



BSSW Field Manual 2022-2023

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1.0 BSSW Program Mission, Competencies and Curriculum

1.1. Program Mission

The mission of the BSSW program is to develop generalist social workers who are strategic thinkers, life-long learners, and opinion shapers. The program is offered on the Knoxville campus and online. The knowledge-base, skills, and values necessary for generalist practice are taught in an environment that fosters professional development, critical thinking, and leadership and prepares students to take appropriate action guided by the best available scientific evidence. We are dedicated to preparing practitioners for the challenges of today's complex pluralistic world. Since the amount of knowledge doubles approximately every five years, what is taught today may soon be obsolete. Our challenge, therefore, lies in the on- going development and implementation of a curriculum that prepares and energizes students for generalist practice today and in the future.

1.2. Professional Competencies

The BSSW student is prepared to become an entry level generalist practitioner who is able to serve diverse populations in a variety of practice settings. Students are able to integrate the knowledge, values, and skills of a social worker into their practice and become competent entry level professionals. The BSSW Program has adopted the following ten core competencies from the Council on Social Work Education Educational Policy and Accreditation Standards.

Upon completion of the BSSW program students are expected to be able to:

1. Demonstrate Ethical and Professional Behavior
2. Engage in Cultural Humility and Anti-Racist and Anti-Oppressive 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
10. Engage in Trauma-Informed and Responsive Practice.

1.3. BSSW Curriculum

The social work curriculum is designed to achieve the primary objective of preparing students for entry level professional practice. The curriculum is the same for the campus and online programs. Students should address any questions about curriculum requirements to the BSSW Program Advisor.

The curriculum follows the general education requirements of the University of Tennessee and the Educational Policy and Accreditation Standards of the Council on Social Work Education, the accrediting body for social work programs. Students must graduate with a minimum of 120 credit hours with 50 of those credit hours in social work.

The social work curriculum builds on a strong liberal arts base. The humanities and the social and behavioral sciences are emphasized to help students understand human diversity and the transactions between people and the environment. The curriculum combines classroom experience and agency-based field placements. Courses provide acknowledge base in social work practice, human behavior, social welfare policy, and research.

Each course in the social work sequence builds upon another, reinforces core concepts and skills while including content of greater complexity. An illustration is the three-course social work practice sequence. SW 312 introduces generalist practice with individuals and families, while SW 313 further defines generalist practice with a special focus on crisis intervention and case management with selected client populations. SW 315 emphasizes generalist practice with groups and communities. Each course in this practice sequence has a skills lab that provides opportunities for students to develop and refine interpersonal skills. The *Field Placement Learning Plan* is used in both the junior and senior field placement to organize the students' learning activities around the

identified competencies.

The baccalaureate social work curriculum is outlined below:

Social Work Curriculum

Fall (Junior)

SW 312 Introduction to Interpersonal Practice (3)

SW 314 Human Development in Context: Pre-natal to Adolescence (3)

SW 316 Social Justice and Anti-oppressive Practices (3)

Spring (Junior)

SW 313 Interpersonal Skills Lab (3)

SW 315 Practice with Systems, Orgs, and Communities (3)

SW 324 Human Development in Context: Young Adult to Older Adult (3)

SW 380N Junior Field (spring or summer junior) (3)

SW 385 Field Seminar (spring or summer junior) (1)

Fall (Senior)

SW 410 Social Work Research (3)

SW 416 Social Welfare Policies and Programs (fall or spring)(3)

SW 480N Senior Field (Or 483N in spring)(6)

SW 485 Field Seminar (Or 495 in spring)(1)

Spring (Senior)

SW 460 (Integrative Seminar) (3)

SW 481N Senior Field (Or 483N) (6)

SW 495 Field Seminar (Or 496) (1)

Total 45

SW 313 Interpersonal Skills Lab

Course Descriptions

BSSW course descriptions can be found at: <https://www.csw.utk.edu/bssw-field-manual-forms-resources/> or in the BSSW Program Office.

BSSW Honors Program

The honors program provides highly motivated social work majors with the opportunity to pursue advanced coursework and graduate with honors. Students completing the honors program must complete a senior research project related to field. Students are to consult with their agency field instructors when planning the research project and are

required to obtain all necessary permissions from the field agency in addition to gaining approval from the University IRB.

1.4. College of Social Work Standards of Professional Conduct

Separate and distinct from the University of Tennessee's Standards of Conduct, and the CSW's standards for academic performance, there are certain cognitive, emotional and character requirements that students must possess that provide the CSW with reasonable assurance that students can complete the entire course of study and participate fully in all aspects of social work education and the professional practice of social work. Students in the CSW are expected to possess the following abilities and attributes at a level appropriate to their year in the program. They are expected to meet these standards in the classroom and in their practice. Attention to these standards will be part of evaluations made by faculty responsible for evaluating applications for admission and faculty responsible for evaluating students' classroom and placement performance.

- **Professional Behavior.** 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 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, <http://www.state.tn.us/sos/rules/1365/1365-01.20100729.pdf>
- **Interpersonal Skills.** The social work student communicates and interacts with other students, faculty, staff, clients, and professionals in a professional manner, and demonstrates respect for and consideration of other students, faculty, staff, clients and professionals in spoken, written and electronic form. The social work student expresses their ideas and feelings clearly and demonstrates a willingness and ability to listen to others.
- **Self-awareness.** The social work student is willing to examine and change their behavior when it interferes with working with clients and other professionals and is able to work effectively with others in subordinate positions as well as with those in authority.
- **Professional Commitment.** The social work student has a strong commitment to the essential values of social work (the dignity and worth of every individual and their right to a just share of the society's resources). The social work student is knowledgeable about and adheres

to the National Association of Social Workers Code of Ethics and the Rules of the Tennessee Board of Social Worker Certification.

- **Self-care.** The social work student recognizes the signs of stress, develops appropriate means of self-care, and seeks supportive resources if necessary.
- **Valuing Diversity.** The social work student appreciates the value of human diversity. Social work students do not impose their own personal, religious, sexual, and/or cultural values on other students, faculty, staff, clients or professionals. Social work students are willing to serve in an appropriate manner all persons in need of assistance, regardless of the person's age, class, race, religious affiliation (or lack of), gender, disability, sexual orientation and/or value system.

The following list provides examples, but is not exhaustive, of professional misconduct:

- Misuse, alteration, or falsification of documents
- Unauthorized or improper use of University equipment, services, and facilities
- Harassing, coercing, and intimidating behavior
- Obstruction or disruption of teaching
- Criminal activity
- Failure to comply with an order from a legitimate university authority and failure to attend required meetings called by university faculty or administration such as Academic Committee Meetings and Field Evaluation Meetings
- Threatening behavior and verbal abuse
- Inappropriate relationships
- Inability to secure, sustain, or perform satisfactorily in a field placement

1.5. Cultural Diversity and Social Justice

University of Tennessee College of Social Work Diversity Statement

The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the Council on Social Work Education and the U.S. National Association of Social Workers, the College of Social Work defines "the dimensions of diversity as the intersectionality of multiple factors including" age, class, color, culture, mental or physical disability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, religion, sex,

and sexual orientation. "As a consequence, the college values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. A person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustices." (Rev. 2-15- 2013)

Commitment to Cultural Diversity and Social Justice

In accordance with the [NASW Code of Ethics](#) and the [CSWE Educational Policy and Accreditation Standards](#) (EPAS) for BSSW and BSW Degree Programs in Social Work Education, The University of Tennessee College of Social Work faculty, staff, and students shall do the following:

1. "Act to prevent and eliminate 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)].
2. 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).
3. "...Enhance human well-being and alleviate poverty, oppression, and other forms of social injustice" (CSWE, Educational Policy, Purposes, 1.0).
4. "...Develop and apply practice in the context of diverse cultures" (CSWE, Educational Policy, Purposes, 1.0).

To this end, the BSSW and BSW curricula shall provide content and learning experiences to prepare social workers "...to practice without discrimination, with respect, and with knowledge and skills related to clients' age, class, color, culture, 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. <http://www.socialworkers.org/practice/standards/NASWCulturalStandards>.

2.1. BSSW Field Education

2.2. Educational Philosophy

The Council on Social Work Education has identified field as the signature pedagogy of social work education: “It is a basic precept of social work education that the two interrelated components of curriculum- classroom and field- are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice”

(Council on Social Work Education, Educational Policy 2.3).

The field placement for the BSSW program is a sequence of courses in which the student applies theoretical knowledge within a social welfare context under the instruction and supervision of persons recognized by the college as competent practitioners. The professional competencies and policies of the field placement are formulated by the faculty and periodically revised to reflect changing practice and developing theory and to conform with the Educational Policy and Accreditation Standards of the Council on Social Work Education.

The educational philosophy underlying the field placement is a blend of the idealism and pragmatism that is characteristic of the profession. Within a framework of social work values and knowledge, the student in the placement: tests out theory; develops skills and demonstrates competencies; evaluates their own performance; and gains an understanding of generalist practice.

