

Department of Social Work
Austin Peay State University
Clarksville, Tennessee 37044

**The Undergraduate
Social Work Program
Field Practicum
Handbook**



Social Work

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Purpose of this Handbook:

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



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1. Introduction

The Social Work Program was created in 1976 in order to bring professional social work to the northern middle Tennessee region. In the past 26 years the program has succeeded in providing entry-level social work practitioners not only for the region, but also for the state, nation, and agencies abroad. The program offers students the Bachelor of Science (B.S.) degree with a major in social work. The Social Work Program is fully accredited by the Council on Social Work Education, receiving candidacy status in 1986, initial accreditation in 1989, and reaccreditation in 1993 and 2003. The program has grown to become a vital part of the university and to reflect the university's mission.

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

2. Mission of the Program

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

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

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

knowledge building and sharing of their own practice wisdom. The program's mission also recognizes the mounting impact of information technology on how social workers work and the implications for lifelong learning.

The program seeks to strengthen social workers' use of information technology by graduating students who have a good foundation of information literacy competencies upon which to build and lead as "next generation" twenty-first century practitioners. Rapidly advancing technology and the knowledge explosion have tremendous significance for lifelong learning; both sharply influence not only what is to be learned but also how. Influencing a commitment to lifelong learning is integral to the program's mission of "passing the torch" effectively and enriching the future of social work in our region. In summary, the program's mission is to advance the presence of professional social work and strengthen social work practice in the region and respective communities where graduates choose to work. It is a mission of educating students to build on the strengths and resources of people and their environments, engage in advocacy and use empowerment as a guiding principle toward achieving personal, interpersonal, social and economic justice. The mission is linked to a broader purpose of promoting human well-being and social betterment.

3 Description of Field Instruction

A. Purpose of Field Instruction

1. The purpose of field instruction is to provide opportunities for students to apply and test social work knowledge, values, and skills in relation to identified client needs, agency purpose, and social sanction. As students learn from the professional demands of agency life, the knowledge, attitudes, and skills acquired from all areas of the curriculum are translated into accountable performance and professional competence.

2. Field instruction also provides opportunity for students to gain knowledge and understanding in all areas of the curriculum through agency based practice, e.g., to experience differences and agreements between theoretical perspectives and the realities of daily practice and to integrate theory and practice.

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

1. the full range of the practice of social work with individuals, families, groups, communities, and organizations;

2. to evaluate relevant policies and procedures that governs service delivery in the agency and to develop proposals for appropriate policy and procedural changes;

3. to incorporate social work values, knowledge, and practice principles in all professional interventions;

4. self-awareness and self-discipline in their professional performance with clients, within the social work profession, and in society;

5. to use scientifically grounded procedures and knowledge in evaluation of their professional work;

6. to recognize the contributions to society of human diversity and the implications of this diversity for social work practice;

7. to identify and propose strategies to counteract institutional and personal prejudice and discrimination based on race, ethnicity, gender, sexual orientation, age and disability;

8. to accept responsibility for continued learning and for contributing to the development of the social work profession.

The process of Field Education:

In the semester prior to entry into the Field Practicum the student takes the SW 4400 course in which they select 2 potential agencies in which they would like to work. The student

chooses 2 agencies to interview with, the agency in turn interviews several potential applicants then makes their selection of practicum students.

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

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

During the Field Practicum Semester the student takes three (3) courses totaling eighteen (18) semester hours: SW 4410, SW 4411, and SW 4720. They are also completing approximately 32 hours a week at the practicum agency. Each week they are expected to maintain journals, meet with the field supervisor, and complete assignments related to the three courses. If the student fails any of the three courses they will not pass the field practicum semester and will not graduate.

4. Objectives of the Field Instruction:

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

1. Consciously bring selected knowledge to practice situations;
2. Develop competence in performing practice skills;
3. Learn to practice within the framework of social work values and ethics;
4. Develop a professional commitment to social work practice;
5. Evolve a practice style consistent with personal strengths and capacities;
6. Develop the ability to work effectively within a social agency. (Sheafor and Jenkins, 1982) (1996)

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

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

5. Competencies and objectives of the Field Practicum:

The primary objective of the field practicum is to prepare students for generalist professional practice. Social, economic, political and technological change each will present challenges to the new social work practitioner. A high level of competence in problem solving, assessment and intervention and resource development and networking will be required. The greater the increase in culturally diverse groups and populations at risk, the greater responsibility the worker will have toward the creative blending of knowledge, values and skills. A working knowledge and understanding of the ecological, strengths and empowerment perspectives will be tantamount to the worker ability to affect change.

The field practicum provides an opportunity to develop the competencies needed in a “safe” learning environment. The following competencies, which are also the department educational objectives, identify the areas of expertise for the baccalaureate professional social worker:

The program’s intent is to graduate students who have accomplished **competency** in the following areas:

1. Ability to identify as a professional social worker by gaining a basic understanding the history behind field education, the profession of social work, the core values of social work practice.
2. Application and demonstration of knowledge of social work ethical principles to guide professional practice in practicum and beyond.
3. Application of critical thinking to inform and communicate professional judgment while working with clients in all settings of field practicum.
4. Engagement of diversity and difference in practice by developing an understanding each group of people have unique legal and historical components to their cultures, thus shaping society.
5. Advancing human rights and social and economic justice by learning and implementing the principles of advocacy for the underserved and underrepresented and participating in a macro level service project while in practicum.
6. Engagement in research informed practice and understand the importance of evidence based social work practice by completing a literature review of best evidence based practice methods for serving client populations.

