



Tennessee Wesleyan
UNIVERSITY

SOCIAL WORK PROGRAM

FIELD PRACTICUM EDUCATION MANUAL

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Bachelor of Social Work (BSW)

Program Mission & Goals, Competencies, and Curriculum

PROGRAM MISSION

TWU BSW (Bachelor of Social Work) Program Mission Statement:

The Tennessee Wesleyan University Baccalaureate Social Work Program provides the foundation for students to become empathetic, competent generalist social work practitioners with integrity who adhere to the values and ethics promoted by the profession of social work. Students will cultivate a sense of responsibility to improve the lives of their fellow person engaging people as partners in the helping process while advancing social and economic justice on a local and global level advocating to prevent and eliminate conditions like poverty that limit human rights. Through study grounded in the liberal arts foundation, study of the person-in-environment framework, scientific inquiry, and mentoring, our students are prepared to be active listeners, critical thinkers, and lifelong learners who are willing to examine their own values and beliefs, grow in self-awareness, and maintain a balance between a subjective/objective view of the people they serve while respecting their dignity, diversity, and right to self-determination.

TWU BSW PROGRAM GOALS:

BSW Goal 1. The TWU Social Work Program provides a foundation for BSW students to become empathetic competent generalist social work practitioners with integrity who adhere to the values and ethics promoted by the profession of social work.

BSW Goal 2. The TWU Social Work Program instills a sense of responsibility to the BSW students to improve the lives of their fellow person engaging people as partners in the helping process respecting their dignity, diversity, and right to self-determination.

BSW Goal 3. The TWU Social Work Program prepares BSW students with the knowledge and skills through study of the person-in-environment framework, strengths perspective, scientific inquiry, evidence-based practice, and research and mentoring to advocate preventing and eliminating conditions like poverty that limit human rights and advancing social and economic justice on a local and global level.

BSW Goal 4. Through study grounded in the liberal arts, the TWU Social Work Program equips BSW students to be active listeners, critical thinkers and lifelong learners who are willing to examine their own values and beliefs and grow in self-awareness.

PROFESSIONAL COMPETENCIES

CSWE Competencies

The TWU BSW program goals reflect the professional competencies defined by the CSWE. The BSW student is prepared to be a generalist social work practitioner serving diverse populations in a wide variety of practice contexts. Upon completion of the BSW program, students are competent professionals who are expected to:

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

TWU BSW PROGRAM CURRICULUM

Generalist Practice

- The generalist practitioner identifies with the social work profession
- Applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels
- Engage diversity in practice
- Advocate for human rights and social and economic justice
- Recognize, support, and build on the strengths and resiliency of all human beings

- Engage in research-informed practice
- Proactive in responding to the impact of context on professional practice

The TWU BSW Program has established a competency-based bachelor's program including formal baccalaureate classes and field education. The BSW Program is based upon a formal educational structure that flows from the University's mission statement, and is aligned with the BSW Program goals, which are linked directly to the nine core competencies.

Our mission statement addresses the knowledge, values, skills, and cognitive and affective processes and behaviors associated with competence at the generalist level of practice. It does so by promoting to our students a sense of responsibility to improve the lives of their fellow person, respecting their dignity, diversity, and right to self-determination, while advancing social and economic justice on a local and global level.

Included in our mission is a pledge to provide the foundation for students to become empathic, competent generalist social work practitioners who adhere to the values and ethics promoted by the profession of social work. More specifically, our program's practice/skills courses will focus on cognitive and affective processes and behaviors, as well as interpersonal social work skills at the bachelor's level. This will be accomplished through study of theoretical concepts such as the person-in-environment framework, the strengths perspective, scientific inquiry, and mentoring. All are important in engaging, assessing, intervening, and evaluating practice with those we serve. It is essential that students understand the person-in-environment framework to be empathic with the people they serve. It also allows them to understand the importance of identifying strengths and resources at all levels, micro, mezzo, and macro when serving individuals, families, groups, organizations, and communities. Scientific inquiry is necessary to examine and use best practices.

Cognitive and affective processes include the ability to be empathic with active listening skills, the willingness to develop self-awareness by examination of their own values and beliefs, and the ability to self-regulate to maintain an objective/subjective view of those we serve.

Through learning of these skills and putting them into practice in their field placements, our students are prepared to be active listeners, critical thinkers and lifelong learners who are willing to examine their own values and belief and grow in self-awareness.

Curriculum

SOCIAL WORK COURSE SEQUENCE BY SEMESTER IMPLEMENTED FALL SEMESTER OVERALL TOTAL HOURS = 121

(All courses 3 cr. hrs. unless otherwise specified)

General Education requirements are designated as Wesleyan Essentials (WE)

FRESHMAN YEAR			
Fall Semester	Cr.Hr.	Spring Semester	Cr. Hr.
ENG 101 Composition I	3	ENG 102 Composition II	3
SOC 101 Introduction to Sociology	3	PSY 101 Introduction to Psychology	3
The Artist Expression (WE)	3	BIO 120 Human Biology (WE)	3
BUS 218 Computer Applications	3	The Artist Expression (WE)	3
TWU 101 First-Year Experience	2	Elective	3
Total Semester Hours	15	Total Semester Hours	15
SOPHOMORE YEAR			
Fall Semester	Cr. Hr.	Spring Semester	Cr. Hr.
SOC 301 Race & Ethnicity OR SWK 390 Diversity & Cultural Competency	3	SWK 231 Introduction to Social Work	3

MAT 132 Essentials of Statistics (WE)	3	Math or Science (WE)	3
SPE 101 Introduction to Speech Recommended (WE)	3	Religion/Western Heritage (WE)	3
Elective	3	Elective	3
PSY 231 Human Lifespan in the Social Environment I	3	PSY 251 Human Lifespan in the Social Environment II	3
Total Semester Hours	15	Total Semester Hours	15
JUNIOR YEAR			
Fall Semester	Cr. Hr.	Spring Semester	Cr. Hr.
SWK 333 Interviewing Skills & the Helping Relationship	3	SWK 434 Social Work Practice I (Individuals and Families)	3
SWK 371 Ethics & Client Rights	3	Western Heritage (WE)	3
Western Heritage (WE)	3	SWK 270 Social Work Research Methods	3
Cultural Diversity (WE)/R 207 World Religions Recommended	3	Cultural Diversity (WE)	3
Elective	3	SWK 361 Substance Abuse and Addictive Behaviors	3
		SWK 391 Field Practicum Orientation Seminar	1
Total Semester Hours	15	Total Semester Hours	16
SENIOR YEAR			
Fall Semester	Cr. Hr.	Spring Semester	Cr. Hr.
SWK 460 Field Practicum I	5	SWK 462 Field Practicum II	5
SKW 461 Field Practicum Seminar I	1	SWK 463 Field Practicum Seminar II	1
SWK 435 Social Work Practice II (Mental Health System)	3	SWK 436 Social Work Practice III (Community Practice & Program Evaluation)	3
SWK 334 Social Welfare Policies & Issues	3	SWK 451 The Group Counseling Process	3
Elective	3	Elective	3
Total Semester Hours	15	Total Semester Hours	15
Focus Area Electives		Electives	

SWK 321 School Social Work SWK 331 Social Dynamics of Interpersonal Violence SWK 332 Domestic Minor Sex Trafficking	SWK 341 Family Systems SWK 351 Issues in Aging SWK 471 Child Welfare I SWK 472 Child Welfare II
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Course Descriptions

BSW Program course descriptions are found in the TWU Academic Catalog and The Social Work Program Student Handbook.

LIFE EXPERIENCE POLICY

No academic credit is given for life experience or previous work experience. The policy is documented in the Field Education Manual and the Social Work Program Student Handbook and is accessible online on the TWU Website under Social Work. Students are provided with hard copy upon request.

TWU BSW PROGRAM STANDARDS OF PROFESSIONAL CONDUCT

The social work student behaves professionally by knowing and practicing within the scope of social work, adhering to the National Association of Social Workers Code of Ethics (as found in the National Association of Social Workers and the Tennessee Board of Social Worker Standards of Conduct (1365-01-.10) as found in the Tennessee Board of Social Work Certification and Licensure General Rules and Regulations, <https://www.tn.gov/health/health-program-areas/health-professional-boards/sw-board/sw-board/statutes-and-rules.html> The standards of professional conduct embedded in **Program Goals (PG)** as follows:

Interpersonal Skills. The social work student demonstrates the ability to negotiate, mediate, and advocate for more effective policies, programs, and services to improve the quality of life for all, especially the disadvantaged (PG1,2&3). The social work student also demonstrates the ability to be empathic, active listeners able to engage diverse individuals, families, groups, organizations, and communities (PG1& 2).

Self-awareness. The social work student examines the values and relevancy of Jesus Christ, and in keeping with the strengths perspective, will apply spiritually sensitive practices identify people's talents, skills, capacities, and resources that help support the potential for growth (PG4).

Professional Commitment. The social work student incorporates their liberal arts foundation to build knowledge, skills, values, ethics, and professional identity necessary for competent entry-level general practice at micro, mezzo, and macro levels (PG1). The social work student applies a knowledge base of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to be able to engage, assess, and intervene with individuals, families, groups, organizations, and communities (PG3). The social work student also applies evidence-based practice and research to evaluate and improve practice, programs, and service delivery systems (PG3).

Valuing Diversity. The social work student demonstrates the ability to engage in open dialogue while agreeing to disagree respectfully with honesty and integrity (PG1&2). The social work

student also applies knowledge gained through exposure to the complex issues surrounding human diversity, special populations, and domestic and international challenges, to respect differences between people and recognize discrimination and oppression in our world (PG3).

CULTURAL DIVERSITY AND SOCIAL JUSTICE

TWU BSW Program Diversity Statement

The Social Work Program and Tennessee Wesleyan University welcome and honor all people regardless of age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, military status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The Social Work Program at Tennessee Wesleyan affirms and respects all forms of diversity and difference and prepares students for a life of leadership and service in an ever-changing global community. In addition, the Program recognizes that, “a person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim” (CSWE 2015 Educational Policy Statement). In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), the Program strives to instill in students their responsibility to make a positive difference in the lives of their fellow person while holding themselves to the highest level of integrity and purpose. The Social Work Program promotes social justice and social change, and strives to end discrimination, oppression, poverty, and others forms of social injustice.

COMMITMENT TO CULTURAL DIVERSITY AND SOCIAL JUSTICE

In accordance with the diversity statement above, the NASW Code of Ethics, and the CSWE Educational Policy Accreditation Standards for BSW Degree Programs in Social Work Education, Tennessee Wesleyan University’s Social Work Program faculty, staff, and students shall do the following:

- “Act to prevent and eliminated domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin [or ancestry], color, sex [gender], sexual orientation, age, marital status, political belief, religion [creed], or mental or physical disability” [NASW Code of Ethics, 6.04(d)].
- Practice within the defining principles “of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence” (CSWE, Educational Policy, Purposes, 1.0).

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- “...Enhance human well-being and alleviate poverty, oppression, and other forms of social injustice” (CSWE, Educational Policy, Purposes 1.0).
- “...Develop and apply practice in the context of diverse cultures” (CSWE, Educational Policy, Purposes, 1.0).

