



BSW FIELD INSTRUCTION MANUAL

A Guide to Undergraduate Field Education in Social Work

**DEPARTMENT OF SOCIAL WORK
Baccalaureate Program**

Twenty-Seventh Edition 2026-2027

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USE OF THIS MANUAL

This manual is designed to serve students, field instructors, task supervisors, agencies, and faculty as a guide to BSW field instruction. Included is an overview of the field education philosophy, purpose, and processes involved in providing a sound educational experience for East Tennessee State University's social work students. The roles and responsibilities of field practice are outlined, as well as administrative procedures. Appendices and forms have been removed from this manual and are located in our field management system, [EXXAT](#) located on the ETSU Social Work [Field Education](#) website. Use of this manual along with the [Field Education](#) Website will hopefully support the reader in a rewarding and educational field experience.

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ETSU BSW PROGRAM MISSION

The East Tennessee University Bachelor of Social Work Program prepares students to use the knowledge, values, and skills necessary to demonstrate competency in generalist social work practice, reflecting the core values and ethical obligations of the social work profession. The program instills in its students the commitment to engage diversity in practice and advocate for human rights, as well as social, economic, and environmental justice by challenging all forms of oppression.

BSW PROGRAM GOALS

The following goals of the BSW Program are derived from the program's mission. The BSW Program aims to

1. Provide a sound educational environment that nurtures learning, stimulates self-reflection, encourages open dialogue, and is characterized by honesty, integrity, trust, and respect.
2. Draw on students' liberal arts foundation to build the knowledge, skills, values, ethics, and professional identity necessary for competent entry-level generalist practice in various contexts and all levels of practice.
3. Ensure a knowledge base in human behavior theories that support intervention at multiple levels in order to improve the quality of life for all citizens, especially those who are disadvantaged.
4. Prepare students to comprehend current social welfare policies' historical socio-politico-economic contexts and their provisions, as well as their consequences to client systems.
5. Prepare students to advocate for more effective policies, programs, and services to advance social well-being.
6. Motivate and prepare students for use of research tools to critically evaluate and improve practice, programs, and service delivery systems that employ social workers
7. Prepare students to meet social welfare needs in a culturally competent manner with diverse populations, giving attention to Northeast Tennessee and surrounding areas.

SOCIAL WORK EDUCATIONAL STANDARDS

Founded in 1952, the **Council on Social Work Education (CSWE)** is the national association representing social work education in the United States. Its members include over 800 accredited baccalaureate and master's degree social work programs, as well as individual social work educators, practitioners, and agencies dedicated to advancing quality social work education. Through its many initiatives, activities, and centers, CSWE supports quality social work education and provides opportunities for leadership and professional development, so that social workers play a central role in achieving the profession's goals of social and economic justice. CSWE's Commission on Accreditation is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in the United States and its territories. Details regarding the educational policy can be located at their website: <http://www.cswe.org>

BSW PROGRAM NINE CORE COMPETENCIES REQUIRED BY COUNCIL ON SOCIAL WORK EDUCATION (CSWE)

In 2008 CSWE adopted a competency-based education framework for its educational policy and accreditation standards (EPAS) similar to related health and human service professions. A competency-based approach refers to identifying and assessing what students demonstrate in practice. This competency-based framework was updated in 2022 and the nine Social Work Competencies are listed below. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the statements represent the underlying content and processes that inform the behaviors. For detailed information relating to CSWE core competencies please go to [https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-Educational-Policy-and-Accreditation-Standards-\(EPAS\).pdf](https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-Educational-Policy-and-Accreditation-Standards-(EPAS).pdf)

Competency 1: Demonstrate Ethical and Professional Behavior

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

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

PURPOSE OF THE FIELD EDUCATION

Field education is the signature pedagogy for social work. This means field education teaches the fundamental dimensions of social work such as thinking, performing, and acting ethically and with integrity. It engages the student in supervised social work practice and provides opportunities to apply classroom learning in the field setting.

Additionally, “The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. 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. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.” (2015 Educational Policy and Accreditation Standards, 2015, p.12)

The field experience provides the student with the opportunity to apply the generalist approach, using ecological problem solving and strength-based principles and techniques with clients and other systems. Students perform as beginning-level social workers, further developing interviewing and relationship skills and integrating theory with practice. Students learn to appropriately use supervision, to apply professional discipline, and to conduct themselves

professionally and ethically with clients and colleagues.

COMMUNITY ENGAGED LEARNING

Community-Engaged Learning (CEL) designated courses Go Beyond the Classroom, providing you with the opportunity to gain real-world experience. CEL aligns with social work's signature pedagogy, field education. Field education and CEL emphasize the integration of academic learning with meaningful service and collaboration in real-world community settings. CEL enhances professional development by fostering reciprocal relationships with communities, promoting social justice, and deepening their understanding of systemic issues impacting marginalized populations. In the context of social work field placements, CEL supports the application of classroom knowledge to practice, encourages critical reflection, and strengthens competencies such as cultural humility, advocacy, and ethical decision-making. Through CEL, you not only serve communities but also learn from them—building skills essential to effective, empathetic, and community-centered social work practice. In SOWK Field Practicum and Seminar courses, reflective assignments are assigned to demonstrate student learning outcomes for the CEL course designation: SLO 1 - Connecting: Students will make meaningful connections between their Community Engaged Learning experiences and academic course content. SLO 2 - Influencing: Students will critically reflect on how Community-Engaged Learning influences their future aspirations. SLO 3 - Contributing: Students will articulate how Community-Engaged Learning prepares them to make productive contributions in a diverse society.

INTERSHIPS, DEPARTMENT OF LABOR AND FIELD EDUCATION

In 2010 the US. Department of Labor established regulations regarding internship programs in relation to the Fair Labor Standards Act. Social Work field education, as articulated in the CSWE Educational Policy and Accreditation Standards, is clearly within the guidelines of the Department of Labor regulations for an educational internship and does not require payment. Please see: [2014-02-25AnnouncementreDOLandField-EF.pdf \(cswe.org\)](https://www.cswe.org/Portals/0/2014-02-25AnnouncementreDOLandField-EF.pdf)

FIELD INTERNSHIP STRUCTURE

The BSW internship consists of a two-semester placement of about 16 hours per week for 430 hours. The field experience is educationally directed and professionally supervised by a person with either a BSW or MSW from a CSWE accredited program and who is two years post-graduation. The internship's purpose is to give students the opportunity to engage in generalist social work activities in social service agency settings. Students are placed in agencies located within a 50-mile radius of the university or the cohort site in which they are located.