7. Application of knowledge of human behavior and the social environment as it applies to clients in field practicum.

8. Engagement in policy practice to advance social and economic well-being and deliver effective social work services in the practicum setting.

9. Response to contexts that shape practice by recognizing the roles that social workers, clients, and the various systems in which they exist play.

10. Engagement, assessment, intervention, and evaluation with individuals, families, groups, organizations, and communities via various exercises and activities while in the practicum setting.

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

1. Ability to identify oneself as a professional social worker
2. Ability to advocate for clients who cannot advocate for themselves
3. Ability to maintain professional boundaries
4. Ability to demonstrate professional demeanor in behavior, appearance and communication
5. Ability to use self correction and supervision to assure continual professional development
6. Ability to recognize and manage personal values in a way that allows professional values to guide practice
7. Makes ethical decisions as guided by the NASW Code of Ethics and/or the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles
8. Is able to tolerate ambiguity in resolving ethical conflicts
9. Uses strategies to arrive at ethical and principled decisions
10. Encourages client self-determine and maximizes self determination in making decisions and participating actively in the problem solving process.

11. Demonstrates knowledge of the generalist framework and stages of the problem solving process.
12. Demonstrates knowledge of the strengths perspective and the processes of empowerment.
13. Demonstrates knowledge of the ecological systems perspective, the interrelatedness of the individual, the family and the immediate environment.
14. Demonstrates knowledge of bio-psychosocial variables and influences that affect development, behavior and social functioning across the life span.
15. Ability to read, understand and integrate the use of evidenced based research in social work practice settings.
16. Ability to distinguish, appraise and integrate multiple sources of knowledge including research based knowledge and practice wisdom
17. Ability to analyze models of assessment, prevention intervention and evaluation
18. Ability to demonstrate effective oral and written communication with clients, colleagues, organizations and communities
19. Maintains appropriate professional boundaries with clients.
20. Works well diverse client population and understands the societal structures that may oppress, marginalize, alienate or enhance privilege or power
21. Able to gain self awareness to eliminate the influence of personal biases and values in working with diverse groups
22. Uses communication skills appropriate to interacting with diverse populations, colleagues, and members of the community.
23. Communicates effectively, both verbally and in writing.
24. Establishes and maintains appropriate helping relationships with clients, including those distinguished by race and ethnic origin, gender, sexual orientation, religion, culture and socioeconomic class.

25. Gathers and critically analyzes facts, defines issues and assesses problem situations, recognizing the person-in-environment context in which problems exist.
26. Identifies clients; strengths and collaborates with clients in weighing alternatives realistically, planning and implementing a course of action that empowers clients to address problems.
27. Ability to recognize and communicate their understanding of the importance in shaping life experiences
28. Ability to view themselves as learners and ability to engage the clients they work with as informants
29. Ability to understand the forms and the mechanism of oppression and discrimination
30. Ability to advocate for human rights, social and economic justice as well as client rights
31. Ability to engage in practices that advance social and economic justice
32. Ability to use practice experience to inform scientific inquiry
33. Ability to use research evidence to inform practice
34. Ability to analyze, formulate and advocate for policies that advance social well being
35. Ability to collaborate with colleagues and clients for effective policy action
36. Strives to continuously discover, appraise and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services
37. Strives to provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
38. Able to substantively and affectively prepare for action with individuals, families, groups, organizations and communities.
39. Able to use empathy and other interpersonal skills
40. Able to develop a mutually agreed on focus of work and desired outcomes.

41. Able to collect, organize and interpret client data.
42. Able to assess client strengths and limitations.
43. Able to develop mutually agreed upon intervention goals and objectives.
44. Able to select appropriate intervention strategies.

Student will demonstrate practice behaviors as documented in the learning contract and field activities which will reflect:

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

6. Description of the courses with sample syllabi:

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

The Field Practicum component consists of **three courses: SW4400 Seminar for the Field is the preparation course to the field practicum. SW4410 Field Instruction designates the field teaching-learning component within an approved practicum setting supervised by a field instructor for which students are granted 12 semester hours credited. This course is taken on a pass/fail basis. SW4411 Field Instruction Concurrent Seminar designates the course taken on campus throughout.**

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

SW 4410 or the practicum experience focused on stimulating integrative learning and skill development as well as guiding students through the practicum. Students earn 3 semester hours for this course, which is taken for a letter grade. The two courses are interdependent in that students must receive satisfactory performance evaluations at mid-semester and end of semester for their practicum experience in order to be awarded a grade for the concurrent seminar.

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

Criteria for Eligibility to Enter Field Practicum

To be eligible for the practicum, a student must have been formally accepted as a social work major and must have completed all foundation and practice courses except SW 4720 Senior Seminar. In practice courses, students must have received a “C” or above. No other courses are taken during the practicum experience except under extenuating circumstances when permission may be granted by the program director. Eligibility for the practicum does not automatically guarantee acceptance into the Field Practicum. The student must go through the orientation to the field process before approval is granted. This process involves evaluating the student’s suitability and readiness for the practicum experience and focuses on assisting each student in determining interest, preference and capacities for the field practicum.