To this end, the Social Work Program shall provide a learning environment that prepares students “...to practice without discrimination, with respect, and with knowledge and skills related to clients’ age, class, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation (and)...to alleviate poverty, oppression, and other forms of social injustice...” (CSWE, Educational Policy, Purposes, 1.2).

Please refer to the NASW Standards for Culturally Competent Practice for more information. (To review go to this link: <https://www.tn.gov/content/dam/tn/health/healthprofboards/social-workers/NASW-Code-of-Ethics.pdf>). 2021 amendments are in the following link: [2021 Amendments to the NASW Code of Ethics: Self-Care and Cultural Competence \(socialworkers.org\)](https://www.socialworkers.org/na/policy/2021-amendments-to-the-nasw-code-of-ethics)

BSW PRACTICUM FIELD EDUCATION

Field Practicum Education Philosophy

The TWU BSW Program mission statement addresses the knowledge, values, skills, and cognitive and affective processes and behaviors associated with competence at the generalist level of practice. It does so by promoting to our students a sense of responsibility to improve the lives of their fellow person, respecting their dignity, diversity, and right to self-determination, while advancing social and economic justice on a local and global level.

Included in our mission is a pledge to provide the foundation for students to become empathic, competent entry-level social work practitioners who adhere to the values and ethics promoted by the profession of social work. More specifically, our program’s practice/skills courses focus on cognitive and affective processes and behaviors, as well as interpersonal social work skills at the bachelor’s level.

To put this knowledge into practice, Tennessee Wesleyan students are placed in generalist practice agencies to prepare for working with vulnerable populations. Most of the BSW students are placed in public agencies, such as schools, child welfare

agencies, community non-profit agencies, community mental health agencies and medical settings for the aging where students learn generalist practice skills using an eclectic knowledge base that focuses on the person-in-environment framework, the strengths perspective, scientific inquiry, and mentoring. All are important in engaging, assessing, intervening, and evaluating practice with those we serve. It is essential that students understand the person-in-environment framework to be empathic with the people they serve. It also allows them to understand the importance of identifying strengths and resources at all levels, micro, mezzo, and macro when serving individuals, families, groups, organizations, and communities. Since most BSW field students function in practice settings that directly serve client systems, they must know how to engage individuals, interview, conduct assessments and set goals. It is also important they practice critical thinking skills and identify strategies to prevent and improve problems, influence policy, work with colleagues and evaluate their own professional activities. BSW students also learn the necessity of scientific inquiry to examine and use best practices.

Through the knowledge gained of these generalists' skills and putting them into practice in their field placements, our students will be prepared to be active listeners, critical thinkers and lifelong learners who are willing to examine their own values and beliefs and grow in self-awareness.

FIELD PRACTICUM EDUCATION STRUCTURE

BSW students in their second year of enrollment in the program must complete a minimum of 400 field placement hours under supervision. They are required to complete SWK 460 Field Practicum I in the fall semester and SWK 462 Field Practicum II in the spring semester. Each practicum requires students to complete a minimum of 200 hours. During placement, twenty hours of the 200 required hours must be professional development (workshops, training, policy forums, etc.).

A Learning Plan contract addendum will be created if the student is requested by the agency to attend orientation training prior to placement. In the event the Field Instructor requires the student to work at the event, the student can count those hours toward the 200 required for placement.

In the event a field placement agency requires a student to complete more than the minimum 200 hours, the Social Work Program Field Education Director will allow the student to extend the completion of the hours while under the supervision of the approved Field Instructor. If the field hours extend beyond the end of the fall academic semester, the student will receive an incomplete "I" until the final evaluation is submitted to the Field Education Director. The grade will be changed from an "I" to the final grade for the class. If the student is a spring graduate, the field hours and evaluation must be completed and submitted no later than 24 hours before senior grades are due.

If necessary, the Field Education Director will allow students to extend the completion of their placement if the student's life circumstances make a fulltime block placement difficult.

Accommodations may be made on a case-by-case basis but the minimum of 400 hours of field education must be completed. The school evaluates BSW field students on their abilities to master the core competencies, complete required course work and field hours, and GPA.

ROLES AND RESPONSIBILITIES IN FIELD PRACTICUM EDUCATION

Field Education Director

The Social Work Program Field Education Director carries the responsibility in their workload to remain in contact with the student, the agency, Field Instructors and Task Supervisors during the semester. The Field Education Director instructs the Field Placement Seminar class as another avenue to monitor student learning and field setting effectiveness.

The Field Education Director visits the agency to meet with the Field Instructor and other relevant agency personnel twice during the first semester of practicum, once at mid-term and once before the final evaluation of the Learning Plan. The Field Education Director will visit once towards the end of the 2nd semester before the final evaluation of the Learning Plan and will visit as needed for consultation. The Field Education Director maintains contact with their students, Field Instructors and other relevant personnel through emails, phone, virtual contact or in-person meetings, if necessary. Student Field Placement Learning Plans are reviewed at least three times during the semester by the Field Education Director.

Students are required to complete the Field Supervision Agenda form (see Appendix A) weekly, share the agenda with their Field Instructor during their weekly one-hour supervision meeting. The agenda is signed and dated by the student and Field Instructor. Students then submit the completed Field Supervision Agenda weekly in Field Seminar to the Field Education Director.

The Field Education Director carries the overall responsibility for helping the student, the Field Instructor, and the agency meet the learning outcomes established for the student's field training experience. As an educational consultant, the Field Education Director assists the Field Instructor and the students to identify the educational opportunities in the placement. The Field Education Director may serve as a mediator for the student and Field Instructor. The Field Education Director facilitates the

integration of field and class learning through the Field Placement Seminar class as well as consultation with the Field Instructor. The Field Education Director carries academic advising responsibility and can assist students continuing in the field with field placement planning.

The program Field Education Director acts as a liaison between the School, the Field Agency, and the Agency Field Instructor. The Field Education Director meets with the student and Agency Field Instructor two times during the academic semester: at the commencement of the semester approving the student's learning plan; and at mid-term to again review the student's progress.

Additionally, the Field Education Director makes on-site visits as needed for consultation on matters of field policy or academic/behavioral issues at the request of any of the parties. Periodic contact may be made via telephone, email or virtual at the discretion of the Field Education Director to maintain continuous supplemental supervision of the field placement.

Agency Visits

The Field Education Director visits an agency to meet with the Field Instructor and student and, when feasible, with other agency personnel pertinent to the students' learning objectives. The Field Education Director is expected to visit the field agency twice during the first semester of practicum, once at mid-term and once before the final evaluation of the Learning Plan. In some situations, more frequent visits might be necessary, and Field Instructors are encouraged to request contact whenever the need arises. The Field Education Director and the Field Instructors maintain telephone, virtual, and/or email contact between visits as needed.

THE FIELD EDUCATION DIRECTOR ROLE WITH AGENCY

The Field Education Director discusses the student's integration into the agency and the plan for the student's workload and assignments with the Field Instructor and, if necessary, with other agency personnel pertinent to the student learning objectives. The Field Education Director monitors the ongoing educational experience of the student.

1. The Field Education Director helps the Field Instructor to connect and integrate academic learning with the field practice.
2. The Field Education Director facilitates the necessary two-way communication between the agency and the University, and as the representative of the University i

s expected to inform the agency of changes in curriculum or issues that would have a bearing on the student's experience in the agency.

3. The Field Education Director role as a mediator between the student and the Field Instructor helps both to move past any obstacles in the educational alliance. The Field Education Director provides consultation on the use of effective field teaching techniques and confers with the Field Instructor to ensure that there is understanding and appropriate application of the University's field performance criteria for evaluation.
4. Field Instructors should immediately contact the Field Education Director if there is any potentially serious problem with the student's performance in the field setting or in their capacity to meet expected learning outcomes for the semester. An unexcused absence (no prior notice) by the student must be documented and reported to the Field Education Director. Tardiness must be documented as well.

- *Monitoring of Student Assignments in the Agency*

The Field Education Director monitors the assignments given to the student from early in the semester to ensure they include suitability, the volume, and diversity, necessary for a solid educational experience. If there are difficulties with providing such assignments, it is important the Field Education Director be notified immediately. The Field Education Director will work with the Field Instructor and agency to develop ways in which problems are addressed or alternatives are developed.

- *Student Meetings with Faculty Field Education Director*

The Field Education Director meets with the students individually at least once each semester, and sometimes more frequently. The meeting with student is initially during the first 2-4 weeks of the semester.

Students are urged to initiate contact with the Field Education Director to set up an appointment. These meetings address any issues in placement, academic advising, and planning. The Field Education Director and students maintain telephone and email contact with one another to assure that any emerging issues are promptly identified, discussed, and addressed.

FIELD INSTRUCTOR

Monitoring of student performance in field is primarily the responsibility of the agency Field Instructor, required by field policy to provide supervision for one hour per week during the field placement. This supervisory time is intended to allow students the opportunity to discuss the learning plan assignments, receive feedback concerning the field performance and ask questions concerning professional and ethical issues.

In SWK 460 Field Practicum I, students focus on Knowledge and Skills for competencies 1, 2, 4, 5, and 6, and develop learning plans that incorporate those five core competencies and field specific behaviors. In SWK 462 Field Practicum II, students focus on Knowledge, Skills, Cognitive/Affective processes, and Values for all nine core competencies. Learning Plan agreements are initiated by the student in consultation with their agency Field Instructor and agency Task Supervisor. Students are required to develop learning plans that incorporate the nine core social work competencies and field specific behaviors.

Agency specific practice activities are developed that advance the student's personal aims relative to the field experience. Students are required to create Learning Plan assignments and obtain approval from the Field Instructor by the 5th week of the semester.

Student progress in field practicum is evaluated according to three specific criteria: (a) the completion and successful execution of the learning plan (b) the student's attendance record in field and (c) the student's compliance with behavioral standards, including the NASW Code of Ethics and the University's Academic/Behavioral Code. As with other academic courses, student performance in field is a cumulative letter grade based on a 100-point scale for each semester of field practicum. The agency Field Instructor rates student performance at midterm and at the end of the semester using the Likert Scale included in the instructions at the beginning of the Learning Plan (see Appendix B). The Field Education Director calculates the score and issues a number grade at the end of the semester.

TASK SUPERVISOR

In the absence of an available Field Instructor, a Task Supervisor is appointed to oversee the student's work in the agency. These qualifications include (a) may be an experienced BSW or MSW elsewhere in the agency or community and/or (b) an individual from a related helping profession such as a degree in the behavioral sciences, human services, psychology, or sociology. An adjunct faculty of the Social Work Program is responsible for providing field supervision in the absence of an agency Field Instructor.

Agency Field Instructors ordinarily are expected to be employees of the host agency. If they have earned an BSW or MSW from a CSWE-accredited school and have at least 2

years post-social work degree practice experience they may serve as agency Field Instructors, which means that they are obliged to provide the principle professional supervision of students placed at the field agency. Agency staff who have not met any of the criteria may serve as Task Supervisors and must work in tandem with an assigned BSW or MSW and/or adjunct faculty of TWU Social Work Program Field outside the agency who meets the requirements for primary agency instruction. The assigned BSW or MSW and/or adjunct faculty of TWU Social Work Program will meet with the BSW Field Practicum student one hour per week to provide field instruction supervision to reinforce the social work perspective.