The field agency is the arena in which practice is carried out and is an essential source of learning for the student. Students may engage in agency placements in person or through remote/online activities. Through interaction with agency staff, service to clients, and exposure to the programs and policies of the agency, the student learns from the agency and, in turn, contributes to its programs. The agency field instructor is a professional colleague entrusted by the college with the task of assisting the student in the application and integration of knowledge. The process facilitates the student’s professional socialization and provides the student with an opportunity to test their knowledge, values, skills and commitment to the profession.

Knoxville and the surrounding counties have a wide variety of human services agencies that are potential placement sites. The following are examples of the kinds of settings available: public welfare, homeless shelters, mental health centers, hospitals, schools, family service agencies, public housing, residential treatment centers, and a variety of geriatric service programs. Client populations are diverse in terms of race, ethnicity,

socio-economic status, age, and residency in rural/ urban neighborhoods. The college considers the student an adult learner, capable of participating in the design of learning experiences that will meet the college's educational competencies and the student's own career goals. Thus, the field placement is the result of a dynamic four-way interaction of college, agency, agency field instructor, and student.

2.3. Field Structure

The field curriculum is sequenced and integrated to provide students with opportunities for developmental learning. Each field course (placement) builds upon the previous one, reinforcing core concepts and skills while introducing content of greater complexity. Students attend a concurrent field seminar for each field course. Seminar assignments play a critical role in the integration process. The Field Placement Learning Plan is used in all field course to organize the student's learning activities around the identified competencies.

The basic structure of BSSW field is as follows:

1. SW 380N Junior Social Work Placement I - Fall, Spring, or Summer semester.
2. SW 480N (Fall), 481N (Spring) Senior Social Work Placement II and III
3. SW 483N (Spring Only) Senior Social Work Placement- Also referred to as "Block Field". Junior and Senior Field Seminar courses are held concurrently with the placement, fall, spring, and summer.

The emphasis in the junior placement is on the introduction to and early development of basic social work skills. The junior placement includes a significant amount of time in observation and shadowing and in orientation to the professional agency context. Every effort is made to enable students to remain in the same agency placement for the junior and senior placements. The beginning of a placement experience at any level is focused on orientation to the specific placement agency, staff, and services. If a student is able to complete this process in the junior placement, the student is better able to engage immediately in more advanced placement activities early in the senior placement. This should enable the student to have more time and opportunity to practice and refine social work skills, thereby developing higher levels of competency for practice. Although juniors and seniors use the same Field Learning Plan, juniors are only required to address three competencies and ten specific practice behaviors. This enables the junior student sufficient time to engage in orientation and training activities and to complete the

required competencies and practice behaviors for junior placement.

The senior placement emphasizes continued development and refinement of generalist social work practice skills. Senior students are required to substantively address all nine competencies and related practice behaviors on the learning plan.

Field seminars, held concurrently with field practice, are designed to facilitate the integration of classroom learning and the agency practice experience. The seminar becomes a “safe place” for students to question, share, and learn from each other. Part of field seminar will be in a group style format in which students will be responsible for creating, promoting, and maintaining the group process.

In addition to the face-to-face sessions, students also participate in online discussions that require self-reflection. The seminars are conducted by adjunct instructors, who also serve as field faculty liaisons to the students’ placements.

During the placement, students receive supervision and field instruction from the field seminar instructor and from the agency field instructor. Supervision is provided in both the seminar and in the agency setting, with a minimum of one hour of weekly supervision occurring in the agency setting from the agency field instructor.

3.1. Roles and Responsibilities in Field Education

It is essential that key persons involved in field education understand their roles and work cooperatively. The following section delineates the roles and responsibilities of key persons.

3.2. Director of Field Education

The Director of Field is responsible for oversight in all College of Social Work programs.

The responsibilities for this position are to:

1. Assure congruence between the College of Social Work BSSW curriculum and the field education program. Assure congruence of field education with Council on Social Work Education accreditation standards.
2. Conduct periodic evaluations of placement methodology and outcomes and initiate appropriate changes.

3. Supervise all field faculty and staff.
4. Provide oversight of development of all written and electronic placement materials, including the field manuals, student forms, and website.
5. Oversee utilization of the online software system for student forms and the agency and agency field instructor database.
6. Develop and provide oversight of strategies for recruitment, development, and training of agency field instructors.

3.3. Associate Director of Field Education

The responsibilities for this position are to:

- 1) Provide leadership and support to field faculty on the Knoxville campus field faculty and staff
- 2) Collaborate with the field director to provide leadership and support to all field faculty
- 3) Lead BSSW field curriculum and policy development
- 4) Collaborate with the Director of International Education to establish and coordinate international field placements for BSSW and BSSW students.
- 5) Serve as the lead point of contact on UTK campus placements
- 6) Perform special projects to enhance the field curriculum

3.4. UT field coordinator

The UT field coordinator is responsible for the oversight of the placement and congruence with the overall BSSW curriculum. In addition, the UT field coordinator carries responsibility for the effective and efficient coordination of all field placement activities involving faculty, field liaisons, students, and agencies. Specifically, the UT field coordinator's responsibilities are to:

1. Identify, develop, and maintain partnerships with field agencies and field instructors.
2. Facilitate student placement planning and agency interviews and confirm placement assignments.

3. Serve as field liaison for various field sites as needed.
4. Select, train, and supervise field liaisons.
5. Maintain efficient reporting systems and records of field practice activities.
6. Confer with the liaison when a student's performance is below expectations and/ or 1 = Insufficient Competence ratings are anticipated.
7. Participate in the preparation and maintenance of a current field practice manual and other materials, which have an educational value for agency field instructors.
8. Develop and deliver orientation and certification training programs for agency field instructors and other training as needed.
9. Provide an orientation to the field placement for all incoming students.
10. Plan, deliver, or coordinate personal safety training for students.
11. Coordinate and/or deliver the field seminar for students.
12. Assign student grades upon review of student competency evaluations and seminar grade.

3.5. Field Faculty Liaison

The field liaison serves as liaison between the agency and the College. The liaison acts as an educational consultant for the agency field instructor and the student and, when necessary, provides a mediating or problem-solving function in the student's field education. The liaison's responsibilities are to:

1. Serve as instructor of the field seminar.
2. Maintain ongoing contacts with assigned agency field instructors and students via telephone, internet and through meeting at least once per semester or term. This meeting may be at the agency or by technology

according to the protocol. Both the agency field instructor and the student need to be present for the meeting. Complete field liaison report forms within two weeks of a meeting.

3. Be available to the student and the agency field instructor if problems arise. If necessary, make additional visits to the agency or meet separately with the student and/or agency field instructor for consultation.
4. Assist the agency field instructor in the designing of learning experiences for the student if needed and consult with/advise the agency field instructor regarding the student's learning needs
5. Provide the agency field instructor with current knowledge about the academic curriculum and any necessary assistance in relating it to field practice assignments.
6. Review, approve, and sign student learning plans, evaluations, and time sheets.
7. Report to the UT field coordinator each semester on the progress of the student in placement and any problems encountered.
8. Contribute ideas for innovation and upgrading of the field placement and for expansion into new agencies and practice fields. Assess the quality of placement experiences and make recommendations to the UT field coordinator about retention of agency placement sites. Evaluate the quality of placements at the end of the year.

3.6. Agency field instructor

The agency field instructor has the primary responsibility for the student's education in the field placement. The agency field instructor is a role model and an educator who demonstrates professional skills and behaviors and guides the student in the learning and

integration of social work knowledge, values, and skills. The agency field instructor:

1. Selects and makes appropriate assignments that address required competencies and practice behaviors and take into consideration as much as possible the student's past experience, learning style, career goals, and unique learning needs.
2. Completes, with the student, the *Field Placement Learning Plan*. The liaison is available for consultation, if needed.
3. Provides an orientation to the agency.
4. Informs relevant agency staff about the expectations of the BSSW program and the student's role in the agency.
5. Meets at least one hour each week with the student for an educationally-focused supervision conference.
6. Consults with the field liaison if there are questions or concerns and participates in regularly held semester conferences with liaison and student.
7. Assesses the student's progress on a regular basis and completes the mid-term and final evaluations in a timely manner.
8. Participates in agency field instructor training and in other opportunities for college-agency exchange.
9. Contributes knowledge and suggestions to the college for improving the field and/or academic curriculum and program.
10. Selects task instructors and provides coordination and oversight of their work with students.

3.7. Task Instructor

The term “task instructor” is used to indicate an agency staff member who assumes certain responsibilities for the student’s field education as delegated and monitored by the agency field instructor. The task instructor does not replace the agency field instructor but needs to be well informed of the professional competencies and understand their role in the student’s learning. The agency field instructor provides the task instructor with the necessary resources to accomplish the educational task. The agency field instructor helps the student integrate the task instructor’s contribution into the overall educational experience.