REREQUISITES FOR FIELD EXPERIENCE

To begin the field experience and intern with an agency an overall grade point average of 2.25 and a 2.50 grade point average in required social work courses are prerequisites. Students will have taken all prerequisites SOWK 3000, SOWK 3300, SOWK 3310, SOWK 3430 and all general education classes. If the student does not pass with a C or better the social work classes,

they are enrolled in during their junior year, or their GPA falls below requirements they are to notify the Director of BSW Field Instruction immediately. Also, only students whose written application to major in social work has been approved are eligible for the field experience. If it is discovered that a student misrepresented the completion of these requirements, they will be removed from the field placement and be subject to disciplinary action. SOWK 4451, SOWK 4452, SOWK 4454 and SOWK 4455 must be taken during the student's senior year along with the corequisites SOWK 4330 and SOWK 4454.

FIELD PLACEMENT PROCESS

Students planning to enter field internships submit their applications in the field management system, [EXXAT](#), early in the second semester of their junior year, no later than February 15th, when they are enrolled in SOWK 3310 (Practice with Individuals). Students must notify the BSW Director of Field Education by email when their [EXXAT](#) application is completed. Internships are determined and finalized during the student's second semester junior year or the summer before the field experience.

The director of field education reviews the student's [EXXAT](#) application for completeness and evaluates the student's qualifications for entering field experience. Students are interviewed by the BSW Director of Field Education to explore their interests and share additional information. The field director begins the process of arranging the internship; it is not always possible nor educationally sound to place students in their preferences of agencies; therefore, alternate possibilities are explored carefully with those students affected.

After an area of interest has been agreed upon by the student and the field director, initial contact with the prospective agency is made by the field director. The agency is provided pertinent information regarding the student through [EXXAT](#) including self-profile and any other information deemed to be helpful in making the placement decision.

The agency will contact the student, or the agency will ask the field director to have the student contact the agency to arrange a pre-placement interview with the field instructor in the prospective field experience agency. In this interview, both the student and the agency field instructor discuss the objectives and expectations of a field experience in that particular agency. They also discuss the student's reasons for selecting the agency and their knowledge of the agency, the clients, and the roles of the student and agency staff. The agency field instructor may explore areas of concern from the student's application packet to determine the student's suitability and "fit" with this particular agency. The student may explore concerns regarding career goals and the suitability of the placement in pursuing those goals. In general, the pre-placement interview should serve to assure an optimum field experience for the student and provide an early educational assessment of the student for the agency field instructor.

Confirmation of the internship is made during the interview if at all possible and both student and agency staff agree regarding the suitability for placement. The student is required to submit the Confirmation of Field Form located in [EXXAT](#)'s Student Packet within 15 days of interview or notify BSW Field Director of reason form not submitted.

Some field experience agencies require additional information related to the student before they can offer an internship. Immunization records, a criminal background check, and a drug screening are examples of such requirements. Usually, the agency will pay for these, but not always. If a student is uncomfortable complying with this process, they are encouraged to discuss this with the director or coordinator before interviewing with the agency.

LIABILITY INSURANCE

Students are required to purchase professional liability insurance through the department of social work. This is a blanket policy which applies to all social work students in their internships. This is due August 1st just before students start internships. Students will use the [EXXAT Quick Link](#) to pay.

THE GENERALIST PRACTITIONER

The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.” (CSWE *Educational Policy and Accreditation Standards*, 2015, p. 11)

“Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

ORIENTATION AND BEGINNING FIELD WORKSHOPS

Students, faculty field liaisons, field instructors and task supervisors will be invited through an email to participate in an online field orientation. All students and new liaisons, instructors and task supervisors are required to participate in this orientation. Field liaisons will provide an orientation during the first class. The orientation is designed to equip them with the necessary information for a successful internship and covers topics such as navigating [EXXAT](#), roles and responsibilities, expectations, learning styles, safety, supervision, evaluation, learning contract and classroom assignments. Professionalism, self-reflection, self-care, and purpose of field (integration of theory, research and practice) are also discussed in early seminar classes.

SUGGESTED LEARNING SEQUENCE

Orientation to Agency: Students should receive adequate orientation to the agency and its services the first few days of the internship. This phase should include tours of the facility, introductions to staff, overview of the agency, overview of the relevant agency procedures and services to clients, student safety issues, and specific expectations of the agency (such as dress code, parking, work schedules, etc.) This information is best transmitted in a personal or interactional process rather than simply reading agency policy and procedure manuals. This is a critical time for the development of a trusting relationship between the student intern and field instructor.

Orientation/Observation of Client Services: Early in the internship, students should be involved in opportunities with clients. This may include observing intakes, conducting intakes directly, observing agency staff as they conduct social assessments or social histories, observing group sessions, observing staffing or treatment team meetings, etc. As the student completes the orientation phase, they should have developed a good understanding of the agency's procedures for working with clients, documentation, and the organizational structure. Student observation of the social worker's engagement skills should be reflected in the supervisory relationship.

Provision of Services to Client(s): Because undergraduate students are being prepared for generalist practice, there should be opportunities for extensive client contact, a range of client situations, varied practice approaches, and diverse agency activities/assignments. It is expected that the internship should include the following: case management skills; working one-on-one with clients to assess their needs and determine resources to meet those needs; working with people in families and groups; participation in staffing; documentation in case records; research, assessment, or intervention within an agency setting and community or committee work; and intervention as appropriate in systems that affect the client system, using such skills as organizing, bargaining, and influencing policy. Students should be given as much direct responsibility as they are capable of managing.

Conclusion of Internship: Students should address the conclusion of their internship with clients, co-workers, and the field instructor. The termination process should include evaluation of clients' progress and accomplishments, providing for follow-up or aftercare, summarizing, and evaluating their own learning and performance, and addressing feelings regarding termination. Because the end of the internship typically comes "so quickly", this phase is often overlooked as a part of the internship process. Attention to this time should be given by both the student and field instructor.