Field Instruction Meetings with Student

To keep with the social work perspective, the Field Instructor meets with the Task Supervisor and the student together a minimum of three times during the semester to provide support for the duration of the field placement. The program assumes responsibility for reinforcing a social work perspective by requiring the Field Instructor, Task Supervisor, and student to structure these meetings utilizing the social work perspective and highlighting its value in the field setting. The identified Field Instructors are actively practicing as social workers and use their practice experience to inform supervision. They focus on social work competencies and practice behaviors that the student needs to strengthen, help the student link social work values, research, and theory to practice, and review materials the student writes for educational purposes.

When developing the student learning plan, the Field Instructor ensures the assignments and tasks on the learning plan are congruent with the social work perspective. The Field Instructor monitors the learning plan online throughout the semester in collaboration with the Task Supervisor to ensure the social work perspective continues to be reinforced. The Task Supervisor meets with the student weekly and provides general supervision of service delivery. They oversee the administrative aspects of the student's performance, select specific assignments throughout the semester, and help the student develop agendas for the Field Instructor meeting that reinforce the Social Work perspective by focusing on social work competencies and practice behaviors that the student needs to strengthen.

In addition, to reinforce the social work perspective, the TWU Social Work Program Field Education Director monitors the assignments given to the students from early in the semester to ensure they include the suitability, the volume, and the diversity necessary for a solid educational experience. If there are difficulties with providing such assignments, it is important the Field Education Director be notified immediately. The Field Education Director works with the Field Instructor and agency to develop ways in which problems are addressed or alternatives are developed.

AGENCY INSTRUCTOR APPROVAL

At a minimum, these qualifications include (a) hold a Baccalaureate or master's degree in Social Work from a CSWE-accredited program (b) 2 years post-Social Work Degree practice experience in social work and (c) the ability to model and coach students by identifying and assisting their educational needs.

STUDENT ROLE

Initiate Learning Plan Agreements - Consult with their agency Field Instructor and agency Task Supervisor to develop learning plans that incorporate the nine core social work competencies and field specific behaviors. The mechanism for evaluating student learning in field education commences with the construction of a Field Placement Learning Plan Agreement initiated by the student in consultation with their agency Field Instructor and agency Task Supervisor. The framework for each learning plan agreement is defined according to the field placement class. In SWK 460 Field Practicum I, students focus on Knowledge and Skills for competencies 1, 2, 4, 5, and 6, and develop learning plans that incorporate those five core competencies and field specific behaviors. In SWK 462 Field Practicum II, students focus on Knowledge, Skills, Cognitive/Affective processes, and Values for all nine core competencies. Learning Plan agreements are initiated by the student in consultation with their agency Field Instructor and agency Task Supervisor. Students are required to develop learning plans that incorporate the nine core social work competencies and field specific behaviors.

FIELD PRACTICUM SUPERVISION AGENDAS

Using the Field Supervision Agenda (see Appendix A) provided, students are professionally responsible for completing a weekly supervision agenda to prepare for the weekly meeting with their field instructor. Once the student has filled out the weekly supervision agenda, they show professionalism by setting the weekly meeting with their field instructor. Students review the prepared weekly supervision agenda with their field instructor which requires discussion of competencies implemented during the week at the practicum agency and the agenda for the upcoming week. In the weekly supervision agenda, students reflect on the most challenging experiences in the field that week and the best learning experiences they had in the field that week. They discuss issues, questions, and concerns the student may have on this agenda to encourage discussion with their field instructor and professional growth in supervision. Students discuss with their field instructor plans and ideas they have for the upcoming

week and discuss content they are learning in their other SWK courses that are relevant to what they have learned in field that week. The field instructor helps the student to understand integration of theories they are learning in the classroom and understanding of application of the social work competencies to learning experiences at field. Students review the agenda items with the field instructor during the meeting with feedback to be recorded on the form. The agenda is signed, dated, and turned in to the Field Education Director in Field Practicum Seminar each week in class. If an agenda is not turned in, a "0" will be recorded for that week. If a weekly supervision meeting must be missed, the student still must complete an agenda with an explanation of why there was no supervision meeting, dated and signed by both student and field instructor. If two weeks pass without a supervision meeting, the class instructor decides if a meeting is necessary with the field instructor and the student to discuss the absence of field supervision meetings.

UNIVERSITY STANDARDS OF CONDUCT

Comply with Behavioral Standards - The student's compliance with behavioral standards, includes the NASW Code of Ethics, the University Standards of Conduct, the TWU Social Work Program Standards of Professional Conduct and Behavioral Contract.

Students and recognized student organizations at the university assume an obligation to exhibit conduct in a manner compatible with the university's function as an educational institution. Conduct which is not compatible is outlined below and is subject to disciplinary action. Violations of, including, but not limited to, the items below are in effect on and off university property, at university sponsored or supervised activities, or at functions or facilities of recognized student organizations.

1. Dishonesty such as, but not limited to, cheating, plagiarism, or knowingly or recklessly furnishing false information to the university.
2. Forgery, alteration or misuse of university documents, forms, records, or identification cards, including the giving of any false information, or the withholding of necessary information in connection with a student's admission, enrollment, or status in the institution.
3. Obstruction or disruption of teaching, research, administration, disciplinary proceedings, or other university activities, including its public service functions, on or off campus, or other authorized non-university activities when the act occurs on university premises.

4. Physical abuse, which includes any action which is likely to be detrimental to the health, safety and/or well-being of another, or psychological abuse which includes any action which unreasonably interferes with the psychological well-being of another (e.g., hazing, harassment).
5. Sexual misconduct and all related offenses as defined in the sexual misconduct policy.
6. Retaliation is any conduct which serves as a reprisal with the intent of causing physical or psychological pain to an individual who has initiated a complaint with the institution. Retaliation includes, but is not limited to, unwelcomed or repeated contacts by telephone, by letter, in person or by third party; damaging or vandalizing personal property; offensive acts/gestures; overt threats, whether or not they were actually carried out; or any conduct that would instill fear and trepidation in the victim.
7. Conduct which threatens or endangers the health, safety, or welfare of any person.
8. Unlawfully discriminatory acts.
9. Theft or conversion of property or of services (e.g., computer time) belonging to the university, members of the university community or others.
10. Intentional or reckless destruction, damage, abuse or misuse of university property or the property of others.
11. Unauthorized entry into or use of university property, including facilities, residence halls, equipment, or resources.
12. Disorderly, indecent, or obscene conduct or expression.
13. Failure to comply with directions of university officials acting in the performance of their duties including, but not limited to, a requirement to provide unprivileged testimony at a disciplinary hearing or failure to comply with provisions of probation or suspension.
14. Intentional initiation or circulation of any false report, warning or threat of fire, bombs, or explosives.
15. Alteration, misuse, abuse of or damage to fire or other safety equipment on university-owned or controlled property.
16. Unauthorized use, possession or storage of any guns, or weapons.
17. Illegal or unauthorized possession, use, sale or distribution of narcotics, drugs or other controlled substances defined as such by local, state, or federal law.
18. Bullying is the repeated use by one or more people of a written, verbal or electronic (cyber bullying) expression or a physical act or gesture or any combination thereof, directed at a another person that: (i) causes physical or emotional harm to another person or damage to the person's property; (ii) places the person in reasonable fear of harm to self or of

damage to personal property; (iii) creates a hostile environment at the University for the person; (iv) infringes on the rights of the person at the University; or (v) materially and substantially disrupts the education process or the orderly operation of the University. Any bullying and/or cyber-bullying related to sex and/or gender will be reviewed in accordance with the procedures set forth in the sexual misconduct and relationship violence policy.

19. Violations of university policies, procedures or regulations governing residence on university owned or controlled property.

20. Violations of federal, state and municipal laws, or any other conduct not included above whether on-campus or off-campus, which unreasonably or unlawfully interferes with the operations of the university, and the pursuit of its educational purposes and objectives or the rights of others, or which renders a person or organization unfit or unsuitable for continued association or affiliation with the university. Students may be held independently accountable to both civic authorities and to the university for acts which constitute violations of law and/or violations of university policies, regulations, or procedures. Disciplinary actions will not be subject to challenge on the ground that criminal charges involving the same incident has been dismissed, reduced or are in process

Violations of federal, state, and municipal laws, or any other conduct not included above whether on campus or off-campus, which unreasonably or unlawfully interferes with the operations of the university, and the pursuit of its educational purposes and objectives or the rights of others, or which renders a person or organization unfit or unsuitable for continued association or affiliation with the university. Students may be held independently accountable to both civic authorities and to the university for acts which constitute violations of law and/or violations of university policies, regulations, or procedures.

Disciplinary actions will not be subject to challenge on the ground that criminal charges involving the same incident has been dismissed, reduced or are in process.

ATTENDANCE POLICIES

Students are expected to attend their field placements as scheduled. In the event of unexpected absences, **PROMPT COMMUNICATION** with Field Instructors IS **ESSENTIAL** and is in keeping with professional conduct.

- Unexcused absences - One unexcused (no prior notice) absence results in a documented warning on the Student Attendance Record (see Appendix A) in the student's file. The Field Instructor or Task Supervisor notify the Field Education Director via email of any unexcused absence. An additional

unexcused absence is grounds for loss of field placement and may lead to termination from the program upon review by the Social Work Program Committee. The Program committee includes the Field Education Director, the Social Work Program Director, and the Social Sciences Department Chair.

- Excused absences: If a student experiences hardship that may affect attendance, the student is responsible for contacting the Field Instructor as soon as possible.
- Tardiness: Is not considered an acceptable professional behavior by the TWU Social Work Program. A student's tardiness is non-compliant with the NASW Code of Ethics and is reported to the Field Education Director.
- Program Exceptions: To allow for flexibility when students encounter unexpected circumstances, the program provides for a few exceptions. Each circumstance is addressed on a case-by-case basis by the program faculty. Cases may include Personal Leave/Medical Leave; Jury Duty; Military Duty, and Field Placement within place of Employment.
- Honor System: Students with Honor System violations are subject to the policy and process identified in the TWU Academic Catalog.

SELECTION OF FIELD SETTINGS FOR STUDENT PLACEMENT

The approval of potential field sites is facilitated by the Social Work Program Field Education Director's personal visit to each agency. These visits accomplish (a) assessing the physical environment of each site, (b) evaluating the suitability of each setting for student learning and socialization with agency staff, (c) ensuring each agency's ability to provide the student learning experiences put forth in the Agency Field Practicum Application, and (d) confirming each agency's commitment to student training.