Evaluation of Practicum

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

Orientation to the Field Practicum

SW 4400 Seminar for Field Instructions (1 hour)

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

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

SAMPLE SYLLABUS (student must obtain current one from instructor)

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

COURSE SYLLABUS

SW 4400: Field Instruction Seminar

Instructor: Stephanie Hicks-Pass, PhD, LMSW, MHR

Day and Time: TBD

Office Hours: Mon **11:00 to noon, Tues/Thurs 10 am till noon or by appointment**

Office Location: Clement Hall Rm 318

Methods Of Contact: Email hickss@apsu.edu, sh_pass33@yahoo.com

Phone: 931 221 7731

ATTENTION STUDENTS: This is a web based course, but we will meet occasionally in person and the student will be responsible for meeting individually with the professor 2 times throughout the semester. On campus class meeting dates will be determined later in semester.

Course Description:

The practicum in social work is clearly focused on teaching others how to help themselves with “real life problems” – the mission of Social Work. The practicum also takes a “larger than life” significance in the professional development of students. For this reason, the orientation to the field practicum has been developed in order to prepare students for placement. The overall goal of this class is to help the student with decision –making regarding the area of focus and choice of the selection of an agency based on the student interest, skills and need. The placement is the foundation for long range career goals and should be chosen prudently.

Course Competencies:

By the end of this course students will be expected to have completed all the necessary coursework including the completion of the field packet, which holds:

- (1) an application to the field practicum, (2) a current resume, (3) evidence of insurance coverage (as required by CSWE), (4) a profile and fact sheet of the agency selected and (5) confirmation of secured placement.

(2) **Students must complete the required field packet and attend all scheduled classes in order to pass the class.**

(3) Students will also meet two times individually with the field coordinator during this semester. The first meeting is required prior to interviews for placement. The second meeting will be scheduled after an agency has been finalized.

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

This is a pass/fail class.

Seminar Objectives and Practice Behaviors:

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

1. Identify as a professional social worker by gaining a basic understanding the history behind field education, the profession of social work, the core values of social work practice.
2. Apply and demonstrate knowledge of social work ethical principles to guide professional practice in practicum and beyond.
3. Apply critical thinking to inform and communicate professional judgment while preparing for field practicum.
4. Engage diversity and difference in practice by developing an understanding each group of people have unique legal and historical components to their cultures, thus shaping society.
5. Advance human rights and social and economic justice by learning and implementing the principles of advocacy for the underserved and underrepresented and participating in a macro level service project while in practicum.
6. Apply knowledge of human behavior and the social environment as it applies clients in field practicum.
7. Engage in policy practice to advance social and economic well-being and deliver effective social work services in the practicum setting.
8. Respond to contexts that shape practice by recognizing the roles that social workers, clients, and the various systems in which they exist play.

Academic and Classroom Misconduct:

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

Disability Policy:

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

Policy on Minors:

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

Description SW 4410 Field Instruction Concurrent Seminar and Sample Syllabus

Students enrolled in the practicum experience are required to carry out practice activities for a minimum of 400 clock hours or approximately 32 hours per week in an approved agency setting beginning on the first day of the semester and ending on the last day of scheduled classes. Practice activities revolve around the generalist method ENGAGEMENT--DATA-COLLECTION--ASSESSMENT--INTERVENTION--EVALUATION--TERMINATION. Specific assignments and activities vary according to the nature of the agency, the client population served and characteristics of the student and field instructor.

SAMPLE SYLLABUS**COURSE SYLLABUS****SW 4411 Concurrent Seminar**

Professor: Stephanie Hicks-Pass, PhD, LMSW, MHR

Phone: 931 221 7731

E-mail: hickss@apsu.edu, sh_pass33@yahoo.com

Office hours: Tues/Thurs 10 am till 4 pm or by appointment

Class dates and times: online format only

Course Description

This course is designed to provide an experiential learning setting for students preparing to enter the workforce as competent, entry-level social work practitioners. Field instruction enables students the opportunity to make the transition from “knowing” to “understanding” to “doing” in the context of service situations, putting into practice the theories, methods and skills emphasized in the social work curriculum. While working under the supervision of a seasoned social work practitioner, students have the opportunity to draw on their knowledge, values and skills, and life experiences to understand problem situations and intervene to bring about change. Throughout the social work curriculum, the importance of the generalist practice is reinforced giving particular attention to incorporating the ecological perspective into assessment and interventions. Within the practicum setting, students will begin to approach social work practice from this perspective, evaluating the human problems existing at the point where the person meets their environment. The practicum also provides a safe setting which enables the student to sharpen those skills associated with effective generalist practice which include (1) self exploration and self awareness; (2) engagement and relationship building with client systems; (3) exploration and data collection; (4) differential assessment and planning; (5) intervention; (6) monitoring and evaluating interventions and; (7) termination with clients.