FIELD INTEGRATION SEMINARS

All students in the field experience meet weekly for a field integration seminar. Seminar class is taught by the seminar instructor, also known as the faculty field liaison. The faculty field liaison is an ETSU faculty instructor that teaches the students in the weekly field seminar classes. This person is the "go-between" or liaison for the agency and the student. Faculty field liaisons are required to visit the agency in person or have a Zoom meeting at least once each semester during the placement and have contact with the agency when needed. The faculty field liaison is the first person an agency, field instructor or task supervisor should contact if problems arise during the internship as they know the student better than the BSW Director of Field Education.

These seminars are designed to help students integrate class and field learning. They also assist the student in sharing learning experiences and serve to decrease anxieties experienced during the field internship.

Topics covered during the seminar include (but are not limited to) agency and case presentations; communication skills (verbal and written); problem solving and self-awareness issues. Generalist practice issues are discussed, and students are expected to present their specific concerns during the seminars.

EVALUATION AND GRADING OF FIELD STUDENTS IN INTERNSHIP PRACTICUM

The seminar grade is determined from the seminar syllabus.

The grade that is assigned for field internship practicum will be based on: the agency field instructor's overall evaluation of the student's performance in placement in conjunction with the agency field instructor's marks on the learning agreement/evaluation; the faculty field liaison's overall evaluation of the student's performance and completing assignments such as the learning contract and weekly supervision meeting form. Students are not required to have advanced competency marks on the learning agreement/evaluation to obtain an A in the internship practicum.

Evaluations are ongoing and involve weekly meetings between the agency field instructor and the student, providing the opportunity for discussion about the student's performance in relation to standards and expectations. Learning needs are assessed on an ongoing basis and discussed in the weekly supervision meeting and reported on the document Weekly Supervision Meeting form located in [EXXAT](#). Turning in this form each week is a part of the student's grade for the practicum.

The student will receive formal, written evaluations from the field instructor and task supervisor at the end of the first semester and at the end of the second semester. The Evaluation Form document is located in [EXXAT](#). The field instructor completes this form after the student has evaluated themselves. The field instructor and task supervisor (if applicable) meet with students to go over this evaluation before the final visit each semester if possible. Then during each final semester visit the faculty field liaison, field instructor, task supervisor and student participate in a discussion of the evaluation, and each receives a copy of the evaluation. The specific CSWE nine core competencies objectives and expectations serve as the evaluation criteria. These reflect the operational objectives in the same **BSW Learning Contract** negotiated in the first weeks of the field experience.

RESPONSIBILITIES OF THE STUDENT

Complete the planning process and application for the internship experience with the field office, including completing a student profile through [EXXAT](#) the field management system and meeting with BSW Director of Field Education. Complete the online field orientation prior to starting field hours.

Purchase liability insurance through the [EXXAT Quick Link](#). All students are required to participate in this blanket policy regardless of any personal insurance they may maintain.

Attend all scheduled planning and orientation meetings prior to the field internship.

Meet agency norms and expectations in appearance, dress, and conduct.

Personal and professional behavior should reflect the standards of the agency and the profession. At all times the student should conduct him/herself within the agreed upon **NASW CODE OF ETHICS** and the **ETSU CODE OF CONDUCT FOR SOCIAL WORK MAJORS** [Code of Ethics: English \(socialworkers.org\)](#)

Comply with agency policies and procedures. This includes, but is not limited to, background checks, drug screens, vaccines, and adhering to agency working hours.

Maintain strict confidentiality regarding agency clientele and agency matters. Obtain agency approval for the use of any case material or records outside of the agency, maintaining accepted standards of confidentiality.

Participate in weekly supervisory meetings with the field instructor (and task supervisor if applicable), preparing an agenda, discussing work within the agency, and sharing reactions to and questions about the field experience. Completing **Weekly Supervision Meeting form** weekly.

Take responsibility for learning within the field internship experience and use the field experience as an opportunity to enrich and extend the whole social work curriculum.

Assume professional responsibility and appropriate accountability for assigned client services and other agency activities, demonstrating effectiveness in providing client services. Complete agency work such as recording, reports, and transfer summaries by the end of the placement period.

Provide your own transportation. If a student cannot secure any means of transportation, efforts will be made to secure a field internship in which transportation is not necessary. However, this cannot be guaranteed. The department assumes no responsibility for reimbursement for student travel.

Notify the agency field instructor, in advance if possible, when faced with an unavoidable absence or tardiness. Notify the faculty field liaison if the absence will be two days or more. Since the student does not accumulate annual leave or sick leave, all missed time must be made

up.

Report safety issues and /or concerns to agency and school as soon as they occur.

Attend all required field integration seminars and complete assignments. The student may also be required to attend workshops related to field instruction. Confer regularly with the faculty field liaison about learning experiences and any problems and/or concerns related to the field experience.

Complete a Student Evaluation of Field Internship located in [EXXAT](#) at the end of the semester.

RESPONSIBILITIES OF THE DEPARTMENT OF SOCIAL WORK

Employ staff to direct the BSW field education program.

Confer with agency personnel prior to placement of the student and provide the agency with information regarding the student's academic achievements, work experience, and career plans.

Assign the student to the field agency after the selection has been agreed upon by the department of social work, the field experience agency, and the student.

Through online training, group meetings and conferences, provide students with an orientation to field instruction including information about each student's placement agency.

Provide a Field Instruction Manual to guide field internship experience.

Provide a member of the faculty that will serve as faculty field liaison and will meet each agency a minimum of once per semester. The faculty field liaison will consult with the field instructor and student regarding the student's performance and progress toward meeting the course objectives. More frequent meetings may be needed.

Conduct field seminar class to facilitate the integration of classroom learning in the field setting.

Provide orientation and basic training for all field instructors and task supervisors.

Encourage all faculty to serve as resources at agency invitation.

List the field experience agencies and maintain a departmental resource file containing pertinent information on agencies in the field management system [EXXAT](#).