3.8. Student

The student is an adult learner with a commitment to and investment in preparation for a career in the profession of social work. Students are expected to:

1. Be familiar with and adhere to all policies, procedures, and guidelines stated in the BSSW Student Handbook and BSSW Field Manual.
2. Participate with the agency field instructor in examining the professional competencies and the learning assignments for the field placement. These learning assignments are listed on the Field Placement Learning Plan.
3. Prepare for weekly conferences with the agency field instructor by developing a written agenda, submitting written recordings and/or audio or video tapes in advance, taking the initiative in raising questions for discussion, and demonstrating the application of theoretical knowledge to practice.
4. Demonstrate professional behavior at all agency meetings and functions and in all interactions with clients and agency staff.
5. Engage actively in the evaluation process, seeking ongoing feedback from the agency field instructor and participating in the semester formal evaluation.

6. Bring to the agency field instructor any problems or dissatisfaction with the field experience and engage constructively in finding solutions, if possible. If the problems cannot be resolved, the student should contact the field liaison.
7. Use the NASW Code of Ethics as a guide in all placement activities.
8. Treat all information about clients in a confidential manner, whether in the agency, field seminar, or classes.
9. Abide by agency procedures regarding practice activities, dress code, working hours, snow days, and attendance.
10. Report absences and/or tardiness to the agency field instructor in advance and make arrangements with the agency field instructor to make up any lost hours as soon as can be arranged.
11. Provide transportation to and from the field practice agency. Students using cars for placement activities must have a current, valid driver's license and car insurance.
12. Pay for professional liability insurance and field fees annually prior to the field placement starting date.
13. Participate actively in all field placement seminars.

3.9. Academic Advisor

Each entering student meets with the BSSW Academic Advisor who is responsible for overseeing the student's degree plan. The academic advisor helps the student plan a course of study and is available to the student if problems arise.

Students who experience problems in field practice may seek consultation from their academic advisor as well as from the field liaison. Problems in the field may or may not be related to other difficulties the student is having in academics or life situations.

4.1. Selection of Field Agencies

The UT field coordinator is administratively responsible for identifying, approving, developing, and maintaining field practice settings for the BSSW program. The UT field coordinator is expected to continuously engage with faculty, field liaisons, students, and community practitioners regarding the identification of potential field sites. The UT field coordinator is also expected to identify the types of settings that are needed to provide an adequate number and variety of placements to serve student needs and interests. It is the policy of the BSSW program to give preference to placement in not-for-profit organizations that serve diverse, at-risk populations. However, the policy allows for approval of for-profit settings that meet all criteria listed below and provide a specific educational opportunity for students. An example is substance abuse treatment which is dominated in certain geographic areas by for-profit organizations.

Field practice sites are continuously re-evaluated as new information or changes in agency circumstances arise. Feedback from students and field liaisons is a necessary and essential ingredient in the selection, re-evaluation, and retention of quality placement sites. A field placement site is no longer used when information indicates that the setting no longer meets selection criteria.

4.2 Procedures for Selection of Field Agencies

The UT field coordinator identifies prospective field settings through contacts with faculty, students, field liaisons, and community practitioners. The UT field coordinator then contacts prospective field agencies to determine whether they are interested in affiliation with the College to provide field placements. If the organization is open to considering this, the UT field coordinator arranges a site visit and also collects information regarding the agency through the website and community contacts to determine whether the organization meets the specified criteria. Finally, an affiliation or memorandum of agreement must be agreed-upon and signed by the agency administrator and the university. These formal, written agreements are used with all field placement agencies to delineate the roles and responsibilities of the college, the field agency, and the student. These agreements are on file in the college. A signed copy is also provided to the agency.

4.3 Criteria for Approval as a Field Agency

The following are criteria for field agency selection:

1. The agency's mission is consistent with the values and ethics of the social work profession.

2. The agency is able to provide a agency field instructor who has a BSSW or BSW degree from a CSWE-accredited program and has a minimum of two years of post-degree practice experience.
3. The agency must support the agency field instructor fulfilling the responsibilities of field instruction, including providing the student with at least one hour of supervision weekly.
4. A variety of learning experiences are available to enable students to address all required competencies and practice behaviors.
5. The agency is able to provide the student with the necessary physical resources for the learning experience, e.g., office space and supplies.
6. The agency is able to sign a **Memorandum of Agreement** with the University for student placement. The terms of the agreement must be acceptable to the University General Counsel's Office, the College of Social Work, and the organization.

5.1. Selection and Training of Agency field instructors

The College of Social Work values tremendously the work of the agency field instructor. Persons serving as agency field instructors are expected to have achieved recognition for their skills and be committed to the education of students. Agency field instructors must be committed to providing an educationally directed field experience for their students and have flexibility in their work schedule to devote adequate time to their students' placement experience. The UT field coordinator is responsible for screening and selecting all agency field instructors. Input is solicited from faculty, students, and community practitioners. The college has a large pool of alumni who are well known to faculty, and this facilitates the screening process.

5.2. Criteria for the Selection of Agency field instructors

The following criteria serve as guidelines in the selection of agency field instructors:

1. The agency field instructor has a BSSW or BSW from a CSWE-

accredited program and two years post degree practice experience. Supervisory and/or teaching experience is preferred.

2. The agency field instructor must be committed to social work education and be willing to supervise students with diverse learning needs.
3. The agency field instructor must be available to the student while in placement and able to devote adequate time for supervision. At minimum, the student must receive one hour of supervision per week.
4. The agency field instructor must be willing to work cooperatively with agency staff, faculty, field liaisons, and the college to promote a successful placement experience.
5. The agency field instructor must be willing to complete the agency field instructor training program.

If a student is placed in an organization or program that meets all other criteria but does not have a BSSW or BSSW staff person in the program, a qualified task instructor may be selected to provide daily supervision and guidance as long as a qualified agency field instructor is available to provide weekly supervision and oversight of the student's educational experience. This may be a social worker who is working in another program of the agency.

If a BSSW or BSSW staff person is not available within the agency, the agency may locate a social worker in the community who is willing to serve as agency field instructor and who meets the above criteria for field placement instructors. This supervision may be provided on a pro bono basis, or the agency may pay for the supervision time. The plan for field instruction should be clearly identified for the student, task instructor, agency, and the College.

5.3. Agency field instructor Orientation

Prospective agency field instructors receive an overview of the field placement, information about the agency field instructor training, and the field curriculum from the UT field coordinator at the initial contact. Whenever possible, new agency field instructors attend Agency field instructor Training prior to commencing work with a student. If this is not possible, the agency field instructor may complete the online orientation program. The UT field coordinator may also meet with the new agency field instructor individually to provide an orientation to the roles and responsibilities of the

agency field instructor, additional information about the curriculum, and instruction on how to use the learning plan and evaluation tools.

5.4. Agency field instructor Training

The agency field instructor is central to a successful placement experience for students and every effort is made to identify, train, and develop qualified agency field instructors. Agency field instructors are equipped and encouraged to embrace their role as educators as well as practitioners. The college provides an agency field instructor training program to enhance the knowledge and skills of agency field instructors in their role as educators.

The training consists of content in the following areas: BSSW curriculum, student orientation to field, adult learning and teaching strategies, evaluating students, legal and ethical issues, dealing with difficult students, risk management, evidence-based practice and integration of theory and practice. Agency field instructors receive training certificates for completion.

Agency field instructor training is offered at least one time per year. This training is also available in an online format. The UT field coordinator is available to provide training onsite at field agencies. Each year one or more additional training sessions are offered to agency field instructors. Topics have included ethics, diversity, neuroscience, self-care, and motivational interviewing.

6.1. Placement Planning Process

6.2. Admission to Field

BSSW students are admitted to the first field course in their junior year. Students are required to complete SW 312, *Interviewing Skills and the Helping Relationship in Social Work Practice*, before starting the junior field course. Students are eligible to start senior field upon completion of junior field in the spring or summer semester. Students must work out their plan for junior and senior field with the BSSW UT field coordinator and the academic advisor. They must be cleared to register for field by the academic advisor.

6.3. Placement Planning

BSSW field placements are selected through a joint process involving the student, the UT field coordinator, and personnel from potential placement sites. The UT field

coordinator is responsible for initiating all contacts with agencies regarding student placement and facilitates the placement process for all students. Students are not to contact agencies or agency field instructors without prior permission from the UT field coordinator. Online students who live in other states may be asked to provide information about agencies in their communities who may provide placement. Field placements are selected through a joint process involving the student, the UT field coordinator, and personnel from potential placement sites.

Students are expected to comply with all due dates and timelines for the placement planning process. These dates are set by the UT field coordinator for the program in which the student is enrolled and are communicated to students primarily through email. This expectation of professional timeliness includes submission of the application by the due date and timely responses to all communication from the UT field coordinator regarding placement.

The field planning process is as follows:

Each student completes a Field Placement Application for field placement, identifying practice interests, experiences, and needs and submits it to the UT field coordinator by the due date. This information is used by the UT field coordinator to identify prospective placements for each student.

The UT field coordinator communicates with each student by a combination of email, telephone, other technology, and/or in-person interviews to identify the placement sites that fit the student's interest and educational needs.

Interview(s) are scheduled with agency field instructors in order to explore the match between the student's interests and needs and what the agency can provide.