Objectives

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

1. Identify as a professional social worker by gaining a basic understanding the history behind field education, the profession of social work, the core values of social work practice.
2. Apply and demonstrate knowledge of social work ethical principles to guide professional practice in practicum and beyond.
3. Apply critical thinking to inform and communicate professional judgment while working with clients in all settings of field practicum.
4. Engage diversity and difference in practice by developing an understanding each group of people have unique legal and historical components to their cultures, thus shaping society.
5. Advance human rights and social and economic justice by learning and implementing the principles of advocacy for the underserved and underrepresented and participating in a macro level service project while in practicum.
6. Engage in research informed practice and understand the importance of evidence based social work practice by completing a literature review of best evidence based practice methods for serving client populations.

7. Apply knowledge of human behavior and the social environment as is applies clients in field practicum.
8. Engage in policy practice to advance social and economic well-being and deliver effective social work services in the practicum setting.
9. Respond to contexts that shape practice by recognizing the roles that social workers, clients, and the various systems in which they exist play.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities via various exercises and activities while in the practicum setting.

Learning Activities

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

Mid-term Evaluation*: Field instructors will identify the student's activities and tasks in the placement and evaluate their development. These evaluations serve as tools to measure the student's progress towards displaying the core competencies in practice by the midterm of the placement. These evaluations are critical to provide an outline for the remainder of the semester as the student works to master remaining skills. Field instructors should complete and review evaluations with students to identify strengths and areas where growth is needed. The evaluations will be completed and reviewed with the student prior to the field liaison's mid-term site visit. Copies of the evaluation will be submitted to the field liaison with the original evaluation being submitted to the field director.

Final Evaluations*: Field instructors will evaluate student development and mastery of core competencies and practice behaviors by reflecting on the 400 hours of work in the practicum setting. These evaluations serve as tools to measure the student's progression towards functioning as a

generalist social worker and are critical to provide an outline for students to reflect upon growth as well as an opportunity to develop a plan for continued development. Field instructors should complete and review evaluations with students to identify strengths and areas where growth is needed prior to the field liaison's final site visit. Copies will be submitted to the field liaison with the original being submitted to Dr. Hicks.

Journal Entries: Students will submit weekly journals to the field liaison in the D2L drop box. Journal entries will focus on activities in the agencies, challenges facing the student in completing learning assignments and processing of work with clients and colleagues within the agency. A format for completing journal entries will be provided on D2L. **Journal entries are due each Monday for the previous week's activities.** Late entries will not be accepted and failure to submit at least thirteen entries for the semester fails to meet the criteria of the assignment. Journal entries are intended to provide the student with a tool to debrief about their experiences. However, appropriate grammar and spelling are expected in journal submissions.

Process/Progress Note: The field practicum provides the student time to transition from student to professional. A key component of social work in any agency involves strong documentation skills using technical writing skills that adhere to agency policies and procedures. This experience will provide the opportunity for students to learn to use technical writing skills versus academic writing skills they have grown accustomed to using. Students will view "Knowing Who You Are", accessible at <http://www.casey.org/Resources/Initiatives/KnowingWhoYouAre/video.htm> and will write a progress note based on one participant of the group. Mastery of this assignment revolves around the use of critical thinking skills along with the student's ability to formulate an assessment using appropriate technical writing skills. Students can refer to the outline provided for guidance on constructing a progress note using technical writing skills.

Assessment and Intervention Plan with ecomap: Students will complete a biopsychosocial assessment and intervention plan based on interviews with a friend or family member. Developing skills in documenting and use of professional writing skills is a major focus of the field practicum experience. Students will gather data from an interview process with a friend or family member, process the information gathered and then develop an intervention plan based on the identified needs. **The assessment cannot be focused on the student; an ingredient of this assignment includes the process of gathering data.** The assessment should utilize the format posted on D2L and should include an ecomap. Additional client assessments completed as a part of agency assignments will be reviewed during field visits.

Group Work Experience: Students are expected to participate in a group experience during the course of their field practicum. Every placement exposes students to a group of some form. Group activities can vary from support groups to task groups. Students will discuss the group experience with the field liaison at the mid-term site visit and will process the experience through participation in a discussion forum on D2L. Students will be asked to describe a group they participated in while providing any observations they made regarding group dynamics, life stage of the group and how they felt about the

group experience. Successful completion of the forum will include posting information regarding their experience as well as posting responses to at least 5 other student entries.

Macro Service Project: In order to engage students in practice on every level, students will participate in a macro service activity focusing on advocacy and working with at-risk populations. Students are not required to create new projects but look for existing opportunities in their agencies that will expose them to macro work and deeper understandings of social justice for the clients they work with. Opportunities for macro social work often exist within the student's practicum setting. For those students who are unable to identify projects occurring in their own agency, they may look to a community partner agency, faith-based organization or work with another field student to identify an appropriate project. Appropriate projects could include projects focused on resource development for clients such as coat drives or working with local non-profit organizations to secure items for target populations; grant writing that is occurring within the agency or community; or research around program development, evaluation or best practices with identified populations. Students are allowed to assist with fundraising efforts on behalf of the agency they are working with. **Students are prohibited from participating in fundraising efforts as representatives of Austin Peay State University.** Macro service projects will be reviewed during the student's mid-term visit with the field liaison and will be documented in a 1-3 page summary and submitted to the D2L drop box by midnight on December 8th. Students can access additional information regarding project on the Macro Service Guidelines posted on D2L.