RESPONSIBILITIES OF THE FIELD EDUCATION OFFICE

Select, recruit, and approve field experience agencies in consultation with the department of social work faculty and chairperson.

Conduct pre-placement planning meetings with prospective field students. These include group meetings as well as individual in-person conferences.

Maintain a field agency resource file ([EXXAT](#)) Make information regarding agency resources available to prospective field students.

Arrange all field internships in consultation and cooperation with students and agencies.

Provide an orientation to field instruction prior to the student's reporting to the field experience agency. Provide each agency field instructor with a field instruction manual.

Provide each student and field instructor with a faculty field liaison and coordinate the activities of liaison faculty.

Ensure that field instructors and agencies meet the standards set by CSWE.

Work with field liaisons to resolve concerns and problems related to field instruction.

Negotiate changes in field placement assignments of students after thorough evaluation and discussions with all involved when the need arises.

Arrange and assist in training workshops for all new field instructors and for experienced instructors as needed. Conduct regular training needs assessments with all field instructors.

Communicate consistently with BSW faculty concerning issues related to integration of class and field content and concerns about students, classes, and other related areas.

Ensure that affiliation agreements are completed and updated on all agencies and in EXXAT.

Ensure that there is proof of degree on all field liaisons stored in EXXAT.

Complete all other administrative tasks associated with placements and ensure information is in EXXAT.

RESPONSIBILITIES OF THE FACULTY FIELD LIAISON

Complete annual orientation for field liaisons.

Monitor the student throughout their field experience.

Inform and confer with the Field Education Office about any significant changes in the agency, the field experience, or individual performance.

Responsible for making a minimum of one face-to-face or interactive virtual visit per semester with the field instructor, task supervisor, and student.

More contact is expected and will vary based upon the field placement and student circumstances. Contact may be initiated by the student, field instructor, task supervisor, agency personnel, or field liaison.

Teach a weekly field seminar and complete all associated responsibilities. BSW liaisons need to ensure that students are enrolled in matching sections of your practicum class and seminar class.

Be knowledgeable of the field database management system, EXXAT, and able to assist students, task supervisors, and field instructors.

Ensure that students' conduct is in keeping with the department's standards.

Address student special learning problems.

Provide consultation, mediation, and problem solving between students, field instructors, task supervisors and agencies.

Inform the agency of the program's expectations regarding the content and structure of field internship.

Communicate with field instructors about the program's curriculum and any changes in the program.

Inform the Field Education Directors about new agencies and potential field instructors and assist in their recruitment.

Assist the student, task supervisor, and field instructor to develop learning goals and objectives in the Learning Contract.

Review and ensure completion of the evaluation portion of the Learning Contract with the field instructor, task supervisor, and the student at the end of each semester.

Assign the student's grade, taking into consideration the field instructor's and task supervisor's assessments.

Ensure Learning Contract, time sheets, evaluations, and case study rubrics (BSW only) are completed and uploaded in EXXAT.

Encourage students, field instructors, and task supervisors to complete end of year field evaluations through EXXAT.

CRITERIA FOR SELECTION OF THE FIELD INTERNSHIP AGENCY

Commitment to and interest in social work education.

Desire to have student placements and respect for students as having something meaningful to contribute.

Compliance with non-discrimination standards in relation to students and client systems on the basis of race, culture, gender, age, creed, ethnic or national origin, disability, sexual orientation, religion, or political preference.

Administrative support for participation in social work education.

Utilization of social work as an integral part of the primary services network of the agency.

Sufficient flexibility in administrative structure, program, and service delivery to provide a sound learning atmosphere.

Availability of qualified field instructors (degree of BSW or better and two years post-graduate experience) within the agency or willingness of the agency to have an external field instructor assigned.

Willingness to allocate field instructor and appropriate support staff time and resources to field instruction.

Willingness to release time for field instructors to participate in orientation, area training sessions, and such staff development programs as may be held.

Availability of learning experiences which meet the educational objectives of field instruction and willingness to assign these to students as appropriate.

Willingness to work with assigned faculty field liaison.

Willingness to participate in the evaluation and grading processes.

Familiarity with the ETSU Social Work curriculum and a willingness to keep current with curriculum developments.

Ability to provide appropriate generalist practitioner experiences.

RESPONSIBILITIES OF THE FIELD INTERNSHIP AGENCY

Sign an electronic formal written contract (affiliation agreement) with the East Tennessee State University department of social work providing legal protection in the agency's supervision of the student.

Arrange and conduct a pre-placement interview in a timely manner with the student after receiving notice from the social work department of a potential student for placement.

Accept or reject each student interviewed. If accepted complete confirmation of field form in a timely manner.

Designate a qualified field instructor for the student. In the event the field instructor is faced with a prolonged absence, substitute supervision should be arranged only after consultation with the field education office.

Provide an office, or equivalent space, including equipment, office supplies, and telephone which enable the student to function effectively.

Provide general orientation and learning experiences which are consistent with the student's needs.

Make case materials and other appropriate agency materials available to the student.

Provide time for the field instructor to plan and supervise the student's work activities. This includes at least one hour per week for supervisory conferences.

Provide time for the field instructor to attend training sessions and other meetings for field instructors throughout the year.

Compensate the student for travel expenses incurred while performing agency tasks.

CRITERIA FOR THE SELECTION OF FIELD INSTRUCTORS

Field instructors meet CSWE standards for field instruction and are chosen based on the following criteria:

1. Possession of a baccalaureate or master's degree in social work from a CSWE accredited program.
2. Two years post social work degree experience and preferably one year within the agency.
3. Interest in and commitment to being a field instructor.
4. Ability to complete an online orientation each year developed by the field office and faculty.
5. Ability to work with field database EXXAT to help students with Learning Contracts, to complete evaluations, and submit time sheets.
6. Conviction about and identification with social work as a profession.
7. Knowledge of the conceptual and theoretical bases of generalist social work practice and the ability to reinforce this in field.
8. Knowledge and understanding of evidence-based practice.
9. Demonstration of skill in practice.
10. A positive attitude toward cultural, ethnic, racial, and social diversity.
11. Current knowledge of developments in social work and social welfare.