Students are required to follow the Field Planning Protocol checklist that their assigned UT field coordinator will share with them.

Students and prospective agency field instructors are expected to contact the UT field coordinator to report on the outcome of interviews. Agency field instructors notify the UT field coordinator as to whether the student has been offered a placement. Students are required to contact their UT field coordinator to report on the outcome of interviews and to submit to the UT field coordinator a completed Confirmation of Field Placement for approval. Students are expected to submit the completed and signed Confirmation of Field Placement by the due date established by the student's UT field coordinator. The final decision regarding each student's placement

assignment is made by the UT field coordinator for the student's program or campus.

Students are expected to comply with all due dates and timelines for the placement planning process. These dates are set by the UT field coordinator for the program in which the student is enrolled and are communicated to students primarily through email. This expectation of professional timeliness includes submission of the application by the due date and timely responses to all communication from the UT field coordinator regarding placement.

After the student has submitted the completed field application, most communication from the UT field coordinator will be by UTK email. Faculty will use the student's UTK email address, and students should email UT field coordinators using their UTK email rather than a personal email address. Students must check and respond to their UTK email messages daily while involved in the field planning process. Each UT field coordinator is communicating with and coordinating interviews for many students and agencies. If a student fails to respond promptly to a message regarding an interview, the student may lose the opportunity to interview at a desired placement site. Students are to contact agencies to schedule interviews within 2 business days of receiving instructions to do so from the UT field coordinator. Failure to schedule an interview in a timely manner often results in a negative impression of the student by the agency field instructor and may result in loss of opportunity to interview at the agency. If a student does not follow the instructions from the UT field coordinator regarding scheduling interviews, the student's field planning process will be placed on hold. The student will need to contact the UT field coordinator to discuss and make plans for moving forward with field planning.

Although the UT field coordinator will make reasonable efforts to assist students in securing a field placement that meets their learning, transportation, and scheduling needs, agencies offer field placements on a voluntary basis. Therefore, the college cannot secure a placement in an agency unwilling to accept a student, nor can the college require any agency to accept a student. Agencies reserve the right to deny a field placement to a student based on a number of factors including, but not limited to, student availability for placement during regular agency hours, availability of positions, assessment of student readiness and match for the specific setting, and results of the interviewing process. Agencies may also decline to offer placement to a student who fails to respond in a timely and appropriate manner to agency contacts regarding interviews or requests for information. Agency field instructors also assess readiness for placement by the level of professionalism demonstrated in resumes,

emails, and phone conversations. Students are advised that any communication with a prospective agency field instructor or agency representative may enhance or diminish the likelihood of acceptance for placement.

The UT field coordinator's role is facilitative, including the development of a wide variety and number of placements and arranging for student interviews. The student must ultimately secure a placement by presenting in a professional manner at the interview. The program is not responsible for securing a field placement if a student is unable to conduct a satisfactory interview with potential field placement agencies or if the student is excluded from placement by legal history or the results of agency screening procedures. A student will not be able to successfully complete the BSSW program if they are unable to secure and successfully complete all required field placements.

It is the student's responsibility to adequately prepare for interviews and seek consultation from the UT field coordinator if support related to interviewing is needed. Guidelines regarding professionalism and appropriate interviewing behavior will be discussed with the student during placement planning meetings with the UT field coordinator and at field seminar. Students are responsible for adhering to professional standards, including, but not limited to, attire, timeliness, preparation, and conduct. Additionally, the UT Center for Career Development (<https://career.utk.edu/>) has resources available to support students in enhancing interviewing skill.

Please note that the student's geographic location, their proximity to other BSSW programs, local agencies' capacity to take on students, and other factors may impact the number of interviews students are able to secure. If the student is unable to secure a field placement after interviewing with agency, the UT field coordinator will seek feedback from the agency representatives regarding the results of the student's interview. The UT field coordinator will meet with the student to discuss the outcome of the interviews and to provide the student with feedback. Based on the feedback from the agencies, the UT field coordinator may request an Academic Committee meeting to discuss the student's readiness for field and make recommendations which may include dismissal. The student may also be referred to the University of Tennessee Career Services for additional training and consultation. If the student was interviewing for very competitive placements and no concerns were identified at interview, the UT field coordinator will work with the student to identify other placement options. As the field placement is a required course, a student's inability, or failure to secure a field placement may result in dismissal from

the BSSW program.

If after completing all scheduled interviews, a student declines all offered placements, the UT field coordinator will finish facilitating placement interviews for all other students and then contact the student to discuss alternatives.

6.4. Students with Disabilities

Any student in need of disability related accommodations in field should contact UT Student Disability Services (SDS) on the Knoxville Campus (<http://ods.utk.edu/> or (865) 974-6087). In order to receive accommodations in field practice, students must be registered with SDS. The SDS will notify the UT field coordinator of approved accommodations. It is the student's responsibility to inform the UT field coordinator and the agency field instructor if accommodations are needed at the field placement agency.

The College of Social Work cannot guarantee that a placement can be identified that will meet all of these criteria during any given semester or in a specific location. Organizations provide student placement on a voluntary basis and may not offer placements in every semester. It is always the social work student's responsibility to secure a placement by preparing for and presenting professionally in the field interview. Agency field instructors are expected to make placement acceptance decisions based on the fit between the learning experience offered by the organization and the student's learning needs and goals. UT field coordinators may consult with SDS staff to explore how a student may be accommodated without altering the fundamental requirements of the placement position.

6.5. Evening and Weekend Placements

Field agencies generally expect students to be in placement during regular weekday business hours. Although some agencies serve clients on a 24-hour basis, most BSSW agency field instructors work Monday through Friday, regular business hours. The field placement is a supervised placement, so the student must be able to be at the agency during hours that the agency field instructor is present.

Students who are requesting evening and/or weekend placements are advised to meet with the UT field coordinator early in order to determine whether any placements are available that meet the student's scheduling request. If no such placement is available, the student may need to delay field until a later semester or consider adjusting their work schedule in order to complete field. Even when evening and/or weekend placements are available, students may be required to be available for orientation, training, supervision, and staff meetings during weekday hours. A student who, for any reason, cannot be

present at a field placement during days/hours that appropriate learning activities and supervision are available, may not be eligible for placement.

6.6. International Placements

Students who are interested in pursuing an international placement should first advise their UT field coordinator of their interest. The UT field coordinator will refer the student to the Associate Director of Field Education to explore potential options.

The College of Social Work encourages students to explore the option of placement in an international setting. Students who are interested in pursuing this type of placement should first advise their UT field coordinator of their interest. The UT field coordinator will work with the Associate Director of Field Education to determine the appropriate semester, location, and time frame of an international placement.

Most international field placements are scheduled during the summer term. The college has an affiliation with an organization in Ghana to provide field placements. Other options may be available through the UT Center for Global Education.

Students completing a field placement in another country will need to register with the Center for Global Education and purchase an International student ID card. Additionally, students traveling outside of the Continental US are required to obtain the necessary travel visa and vaccinations – all of which are coordinated with the Study Abroad office.

Students should be aware of the possibility that participation in study abroad field experiences may extend the length of their program. This is typically known prior to departure. However, international contexts are fluid and sometimes present unexpected challenges related to political instability and security concerns. There may also be unanticipated changes in international university settings and course offerings. The Associate Director of Field Education will make every effort to inform students of changes in the host country and/or university in a timely manner, but delays may be unavoidable.

6.7. Placement in Employment Setting

Some students may be working in social service agencies and request a field placement in their place of employment. The Council on Social Work Education has stipulated that, for Academic Year 2022-2023, students may be allowed to complete a field placement during work hours if the work tasks address required competencies. The organization and the agency field instructor must meet the criteria for field agencies and agency field

instructors as outlined in the field manual.

Students are advised to carefully consider any risks to their employment and/or education if they elect to complete a field placement within their employment setting. If a student wants to pursue this option, the following conditions must be met:

1. **Student completes the Probationary Period at their place of employment:** This probationary period is determined by the agency).
2. **Meet with the UT field coordinator:** the student must meet with the UT field coordinator to discuss a plan to pursue an employment-based placement.
3. **Identify an BSW Agency field instructor:** A qualified agency field instructor must be available to provide oversight of the student's field experience and provide one hour of supervision per week.
4. **Complete a Placement Plan:** The student must submit the *"Employment Based Placement Field Plan"* form to the UT field coordinator. This form must be signed by the Agency field instructor/Employment Supervisor.
5. **Sign the Agreement:** The student and agency must submit the signed *"Agreement for Placement in Employment Setting"* Form. This form acknowledges that the student understands the risks involved with an EBP placement, and the steps that are to be taken if a student resigns from their employment or is terminated. The student's UT field coordinator will provide the student with that form.

Once all of these documents are returned, the UT field coordinator will review the documents, make a decision, and communicate about next steps.