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

Due date: Reviewed during final site visit to be scheduled during 1st and 2nd week of December

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

Evaluation

The field placement is taken on a pass/fail basis. Students are required to complete **400 clock hours in the field setting**. Students are expected to begin activities in the placement setting on the first day of class and remain in the field until the final day of class; completion of hours prior to the final day of class

does not excuse the student from the field setting. **A passing grade is earned by completion of required hours, completion of assigned learning activities, and positive evaluations from field instructors. A failure to complete any of the placement assignments will prevent the student's successful completion of the course.** Evaluations of assigned learning activities will include evaluating writing skills and use of professional language.

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

Disability Policy:

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

Academic Dishonesty and Classroom Misconduct:

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

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

In addition, students are expected to act with appropriate decorum and professional standards to include. Behaviors that are not acceptable: **Use of cell phones, Ipods, laptops (unless you are taking notes for class, in which case you need to speak to me first) or other electronic equipment are only**

allowed at practicum if company policy allows for it. Sleeping, falsifying time sheets, failure to complete weekly assignments can result in a failing grade for practicum.

Hybrid Format: Due to this course being held both online and hybrid there will be class sessions starting at the beginning of the semester then adjusting to online at the end of the semester. When class is not held in the classroom setting, a discussion forum will be held in its place with failure to participate equaling an absence.

7. Policies regarding Field Placements:

a. Requirements for admission to field

To enter a field placement, the student **MUST** have completed ALL the social work classes, have obtained a placement agency, have NASW membership and malpractice insurance and have an acceptance letter from the agency to the Field Director stating that they accept the student as an intern.

No exceptions.

b. Confidentiality:

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

c. Hours and Attendance

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

d. Employment based practicum

Employment based practicums are not acceptable at the undergraduate level placement.

e. Complying with field agency policies and procedures.

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

f. Field education grading

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

The grade issued by the liaison is the 12 hour SW 4410 grade which is created by the Field Liaison (pass or fail only)

g. Travel and mileage

All costs incurred travelling to and from the field placement agency, parking, tolls, are the responsibility of the student. Students are PROHIBITED from transporting clients in their cars at any time due to liability issues. The agency will provide students with an agency vehicle for the purpose of conducting agency business (i.e. transporting clients) if at all possible. Students who use their own vehicles for agency business (such as home visits) should be reimbursed by the agency for all expenses incurred, including reasonable mileage. It is the responsibility of the student to speak with the field supervisor at the agency to file necessary documentation.

h. Holidays

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

i. Sick days or inclement weather days

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

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

j. Change of placement

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

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

k. Removal of student from Field Practicum

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

Reasons for termination from the field:

1. Serious or repeated violation of social work ethics as outlined in the NASW Code of Ethics.
2. Breaking a law in an agency-related matter or conviction of a felony during the practicum year. (If it is discovered while the student is in the field that the student has failed to disclose a prior serious criminal conviction, this may also be considered grounds for action.)
3. Evidence of chemical dependence or illegal use of drugs while enrolled in

the program.

4. A serious breach of the practicum agency's policy.
5. A hostile or resistant attitude toward learning or supervision.
6. An inability to carry out assignments in the practicum.
7. Behavior that is emotionally or physically dangerous to agency clients.

Failure to achieve a passing grade in the Social Work Practicum seminar due to repeated unexcused absences from the field or the Practicum seminar or because of repeated failure to complete work assigned for the field and/or seminar instructor.

Probation/dismissal procedure

If a problem occurs in the field that cannot be resolved by the student and the field instructor, the faculty liaison may be contacted by either party and will meet with the student and the field instructor to try to resolve the problem. If these efforts are unsuccessful, the faculty liaison or the student may involve the field coordinator (if different from the faculty liaison) and the director of field. The Director of Field will examine the situation and, based on the severity of the problem, may require the student to develop a plan with the field coordinator and program director (probation) or may dismiss the student from the program. In the case of probation, the student will be required to develop a timeline for resolving the problem that is acceptable to the admissions committee. At the end of this period the Director of Field will review the student's status in the program. If a student feels he or she was unfairly treated during the probation process or the dismissal process, he or she has the right to have his/her situation reviewed through the college's academic appeals process.

I. Grievance procedures

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

1. A student who has a grievance or complaint concerning a faculty member first should discuss the matter with the faculty member.

2. If the difference cannot be resolved, the student may file an appeal in writing to the chair of the academic department in which the faculty member is located.

3. If the grievance is not satisfactorily resolved with the department chair, the student may file an appeal with the dean of the college in which the academic department is located.

4. If the grievance is not satisfactorily resolved with the college dean, the student may file an appeal to the Vice President for Academic Affairs. The vice president will forward the appeal to the Academic Grievance Committee.

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

m. Grade Appeal

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

n. University Harassment Philosophy

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

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

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

p. Distance Placements: Placements taken away From APSU

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

1. The Student must have a minimum GPA 3.0 in SW classes and who has demonstrated regular attendance.
2. All costs associated with Field is student's responsibility.