Knowledge and capacity to deal with the following elements:

1. Students with a wide range of backgrounds and interests.
2. Institutional structures of a society.
3. The structure and functions of a particular social agency.
4. Organization of resources for educational purposes.
5. Authority inherent in role of educator.
6. Divergent philosophies of life.

Interest in and the potential for teaching, that includes the following:

1. Willingness to participate in field orientation and basic training prior to the student beginning their internship.

2. Willingness to participate in ongoing training sessions/staff development programs as may be held.
3. Willingness to meet with student weekly for one hour and complete required forms, documents,
4. and evaluations.
5. Identify behaviors that might interfere with students' success. Participate in problem solving.

RESPONSIBILITIES OF THE FIELD INSTRUCTOR

Orientation

The agency field instructor will facilitate the student's orientation and induction into the agency, providing a bridge from classroom to field learning.

Prior to the student's arrival the agency staff relevant to the student's placement should be informed about the placement and ways in which they might participate. Preparations for the student's arrival should include allocating an appropriate working space, including a desk, equipment, and supplies needed to perform adequately in the agency.

An orientation to the agency should include the following:

1. Discussion of personnel practices including, but not limited to office hours, work breaks, personal conduct, office procedures and routines, appropriate dress, student safety issues and confidentiality guidelines.
2. Description of the agency organizational hierarchy and the chain of responsibility and accountability.
3. The agency's purpose, philosophy, and objectives, including a brief discussion of all the programs and services provided by the agency.
4. Introduction to the agency's office system and expectations of student record keeping, the method of filing client records and procedures for accessing files, how mail is handled, and regulations regarding photocopying materials.
5. The agency's financing, including whether the agency is financed by public or private funds or a combination of both. Also included might be the cost of operations.
6. The agency's written policies and procedures, as well as any other written materials related to specific orientation issues should be provided for the student. Reading materials should be related to the student's work and learning experience and may include case records, pamphlets, and agency manuals.
7. Some agencies require specialized knowledge or familiarity with specific terms. This written material should be reviewed with the student.
8. The agency's relationship to the network of community resources. Students should be provided the opportunity to learn about the availability of community resources and assisted in the utilization of the services of other agencies in the community.
9. The agencies written policies, procedures and protocols for student and clientsafety.

Planning and preparation

Plans for the semester should be worked out cooperatively, involving the student, field instructor, and faculty field liaison as appropriate. The field instructor will be provided information related to the student's academic background to facilitate a focus on the student's learning needs. Advance preparation will have been made, during which many of the work assignments and learning experiences will have been tentatively selected.

A required learning contract and evaluation tool to assist the field instructor and the student in the discussion of educational and work expectations is the learning contract. The learning contract is developed as a joint process between the student and field instructor with input and support from the faculty field liaison. The Learning Contract is in the field management system, [EXXAT](#). Clearly defined learning tasks and activities, including professional behavior and practice skills, will enable both the field instructor and the student to monitor progress and assess problems on an ongoing basis.

The field instructor should make a general timetable for orientation, training activities, and ongoing assignments. Purposeful contacts with persons served by the agency, such as accompanying other social workers on interviews and home visits, are desirable during the first week or two in the agency. During the eighth or ninth week in placement, the student's workload will have increased considerably.

Caseload and other generalist practice assignments are made on an individual basis with the student's learning needs clearly in mind. Assignments will usually start with less demanding situations and progress to more complex systems intervention. Before the first client contact, it is helpful for the student and the field instructor to have a clear understanding and agreement on the student's identity with the agency. For example, most clients will have had ongoing contacts with an agency social worker with whom they may continue to be involved when the student completes the Field internship. The student should have a clear idea about expectations for bridging the change of workers with the client. It is advisable to be clear with clients in the first contact as to the student's status and the length of time he/she will be working in the agency. The student should also be apprised of the regulations or expectations regarding client contact following the Field internship. Some agencies may allow the student to continue as a volunteer; however, continued client contact following termination of the student/client service contract should be discouraged if not prohibited.

The weekly supervision meeting and form

Supervision is an integral part of administration, and the major components of supervision include planning, organizing, reviewing, teaching, consulting, and evaluating. The core of the supervisory process is the relationship between the supervisor and supervisee. The weekly supervision meeting is the main vehicle through which this relationship is established and maintained.

The field instructor is expected to plan and schedule supervisory conferences with the student on a regular basis, with the minimum of once per week; with the student and the field instructor completing Weekly Supervision Meeting form located in [EXXAT](#) . However, the field instructor

should also be available for brief conferences, questions, and instructions at unscheduled times.

The student is responsible for being prepared for supervisory conferences, making wise use of supervision. This active participation in the supervisory process is essential to the relationship and to maximum learning. The student should determine what he/she expects to gain from supervision and ways in which supervision can most effectively be used for learning and professional growth. Evaluation of growth and learning begins with a learning agreement, or contract, negotiated between the student and the field instructor. Learning is further enhanced by the students bringing a carefully prepared agenda located on the **Weekly Supervision Meeting** form to all scheduled individual conferences.

Selection and assignment of field learning experiences

Students enter field experience at various levels of knowledge, skill, intellectual ability, and personal maturity. Work experiences are selected to meet these individual needs and differences, while at the same time providing the student with a generalist preparation for practice. In the beginning, the field instructor may have to provide much more guidance in order to help the student determine the purposes and objectives of work assignments and activities. However, the student should be able to assume an increasing amount of responsibility, initiative, and independence as the semester progresses.

Evaluation of Student

The field instructor is responsible for submitting evaluations in the field management system [EXXAT](#) within the prescribed time periods. Two evaluations are required and due near the end of each semester. The field instructor is also expected to discuss those with the student in a timely manner.

Professional Development

Students are encouraged to attend professional conferences, workshops, and meetings for professional development. Through these experiences, foundation knowledge is reinforced and challenged, and students are further socialized in the social work profession. If a student is going to miss a class or scheduled time from the agency the professional development activity must be approved. Students can print the Professional Conference Request form in [EXXAT](#) and provide it to you.

Impaired Student

Any disagreements should be handled tactfully, with diplomacy, and in a professional manner. The field instructor will contact the appropriate faculty field liaison immediately if problem areas arise that impair the student's ability to function effectively.