PROCEDURE FOR SELECTING FIELD SETTINGS

The TWU Social Work Program currently has at least 20 different field placement sites that allow the student to extend and apply generalist practice knowledge and skills, though that number is steadily growing as the the Field Education Director is constantly reviewing existing field sites and recruiting new sites. The agency or site benefits by having the contributions students give in delivering agency services and in broadening agency perspectives by sharing their academic learning. The Field Education Director meets with potential placement sites and reviews agency materials to ensure that the agency or site meets the following criteria:

- The Practicum site's philosophy of service is compatible with social work's professional philosophy, values, and ethics, and the site provides a social work service or planning function that relates to improving human services.
- The site's purpose and function are compatible with the school's mission and curriculum and the site provides a range of learning experiences consistent with the agency service functions, the student's learning needs, and the objectives of SWK 460 and 462 Field Practicums.
- The agency personnel respect the educational focus of field placement and support TWU's nondiscriminatory policies and practices, as well as other University policies that apply to field placement.
- The practicum site has qualified Field Instructors/Field Task Supervisors and will provide support for Field Instructors to carry out field instruction responsibilities and to attend field-related training and meetings.
- The staff is large enough to ensure that the basic agency program is developed and maintained sufficiently without relying on students.
- Sites can provide suitable space, support, and safety measures to facilitate learning activities in the agency.
- The agency agrees to work cooperatively with TWU's Social Work Field Education Program to meet educational goals and to support students in completing their field seminar assignments. The agency agrees to alert the program of any agency changes that affect students and field supervision.
- Once the agency and the program agree that all criteria are met, the agency and the University execute an Affiliation Agreement, if required, between the University and the Placement Site, updated regularly. Students are not placed in an agency until the required Affiliation Agreement is in place.

The approval of potential field sites is facilitated by the BSW Program Field Education Director's personal visit to each agency. These visits accomplish (a) assessing the physical environment of each site, (b) evaluating the suitability of each setting for student learning and socialization with agency staff, (c) ensuring each agency's ability to provide the student learning experiences put forth in the Agency Field Practicum Application, and (d) confirming each agency's commitment to student training.

SELECTION AND TRAINING OF FIELD INSTRUCTORS /AGENCY INSTRUCTOR APPROVAL

Each prospective field agency must be able to offer the services of an agency, a Field Instructor who is qualified, experienced and has demonstrable knowledge in the field of social work practice.

At a minimum, these qualifications include (a) hold a Baccalaureate or master's degree in Social Work from a CSWE-accredited program (b) 2 years post-social work degree practice experience in social work and (c) the ability to model and coach students by identifying and assisting their educational needs.

Field Instructor Orientation/Training

Formal orientation for agency Field Instructors and Task Instructors occurs before the commencement of each academic year held at the university, and on-site as new agencies become field placement sites. The Field Education Director meets with anyone who is unable to attend orientation at the university to ensure that all Field Instructors and Task Instructors are oriented before a student begins field practicum. The purpose of the orientation is to assist returning and new agency Field Instructors/Task Supervisors to understand and implement the Social Work Program Field Education policies with regard to the requirements and expectations of students and agencies. Participants are provided with a student handbook and field education manual, forms, documents, evaluation process and other pertinent information for agency field instruction. The Field Education Director is available to respond to agency instructors' questions regarding any aspect of field education via phone, email, or Microsoft Teams.

PLANNING PROCESS FOR ADMISSION TO FIELD PRACTICUM

The criteria for admittance into the Field Practicum are the following requirements. Students who do not meet the requirements are not admitted into Field Practicum.

1. The TWU Social Work Program Administrative Assistant begins a student file for each Social Work major when they are admitted to TWU and then monitors student records to ensure that students are ready to apply for admission for TWU BSW Practicum Eligibility and then subsequently into their TWU BSW Field Practicum. The evaluation process is done each semester to employ early intervention if needed. The evaluation process includes review of GPA requirements, Social Work major course requirements, signed Code of Conduct, signed Behavioral Contract, Program Progress Evaluations done each semester, and total number of completed credit hours.
 - GPA Requirements are: 2.5 GPA on a 4.0 scale within the Social Work major courses and a 2.25 GPA in general education courses (Wesleyan Essentials). Students must achieve a C- or better in all social work major courses. Social Work major students earning a D+ or less are required to repeat the course. A Social Work major course may be repeated only once. Students will be required to repeat any major courses in which they received less than a C- before they are eligible to begin field placement.
 - Social Work major requirements are: Students must have completed the sequence of Social Work major courses that includes SWK 231 Introduction to Social Work, SWK 333 Interviewing Skills and the Helping Relationship, SWK 434 Social Work Practice I (Individuals & Families), SWK 371 Ethics and Client Rights, and SWK 270 Social Work Research Methods, PSY 101 Introduction to Psychology, PSY 231 Human Lifespan and the Social Environment I, PSY 251 Human Lifespan and the Social Environment II, and SOC 101 Introduction to Sociology.

2. Students are notified once they have met all the requirements to apply for Field Practicum Eligibility by the Social Work Administrative Assistant. Students are sent electronic documents that include the application process instructions, application electronic links, Student Handbook, NASW Code of Ethics, and Field Education Manual.
3. Once verification of eligibility to apply to Field Practicum is received, the BSW student completes the application process which includes the completion of electronic application, submission and review of references, and submission of a personal statement. Then the Social Work Administrative Assistant creates an electronic file of all documents, along with placing hard copies of documents in student permanent program file.
4. The Social Work Program Committee consists of the Social Sciences Department Chair, Social Work Program Director, and the Field Education Director. The Social Work Program Committee members individually evaluate each student based on a rubric for application specifications. After the Social Work Program Committee members have reviewed and completed their evaluations, they meet as a committee to process the students' applications and determine eligibility to begin Field Practicum.
5. Students will receive notification of their status of acceptance, provisional acceptance or not meeting requirements via email and mail within 15 days of the completion of the meeting. Only students who have met TWU BSW Practicum Eligibility requirements are accepted to begin the process of planning for their Field Practicum.
6. In the spring semester of their junior year, students must fill out the Field Practicum Eligibility Application and submit it to the Field Education Director. Students complete the application no later than the third week of classes. Students are required to schedule a meeting with the Field Education Director to discuss desired Field Practicum options by advisement week. After review and once the form is completed, the form will be given to the Social Work Administrative Assistant to be placed in the student's permanent program file.
7. Students must apply for membership of the National Association of Social Workers (NASW). Students show proof of membership before beginning field placement. As a member of NASW, students are eligible for liability insurance through the organization. Students will be required to apply for liability insurance prior to starting field placement

hours in the fall of their senior year. The liability policy will cover the student for one year while in their Field Practicum classes.

8. During the spring semester of their junior year, prospective Field Practicum students will be required to complete a C- or better, SWK 391 Field Practicum Orientation Seminar to prepare for Field Practicum. Students will be introduced to the process and expectations of Field Practicum.
9. Students must adhere to the TWU BSW Program Standards of Professional Conduct as found in the Field Education Manual, the National Association of Social Workers Code of Ethics, and are expected to adhere to the Tennessee Wesleyan University Honor Code as indicated by the TWU Academic Catalog.

POLICIES FOR PLACING STUDENTS IN FIELD PRACTICUM

- If the agency requires a criminal background check, drug test, or immunizations, the student must comply with agency policy prior to actual placement.
- Students shall not make unsolicited approaches to field placement sites or attempt to create their own placement; the Field Education Director makes all initial contacts to establish placements.
- If an agency requires an interview before deciding whether to accept the student for field placement, the student is responsible for calling (no texting) the agency to schedule an interview.
- Once a Field Instructor has offered the field practicum agency placement and the student has agreed to do practicum at the field practicum agency, a student is not permitted to change the placement to another agency
 - Student transportation to and from all educational experiences is the responsibility of the student. If the agency requires that the student drive a personal vehicle during practicum hours, the student must provide proof of automobile insurance to the Field Education Director and Field Instructor beforehand.
- When at field site, the student must adhere to the agency's dress code policy. This is interpreted as business casual to include the following guidelines:
 - o Clean and wrinkle free
 - o Covers shoulders, chest, back and midriff
 - o Pants must be of proper length and fit (no leather, sweatpants, or shorts)

- o Skirts no shorter than 2 inches above knee and of proper fit (no leather, extreme splits, or miniskirts)
- o Conservative shirt of proper fit without emblem or advertisement, no t-shirts
- o No coverall, overall, athletic wear, yoga pants, leggings or jeans with holes.
- Students are required to become a student member of the National Association of Social Workers (NASW) prior to beginning field placement. Students must show proof of membership to the Field Education Director prior to beginning field placement.
- Students are required to obtain student liability insurance through the National Association of Social Workers (NASW) prior to beginning field placement.

PRACTICUM IN EMPLOYMENT SETTING

Practicum in the Student's Employing Agency

Definition of Employment Based Field Practicum - The school defines an employment-based field practicum as a field placement created at an agency that already employs the student on a full-or part-time basis and financially compensates the student in form of a salary.

Requirements of Employment Based Field Practicum - Policies regarding employment-based Field Practicums require among other things that a student is considered for a practicum placement at an employment site only upon a demonstration that the practicum can provide educational opportunities consistent with (a) CSWE Educational Policies and Accreditation Standards and (b) the Field Programs' practice behaviors.

It is the responsibility of any agency considering hosting an employee student in a field practicum to demonstrate to the school that the agency can meet the educational needs of the student. The agency must also be able to provide the student with the opportunity to perform duties and practicum-related responsibilities that are not normally financially compensated as part of the student's job description. Not all employment situations qualify as practicum sites. The agency is approved by the school through the adoption of an Affiliation Agreement prior to the request for approval of the field placement. If the agency is approved as a field placement site, a student ordinarily will qualify to complete a field practicum for a semester.

Finally, a student considering an employment-based field placement must meet with the Field Education Director to assess the consistency of the proposed placement with the school's educational interests. Requests for employment-based field placement are subject to the prior approval of the Field Education Director and Program Director.

PROCEDURES DURING FIELD PRACTICUM

Managing and Recording Time in Field Practicum

Students in SWK 460 Field Practicum I, and SWK 462 Field Practicum II are in placement for a minimum total of 200 hours per placement class. Students are expected to confirm their Field Practicum schedules with their Field Instructors during their orientation to agency setting. Students are expected to follow the agreed-upon schedule except in unusual circumstances, such as illness or inclement weather.

Students record their own Field Practicum hours as completed on the Field Practicum Time Sheet. Hours are documented only after completion. Students enter their hours daily, or at least weekly, so they can be reviewed and approved by a Field Instructor or Task Supervisor. When recording time, students' round minutes off to the nearest hour. For example, if a student worked one hour and 34 minutes, the student records one and half hours of logged time. Students must bring time sheets to Field Seminar class for Field Education Director approval. Student is to keep a current running total of hours completed.

Starting Early: Managing and Recording Time in Field Practicum

Students receive a Field Orientation Packet containing Field Practicum Agreement, Release of Liability, Syllabus, Learning Plan, Field Supervision Agenda, Student Attendance, Timesheet, and Personal Safety Incident Report, (See Appendix A). Students may not start practicum until the first day of the semester. If a practicum agency requests that a student start practicum hours early, the student must contact the Field Education Director for permission. Agencies may require training that occurs before the semester begins. Students starting early may have the option to complete required training before the course starts and participate in other key learning experiences that may be occurring at the agency before the semester begins. These factors will be considered by the Field Education Director as permission to start early. No client services are to be engaged in by practicum students until the start of the semester. Students who have been given permission to start early can obtain a maximum of thirty (30) hours before the first day of class. Students may not go over thirty (30) hours of practicum before the first day of class. Not going over thirty (30) hours ensures that the course material lines up with the student's practicum learning experience. Students must have student liability insurance through the NASW and student memberships through the NASW before any contact with clients or clinical experience begins. Students should submit the Field Practicum Agreement and Release of Liability to the Field Education Director. Any student starting practicum early, must turn in the Field Supervision Agenda and Field Practicum Timesheet to the Field Education Director for every fifteen (15) hours that are completed. The Field Instructor is required to provide one hour of supervision for every fifteen (15) hours when a student starts practicum early. Practicum hours are not permitted through the semester break.