3. The student must submit the Application for Field by end of semester prior to placement.
4. The student must complete all SW required courses except Field and Senior Seminar.
5. The student is responsible for locating the Field Placement agency and having supervisor contact Field Coordinator at least 60 days prior.
6. Minimum qualifications for Field Placement Supervisor.
 - a. MSW
 - b. 2 years clinical experience
 - c. 2 years supervising students
7. The student must meet with the Field Instructor at least 3 hours per week. The student must maintain records of meetings such as notes about topic and suggestions for improvement and submit record to the Field Liaison.
8. There will be weekly or bimonthly teleconferences with the Field Supervisor, Field Coordinator and the student.
9. The student must log onto D2L, read all discussion forums, and respond appropriately to discussion in a timely fashion.

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

Any appeal of this policy must be made to Department Chair.

Policy effective January, 1997.

Out of the Country (aka International Placements)

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

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

8. Current Local Practicum Agencies:

Broken into Categories

A. Non-Profit

1. Salvation Army (financial assistance, clothing vouchers, employment assistance and homeless shelter that is open only in the evenings)
Primarily an evening placement with some daytime
Kraft St, Clarksville, TN 37043
(931) 552-5350 Scott

2. Urban Ministries
Beverly Dycus director
217 south 3rd St
Clarksville Tn 37040
931 648 9090
beverlydycus@charternet.com

3. Montgomery County Community Action Agency (Old Firehouse Day Shelter)
(works with families to eradicate poverty)
<http://www.cmccaa.com/>
350 Pageant Lane, Suite 307, Clarksville, TN 37040
Telephone: (931) 648-5774

B. Government and/or LAW

4. Legal Aid Society
111 2nd Street, Clarksville, TN 37040
(931) 552-6656

5. Montgomery County Juvenile Court
120 Commerce Street, Clarksville, TN 37040
Larry Ross (931) 648-5766
Tina Alexander

6. Department of Children's Services
Ashland, City and Springfield,
318 Frey St
Ashland City TN
1-615-792-5628
Kim Moore

7. Department of Children Services Clarksville Office
650 Pageant Lane Ste 401
Clarksville Tn, 37040
Marion Biggs
Marion.biggs@tn.gov
931 503 3243

C. Families and children

8. Progressive Directions Inc. (working with children and adults who have disabilities)
33463 Highway 41 A south
Clarksville tn 37043
Jan Dunn
931 358 0117
kdpdi@bellsouth.net

9. Dickson County Health Department (working in the HUGS program with babies and new mothers) no placements until fall 2010.
Maggie Filson
Children's Special Services Coordinator.
Dickson County Health Department 301 West End Ave Dickson, Tn 37055
Phone: (615) 446-2839 ext. 1023
Fax: 615-441-1900
Email:

10. Center for family development/ Healthy Start Program
1755 Madison St, Clarksville, TN 37043
(931) 645 3976
Melodye Powers Site Director

11. Youth Villages
575 Riverside Drive, Clarksville, TN 37040
(931) 503-0777
Melody McBride

12. Big Brothers/Big Sisters of Clarksville
Peachers Mill St.
Clarksville Tn, 37044
Amy Carroll

13. Oasis Center (youth shelter and counseling center)
<http://www.oasiscenter.org/do/crises>
Nashville, TN
1-615-327-4455

D. Medical

14. Gateway Home Care 1606 Haynes St
Clarksville, TN 37043
cmader@todaysgateway.com
931 502 3600
www.todaysgateway.com
Chris Mader
15. Gateway Medical Center; Social Work Department
P.O. Box 3160, Clarksville, TN 37043
16. Grace Health Care
111 Ussery Road, Clarksville, TN 37043
Nancy Van Wormer 931 647 0269
Social service director
Long term care and physical rehab nursing home.
17. Mid-Cumberland Community Health Agency
Protective Services Unit
350 Pageant Lane, Clarksville, TN 37040
Wanda Bush 1-800-493-1111
18. Trinity hospital
5001 East Main St, Erin Tn, 3706
(931) 289 4211
<http://www.trinityhospitaltn.com>
19. Summit Medical Center
5655 First Boulevard, Hermitage, TN
Charlotte Bailey 615-552-6701
20. Horizon Medical Center; Medical Social Services Department
Hwy. 111 70 East, Dickson, TN 37055
Patrick Nicks Director Inpatient Rehab
615.441.9781 office
615.441.364 er
21. Nashville CARES Services (works with People with HIV/AIDS)
209 10th Avenue South, Suite 160 , Nashville, TN 37203
Laura Lee Kent-Smith (931) 259-4866

22. North Crest Home Health
Springfield, TN 37172
Judy Suter 1-615-384-2411
23. Western State Hospital; Social Work Services
P. O Box 2200, Hopkinsville, KY 42240
270 889 6025

E. Mental Health/ Chemical Dependency

24. Centerstone (mental health)
Springfield Office: Barbara Lewis
Vonda St. Amant (931) 648-8126
511 North 8th Street, Clarksville, TN 37040
25. Bradford Health (Chemical Dependency)
231-A Dunbar Cave Rd, Clarksville, TN 37043
(931) 542 9816
Susan Argo (no placements until spring 2010)
26. Volta/Western State Hospital; Alcohol & Drug Residential Treatment Facility
P.O. Box 2200, Hopkinsville, KY 42241-2200
Nora Frank (270) 889 6025 ext 406/408