Steps to obtain approval for plan to use place of employment as field site:

1. The student must notify the UT field coordinator of intent to submit the plan.
2. The student must write a proposal that outlines the following:
 - a) The name of current work supervisor
 - b) The name and credentials of proposed agency field instructor (may be same as work supervisor)
 - c) How the student's work tasks may address field competencies
 - d) How any competencies not addressed in the employment role will be completed
3. The student must obtain signatures on the agreement from relevant agency personnel.
4. The student must submit the packet to the UT field coordinator for approval within

the time frame designated by the UT field coordinator. The packet must contain: the written proposal and the signed contract.

Occasionally, a student may receive an offer of employment by the placement agency during the field placement. This is typically for a part-time position in a different agency program. If a student wishes to accept the offer of employment, the same criteria and procedures apply.

Students are advised to carefully consider any risks to their education if they elect to accept a job within their field placement agency. The student is to notify the UT field coordinator and submit the written proposal outlined above for approval before accepting employment at the field agency.

6.8. Field Placement with Stipends

Most of the organizations that provide student field placements do not have funds to compensate students for the work that they contribute to the agency as a part of their field experience. Agencies contribute enormously to the student's education by providing free access to learning experiences and supervision. Although students pay for their field courses in tuition, field fee, and liability insurance, none of these funds are given to the field agency.

Given the cost of education, the College is supportive of efforts by agencies to provide student stipends. Agencies that provide stipends are sometimes able to do so because they have written student stipends into grant proposals. Students are advised that stipend-funded placements are very rare and are generally very competitive.

7. Pre-Placement Requirements

7.1. Screening Procedure Requirements

Most organizations require students to undergo screening procedures or provide specific health records or legal documents as a condition of placement. The specific background checks, screening procedures, and records requirements are stipulated by the agencies. Criminal background checks may include fingerprints, online records checks, or local law enforcement background checks. Medical records may include immunization records, physical exams, and results of TB skin tests and drug screens.

Students are usually required to incur the costs of such procedures. The College of Social Work has a vendor that provides for online registration and payment for background

checks, drug screens, and medical records review. UT field coordinators and/or agency personnel will share the requirements and costs of screening procedures with students as a part of the placement planning process.

The results of criminal background checks and drug screens may exclude students from specific field placements. Students are encouraged to share with the UT field coordinator any concerns that they may have regarding these requirements during the placement planning process. If, for any reason, a student does not elect to undergo a background check or provide medical records required by a specific placement, the UT field coordinator will work with the student to identify other placement sites that do not have these requirements.

However, the College cannot guarantee placement if the result of background checks another screening procedures exclude students from placement.

Tennessee state law requires all students entering a professional licensure program to work in school settings to complete a fingerprint background check upon admission to the licensure program. Students in the BSSW program are presumed to enter the school social work licensure program when they select a field placement in a school setting. All students placed in school settings must adhere to this requirement. The law also states that the applicant is required to pay the cost of the background check. Students arrange for this through the School-Based Experiences Office in the College of Education, Health, and Human Sciences. Local school systems may require additional background checks. UT field coordinators provide information to students regarding what is required and how to arrange for background checks.

7.2 Professional Liability Coverage

Students in field practice can be sued for malpractice. Therefore, participation in a group plan for professional liability insurance is required by the University of all students enrolled in field practice courses.

The insurance fee is paid annually before beginning the placement experience. The policy term is June 1 to May 31. The cost of this insurance is set annually by the vendor selected by the University Risk Management Office. This fee will be included on the VOLXpress Statement. Students are not allowed to begin field practice without paying this fee. This policy provides \$1,000,000 per claim and \$6,000,000 per annual aggregation per student.

Students must be registered as a student (enrolled) in order to be eligible to purchase UT professional liability insurance. If a student has a grade of Incomplete for field, they do not have to pay for the field course again in the following semester, but the student must maintain current professional liability insurance coverage.

In order to be eligible for the required liability insurance coverage, the student may a) register for an additional social work course or b) register and pay for 1 credit hour of SW 502- Use of Facilities and pay the insurance fee.

7.3 Personal Safety Training

All students must participate in the personal safety training provided as they begin their junior field experience. The training includes content on risks from clients, infectious disease control, sexual harassment, and practical advice to minimize risks to safety at the agency, in the community, and when making home visits. Any student who is involved in an incident that jeopardizes their personal safety, must complete and submit to the UT field coordinator the *Personal Safety Incident Report*. Before students begin field practice, they sign the document, *Acknowledgment of Risk in the Field Placement*. The Acknowledgment of Risk form is signed online in IPT.

7.4 Required Pre-Placement Documents

Each student is required to review and sign in IPT the *Student Field Placement Contract*, the *Acknowledgment of Risk in the Field Placement* prior to beginning the agency placement and complete the Student Detail page in IPT.

8.0 Procedures during Agency Placement

8.1. Self-Screening and Reporting Procedures for COVID-19

Students are responsible for reading and complying with all requirements listed on the Student Guidelines for Field Placement. These guidelines are posted in Canvas and on the CSW website and will be sent to students upon request.

8.01 Self-Screening and Reporting Procedures for COVID-19

Guidelines for Students Completing Field Activities:

- Students are encouraged to complete daily self-screening (info below) and follow all CDC guidelines for infection control in the workplace. Carefully review and implement all guidelines at this link: <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html>
- Students who are fully vaccinated are not required to wear a mask or practice social distancing, indoors or out (exceptions include health care facilities and public transportation). Being fully vaccinated is defined as being two weeks past your final dose of a two-dose vaccine or one dose of a single-dose vaccine. However, agencies may still require that fully

vaccinated students wear masks.

- Students who are not fully vaccinated who experience an exposure to COVID-19 or positive test for COVID-19 should follow the reporting procedures listed below.
- Fully vaccinated students do not need to quarantine, isolate, or be tested if they are exposed to COVID-19 and have no symptoms. Engage in self-care from day one of the placement. Resources to support your self-care are available at the following link: <https://www.socialworkers.org/Practice/Infectious-Diseases/Coronavirus/Self-Care-During-the-Coronavirus-Pandemic>
- If anything changes in the placement setting (e.g., safety concerns increase, expectations for your activities change, supervision changes, etc.), *please contact your UT field coordinator immediately so that we can assist you in resolving the issue. If you are feeling distressed or have significant health issues that may interfere with your ability to complete your placement, contact your UT field coordinator.*

Self-Screening Questions:

- 1) Have you been told to quarantine/isolate by a medical provider or the health department?
- 2) In the last 14 days, have you had face-to-face contact for 10 minutes or more with someone who has or is suspected of having COVID-19?
- 3) Are you experiencing a new cough, shortness of breath, or difficulty breathing?
- 4) In the last 48 hours, have you had at least two of the following new symptoms: Fever, Chills, Repeated shaking chills, Muscle pain, Headache, Sore throat, Vomiting, Diarrhea or Loss of taste or smell?
- 5) Was your temperature 100.4 or above this morning?

If the student does not feel ill and wishes to continue to complete field activities remotely at home, the student may work on approved field assignments at home.

- Students who are required to self-isolate need to complete the UT Self-Isolation Form at <https://covidform.utk.edu>
- Information about when to self-isolate is also available on the UT Coronavirus website at <https://www.utk.edu/coronavirus/guides/when-to-self-isolate>

In-Person Field Student Reporting Requirements in case of Self-Isolation, Exposure or Positive Test for COVID-19

If you are completing field in person and are required to self-isolate or quarantine, do not report in- person to your field placement until you have been cleared to do so by a health care provider or a contact tracing team. Absences from field will be accommodated only if you have followed the university's policy on self-isolation and all steps in the *UTCSW Student COVID-19 Guidelines for Field*.

Required minimum field hours must still be completed in order to earn a passing field grade. If a student is unable to complete field hours during the semester due to Covid-19, the

student should notify the UT field coordinator to determine if they are eligible to receive a temporary grade of *Incomplete* until all field assignments and minimum hours are completed. If you need to self-isolate or quarantine, you must follow these steps:

- 1) Complete the UTK self-isolation form: <https://covidform.utk.edu>
- 2) Immediately notify your Agency field instructor, Task Instructor (if applicable), and UT field coordinator;
- 3) Complete any Covid-19 reporting requirements of the agency;
- 4) If you do not feel ill and wish to continue to complete field activities remotely at home, you may work on Agency field instructor-approved field assignments at home;
- 5) Do not report in-person to your field placement until you have been cleared to do so by a health care provider or a contact tracing team.

8.2. Professional Conduct in Field

The student in the field placement is expected to conduct themselves in a professional and ethical manner and to abide by the policies of the college, the university, and the field agency. This includes, but is not limited to, the following:

1. Meeting the requirements of the College of Social Work Standards of Professional Conduct.
2. Abiding by the NASW Code of Ethics at <http://www.socialworkers.org/pubs/code/default.asp> and as applicable by the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles. <http://www.ifsw.org/home>
3. Protecting the privacy and confidentiality of all clients both in the field agency and the classroom setting.

Various laws and regulations such as HIPPA apply within agency settings. Some agencies may require special training in specific policy areas. See HIPAA at: <http://www.hhs.gov/ocr/hippa/>

8.3 Orientation to Field Placement

The UT field coordinator provides an orientation to the field placement for all junior students beginning field. This orientation provides a comprehensive overview of relevant policies and procedures and addresses field practice etiquette and the initial anxieties that many beginning students may feel. The orientation provides ample opportunity to ask

questions and hear the questions of fellow students.