Evaluation of Field Internship Experience

Complete end of year evaluations in [EXXAT](#) to evaluate the field internship program and process.

RESPONSIBILITIES OF THE TASK SUPERVISOR

Task supervisors are agency personnel who assume responsibility for the day-to-day direction and supervision of students ***only when there is no BSW field instructor*** in an agency position available to perform that day-to-day supervision. Therefore, ***not every BSW student will have a task supervisor***.

Task supervisors will be chosen based on the following criteria:

1. Interest in and commitment to being a task supervisor.
2. Participate in planning the field education experience and activities.
3. Orient students to the agency and their assignments.
4. Provide day-to-day direction and supervision of the student's agency activities.
5. Review with the field instructor the assignment of cases and projects congruent with the student's field educational goals. Weekly contact via phone or email is suggested. At least one face-to-face meeting with the field instructor (early in the internship) is required. More frequent contacts are recommended in order to help the student with the integration of class and field.
6. Provide on-the-spot positive and constructive feedback to students regarding their performance. Identify behaviors that might interfere with students' success.
7. Participate in problem solving when indicated.
8. Focus on the students' skill development.
9. Consult with the field instructor about the student's skill development and coordinate planning for promoting optimal student development.
10. Work with field instructor to complete two student evaluations, BSW Learning Contract, and Evaluation on field management system EXXAT. One due at the end of each semester.
11. Provide ongoing feedback to the field instructor about the student's progress in meeting learning goals, identifying any performance issues requiring follow up.
12. Be available to students in emergency situations or arrange coverage to the students for emergencies that may arise in their absence.
13. Complete end of year field evaluations through EXXAT to evaluate the field internship program and process.

JOINT RESPONSIBILITIES (AGENCY AND DEPARTMENT OF SOCIAL WORK)

A major factor in the success of the field education program is the excellent cooperation between the department of social work and the field internship site. Many persons and agencies play major roles in providing the student the opportunity to develop generalist practice skills and to integrate professional knowledge, values, attitudes, and theory with practice. For maximum effectiveness these roles are distinct and complementary as field instruction is a joint venture, requiring ongoing communication.

The field experience agency and the department of social work share responsibility for field student selection. The agency determines the number of students it can accommodate.

The field experience agency and the department of social work share responsibility in planning productive tasks and other learning experiences designed to meet the educational objectives of the field education program. These experiences are designed to meet standards outlined in the CSWE curriculum standards.

If problems arise during the field internship that seriously affect the student's learning, both the field experience agency and the department of social work will work together in an effort to resolve such problems.

If a placement becomes unsatisfactory, whether this is because of circumstances in the agency or inappropriate behavior or performance of the student, the student may be removed from the field internship. A meeting is required including the field director, faculty field liaison, field instructor and student. If possible, the meeting should occur before removal of the student.

Once a field internship has been terminated, it becomes the responsibility of the department of social work to determine the feasibility of placing the student in another agency, either during the current semester or in the future. An Academic Performance Review may be utilized from the BSW Handbook. An agency representative should be available for the review.

THE COMMUNITY ADVISORY COMMITTEE

The primary purposes of the Social Work Department Community Advisory Committees are to:

1. Provide practitioner insight into local social service issues (problems, programming needs, resource needs, etc.)
2. Offer suggestions as to ETSU Social Work academic and/or professional programming.
3. Provide feedback relating to departmental initiatives.
4. To enhance connections between the academic community and the professional community.

Community Member Obligations:

1. Attend 2-3 meetings per year with each being approximately 2 hours in length.
2. Share information related to local social service issues.
3. Provide feedback to ETSU representatives about graduates' professional readiness.
4. Work on sub-committee if the Community Advisory Committee identifies special projects, occasionally, serve as a community member for faculty and staff searches within the Department of Social Work.

ETSU Department of Social Work Member Obligations:

1. Regularly plan and convene meetings.
2. Notify community members of meeting schedule.
3. Provide free admission to professional development opportunities with continuing education units (CEU's) sponsored by the Department of Social Work.
4. Share information about academic and/or professional programming.
5. Provide lunch at the meetings.

Field instructors or task supervisors interested in being on the committee should contact the Field Director.

STUDENT TIME / ATTENDANCE REQUIREMENTS

The field experience consists of a two-semester placement for approximately 16 hours per week for a total of 430 hours. Students also attend a weekly Field Seminar for two hours per week; these hours are not included in the 430 total hours.

The daily schedule for assignment to the agency during placement is designed by the student and the field instructor and approved by the faculty field liaison. The regular schedule should allow the student opportunities to be actively involved in the field experience agency's services, to participate in agency functions, and to attend campus seminars and practice classes.

Students are expected to adhere to the agreed upon schedule (i.e., report to work on time and notify the field instructor in advance of any exceptions from the daily schedule). The field instructor evaluates the student's request to be absent from the field experience agency and method of making up the time missed. The faculty liaison needs to be contacted if a student does not report to the agency when the internship begins or is frequently late or absent. The faculty field liaison must also be notified if the student is absent more than two days. A Time Report in the Field Management system EXXAT is used to document internship hours. The student should submit the time sheet to the field instructor for verification of hours each week but keep a copy of total hours for both semesters to submit in EXXAT after the entire internship is complete.

Students observe University holidays and agency holidays that apply to full-time staff. Therefore, the student will not report to the agency on those days, unless changes are discussed in advance with student and agency. The University calendar is used to create the field calendar so that information is available to both the student and the field instructor at the beginning of each semester. The student should report to the agency based on the hours outlined in the calendar [Academic Dates Calendar :: East Tennessee State University \(ETSU\)](#). The field instructor and student discuss in advance if the student will work or be off during fall and spring break.

The only exception to the field calendar schedule is when a student is placed in a school setting for their internship. In that situation, the student should plan to work through the University's spring (or fall) break and take the school's spring (or fall) break instead.

Students are **not** allowed to intern between the fall and spring semesters. They are not covered with liability insurance during that time.

INCLEMENT WEATHER

If an emergency closure of the assigned field experience agency occurs due to inclement weather (or natural disaster), the student is required to make up the time missed. If the student is unable to travel (due to weather) and the agency is open, the student is required to make up the time missed. If the agency remains closed for more than two days, the student must contact the faculty field liaison to arrange for other work. If ETSU is closed due to inclement weather (or natural disaster), the student should follow the schedule of the field agency.