F. Schools

27. Ft Campbell School system
Bldg 77 Texas Ave, Fort Campbell, KY 42223
(270) 439 1927 (main)
Tom Pierce
Only accepts those with access to post
Multiple placements available in fall and spring
28. Domestic violence
The Sanctuary
Hopkinsville KY
Anita Delaney (270) 885-4572

29. Nia Association
Description: works with developmentally delayed individuals who live independently to function better in their community. Student would be based in the administrative office with some home visits
Nia Association
1620 Walnut Grove Road
Clarksville TN 37042
931-906-3993
30. Big Brother Big Sister Springfield
Robertson County
Diane Frey or Beck Dove
Program Director
Big Brothers Big Sisters of Middle TN
615-202-1097
31. Youth villages
Carol McBride, M.S.
Regional Supervisor-Clarksville/Dickson Intercept
Youth Villages, Clarksville, TN
931-503-0777 ext 1001
931-503-0703 Fax
931-241-1895 Cell
www.Youthvillages.org
Carol.McBride@YouthVillages.org
32. Probation and parole (Nashville)
Mark Hollis
Mark D. Hollis, OWDS
Resource Center Coordinator
Board of Probation and Parole
220 Blanton Avenue
Nashville, TN 37210
(615)253-7414
Mark Hollis [Mark.Hollis@tn.gov]

Description: Tennessee Board of Probation and Parole - Davidson County Internships
We provide a hands-on experience in which student interns learn and do the work of a probation and parole officer including office interviews with offenders, attendance at court and/or parole revocation hearings, entry of contact notes, and daily caseload supervision. We accept only those with a clean record and there is no need to apply if you have had an adult conviction for anything more than a traffic ticket. The internship is unpaid, but provides a wealth of experience.

33. Exceptional Family Members Program(Fort Campbell Military post)

Description : Works with family members and soldiers who have special needs children on post. Recommends resources to the family and assists them in meeting needs.

Elizabeth M. Baltensperger, LCSW
Exceptional Family Member Program Manager
5661 Screaming Eagle Blvd
Fort Campbell KY
270-956-3738
DSN 363-3738
Baltensperger, Elizabeth M CIV USA IMCOM [E.Baltensperger@us.army.mil]

34. Weems Academy: (Clarksville)

Description: Works with adolescent and children in a therapeutic school type setting.
Subcontractor of Centerstone.

Melissa Thompson
Centerstone Case Manager
Office: 931-920-7383
Fax: 931-920-7372

Appendix 1

Role of field practicum coordinator

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

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

Appendix 2

Responsibilities of field practicum coordinator

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

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

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

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

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

Appendix 3 Responsibilities of the field instructor

Responsibilities of the field instructor encompass the following instructional tasks:

- (1) Performing a teaching role as distinct from staff supervision although there are similarities as well as differences;
- (2) Provide student orientation to the agency and community including information about agency policies, procedures, history, mission, relationship to and interaction with the community;
- (3) Ensure student opportunity to participate in agency functions including staff meetings, consultations, conferences, etc.;
- (4) Plan and provide tasks of increasing complexity in direct or indirect service delivery, gradually moving student to total responsibility for providing helping services to client systems;
- (5) Provide for opportunities that allow student to be involved in direct service to client systems of various sizes and diversity;
- (6) Plan and provide for learning experiences in exploration and information gathering, organizing and analyzing information, assessing persons and situation, identifying intervention needed, and working toward individual and social systems change;
- (7) Provide feedback relative to student learning experiences through regular conferences and spontaneously as learning emerges;
- (8) Plan and provide for student learning experiences with a variety of intervention approaches, utilizing community resources in conjunction with the agency, and opportunity to work with other disciplines to meet client needs;
- (9) Conduct learning assignments, which require student preparation and use of various kinds of recording s for teaching-learning and for agency purpose;
- (10) Plan and provide learning experiences which require development and use of self and identification with the values and purpose of social work;
- (11) Provide support to student in dealing with changes in ways of thinking, feeling, and doing;
- (12) Prepare students for evaluations of performance by going over evaluation criteria with the student and pulling together student recordings to be used in evaluation of learning and to assist students in learning to evaluate their own practice;

(13) To arrange time and make student recordings available for conferences with the field practicum coordinator and to be prepared to discuss student learning assignments and performance for the purpose of evaluation;

(14) To complete written evaluations of student performance and process these with the student before evaluative conferences with the field practicum coordinator;

(15) To participate in evaluating the field practicum with the student and field practicum coordinator;

(16) When requested, to attend orientation sessions, other meetings and workshops at the university designed to facilitate coordination of the field practicum, promote quality teaching and field instructor input in the field curriculum.

Appendix 4

Austin Peay State University

Clarksville, TN 37044

FIELD PRACTICUM AGREEMENT

MEMORANDUM OF AGREEMENT BETWEEN AUSTIN PEAY STATE UNIVERSITY SOCIAL WORK PROGRAM AND _____.

Be it agreed that the Austin Peay State University Social Work program and _____ will cooperate in providing a field instruction program for the professional education of social work students. This agreement will continue until it may be terminated by either or both parties.