The Learning Plan

The BSW student is an adult learner who is involved from the beginning in planning for the field practicum. During the student's orientation to the agency, the Field Instructor

and student review the educational competencies, the student's past experiences, career interests, and make plans for assignments. The college requires a written learning plan for each semester. The plan includes both required assignments and agency specific assignments developed by the Field Instructor and student. The plan is completed and signed and may be revised as needed by mutual agreement of the student and Field Instructor. Any revisions are made to the learning plan when necessary. The completed learning plan is reviewed by Field Education Director.

Field Practicum Grading Policy

Field courses must be completed with a grade of 80% or higher. The field practice is rated on the Learning Plan by the Field Instructor, and then the grade is calculated and assigned by the Field Education Director. The grade for Field Seminar Class consists of class assignments (60% of the grade) and Learning Plan (40%).

The grade for Field Practicum II (5 credit hours) consists of Learning Plan Evaluation (100%).

Grading scale is:

A+ 98-100	B+ 90-91	C+ 82-83	D+ 74-75 F 67 or below
A 94-97	B 86-89	C 78-81	D 70-73
A- 92-93	B- 84-85	C- 76-77	D- 68-69

Incomplete Grade in Field Practicum

The policy for a student receiving an incomplete grade listed in the current academic catalog is as follows: A student may receive a grade of incomplete ("I") if for some reason there is failure to complete a small portion of the work in a course. In all cases the student must show that the work cannot be completed due to circumstances beyond the student's control.

A grade of "I" must be removed by mid-term of the succeeding term after the student has taken the course. Otherwise, the grade will automatically be changed to an "F". Students are to make up examinations at the convenience of the Instructors. In computing the student's average, an incomplete will be considered as an "F" until such time as the incomplete is removed.

Each student's request for an incomplete in field is reviewed on a case-by-case basis by the Program Director, Field Education Director and in consultation with the Agency Field Instructor. Following this meeting, the Field Education Director meets with the student with the final decision on the grade and plan of completion.

MANAGING PROBLEMS IN THE FIELD PRACTICUM

Managing problems in Field Practicum are considered part of students' professional development. The expected **problem-solving steps** are:

1. Student shares concerns directly with the Field Instructor to discuss how problems/concerns are to be managed or resolved. A follow-up email from the student to the Field Instructor documenting discussions is required. *
2. If the collaboration with the Field Instructor in Step 1 does not manage the problem, the student should notify the Field Education Director so that a problem-solving meeting between the student, the Field Instructor, and the Field Education Director is convened.
3. If concerns continue following the initial meeting, the Field Director will meet with the student and Field Instructor for additional collaboration and solution finding.

***Please note:** If a student is uncertain about how to begin addressing a problem/concern, the student may first request a consultation with the Field Education Director prior to Step 1. Following this preliminary consultation, the student is expected to engage in each of the steps outlined above as necessary to manage the problems/concerns. If the student refuses to address placement concerns with the Field Instructor using the process described above, the Field Education Director will request a meeting with the Social Work Program Committee.

Refusal to engage in the problem-solving process could result in dismissal from Field Practicum.

REQUEST TO TERMINATE A FIELD PRACTICUM

A student may request to terminate a Field Practicum if problems/concerns interfere with learning. However, the decision to terminate a Field Practicum is made after all reasonable efforts to resolve the concerns are exhausted. Students are not permitted to resign from a Field Practicum without prior approval from the Field Education Director.

Any student who wants to request termination of Field Practicum must first engage in the **problem-solving steps** found under **Managing Problems in Field Practicum**. Following that, a student may submit a written request for Field Practicum termination to the Field Education Director. The request should include in detail the student's concerns about the Field Practicum experience and all efforts made to resolve the issues. The Field Instructor must be copied on the request for termination.

The Field Education Director reviews the student's request and consults with the Program Director. The decision to terminate a Field Practicum is made by the Field Director. Termination of a Field Practicum may result in a change in the student's program of study and/or graduation date. The Field Education Director reviews the hours and activities completed by the student in the initial Field Practicum to determine whether any of these hours can be carried over to a new Field Practicum. However, a new Field Practicum agency may require the student to complete the full-term hours as a condition of the Field Practicum. The student may need to complete additional hours at a new Field Practicum so that adequate orientation and learning opportunities are ensured.

DISMISSAL FROM FIELD PRACTICUM

Every Field Agency must sign an agreement for student Field Practicum with the University. Consequently, any Field Agency that determines that a student's continuation in Field Practicum jeopardizes the quality of client services or agency reputation, or disrupts normal agency operations, may elect to immediately terminate the student's Field Practicum. Upon notification by the agency of a student's dismissal, the Field Education Director will contact agency staff for information and review all documentation of cause for dismissal. Field Instructors are requested to submit documentation to the Field Education Director detailing any incident leading to termination of Field Practicum. Field Instructors are also requested to complete all scheduled evaluations, documenting and discussing thoughtfully and accurately with the student any areas of concern. Field Instructors are asked to contact the Field Education Director to proactively address any concerns about student performance that might lead to termination of Field Practicum. The Field Education Director will decide whether the student is eligible for Field Practicum in another setting after meeting with the Social Work Program Committee. The Field Education Director presents grounds for dismissal to the Social Work Program Committee and the final decision will be made by the committee.

TWU BSW PROGRAM TERMINATION POLICY

Ethics

BSW Students may be terminated from the Social Work Program due to failure to meet the core values of the profession and behavioral expectations of the NASW code of ethics (see Appendix E). If the Social Work Program becomes knowledgeable of student behavior that is presumed to be in violation of the NASW Code of Ethics, the violation is reviewed by the Social Work Program Committee. Students may be terminated from the Social Work Program due to the failure to meet the core values of the profession and the behavioral expectations of the NASW code of ethics (To review go to this link: <https://www.tn.gov/content/dam/tn/health/healthprofboards/social-workers/NASW-Code-of-Ethics.pdf>). 2021 amendments are in the following link: [2021 Amendments to the NASW Code of Ethics: Self-Care and Cultural Competence \(socialworkers.org\)](https://socialworkers.org/2021-Amendments-to-the-NASW-Code-of-Ethics-Self-Care-and-Cultural-Competence) Examples of professional misconduct that may result in termination

from the program are as follows: harassment, deception, dishonesty, fraud, sexual misconduct, derogatory language, breach of confidentiality, and discrimination.

For clarification examples of professional misconduct that may result in termination from the program are as follows:

1. Inability to secure or perform satisfactorily in a field placement, especially breeches of confidentiality and privacy standards.
2. Threatening behavior and verbal abuse as determined by Social Work faculty review.
3. Harassing, coercing, and intimidating behavior.
4. Misuse, alteration, or falsification of documents.
5. Unauthorized or improper use of university equipment, services, and facilities.
6. Obstruction or disruption of teaching.
7. Drug Use or a Criminal Record that prohibits field placement.
8. Other behaviors are determined to be unprofessional conduct towards colleagues, faculty, staff, and/or clients.

STUDENT SAFETY POLICIES

Student Field Practicum Safety Policy

Students must complete a one-hour field safety orientation lecture provided in the SWK 461 Field Practicum Seminar class at the start of the fall semester. This lecture will include the following.

1. Law Enforcement guest speaker speaking on general safety practices
2. Understanding the importance of agency safety policy
3. Safety procedures when working in the field away from the agency
4. Notifying immediate supervisor of arrivals and departures
5. Documentation of schedule
6. Knowledge of contact numbers in case of emergencies
7. Review of policies of transporting constituents and one-on-one interactions
8. Monitoring physical and mental health – Importance of self-care
9. Sexual Harassment policy/procedures

TRANSPORTATION POLICY:

Students are not permitted to transport constituents. Students are not permitted to transport any medications for constituents. If the agency requires that the student drive a personal vehicle during Field Practicum hours, the student must provide proof of automobile insurance to the Field Education Director and Field Instructor beforehand. If the student is in Field Practicum at their employment setting, the student must abide by the agency of employment's policy regarding transportation of constituents.

MEDICATION POLICY:

Students are not permitted to administer medications to constituents. This policy includes all Field Practicum agencies including Field Practicum agencies that hold medication administration classes for certifications. If the student is in Field Practicum at their employment setting, the student must abide by the agency of employment's policy regarding medication administration and certification requirements.

SEXUAL HARASSMENT

Sexual harassment of students is a violation of Title IX of the Education Amendments of 1972 which prohibits sex discrimination in education. Unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature constitutes sexual harassment when grades or educational progress are made contingent upon submission to such conduct, or when the conduct has the purpose or effect of interfering with the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment. Students should follow the procedure below if they experience sexual harassment in their field agency:

1. Contact the Field Education Director as soon as possible to report this situation and to receive advice on how to proceed. The Field Education Director will determine whether the student should return to the field setting while the issue is under review.
2. If the sexual harassment charge is against the Field Instructor, the student should consult the Field Education Director (see number 1 above.).
3. If the sexual harassment charge is against the Field Education Director, the student should consult the Social Work Program Director and the Office of Student Affairs.
4. Complete the Personal Safety Incident Report form and submit the completed form to the Field Education Director as soon as possible (see Appendix A)

The Field Education Director will:

1. Determine with the student whether she/he feels safe returning to the agency setting. If appropriate, a plan will be developed to assure the student's safety and comfort in the field setting.
2. Make referrals, if needed, to appropriate resources for assisting the student to cope with the situation.
3. Upon receiving such a complaint, work with the Field Instructor and/or Agency Administrator to further assess the situation and to decide on an intervention strategy.
4. Request a copy of the agency's sexual harassment policy.
5. Confer with the Office of Student Affairs and the Program Director regarding the situation and the planned strategy for intervention.
6. Determine the status of the student's placement in the agency after a thorough assessment.

SCHOOL SOCIAL WORK LICENSURE PROGRAM

Tennessee Wesleyan University **BSW** Program

The Tennessee Wesleyan University Social Work Program offers the State of Tennessee School Social Work Licensure Program to currently enrolled social work students as well as persons who currently hold a bachelor's degree in Social Work from a program accredited by the Council on Social Work Education (CSWE).

The licensure program in school social work offers classroom knowledge as well as specific field experience to equip students with the knowledge and skills to practice in school settings throughout the state of Tennessee.

The requirements to be certified for licensure through The Tennessee Wesleyan University Social Work Program include the completion of the required School of Social Work class, 400 hours of field hours in a school setting or two years post-graduate work with children and families and hold a BSW from a CSWE accredited Social Work Program. In collaboration with the Tennessee Wesleyan University's Education Department, the Social Work Program will certify applicants for the State of Tennessee School Social Work License.