8.4 Managing and Recording Time in Field

BSSW students will be in field placement for a minimum total of **500** clock hours. Students are expected to confirm their placement schedules with their agency field instructors during their orientation to the agency setting. Students are expected to follow the agreed-upon schedule except in unusual circumstances, such as illness or inclement weather. If a student wishes to take advantage of field learning opportunities outside of the placement schedule, the student must get permission from the agency field instructor to count this as field time. Any field absences must be made up by arrangement with the agency field instructor.

Students are to record their own placement hours as completed on the Field Placement Timesheet in IPT. This time sheet should not be used as a planner. Hours are to be documented only after completion. Students are to enter their hours daily, or at least weekly, so that they can be reviewed and approved by the agency field instructor. The agency field instructor's entry of supervision at the end of each week and the agency field instructor signature at the end of the semester signify approval of time documented by the student.

Homework should not be completed during field placement, and students should not be asked to fulfill field obligations during class time. The one exception to this guideline is for BSSW Honors students who are required to complete a field-related research project. These students should be allowed time for data collection during regular field hours. Students should be allowed to complete and document learning plan assignments during field time.

A student who works overtime in field placement for client emergencies or special projects may arrange with the agency field instructor to take compensatory time off from regularly scheduled field times. Also, some students with part-time jobs or childcare responsibilities may request flexibility in scheduling for field practice. The college has no objection to any arrangement that provides the necessary learning experiences, meets the required number of field practice hours, is mutually satisfactory to the agency and student, and ensures good services to clients.

Students are not expected to be in field on University holidays or when classes are not held. Each student is responsible for completing the required number of hours for placement. The Field Placement Timesheet must be maintained by the student and signed off by the agency field instructor.

Students who fall behind in field hours:

There may be legitimate reasons for a student to fall behind in field hours. Examples include, but are not limited to, documented medical or family emergencies. In these cases, students are to complete the following procedure:

1. Consult with the agency field instructor and field liaison immediately to discuss reason(s) for incomplete hours.
2. Develop a written plan to complete hours by the last day of the semester. The agency field instructor must approve of the plan.

Submit the written plan to the field liaison. The field liaison will review and submit the plan to the UT field coordinator for approval. Failure to comply with the approved written plan may result in a failing grade in the field course.

Students who do not complete field hours:

Failure to complete field hours by the end of the semester may result in a failing grade for the field course. **It is important for students to understand that field courses may not be repeated.**

In extraordinary circumstances, the UT field coordinator may assign a grade of Incomplete (I).

The criteria for an incomplete grade include the following:

- The student must have completed the majority of field hours, learning plan assignments, and seminar assignments
- The student's work is satisfactory in all areas.
- The student is unable to complete the hours and/or assignments due to extraordinary circumstances beyond the student's control.

8.5 Use of Technology and Social Media in Field

Students routinely use technology in their academic, field, and personal experiences. The past few years have yielded exponential growth in the number and type of platforms for online communication. There is no doubt that effective use of technology can enhance communication, streamline workflow, and provide excellent opportunities for learning. Students use technology in the academic setting to collaborate with groups, engage in

discussions, submit assignments, and conduct research. Students use technology in the field setting to manage client records, meet with colleagues, evaluate practice, and research interventions, to name only a few uses. Meanwhile, students are also actively engaging with technology for personal and social relationships, including use of Facebook, Twitter, personal blogs, etc. Although the use of technology has the capacity to greatly enhance professional relationships, organizational function, and learning, students must be aware of the professional and ethical risks of using technology in the field setting. Students must consider the impact of technology on three critical areas: protection of client and agency privacy and confidentiality, development and maintenance of appropriate boundaries, and development and presentation of the professional self.

Perhaps the most obvious related ethical requirement is to maintain client privacy and confidentiality. This requirement extends to all forms of communication, including the internet. This means that students must be attuned to whether networks are secure when transmitting confidential information. This also means that students must be very careful about the use of personal phones, laptops, tablets, etc. to document or transmit confidential information. In addition to protecting the privacy of clients, students are expected to keep confidential information that they receive regarding the field organization and should refrain from sharing confidential agency information through any medium of communication.

One of the most confusing and difficult aspects of use of technology arises in the area of social media. Although most students originally engage with social media for personal use, they find that most field agencies are deeply engaged in use of social media for outreach, fundraising, public education, etc. Agencies now routinely use Facebook, Twitter, and other venues. This makes it very difficult for students to determine where the line is between personal and professional use of social media. This is a fairly recent area of challenge in developing and maintaining appropriate boundaries with agency clients and agency staff.

Most social work students are in the process of identifying, developing and presenting to clients and colleagues a “professional self.” This is an essential part of joining and becoming socialized within a profession. In classes and in field, students are actively learning to identify behaviors that are considered appropriate in a professional context and those which should be expressed only in personal or social contexts. Students must be aware of the fact that they are communicating professionalism or lack of professionalism through their use of technology and social media. This means that students have to carefully consider what they post on social media sites and to whom it will be accessible. Students also must remember that information and photographs transmitted over the internet can never be fully recalled

but may remain accessible indefinitely to current or future clients, colleagues, and prospective employers.

Consequently, students must consider not only the factual information they post online, but also the values and attitudes which may or may not be consistent with professional standards and values.

Another area of challenge for most students is to determine when it is appropriate to use cell phones and/or other technology for personal use in the professional setting. Many students are accustomed to virtually constant access to and interaction with smart phones and other devices. Students are expected to demonstrate an attentive presence while in field. This is expected whether the student is working directly with clients or meeting with agency staff. Use of personal phones can, at the least, convey lack of focused attention and, at worst, convey disrespect and disregard for the client.

Given all of these challenges, students are encouraged to talk to their agency field instructors very early in placement to clarify agency policy and receive guidance on ethical and appropriate use of technology in the field setting.

Students are also advised to comply with the following guidelines for use of technology in field:

- Students should determine whether agency staff and/or students are allowed to use social media for personal use during agency hours and follow the agency policy. This includes use of Facebook, Twitter, Instagram, etc.
- Students should set their Facebook privacy settings at the highest level to prevent agency clients and staff from accessing the student's personal information.
- Students should never "friend" an agency client on Facebook and should, whenever possible, refrain from "friending" agency staff during the term of placement.
- Students should not post any information about clients or the agency on personal media sites, with one exception. Students may share links to info about agency outreach or development events.
- Students should refrain from use of personal phones during any client contact.
- Whenever possible, students should use only agency computers to manage documentation regarding client contacts and services. If students are

expected to use personal laptops or tablets, the student must ensure that the network is secure, and that the information cannot be accessed by anyone who is not authorized to access the information.

- When in doubt about the use of any technology or social media at field, the student should first consult with the agency field instructor.

8.6 The Learning Plan

The BSSW student is an adult learner who is involved from the beginning in planning for the field placement. During the student's orientation to the agency, the agency 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 agency field instructor and student. The plan is completed and signed online and may be revised as needed by mutual agreement of the student and agency field instructor. Any revisions can be made to the learning plan when necessary. The completed learning plan is reviewed by the field liaison and UT field coordinator.

8.7 Health Insurance

Students are responsible for their own health insurance and for paying all of their own medical expenses, including expenses for treatment of illness or injuries related to field. Many field placements require that students document current health insurance coverage. The professional liability insurance does not cover student illness or injuries. Students are not eligible for Workers' Compensation coverage for accidental injury at their agency placements.

8.8 Transportation and Vehicle Insurance

All students are responsible for their own transportation to and from the agency. Use of a car is essential in some placements due to the nature of student assignments and the limited availability of public transportation. Please ensure you have a reliable plan for transportation to and from your field placement. If transportation is a concern for you, this should be communicated to the UT field coordinator. UT field coordinators will try to identify placements that can be accessed by public transportation, but the college cannot guarantee placement for a student who is relying on public transportation for field. Many agencies will pay mileage for travel required to perform agency work. Students should ask their agency field instructor about mileage reimbursement if they are required to travel as part of their placement experience.

If a student is required to transport clients as a part of their placement, the student should contact their automobile insurance carrier to clarify whether this risk is covered by the student's policy. If this is not covered or would impose additional cost to the student, the student should take this expense into consideration when selecting a placement. A student should never transport a client unless the student has a valid, current driver's license and is confident that their personal vehicle insurance will cover the costs of any accident that may occur.

8.9 Field Hours outside of the Semester Schedule

Students are prohibited from starting field before the first day of the semester without permission from the UT field coordinator. This may be approved when students need to complete agency orientation or attend training that cannot be completed during the semester. Students are not to engage in client services before the start of the first semester of placement in an agency. Students must complete the Personal Safety Training before beginning their first placement (junior field).