The Austin Peay State University Social Work Program agrees to:

1. Provide a faculty consultant to the agency and the field instructor who will be available for regular consultation relating to the practicum.
2. Assign and prepare students for the field practicum and review with them their professional responsibility to the practicum Agency and its clients during the practicum. This includes instruction of students regarding the issue of confidentiality.
3. Design and interpret the curriculum, establish objectives, policies and procedures for field instruction and provide avenues for field instructor input in the field practicum.
4. Provide appropriate orientation and school-based assistance for new field instructors.
5. Organize meetings, seminars, and workshops for field instructors to coordinate classroom teaching with field instruction and to assist in the enhancement of field teaching.
6. Seeking guidance from the field instructor regarding decisions, which affect the progress of students and the assigning of grades.
7. Establish with students that they will be under the administrative authority of the Agency and are to follow its rules, regulations policies, and procedures.
8. Require all practicum students to carry professional liability insurance with minimum limits of \$100,00/\$300,000 and to be responsible for verifying coverage of each student before the practicum begins.

The Agency agrees to:

1. Conduct field instruction in accordance with the Program's policies and procedures as outlined in the **Field Practicum Resource Manual**.
2. Provide appropriate teaching-learning experiences for a minimum of 400 clock hours per fall/spring semester of field instruction including orientation to the Agency and community and direct practice experiences with clients.
3. Provide qualified instructors to plan and coordinate field instruction activities, to teach and supervise, and to prepare student performance evaluations as required by the Program.
4. Allow adequate time in the field instructor's schedule for carrying out teaching responsibilities, support the field instructor's attendance at Program sponsored seminars, meetings, or workshops that pertain to field instruction.
5. Provide adequate space and materials for students to accomplish teaching-learning assignments.
6. Adhere to a policy of nondiscrimination in service delivery and employment with regard to race, ethnic origin, color, sex, age, religion, physical handicap, or political belief.
7. Advise Field Practicum Coordinator of policy or service changes and/or developments in the Agency, which may affect the field practicum.
8. Advise the Field Practicum Coordinator of any student whose conduct or work is unacceptable to the Agency and request withdrawal only after reasonable measures to promote satisfactory performance have been taken. The Agency shall have the right to dismiss permanently any student whose performance/conduct is a detriment to client well-being and shall cooperate with the University to ensure that any disciplinary action affords the student due process under University policy. The Agency shall have the right to bar any student from the practicum setting temporarily without consulting the Program in the event that urgent circumstances require immediate action.
9. Provide for emergency medical care to students and faculty while in the Agency, at student/faculty expense.

Be it further agreed that the Social Work Program will not attempt to exercise any authority in relation to Agency programs or attempt to exercise any authority in relation to Agency policy. The only control function by the Social Work Program will be through consultations between the Program's Field Practicum Coordinator and Agency field instructor in order to satisfy requirements for adequate student learning experiences and reports.

Be it further agreed that the assignment of any student or Agency field instructor may be terminated for just cause and upon notification and consultation between the Agency and Social Work Program. This agreement becomes effective when signed by the Field Practicum Coordinator, the administrative person designated by the Agency, and the field instructor. Any changes in this agreement require the approval of the Agency and Social Work Program.

Agency Administrator or Designate Date

Field Instructor Date

Field Practicum Coordinator Date

Appendix 5

Social Work Program
AUSTIN PEAY STATE UNIVERSITY
FIELD AGENCY PROFILE FORM

AGENCY DATA

Agency _____ Phone _____

Address: _____

Executive
Director: _____

Hours of
Operation: _____

Mission
Statement: _____

Social Work Service
Provided: _____

Mode of Service Delivery: _____

Characteristics of Client Population: _____

Agency Staff

Number of Staff Members_____ Number of Professional Social
Workers_____ BSW_____ MSW_____ Other (Specify degree)_____

Available Field Instructors (specify degrees
held)_____

Administrative Staff (specify degrees
held)_____

POTENTIAL FIELD ASSIGNMENTS FOR STUDENTS

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

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

Interaction With Community Systems/ Resources_____

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

Other Opportunities for Professional
Development _____

Date _____ (Attach additional sheets where necessary)

Field Instructor Profile Form

Austin Peay State University

Clarksville, TN 37044

Name _____ **Date** _____

Agency name _____ **Email address** _____

Agency Address and Phone _____

Licensure Type and Number (if applicable) _____

Position at Agency _____

Work Schedule _____

Education

List any degrees including graduation year:

List any additional certifications and/or recent continuing education experience:

Memberships and any positions in professional organization:

Discuss any special areas of interest:

Practicum Assignments during undergraduate and/or graduate education

| Agency | Type of Work | # of quarter/ semesters |
|--------|--------------|-------------------------|
|--------|--------------|-------------------------|

Discuss any thesis projects or special interest projects:

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

Discuss any Supervisory Experience with employees and/or intern students:

What type of learning experiences will you be able to offer student interns?

Please write a brief statement regarding your conception of a field instructor's role and your reasons for becoming a field instructor. Please include any strengths you would bring to this role:

Signature:

Updated 12/11/2000

**Field Education Department
Organizational Chart**