For more information on the licensure program (see Appendix C) and contact Summer Poteet, Field Education Director at 423-746-5311 or spoteet@tnwesleyan.edu

When choosing the focus of the School Social Work Licensure in field the following steps must be completed to be eligible to apply for the state license for the State of Tennessee:

1. Complete the BSW course requirements of the TWU BSW Program to be eligible for Field Practicum.
2. Complete the School Social Work class offered by the TWU BSW Program in the Junior year.

3. Complete the Field Practicum Information Sheet during Spring Semester prior to beginning field the following Fall Semester, informing the Field Education Director of interest in a school-based Field Practicum. In some instances, depending on location, this may be the Fall semester of the Junior Year.
4. In collaboration with the Field Education Director, secure a Field Practicum site that fulfills the requirements needed to demonstrate students' competency in the six additional standards required by the State of Tennessee Department of Education.
5. Attend a School Social Work orientation meeting with the Field Education Director in the Fall semester of Field Practicum.
6. Meet with Field Education Director periodically during school social work Field Practicum to work on competency standards.
7. Students create a TNCompass account prior to mid-term of Spring semester.
8. Complete the required 400 hours of field placement in a school-based setting during the Fall and Spring of senior year.
9. Complete the School Social Work Licensure application and submit it to the Field Education Director. If a student is planning to receive state licensure immediately after graduation, he/she must complete the application and turn into the Field Education Director immediately following the completion of the 400 field hours.
10. Provide evidence of graduation from TWU BSW Program by submitting OFFICIAL transcripts of ALL academic work. Official transcripts must be mailed to Field Education Director.

Social Work Program Field Education Director
 TWU Social Work Program
 204 College Street
 Athens, TN 37303

11. A recent background check is required.
12. Application will be approved through the TWU BSW Program.
13. TWU BSW Program will submit student's application to the TWU Education Department for approval and the designated Education Department personnel will submit the application to the State of Tennessee Department of Education.
14. Students will be notified of licensure status by logging in to TNCompass account. This review process could take up to eight weeks.

The following are the requirements to receive a School Social Worker Licensure. If a student chooses to complete the 400 Field Practicum hours other than in a school setting or has worked in other practice settings following graduation:

1. Evidence of a minimum of two years of direct social work practice with children and families following receipt of BSW or MSW or:

2. Has been employed as a school Social Worker or has provided social work services in an educational setting for a minimum of six months following receipt of the MSW or BSW degree.
3. Completion of a School Social Work class offered by a CSWE accredited Social Work program.
4. Employment Reference: A letter of reference from current or most recent social work employer in children and families on company letterhead.
5. Social Work Program School of Social Work Licensure application completed.
6. Official transcript verifying completion of a School Social Work course within the past five years with a grade of C- or higher and graduating with a BSW from a CSWE accredited Social Work Program sent to:


Social Work Program Field Education Director
TWU BSW Program
204 College Street
Athens, TN 37303

7. A background check is required as part of the licensure. After submission of your application, you will be contacted with instructions for completing the background check.
8. Application Fee: \$100 payable to Tennessee Wesleyan University for evaluation and processing. The fee will be waived for current TWU students and alumni.
9. Student is required to create a TNCompass account.
10. Application will be approved through the TWU BSW Program.
11. TWU BSW Program will submit student's application to the TWU Education Department for approval and the designated Education Department personnel will submit the application to the State of Tennessee Department of Education.
12. Students will be notified of licensure status by logging in to TNCompass account. This review process could take up to eight weeks.

APPENDICES To Follow:

Appendix A: Field Practicum Forms

1. Field Practicum
2. Release of Liability, Waiver of Rights
3. BSW Field Supervision Agenda
4. Field Practicum Attendance

- 5. Timesheet
 - 6. Personal Safety Incident Report
 - Appendix B: Learning Plan and Evaluation for BSW Practicum
 - Appendix C: School Social Work Licensure Application
 - Appendix D: NASW Code of Ethics
- 

APPENDIX A: FIELD PRACTICUM FORMS

Appendix A



Tennessee Wesleyan
UNIVERSITY
SOCIAL WORK PROGRAM

Field Placement/Internship Practicum

Student's Name: _____

Course No. and Title: _____

Semester Hours Credit: _____

Location of Internship, Field Placement, Fieldwork, or Practicum:

Outline of Student's Activities and Responsibilities:

Means of Evaluation: *(See Attached Syllabus)*

Signatures:

Course Instructor: _____ Date: _____

Advisor: _____ Date: _____

S.W. Program Director : _____ Date: _____

V.P. of Academic Affairs: _____ Date: _____

Field Instructor: _____ Date: _____



Release of Liability, Waiver of Rights, Assumption of Risks, and Indemnity Agreement

This release is by and between the Undersigned and TENNESSEE WESLEYAN UNIVERSITY, its governing board, officers, employees and agents, herein collectively referred to either as Tennessee Wesleyan University or Releases.

WHEREAS, the Undersigned is a student or faculty representative of TENNESSEE WESLEYAN UNIVERSITY who desires to participate in a project or activity referenced herein to earn or receive community service or other credit related to a course or courses the Undersigned is taking at TENNESSEE WESLEYAN UNIVERSITY; and

WHEREAS, TENNESSEE WESLEYAN UNIVERSITY has asked the Undersigned to execute this Agreement in order to participate in the project or actively referenced herein.

I, _____ (*Participant*), hereby acknowledge that I have volunteered or elected to participate in a project or activity (event) described as

_____ which is scheduled for the _____, 20____.

Participation: I am aware of the general nature and scope of the event, and I am aware of the physical requirements necessary for participation in the above-referenced even, and I certify that I possess all of the necessary physical abilities, experience, training and knowledge to participate in this event.

Informed Consent: I am aware that TENNESSEE WESLEYAN UNIVERSITY does not warrant the condition or adequacy of any equipment, premise, vehicle or mode of transportation for any purpose connected with or incident to the event. I am further aware that TENNESSEE WESLEYAN UNIVERSITY does not warrant the adequacy or competency of any other individual participating in or involved with the event. I understand that as with any event involving other individuals and physical activity, there is a risk of harm. I understand that by participating in this event I could sustain personal injuries, property damage or even death.

Assumption of Risk: I understand that serious injuries could occur during my participation in this event. I could sustain serious personal injuries, illness, property damage, or even death as a consequence of the negligence or fault of others and that there may be other risks not known to me or not reasonably foreseeable at this time. I further understand and agree that any injury, illness, property damage, disability, or death that I may sustain by any means, including my own negligence or fault, is my sole responsibility and risk.

Release and Waiver or Liability: I, on behalf of myself, my personal representative, heirs, executors, administrators, agents, and assigns, hereby release, waive, discharge and covenant not to sue TENNESSEE WESLEYAN UNIVERSITY, its governing board, officers, employees and agents (herein referred to as "Releases") for any and all liability, including any and all claims, demands, causes of action (known or unknown), suits or judgments of any and every kind (including attorneys' fees), arising from any injury, property damage or death that I may suffer as a result of my participation in the

above-described event, regardless of whether the injury, damage or death occurs while in, on, upon, or in transit to or from the premises where the activity or event occurs. I further agree that the Releases are not in any way responsible for any injury or damage that I sustain as a result of my own negligent acts.

Indemnity: I, on behalf of myself, my personal representatives, heirs, executors, administrators, agents, and assigns, agree to hold harmless, defend and indemnify the Releases from any and all liability, including any and all claims, demands, causes of action (known or unknown), suits or judgments of any and every kind (including attorneys' fees), arising from any injury, property damage, or death that I may suffer as a result of my participation in the above described event.

Personal Medical Insurance: I acknowledge that while participating in this even medical insurance coverage is not being provided for me by TENNESSEE WESLEYAN UNIVERSITY. I further acknowledge that I am responsible for the cost of any and all medical and health services I may require as a result of my participation in this event.

Choice of Law: I hereby agree that this Agreement shall be construed in accordance with the laws of the State of Tennessee, and the exclusive venue for any litigation shall lie in McMinn County, Tennessee.

I HAVE READ THIS AGREEMENT AND FULLY UNDERSTAND ITS TERMS. I AM AWARE THAT THIS AGREEMENT INCLUDES A RELEASE AND WAIVER OF LIABILITY, AND ASSUMPTION OF RISK, AND AN AGREEMENT TO INDEMNIFY RELEASEES. I UNDERSTAND I HAVE GIVEN UP SUBSTANTIAL RIGHTS BY SIGNING THIS AGREEMENT, AND SIGN IT FREELY AND VOLUNTARILY WITHOUT ANY INDUCEMENT. BY MY SIGNATURE I REPRESENT THAT I AM AT LEAST EIGHTEEN (18) YEARS OF AGE OR, IF NOT, THAT I HAVE SECURED BELOW THE SIGNATURE OF MY PARENT OR GUARDIAN AS WELL AS MY OWN.

Signature of Participant

Date

Signature of Witness

Date

to Participant's Signature

I certify that I have custody of Participant or I am the legal guardian of Participant by Court Order. I have read this Agreement and fully understand its terms. I am aware that this Agreement includes a Release and Waiver of liability, an assumption of risk, and an Agreement to indemnify the Releasees. I join with Participant in granting a Release to Releasees as set forth in detail above.

Signature of Parent/Guardian

Date

for Participant under 18 Years of Age

Signature of Witness

Date

to Parent/Guardian signature

TWU BSW Field Practicum Supervision Agenda

Student Name: _____ Field Instructor: _____

Date: _____

Students are required to create agendas for weekly supervision and to share agendas with Field Instructor. Agendas must include the items below, and students may add to the agenda as needed. Students are to take notes from supervision and keep a copy of the agendas in a file or notebook.

1. Issues, concerns or questions (General or Ethical) I would like to discuss today:

2. Competencies I have worked on this week:

3. Things I am learning in class that are relevant to what I have learned in the field:

4. The best learning experience(s) I have had at field this week:

5. The most challenging experience(s) at field this week:

6. Ideas, plans or assignments for next week:

Field Instructor's Signature

Student's Signature

Field Practicum Attendance

Student Attendance Record

Student Name

Agency Name:

Field Instructor:

Semester:

Task Supervisor:

Attendance Policies (Field Practicum Manual policy, 2019)– Students are expected to attend their Field Practicums as scheduled. In the event of unexpected absences, **PROMPT COMMUNICATION** with Field Instructors **IS ESSENTIAL** and is in keeping with professional conduct.

- **Unexcused absences** – One unexcused absence will result in a documented warning in the student’s file. An additional unexcused absence is grounds for loss of field placement and may lead to termination from the program.
- **Excused absences** – If a student experiences hardship that may affect attendance, the student is responsible for contacting the Field Instructor as soon as possible.
- **Tardiness** – Is not considered an acceptable professional behavior by TWU BSW Program. A student’s tardiness is non-compliant with the NASW Code of Ethics and must be reported to the Field Education Director.
- **Program Exception** – To allow for flexibility when students encounter unexpected circumstances, the program provides for a few exceptions. Each circumstance addressed on a case-by-case basis by the program faculty. Cases may include Personal Leave/Medical Leave, Jury Duty, and Military Duty.

