concise, accurate and complete; communicate with sensitivity to cultural and contextual differences; use correct grammar in written and oral communication.
Supervision: The student readily accepts and adheres to directives from faculty, agency personnel, and colleagues in accordance with the NASW Code of Ethics and the mission and goals of Union University's School of Social Work.	The students will: solicit, accept, and incorporate supervision, and be able to effectively follow directions in classroom and field agency; and possess the ability to effectively utilize supervision in a respectful manner in classroom and agency for the furtherance of professional growth.	The students will: actively and effectively incorporate directives and supervision in classroom and agency placements.

I have read and agree to abide by the Code of Ethics of the National Association of Social Workers (NASW) and the Core Performance Standards. I understand that failure to comply may result in termination from the BSW Program.

Student Signature

Appendix G: Social Work Field Education Waiver of Liability



UNION UNIVERSITY

SCHOOL of SOCIAL WORK

Social Work Field Education Waiver of Liability

I, _____, affirm that I have read the Union University School of Social Work Student Handbook and Field Practicum Manual and understand the nature of social work practicum involving regular engagement in on-site, in-person field practicum activities in a social service setting.

(Please carefully read and then initial each of the following statements):

_____ I acknowledge that there are certain risks inherent in my participation in this practicum, including, but not limited to risks arising from:

- Driving to and from the field practicum site, or while in the course of field practicum activities;
- Unpredictable or violent behavior of certain client populations served by the field practicum site;
- Exposure to infectious diseases, including tuberculosis or other airborne pathogens (e.g., COVID-19), and hepatitis, HIV or other bloodborne pathogens.

_____ I acknowledge that these risks could result in my bodily injury, up to and including death, and agree to assume the liability for these risks.

_____ I waive my right to hold Union University, including the School of Social Work faculty and staff, responsible for any liability for injuries associated with my field practicum.

_____ I agree that it is my responsibility to understand and follow the field practicum site's policies and procedures designed to identify and control risks, including safety and security procedures and bloodborne pathogen policies, and to obtain any immunizations which the field practicum site and University may recommend and/or require.

_____ I acknowledge that it is my responsibility to bring to the University's and/or Social Work Department's attention any information regarding the field placement/field practicum site being unsafe or otherwise improper.

_____ Should I require emergency medical treatment as a result of accident or illness arising during the practicum, I consent to such treatment. I acknowledge that Union University does provide liability insurance. I agree to be financially responsible for any medical bills not covered by liability insurance as a result of an emergency or other medical treatments. I will notify my

Agency Field Supervisor if I have medical conditions about which emergency personnel should be informed.

_____ I understand that it is my responsibility to follow safe practices as set by Union University, including the School of Social Work, and my field practicum site, as well as those required by our state and federal governments. Information specific to COVID-19 Control and Prevention can be found on the following website: <https://www.osha.gov/SLTC/covid-19/controlprevention.html>

_____ I acknowledge that the social work profession is not risk free and that by extension, practical training (field practicum) for the profession is not risk free either. I voluntarily participate in this field practicum in spite of these risks, with the understanding that successful completion of Field Practicum is a requirement to obtain a Social Work (BSW or MSW) degree.

_____ I acknowledge that if I have health issues or am not comfortable participating in field practicum at this time, I can request a virtual field placement, or elect to postpone my field practicum to a later date, knowing that it will affect my original projected graduation date.

_____ I understand if I have any question as to whether a physical or medical condition would prevent my full participation in a field practicum, I should contact the Union University Social Work Program Field Director or the Director for Disability Services who will discuss possible accommodations.

_____ I acknowledge that engaging in field practicum may require a degree of skill and knowledge different from other activities and that I have responsibilities as a participant. It has been explained to me, and I understand, that Union University Social Work field faculty are available to discuss any questions or concerns I have about the nature and physical demands of this field practicum activity and the inherent risks, hazards, and dangers associated with this activity. I represent that I am otherwise capable, with or without reasonable accommodation, to participate in field practicum.

Student Signature

Date

Social Work Director of Field Education

Date

Social Work Program Director

Date