TRAVEL / TRANSPORTATION OF CLIENTS

Students pay the cost of traveling to and from their assigned agencies each day. Expenses incurred while completing required field assignments should be reimbursed by the agency (when at all possible) according to agency procedure. If the agency requires the use of the student's car, these requirements must be explained to the student before approval of the Internshipsite.

The Department of Social Work's policy does not allow students to transport clients in their personal vehicles. This is stated for the safety of both client and student. Students' liability insurance purchased through the Department of Social Work does **NOT** cover vehicle insurance. If the student is required to transport clients as part of the internship, the agency is expected to provide a vehicle and assume any and all liability.

LIABILITY INSURANCE

There is always the possibility that a student may be held personally responsible and vulnerable to legal action, even if a field agency carries liability insurance that includes student coverage.

Students are required to purchase professional liability insurance through the Department of Social Work, regardless of carrying their own personal coverage. This is a blanket policy which applies to all social work students in their internships. This payment by students is due August 1st, just before students start internships. Students will use the [EXXAT Quick Link](#) to pay.

A copy of this insurance is on [EXXAT](#) and can be sent to any agency personnel requesting it.

SAFETY

The department of social work faculty is responsible for educating the student about safety in the field. Faculty address safety issues as they relate to the content of lectures and discussions in the classroom. Field orientation also includes a section of safety in field.

Each field agency is responsible for orienting the student to the safety policies and procedures of that setting. If the agency does not provide safety training the student should request it. Such orientation should include, but not be limited to, discussion of safety issues in the community, within the agency building(s), and with particular clients prone to violent behavior. Orientation should address security of personal belongings and procedures in the event of a safety problem.

Students should not be required to engage in assignments in which they feel physically at risk. Students should discuss their feelings with the field instructor. If a student's concerns about safety begin to interfere with the learning process, the faculty liaison should be contacted to facilitate exploration of the concerns.

If an incident occurs in which the student is personally threatened or hurt, the agency and student should contact the faculty field liaison or director of field education immediately to decide on actions the agency and school should take to ensure the student's physical and emotional well-being.

DISCRIMINATION AND HARASSMENT

East Tennessee State University (ETSU) is committed to providing a work environment that embraces the University's core values: **PEOPLE** come first, are treated with dignity and respect, and are encouraged to achieve their full potential; **RELATIONSHIPS** are built on honesty, integrity, and trust; **DIVERSITY** of people and thought is respected; **EXCELLENCE** is achieved through teamwork, leadership, creativity, and a strong work ethic; **EFFICIENCY** is achieved through wise use of human and financial resources; and **COMMITMENT** to intellectual achievement is embraced.

ETSU has established a discrimination and harassment policy that is applicable to off-campus internship sites. See policy and procedure website for specific information.
[discrimination harrasment and sexual misconduct 9.30.21.pdf \(etsu.edu\)](#)

ACCOMMODATION FOR STUDENTS WITH DISABILITIES

The university offers support services to eligible students with disabilities. Formal requests from students with disabilities must go through the Office of Disability Services. The social work department will work with eligible students and other support services to enable successful completion of the field internship. It is recognized that students may choose not to disclose a disability. In such cases, the student may not receive special accommodation in class or the field internship. [Disability Services \(etsu.edu\)](#)

COMPLAINT, GRIEVANCE, AND APPEAL PROCEDURES

Students have the right to appeal course grades and adverse decisions relating to the field program according to the appeal process outlined in the BSW Student Handbook for Social Work Majors. https://www.etsu.edu/chs/socialwork/bsw_program/

DISCLOSURE OF STUDENT OR TRAINEE STATUS

In the best interest of client care, the student should identify themselves as student/trainee/intern to clients/patients either verbally or through the use of name tags. Students can obtain name badges from ETSU for a small fee. The student's status should be clearly designated in documentation and signing notes in client records.

CONFIDENTIALITY STATEMENT AND HIPAA

Since the Health Insurance Portability and Accountability Act of 1996 (H.I.P.A.A.) was implemented on April 15, 2003, persons who violate this act are subject to civil and criminal penalties, including jail time and large monetary fines. It is important that student not discuss clients or the agency outside the agency. If a student uses client related material in class for educational purposes, the information must be carefully disguised so the identity of the client and others is protected. Students are required to take online HIPAA training and will receive emails after signing up to take the Field Education Practicum I (SOWK4451) course. Students will also sign a Confidentiality Statement located in [EXXAT](#) at the beginning of their internship.

CREDIT FOR WORK EXPERIENCE

Academic credit is not granted for non-academic life or work experience. Accordingly, there is no provision to modify or abbreviate the field internship requirements based on prior life experience.

FIELD INTERNSHIP AT PLACE OF EMPLOYMENT

Field students are sometimes placed for their field internship in an agency where they are currently employed. It is the student's responsibility to discuss their interest in an employment-based internship with the director or coordinator during the application process. All employment-based internships must be approved by the field office in consultation with the program faculty when necessary. Student and agency must complete an **Employment Based Internship Proposal** form that students can find on [EXXAT](#).

A setting where the student is employed can only be approved if:

1. Both the agency and the field instructor meet the required criteria for selection (see requirements listed in manual below).
2. Proposed field assignments must meet both the social work departments and CSWE's curriculum standards.
3. The field internship shall be educationally directed. It is important that the student be exposed to a diversity of practice experiences to support professional and educational growth. A plan to transition the student from the worker/employee role to the learner/student role must be developed.
4. It is preferred that the field instructor be different than the supervisor of the student's employment. If no other social workers are available, please seek approval from Field Director for Field Instructor approval. The field instructor will provide a teaching role focused on the students' educational and professional development needs.
5. The agency must sign the electronic affiliation agreement between East Tennessee State University and the field placement agency.

Students requesting a field internship at their place of employment must complete the **Employment-Based Internship Proposal** form on [EXXAT](#) and submit to the field office. The form must contain the signatures of the designated agency personnel. The field office will review the form and make a determination as to whether the proposed internship meets the requirements for consideration. Students may be asked to present their employment-based proposal to the Field Director and respond to questions and concerns. Discussions with faculty, the student, and agency personnel, including the proposed field instructor, may be required.