Instructions:

If a student is absent, place an "A" in the day of absence. Only put an “A” for the day if the student is absent from a scheduled field placement day. If the student was present for his/her scheduled field placement day, please put a “P” for the appropriate day.

Excused Absence (EA)

Unexcused Absence (UA)

If a student is tardy, place a "T" in the day of week of tardiness

Excused Tardy (ET)

Unexcused Tardy (UT)

Week:	Monday	Tuesday	Wednesday	Thursday	Friday
Example: 9/1/19 9/6/19		UT			
1/13/2020- 1/17/2020					
1/20/2020- 1/24/2020					
1/27/2020- 1/30/2020					
2/3/2020- 2/7/2020					
2/10/2020- 2/14/2020					
2/17/2020- 2/21/2020					
2/24/2020- 2/28/2020					
3/2/2020- 3/6/2020					
3/9/2020- 3/13/2020					
3/16/2020- 3/20/2020					
3/23/2020- 3/27/2020					
3/30/2020- 4/3/2020					
4/6/2020- 4/10/2020					



Tennessee Wesleyan UNIVERSITY

Personal Safety Incident Report BSW Program

STUDENT: _____ AGENCY: _____

FIELD INSTRUCTOR: _____ FIELD DIRECTOR: _____

COURSE NUMBER: _____ DATE/TIME of INCIDENT: _____

DESCRIPTION of INCIDENT: _____

NAMES OF ALL PARTIES INVOLVED AND THEIR RELATIONSHIP TO AGENCY:

WITH WHOM HAVE YOU DISCUSSED THIS INCIDENT:

HAS A FORMAL REPORT BEEN FILED WITH THE AGENCY:

DESCRIBE ANY ACTION TAKEN TO DATE:

ARE YOU SATISFIED WITH THIS ACTION: _____

Signatures:

Student	Date	Field Instructor	Date
Field Director	Date	BSW Program Director	Date

Return the completed form to the field director at the TWU Social Work Program. Rev. 6/21

APPENDIX B: LEARNING PLAN AND EVALUATION FOR BSW PRACTICUM

Tennessee Wesleyan University
BSW Program
SWK 462 Social Work Field Practicum & SWK Seminar 463
Learning Plan and Evaluations for BSW Practicum

Student Name: _____
Field Instructor Name: _____
Agency Name: _____
Semester/Year: _____

Learning Plan Directions

The learning plan serves as a guide to direct and monitor the student's learning and the Field Instructor's teaching. The learning plan is a contract between the student and the Field Instructor, so both parties must commit to the plan.

A learning plan developed at the beginning of each semester. All assignments listed on the plan are completed by the end of that semester. Assignments repeated on subsequent plans for continued development of proficiency.

Please Note:

Junior/Senior students in SWK 460 & SWK 461 will only complete competencies 1, 2, 4, 5, and 6.

Senior Students in SWK 462 & SWK 463 will complete ALL 9 competencies.

Learning Plan Assignments – Completed by the Field Instructor and Student

1. At least two assignments listed for each behavior. This includes the assignments already listed on the learning plan and agency-specific assignments.
2. Agency-specific assignments developed jointly by the Field Instructor and the student. The Field Instructor will be primarily responsible for the identification of agency-specific learning assignments during the first semester.
3. The student is responsible for entering the assignments in the Learning Plan Assignments column in IPT. When that column is complete, both the Field Instructor and student sign under "Learning Plan Signatures" at the end of the form.

Evidence of Assignment Completion- Completed by the Student

The student is to document activities related to assignment completion and enter this information into the Evidence of Assignment Completion column.

- Midterm: Students must enter evidence toward the completion of assignments by midterm for Field Instructors to assign midterm ratings.
- End of Semester: Students must enter evidence for completion of all assignments by the end of the semester for Field Instructors to assign final ratings.

Evaluation Directions

The Field Instructor is responsible for completing evaluations of student performance. The Field Instructor is to discuss the evaluation with the student to provide feedback targeted at student growth and development.

Midterm Ratings - Completed by Field Instructor

The Field Instructor is to assess the student's demonstrated competency for each practice behavior, reviewing the evidence provided by the student and using the evaluation rating scale below. The midterm ratings not used to calculate the student's grade. Midterm ratings provide feedback and identify areas for growth.

Final (End of Semester) Ratings-Completed by Field Instructor

The Field Instructor is to assess the student's demonstrated competency for each professional behavior, reviewing the evidence provided by the student and using the evaluation rating scale.

The student should review the evaluation, enter comments, and sign the learning plan first.

The Field Instructor should not sign until the student has had the opportunity to review the evaluation, enter comments, and sign the evaluation.

The Field Instructor should enter the final signature when all evidence, ratings, and comments entered. A final signature locks the form.

Evaluation Rating Scale

- 4 = Student is meeting expectations in this area
- 3 = Student demonstrates motivation and developing skill in this area
- 2 = Student is beginning to demonstrate skill development in this area
- 1 = Student is not meeting expectations - concern for development in this area

If a student receives a 1 rating, the field instructor and student are expected to provide a specific plan (written in Field Instructor Feedback at end of competency) to meet the competency by end of

semester. If 3 or more 1 ratings are assigned this raises concern for limited opportunity within the agency, lack of opportunity provided to student or lack of student initiative.

Dimensions to measure: Cognitive/Affective Processes (CA); Knowledge (K); Skills (S); and Values (V).

Competency 1 – Demonstrate Ethical and Professional Behavior.

Behaviors	Learning Plan Assignments	Dimension				Evidence of Assignment Completion	Mid-term	Final Rating
		C A	K	S	V			
<ul style="list-style-type: none"> Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context. (#1) 	<ul style="list-style-type: none"> Student will identify ethical dilemmas and specific codes for making ethical decisions Student will demonstrate emerging knowledge of ethical decision-making models as observed by Social Work Field Instructor 				V			
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. (#2)	<ul style="list-style-type: none"> Student will identify two personal values and reflect on how these values may influence practice in the field agency setting. Student will develop and implement appropriate methods of self-care and evaluate the effectiveness of the methods and revise as needed. 	C A						

3. Demonstrate professional demeanor in behavior; appearance, and oral, written, and electronic communication. (#3)	<ol style="list-style-type: none"> 1. Student will treat clients and staff in a respectful and non-judgmental manner and will demonstrate positive relationship-building communication with staff and clients 2. Student will identify self as a student when communicating with staff and clients (will wear name tag, and identify self as a student at all times) 	C A						
4. Use technology ethically and appropriately to facilitate practice outcomes. (#4)	<ul style="list-style-type: none"> • Student will demonstrate awareness of agency policy regarding use of technology and articulate this to field instructor • Student will assess agency use of technology and/or social media and discuss with Field Instructor as pertains to social work practice. 			S				
5. Use supervision and consultation to guide	1. Student will Record	C A						

professional judgment and behavior. (#5)	<p>observations in a weekly journal of best practices in field settings</p> <p>2. Student will utilize journal as part of weekly supervision agenda with Field Instructor.</p>								
--	--	--	--	--	--	--	--	--	--

Competency 2 – Engage Diversity and Difference in Practice.

Behaviors	Learning Plan Assignments	Dimension				Evidence of Assignment Completion	Mid-term	Final Rating
		C A	K	S	V			
12. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. (#6)	<p>6. Complete Cultural Competency Audit with field instructor (Garthwait, p. 120)</p> <p>7. Student will demonstrate cultural sensitivity when working with a diverse population, which will be reflected in strength-based interactions with clients.</p>				V			
13. Present themselves as learners and engage clients and constituencies as experts of their own experiences. (#7)	<ul style="list-style-type: none"> Observe and complete a client interview enabling a client to share life experiences. With the direction of the field instructor, student will develop appropriate 			S				

	strategies for managing bias effectively in order to practice without discrimination.							
14. Apply self-awareness and self-regulation to manage the influences of personal biases and values in working with diverse clients and constituencies. (#8)	<ul style="list-style-type: none"> Student will be able to identify personal values, beliefs and assumptions evoked in relation to the demands of the agency setting. In supervision, student will be able to define values and assumptions that are challenged by his/her work in the agency and role play culturally sensitive and effective alternatives. 	C A						

Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice.

Behaviors	Learning Plan Assignments	Dimension				Evidence of Assignment Completion	Mid-term	Final Rating
		C A	K	S	V			
3. Apply their understanding of social, economic, and environmental justice at the individual and systems levels. (#9)	<ul style="list-style-type: none"> Student will be able to identify and describe forms and mechanisms of discrimination and oppression. Student will be able to identify underserved needs of population served by agency. 			S				

4. Engage in practices that advance social, economic, and environmental justice. (#10)	<ul style="list-style-type: none"> Student will identify and participate in an advocacy action related to an issue of social, economic, or environmental justice. Student will evaluate how agency can improve both internally as well as in its interactions with broader systems to address discriminatory policies and systems 				V			
--	---	--	--	--	---	--	--	--

Competency 4 – Engage in Practice-informed Research and Research-informed Practice.								
Behaviors	Learning Plan Assignments	Dimension				Evidence of Assignment Completion	Mid-term	Final Rating
		C A	K	S	V			
<ul style="list-style-type: none"> Use practice experience and theory to inform scientific inquiry and research. (#11) 	8. Research practices used in similar settings 9. Evaluate findings of research practices level of effectiveness in your agency. 10. Discuss results with field instructor			S				
<ul style="list-style-type: none"> Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. (#12) 	1. Student will be able to identify various models of assessment and prevention relevant to population			S				

	<p>served by agency.</p> <p>2. Student will be able to demonstrate the ability to evaluate the efficacy of assessment and prevention models relative to population served.</p>							
<ul style="list-style-type: none"> Use and translate research evidence to inform and improve practice, policy, and service delivery. (#13) 	<p>4. Student will conduct a literature review addressing practice issue relevant to population served</p> <p>5. Student will discuss her/his conclusions with supervisor.</p>			S				

Competency 5 – Engage in Policy Practice.

Behaviors	Learning Plan Assignments	Dimension				Evidence of Assignment Completion	Mid-term	Final Rating
		C A	K	S	V			
1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. (#14)	<p>1. Student will identify one social policy at each level (local, state, federal) that has an impact on clients served by agency.</p> <p>2. Student will discuss findings with Field Instructor in supervisio</p>	C A						

	n and in SWK 436 class.							
2. Assess how social welfare and economic policies impact the delivery of and access to social services. (#15)	<ul style="list-style-type: none"> Analyze how the policies identified in practice behavior 1 impact client access to social services. Student will describe social policies, laws, practices that impact the client system or delivery of services. 				V			
3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. (#16)	<ul style="list-style-type: none"> Student will identify a social problem that is impacted by policy at the agency, community local, state or federal level. Student will demonstrate an understanding of how changes in the policy can help clients overcome the identified social problem. 	C A						

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

Behaviors	Learning Plan Assignments	Dimension				Evidence of Assignment Completion	Mid-term	Final Rating
		C A	K	S	V			
1. Apply knowledge of human behavior and the social environment,	2. Student utilizes ecological-systems theory to assess and			S				

person-in-environment, and other multidisciplinary theoretical framework to engage with clients and constituencies. (#17)	<p>intervene to address client's presenting concerns.</p> <p>3. Student will be able to evaluate environmental impacts upon client's presenting concerns.</p>							
2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. (#18)	<ul style="list-style-type: none"> Student will demonstrate growing effectiveness in her/his relationship building and sustaining skills as observed by Field Instructor/Task Instructor Student will demonstrate appropriate boundaries and engage in strength-based partnerships with clients as observed by Field Instructor/Task Instructor 	C A						

Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities.