Students are generally expected to be able to take their break between fall and spring semesters. However, students may be allowed to complete field hours between the fall and spring semesters in order to fulfill professional responsibilities, provide continuity of care, assist with an event that is scheduled between semesters, or to take advantage of special learning opportunities available during that time

Students who wish to count hours completed during the break toward spring semester must submit a completed *Request to Earn Field Hours Between Semesters* form to the UT field coordinator before the end of fall semester. This request must indicate the number of hours to be applied to the following semester and the schedule for those hours. The request must also indicate which competencies/ activities practice behaviors will be addressed while completing the hours. The proposal to earn hours should be completed in collaboration with the agency field instructor. This written request *The Request to Earn Field Hours Between Semesters* must be approved and signed by the agency student's agency field instructor.

The UT field coordinator will determine whether the request will be approved, including the number of hours approved for carryover to the following semester. Students will not be allowed to finish field any earlier than **two weeks** prior to the end of the spring semester.

9.0 Evaluation and Grading Procedures

9.1 Field Placement Grading Policy

Field courses must be completed with a grade of **C** or higher and may not be repeated. The grade for each Field Placement course will be based on the end-of-semester field evaluation of the student's performance in the field agency.

In order to earn an "A" in field placement, student must demonstrate **Advanced Competence** (rating of a 4) on the majority of practice behaviors and all remaining ratings are 3's. Scale is listed on each field syllabus. Students have the right to appeal any final rating assigned by the agency field instructor. Please refer to policy *Evaluation of Student Competence*. The grade will be assigned by the UT field coordinator. Undergraduate grades are as follows:

A	94 – 100	A- 90 – 93.9
B+	86 – 89.9	B 83 – 85.9
B-	80 – 82.9	C+ 76 – 79.9
C	73 – 75.9	C- 70 – 72.9
D	63 – 65.9	F 59.9 and below

Under extraordinary circumstances and at the discretion of the UT field coordinator, the grade of incomplete (I) may be assigned to a student whose work is satisfactory but who has not completed the field placement requirements. The terms for removal of the (I), including the time limit for removal of the (I), must be delineated in a written contract that is signed by the student and the UT field coordinator. A copy of the signed contract is given to the student and the original contract is placed in the student's file. A student receiving an incomplete (I) in any field course must remove the incomplete before enrollment in a subsequent field course.

Students must be registered as a student (enrolled) in order to be eligible to purchase UT professional liability insurance. If a student has a grade of Incomplete for field, they do not have to pay for the field course again in the following semester, but the student must maintain current professional liability insurance coverage.

In order to be eligible for the required liability insurance coverage, the student may a) register for an additional social work course or b) register and pay for 1 credit hour of SW 493, Independent Study and pay the insurance fee.

9.2 Evaluation of Student Competence

An evaluation of each student's progress in meeting the educational competencies for

field practice is required at mid-semester and at the end of the semester. Each evaluation is completed by the agency field instructor and reviewed with the student for the purpose of providing feedback to the student on their performance. It is imperative that students thoroughly document throughout the placement the *Evidence of Plan Completion* on the *Learning Plan*. The agency field instructor will refer to this evidence when assigning ratings for each practice behavior.

If the evidence is insufficient, the student may receive a lower rating. Students have the opportunity to provide comments on the mid-term and final field evaluation and are strongly encouraged to do so.

Students also have the right to appeal any rating assigned by the agency field instructor. The student must provide evidence that their practice skill or knowledge has been demonstrated at a higher level than reflected by the agency field instructor's rating. The student is to document the appeal and evidence under the *Student Feedback* section for the specific competency. The student should indicate what rating they believe is accurate and request that the agency field instructor reevaluate the rating based on the additional documented evidence. The student is to notify the UT field coordinator of the appeal.

9.3 Student Evaluation of Field Placement

BSSW students are required to evaluate their placement experience each semester. Using the Student Evaluation of Field Placement form, students are encouraged to comment on various aspects of the field placement and make any recommendations for change. This form is completed in IPT. The UT field coordinator reviews this information to evaluate the quality of the field agency, agency field instructor and field liaison services. If the student gives permission, the evaluation will be shared with the student's agency field instructor.

Students are also asked to complete anonymous evaluations of their field liaisons and field coordinators. These evaluations are completed online and are used to promote program improvement.

10.0 Problems in Field

10.1 Managing Problems in Field

Managing problems in field placement is considered to be a part of students' professional development. The expected problem-solving steps are:

1. Student shares concerns directly with the agency field instructor to discuss how problems/concerns can be managed or resolved. A follow-up email from the student to the agency field instructor documenting discussions is recommended.

2. If the collaboration with the agency field instructor in Step 1 does not adequately manage the problem, the student should notify the assigned field liaison or UT field coordinator, if the liaison is unavailable, so that a problem-solving meeting between the student, the agency field instructor, and the field liaison can be convened.
3. If concerns continue following the initial meeting the UT field coordinator will meet with the student, agency field instructor, and field liaison for additional collaboration and solution finding.

Please note: If a student is uncertain about how to best begin addressing a problem/concern, the student may first request a consultation with the field liaison or UT field coordinator 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 agency field instructor using the process described above, the UT field coordinator will request a meeting of the student's academic committee. Refusal to engage in the problem-solving process could result in dismissal from field.

10.2 Requests to Terminate a Placement

A student may request to terminate a placement if problems/concerns interfere with learning. However, the decision to terminate a placement is only made after all reasonable efforts to resolve the concerns have been exhausted. Students are not permitted to resign from a field placement without prior approval from the UT field coordinator.

Any student who wants to request termination of placement must first engage in the problem-solving process described in Section 10.01. Following that, a student may submit a written request for placement termination to the UT field coordinator. The request should include in detail the student's concerns about the placement experience and all efforts that have been made to resolve the issues. The field liaison and agency field instructor should be copied on the request for termination. The UT field coordinator will review the student's request and may consult with the agency field instructor and/or the field liaison. The decision to terminate a placement is made by the UT field coordinator.

Termination of a placement may result in a change in the student's program of study and/or graduation date. The UT field coordinator will review the hours and activities completed by the student in the initial placement to determine whether any of these hours may be carried over to a new placement. However, a new placement agency may require the student to complete the full-term hours as a condition of placement. The student may need to complete additional hours at a new field placement so that adequate orientation and learning opportunities can be ensured.

Students will not begin interviewing for a new placement until after a decision has been made to terminate the existing placement.

10.3 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 UT field coordinator as soon as possible to report this situation and to receive advice on how to proceed. The UT field coordinator will determine whether the student should return to the field setting while the issue is under review.
2. Complete the *Personal Safety Incident Report* form located on the College of Social Work website and submit the completed form to the UT field coordinator ASAP.

The UT field coordinator will:

1. Consult with the Title IX office to discuss next steps
2. Determine, with the student, whether they feel safe returning to the agency setting. If appropriate, a plan may be developed to assure the student's safety and comfort in the field setting.
3. Upon receiving such a complaint, notify the field liaison who will work with the agency field instructor and/or agency administrator to further assess the situation and to decide on an intervention strategy.
4. As appropriate, confer with the Office of Equity and Diversity and the Program Director regarding the situation and the planned strategy for intervention.
5. Determine the status of the student's placement in the agency after a thorough assessment.

6. Make referrals, if needed, to appropriate resources for assisting the student to cope with the situation.

10.4 Unsatisfactory Progress in Field

If a student does not demonstrate satisfactory progress toward competency in field, a agency field instructor has the right to terminate the student's placement at any time. If students have demonstrated some commitment to their own learning, agency field instructors may be willing to give students the opportunity to achieve satisfactory performance. The following process is followed when a student's performance or progress in field is unsatisfactory, and the agency field instructor is willing to continue to work with the student.

- The agency field instructor should first discuss the concern(s) with the student and give the student the opportunity to respond to feedback and improve performance. The agency field instructor is asked to document discussions with students regarding problems with performance or conduct. This documentation may be included in supervision notes or in a Field Concerns Report in IPT.
- If the student's performance does not improve, the College asks that agency field instructors contact their field liaison to discuss concerns regarding student performance. If the field liaison is not available or the situation warrants, agency field instructors are encouraged to contact the student's UT field coordinator. The field liaison and UT field coordinator will discuss the situation and make a decision about how to respond.
- If there are serious concerns that the student may not succeed in placement, the UT field coordinator and/or field liaison will arrange a conference with the agency field instructor and the student to discuss the concerns and to develop a written plan to address the issues regarding student performance. The UT field coordinator may also meet separately with the student in order to explore the student's perspective on the issue. A deadline will be set for demonstrating performance improvement. The student will be informed that failure to meet performance standards may result in dismissal from the agency and/or a failing grade in the placement course.
- The agency field instructor will document the plan on the Field Concerns Report in IPT. The plan will be signed in IPT by the student, agency field instructor, field liaison, and UT field coordinator. If the student does not agree to the plan, the student's placement at the agency will be terminated.
- If the student has not demonstrated adequate progress by the designated date,

the agency field instructor may decide to terminate the student's placement. The agency field instructor is asked to complete a *Dismissal Form* in IPT. (Forms will be uploaded on request). If the placement is terminated, the UT field coordinator may request a meeting of the student's academic committee to review the concerns and progress and recommend if any additional action should be taken.