Behaviors	Learning Plan Assignments	Dimension				Evidence of Assignment Completion	Mid-term	Final Rating
		C A	K	S	V			
4. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies. (#19)	<p>1. Student will demonstrate ability to gather relevant data in an organized manner</p> <p>2. Student obtains clients records following proper agency policy.</p>		K					

5. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. (#20)	<ul style="list-style-type: none"> Apply person-in-environment or other theoretical frameworks to client assessment (e.g., genogram, ecomap, etc.) 			S				
6. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. (#21)	<ul style="list-style-type: none"> In partnership with at least one client, Student and client will select an agreed upon intervention strategy to include a signed informed consent by client. In partnership with at least two clients, student will develop goal plans with measurable outcomes. 			S				
7. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. (#22)	<p>7. Student develops an understanding of the array of intervention strategies for agency population.</p> <p>8. Student will be able to describe selected intervention from practice behavior #3 and discuss why particular strategy has been chosen.</p>				V			

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

Behaviors	Learning Plan Assignments	Dimension				Evidence of Assignment Completion	Mid-term	Final Rating
		C A	K	S	V			
4. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies (#23)	14. Implement prevention interventions that enhance client capacities 15. Student will be able to revise intervention plans according to client needs.		K					
5. Apply knowledge of human behavior and the social environment, person-in-environment, and other multi-disciplinary theoretical frameworks in interventions with clients and constituencies. (#24)	16. Assist clients in resolving problems 17. During supervision, student will describe theory that informs his/her intervention and how his/her has partnered with client in their work together			S				
6. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. (#25)	<ul style="list-style-type: none"> Student identifies opportunities to collaborate with other professionals (non-social workers) to meet client/constituent needs. Student demonstrates knowledge and understanding regarding roles of inter-professional team and benefits of 	C A						

	working in an inter-professional setting.							
7. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. (#26)	<ol style="list-style-type: none"> 1. Student connects client to appropriate resources and referrals to promote goal attainment. 2. Student advocates for needed services for client 			S				
8. Facilitate effective transitions and endings that advance mutually agreed-on goals. (#27)	<ul style="list-style-type: none"> • Develop and implement with the field instructor a transition plan for the student's projects or client services. • Student will be able to successfully terminate in the helping process. 				V			
Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations and Communities.								
Behaviors	Learning Plan Assignments	Dimension				Evidence of Assignment Completion	Mid-term	Final Rating
		C A	K	S	V			
<ul style="list-style-type: none"> • Select and use appropriate methods of evaluation of outcomes. (#28) 	<ol style="list-style-type: none"> 5. Student will identify various approaches to best evaluate outcomes 6. Student will select and use a method to evaluate outcomes for a specific interventio 		K					

	n and discuss findings with Field Instructor.							
<ul style="list-style-type: none"> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. (#29) 	18. Critically analyze agency mission and continuum of services 19. Present findings to field instructor			S				
<ul style="list-style-type: none"> Critically analyze, monitor, and evaluate intervention and program processes and outcomes. (#30) 	<ul style="list-style-type: none"> Critically analyze agency interventions with families Present findings to field instructor 	C A						
<ul style="list-style-type: none"> Apply evaluation findings to improve practice effectiveness at the micro mezzo, and macro levels. (#31) 	6. Use agency's outcome measures to analyze service providing 7. Present findings to field instructor			S				

Field Instructor Summary Feedback for Midterm Evaluation:

Student Comments on Midterm Evaluation:

Field Instructor Summary Feedback for Final Evaluation:

Student Comments on Final Evaluation:

Learning Plan Signatures:

Student: _____

Date: _____

Field Instructor: _____

Date: _____

Field Education Director: _____

Date: _____

Midterm Signatures:

Student: _____

Date: _____

Field Instructor: _____

Date: _____

Field Education Director: _____

Date: _____

Final Signatures:

Student: _____

Date: _____

Field Instructor: _____

Date: _____

Field Education Director: _____

Date: _____

**APPENDIX C: SCHOOL SOCIAL WORK LICENSURE
APPLICATION**

Tennessee Wesleyan University

**Tennessee State School Social Work
Licensure Application**

Prepared by:

Signature of Applicant

Date

Tennessee Wesleyan University

Procedures for Application for Tennessee State Licensure in School Social Work

Tennessee Wesleyan University Social Work Program, in collaboration with Tennessee Wesleyan University Education Program, will certify applicants for the state of Tennessee school social work licensure program after their satisfactory completion of the requirements. Applicants must hold a Bachelor's Degree in Social Work from an accredited program. The following application materials meet the approved plan for acquiring the necessary competencies to meet each of the licensure standards.

2. STUDENTS CURRENTLY ENROLLED AT TENNESSEE WESLEYAN UNIVERSITY:

Students should meet with their academic advisor prior to their junior year of study (BSSW) in order to plan an appropriate program that meets the six standards for state licensure. Upon completion of the degree and additional requirements, application for Tennessee state licensure in school social work can be made.

3. APPLICANTS WHO CURRENTLY HOLD EITHER THE BACHELOR'S DEGREE IN SOCIAL WORK FROM AN ACCREDITED PROGRAM:

Applicants who currently hold a Bachelor's degree in Social Work should take the appropriate steps to complete the six standards listed in this application. If additional course work is necessary to meet any of the six standards, the applicant should contact the TWU Social Work Program Director (423-746-5212).

Applicant is responsible for:

- Completing Licensure Application and returning to the TWU Social Work Program
- Requesting all official, paper transcripts and including with the Licensure Application
- Ensuring there are no “holds” on their TWU account, financial or otherwise
- Creating their TNCompass account with the TN Department of Education,
<https://tdoe.tncompass.org/Account/Login?ReturnUrl=%2f>.

General Information

Please note: This application **must** be typed

Name: __

Address: _____

Phone Number: _____ Email: _____

Social Security # _____ Date of Birth: __

Place of Birth: _____ Citizenship: __

SOCIAL WORK EMPLOYMENT: List organization, address, position/duties and dates employed. (The applicant may attach a resume to complete this section.)

PREVIOUS LICENSURE: Has the applicant ever been certified or licensed as a school social worker in another state? (Please answer Yes/No)

If so, please list the name and address of the organization that provided licensure:

Is this license or certification still valid? (Please answer Yes/No)

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS AND/OR HONOR SOCIETIES: (list below if applicable)

Academic Information

Academic History:

College/University	Major	Degree	Date

Social Work courses completed (list all courses titles and numbers):

Field Placement(s) (list name of agency and number of clock hours in the placement):

Professional development related to school social work (i.e., conferences, workshops, seminars, in-service training, etc.). Please list titles and dates:

Presentations or other accomplishments related to school social work (i.e., workshops and/or papers presented, materials published, honors and awards of recognition). Please list titles and dates:

Three references with their addresses, telephone numbers and email addresses (persons who may be contacted in reference to the applicant's competencies for school social work):

Name	Address	Phone Number	Email
1.			
2.			
3.			

**DIRECTIONS FOR THE COMPLETION OF THE
STATE OF TENNESSEE
SCHOOL SOCIAL WORK LICENSURE STANDARDS**

Documentation of having met the six standards is necessary in order to obtain the license in school social work in Tennessee. The TWU Social Work Program will review these materials and assess the extent to which an applicant meets each of the six standards before recommending the applicant for state licensure.

Directions for completion of the three sections under each of the six standards:

1. All applicants must complete section 1: Course title/description/course objectives. If the applicant is a graduate of the TWU Social Work Program, he/she must list the course numbers/titles that apply to each standard and attach a copy of his/her TWU transcripts to the application. If the applicant received his/her degree from another university or college, the applicant must also include a copy of the relevant course syllabi as an appendix to the application. Only one copy of a course syllabus is necessary if a particular course meets more than one standard. The TWU Social Work Program reserves the right to request any course syllabus from any applicant when there is a question related to course content or learning objectives of any listed course.
2. All applicants should complete section 2: Identify any specific field practice experiences/activities related to this standard. This section should be completed by any applicant who has had any field practice experiences that meet a particular standard. NOTE: The applicant should provide a detailed description of any field experiences he/she has had as an undergraduate student in social work which demonstrates his/her knowledge competencies in working with children and families. These experiences may or may not have been in a public school setting.
3. All applicants should complete section 3: Other work/professional development activities related to this standard. This section should include any professional work experiences and/or professional development related to school social work (i.e. conferences, workshops, seminars, in-service training, etc.) or to practice with children and families in any setting.

You may use additional paper if more room is needed for each standard.

STANDARD ONE: Understanding of social, emotional, cultural and economic issues affecting students and schools and ability to assist students and families in overcoming barriers to learning.

13. Course title/description/course objectives:

14. Identify any specific field practice experiences/activities related to this standard:

15. Other work/professional development activities related to this standard:

STANDARD TWO: Understanding of the needs of students at risk due to disability, economic condition, family disruption or other environmental factors and ability to work with teachers, school counselors, school psychologists and family resource center staff in addressing student needs.

11. Course title/description/course objectives:

12. Identify any specific field practice experiences/activities related to this standard:

13. Other work/professional development activities related to this standard:

STANDARD THREE: Ability to serve as liaison between home and school, assist parents in understanding their children's needs, interpret student assessments to parents, and work with the parents in developing parenting skills.

1. Course title/description/course objectives:

2. Identify any specific field practice experiences/activities related to this standard:

3. Other work/professional development activities related to this standard:

STANDARD FOUR: Ability to perform case management functions, facilitating the coordination and integration of community services to benefit students and their families.

- Course title/description/course objectives:
- Identify any specific field practice experiences/activities related to this standard:
- Other work/professional development activities related to this standard:

STANDARD FIVE: Ability to support students with special needs by preparing social histories, contributing to the development and implementation of individualized education programs (IEPs) and helping ensure the participation of parents.

- Course title/description/course objectives:
- Identify any specific field practice experiences/activities related to this standard:
- Other work/professional development activities related to this standard:

STANDARD SIX: Understanding of federal, state and local laws and policies affecting students including issues such as services for disadvantaged students, services required by students with disabilities, due process rights of students and families, child abuse and neglect, HIV and AIDS, confidentiality, attendance, suspension and expulsion.

- Course title/description/course objectives:
- Identify any specific field practice experiences/activities related to this standard:
- Other work/professional development activities related to this standard:

APPENDIX D: NASW CODE OF ETHICS

NASW Code of Ethics Link

To review the NASW Code of Ethics, go to this link:

<https://www.tn.gov/content/dam/tn/health/healthprofboards/social-workers/NASW-Code-of-Ethics.pdf>