- If the student does not achieve the competencies and performance standards of the field placement, a failing grade will be assigned. A failing grade field results in termination from the BSSW program.

10.5 Dismissal from Placement and Appeal Procedure

Every field agency must sign an agreement for student placement with the University. The agreements stipulate that the Agency may dismiss from placement any student whose performance or conduct does not justify continuance in field placement at the Agency. Consequently, any field agency that determines that a student's continuation in placement jeopardizes the quality of client services or agency reputation, or disrupts normal agency operations, may elect to immediately terminate the student's placement. Whenever possible, agency field instructors are asked to contact the field liaison and/or the UT field coordinator before making a decision to dismiss the student to proactively address any concerns about student performance that might lead to termination of placement (See Section 10.03).

Upon notification by the agency of a student's dismissal, the UT field coordinator will upload a Dismissal Form on the student's page in IPT. The Dismissal from Placement form will be completed and will document reasons for the dismissal. The UT field coordinator may contact the agency for additional information and will review all documentation of cause for dismissal. The UT field coordinator may also meet with the student to get the student's perspective on the situation. The UT field coordinator will make a decision as to whether the student is A) Eligible for placement in another setting, or B) Not Eligible for placement in another setting.

A: Students eligible for Re-placement: If the UT field coordinator determines that the student *is* eligible for another placement, the following steps will be followed. Please note that it is highly unlikely that the student will be able to begin placement at another agency before the start of the following semester. Consequently, the student will likely receive the grade of Incomplete, and the following procedure will be implemented:

1. The student is to schedule a meeting with the UT field coordinator to initiate placement planning. The UT field coordinator will work with the student to evaluate appropriate options for placement.
2. The UT field coordinator will request that the student sign a *Release of Information* form so that information about the student's prior field experience and learning needs can be shared with prospective agency field instructors.
3. The UT field coordinator will facilitate an opportunity for the student to interview for another placement. The College cannot guarantee that the student will be accepted by an organization for another placement. It is the student's responsibility to secure the placement through a successful interview.

B: Students Not Eligible for Re-placement: If a student's placement is terminated by the agency due to poor student performance, ethics violations, violation of agency policy, or professional misconduct, the UT field coordinator may determine that the student is not eligible for placement and will receive a grade of No Credit for the course. The UT field coordinator may request a meeting of the student's academic committee to review the situation and provide consultation before the UT field coordinator makes a final decision. The UT field coordinator will notify the student of this decision in writing and may request a meeting with the student to discuss.

If the UT field coordinator determines that the student is *not eligible to interview for another placement or to receive a grade of Incomplete*, the student will receive a No Credit for the course at the end of the semester. There will be two opportunities for appeal associated with this decision: 1) Student may appeal the UT field coordinator's Decision to not re-place the student and 2) Student may appeal the grade of NC once this grade has been entered.

- 1) **Appealing Decision not to Re-place the Student:** The student may appeal *the decision by the UT field coordinator not to place the student in another setting by the following procedure.*
 - The student must submit the appeal in writing to the UT field coordinator, detailing specific reasons the decision is being appealed. The written appeal must be submitted within 14 working days of the student's written notification of ineligibility for placement. Students may appeal the UT field coordinator's decision only on the basis of one or more of the following allowable grounds: (1) A clearly unfair decision (such as lack of consideration of circumstances clearly beyond the control of the student,

e.g., a death in the family, illness, or accident); (2) Unacceptable instruction/evaluation procedures (such as deviation from stated policies on required learning activities, supervision, agency field instructor evaluation, etc.).

- The UT field coordinator is to review the student's statement and provide a decision via written reply within 14 working days.
- If the UT field coordinator decides not to grant the student's request to be placed in another setting, the student may appeal this decision to the student's academic committee. The student must submit a request for an Academic Committee meeting in writing to the student's Advisor/major professor within 14 working days, requesting committee review of the decision. The student must explain in the written request for review the grounds for appealing the UT field coordinator's decision. The student may also attach any relevant documentation.
- The Advisor/major professor is to schedule a committee meeting within 14 working days of receiving the student's written request.
- The Advisor/major professor will request a copy of the UT field coordinator's written reply to the appeal. The UT field coordinator may also submit additional documentation relevant to the situation. The Advisor/major professor will disseminate all of the documents to the committee for review prior to the meeting.
- The academic committee will meet with the student and UT field coordinator to conduct a full review of the student's appeal.
- After the meeting, the committee will discuss the situation and make a determination as to whether the student's appeal to be eligible for placement will be granted. The committee will notify the student within 3 working days as to the decision. The committee's decision will be binding.
- If the student is determined to be eligible for re-placement, the steps outlined in this manual, section 10.05A will be followed.

2) Appealing Final Grade: Student may appeal the grade of NC. If the student elects to appeal the grade of NC, the student is to follow the grade appeals procedure in the BSSW Student Handbook. This appeal process begins after the end

of semester grade has been submitted. The initial grade appeal must be filed no later than 30 days after the final grade has been issued.

10.6 Incompletes in Field

A grade of incomplete (I) is a temporary grade showing that the student has performed satisfactorily in the course but, due to unforeseen circumstances, has been unable to finish all requirements. The UT field coordinator will determine whether a student is eligible for the grade of Incomplete. The UT field coordinator, in consultation with the student, decides the terms for the removal of the incomplete, including the time limit for removal. If the incomplete is not removed within one calendar year, the grade will be changed to No Credit (NC).

All students are required to have UT's professional liability insurance while in field, and students must be registered as a student (enrolled) in order to be eligible to purchase UT professional liability insurance. If a student has a grade of Incomplete for field, they do not have to pay for the field course again in the following semester, but the student must maintain current professional liability insurance coverage.

In order to be eligible for the required liability insurance coverage, the student may a) register for an additional social work course or b) register and pay for 1 credit hour of SW 493, Independent Study, and pay the insurance fee.

10.7 Student Removal from a Field Placement

The UT field coordinator has the authority to withdraw a student from a placement based on concerns about the student's performance, the agency environment, quality and consistency of supervision, or the student's refusal to address concerns about the placement. If a student is removed from a placement by the UT field coordinator due to his or her performance, an academic committee meeting may be convened to explore the student's readiness for placement and to make recommendations to the UT field coordinator.

Circumstances in which a student may be removed from a placement include, but are not limited, to the following:

1. Attempts to harm themselves or any client or agency staff person.
2. Violates the NASW Code of Ethics
3. Violates the College of Social Work Standards of Professional Conduct

4. Has personal or legal hardships that negatively affect their performance in the field placement.
5. Has a physical or mental health challenge, active substance abuse issues, or undocumented disabilities that severely limit the student's effectiveness in the field placement.

10.8 Professional Misconduct

Students must conduct themselves in a professional and ethical manner toward clients, students, faculty, and agency colleagues. Because membership in a profession implies commitment to an encompassing set of values, professional conduct is expected at all times in any field-related activity. The college subscribes to the NASW Code of Ethics which is discussed in the classroom and in field placements. The college's policy on professional conduct is located in The BSSW Student Handbook. Each student is required to sign the *Student Field Placement Contract* before starting field. This contract stipulates the student's understanding of the expectation of professional conduct. Any incident of professional misconduct which is committed during field placement should be documented by the student's agency field instructor and submitted to the UT field coordinator. Upon review of the documentation, the UT field coordinator will make a determination as to whether to make a report to the program director who may then call a meeting of the Professional Standards Committee.

10.9 Return to Field after Withdrawal from a Field Course

If a student withdraws from a field course, the student is required to apply to return to field in another semester. If a student withdraws from the field course after receiving a substandard evaluation or critical feedback regarding field performance, the UT field coordinator will request a meeting of the student's Academic Committee to consider the student's eligibility to return to field. The Academic Committee will review the circumstances leading to withdrawal and determine whether the student will be eligible to register for a field course in a later semester. The Academic Committee may stipulate specific conditions that must be met for the student to be eligible for field, including timeframes for completion. The Academic Committee will have access to documentation relevant to student performance in field. The UT field coordinator will attend the Academic Committee Meeting to provide information and consultation but will not be a voting member of the committee. The Academic Committee decision will be binding. The student may appeal the Academic Committee decision according to the appeals process detailed in Hill topics.

If the Academic Committee has approved the student's eligibility to return to field after

withdrawal, the student is to notify UT field coordinator of their request to register for the field course and apply for a field placement. In order to allow for processing and placement planning, the application and statement must be submitted to the UT field coordinator at least

3 months prior to the start of the semester in which the student intends to return to field.

The UT field coordinator will send the student the current Application for Field Placement. In addition to the regular application, the student is to attach a statement detailing the circumstances under which they withdrew from field and how the circumstances have been addressed. If the student withdrew after receiving a substandard evaluation or critical feedback regarding field performance, the student should detail any actions taken to address performance concerns. If the Academic Committee stipulated any conditions that must be met for return to field, the student must submit evidence of completion of requirements to the Advisor for approval by the Academic Committee.