PAID FIELD INTERNSHIPS

Occasionally, a field experience agency may be able to offer compensation such as a stipend for a student's field work. The particular financial arrangement depends upon the agency's policies and resources. The agency is responsible for contracting with the student regarding the payment agreement. Regardless of the type of financial arrangement developed with the student, the agency must recognize that the field internship is not an employment arrangement and that the student's primary objectives for the field internship are educational. The field internship must meet the same standards as all placements affiliated with the field education Program. Paid internship availability is rare and not guaranteed.

EMPLOYMENT OFFERED DURING INTERNSHIP

Occasionally, students may be offered employment at the agency they are actively interning with. The field office is aware that this is the ultimate goal of students but we do not encourage employment opportunities unless it is near the end of the internship. The problem is that the student is often no longer seen as a student and may no longer feel they can make mistakes or request that requirements of the internship are met. They become an employee and not an intern. If an offer of employment is made students should immediately notify their field liaison and Director of BSW Field Education. A case-by-case meeting may be needed with the student, the field instructor, the field liaison and the field director regarding the appropriateness of payment or employment. If permission is granted, a plan is developed that maintains the integrity of the educational process. This plan would ensure the responsibilities of the field internship agency and the responsibilities of the field instructor continue to be upheld. Please see **Employment Offered During Internship** form on [EXXAT](#).

PROBLEMS IN INTERNSHIP

When problems occur during the field internship, appropriate channels of communication and resolution should take place. The *NASW Code of Ethics* states that social workers with concerns about other social workers should start directly with the person. Ideally problems can be resolved between the persons directly involved without a formal process. If a student intern is having a problem with a task supervisor or field instructor, the student intern should first inform that person and try to resolve at that level. If the problem remains unresolved, the field liaison/seminar instructor should be consulted and is available to meet with the student and field instructor to facilitate the problem-solving process. If the problem still remains unresolved, the BSW field director should be consulted. Other faculty members such as the student's advisor, and the director of the BSW program will be consulted if needed. Finally, the social work program chairperson will be involved if the problem remains unresolved.

The same process should be followed if the task supervisor or field instructor is having a problem with the student intern. Field instructors are considered gatekeepers to the profession of social work and are encouraged to work to resolve problems early. First, the student should be notified of the concerns, and a plan should be developed by the field instructor. If the problem continues, the field instructor should notify the field liaison/seminar instructor. The field liaison will then meet with the student or the student and the field instructor depending on the seriousness of the problem. If the problem is not resolved within a reasonable amount of time or other problems occur, then the field instructor should again notify the field liaison, and the field liaison will contact the BSW Field Director, and the student may receive disciplinary action. If

the field instructor does not feel that the liaison is responding or acting appropriately, they may then go to the BSW Field Director for consultation. If the field instructor does not find satisfaction with the BSW Field Director, then following the chain of command, the director of the BSW program would be consulted. Finally, the social work program chairperson will be involved if the problem remains unresolved, and the chain of command will continue to be followed if results are not sufficient.

PROCEDURE FOR STUDENT REQUESTING TERMINATION AND CHANGE OF FIELD INTERNSHIP PLACEMENT

Any student enrolled in the BSW program may seek a change in his/her field experience agency site when extreme circumstances or problems unrelated to the student's performance make continuation in the field internship an issue.

Non-Performance Based Reasons for Termination of the Internship (requested by student)

Examples of some non-performance based problems are:

1. Inadequate agency resources to support field internship. For example, lack of student office space, lack of clients for student cases, insufficient supervisory time, loss of field instructor due to illness, change in jobs, etc.
2. Learning experiences in agency are not appropriate to BSW program goals and objectives. For example, lack of opportunities to work with individuals, families, and groups or to assume multiple interventive roles: counselor, broker, and advocate.
3. Misplacement, error based on paper credentials of students and field placement. For example, agency learning experiences are too advanced for the student or the converse. It is more of a problem of an unanticipated mismatch than a difficulty in student performance.
4. Agency reorganization. For example, during the semester, the agency substantially changes its administrative structure, which creates a chaotic situation for the student and adversely affects available learning opportunities.

The field liaison, the student, and the field instructor discuss problem and explore alternative solutions. At this point, it is the field liaison/seminar professor's responsibility to inform the BSW field director of the difficulties. If a solution is not found within the agency, a decision to terminate the field internship is then made by the field instructor, field liaison, and the BSW field director.

The student is expected to complete the termination process in the initial placement, which includes administrative requirements of the agency as well as termination contacts with assigned clients. The field liaison will determine who will complete the evaluation piece (if possible, the original field instructor) of the **BSW Learning Contract and Evaluation** of the student's field experience to date, which is shared with the student and becomes part of the student's record. The student may submit a response to the field instructor's evaluation. The field instructor should also provide the student with the most recently signed **Time Report**. Any items not

signed off on by the original field instructor on the learning contract will need to be redone at the new agency.

PROCEDURE FOR AGENCY REQUESTING NON-PERFORMANCE-BASED TERMINATION OF FIELD INTERNSHIP

In rare situations, an agency may request that a student be terminated from the field internship due to concern about the student's suitability for that particular setting or other non-performance-based reasons; then the field liaison and the BSW field director must be involved in order to review the situation, to provide the student with due process, and to develop further plans.

The student is expected to complete the termination process in the initial placement, which includes administrative requirements of the agency as well as termination contacts with assigned clients. The field liaison will determine who will complete the evaluation piece (if possible, the original field instructor) of the **BSW Learning Contract and Evaluation** of the student's field experience to date, which is shared with the student and becomes part of the student's record. The student may submit a response to the field instructor's evaluation. The field instructor should also provide the student with the most recently signed **Time Report**. Any items not signed off on by the original field instructor on the learning contract will need to be redone at the new agency.

PROCEDURE FOR AGENCY REQUESTING PERFORMANCE BASED TERMINATION OF THE FIELD INTERNSHIP

If the agency's termination request is due to a severe or drastic failure by the student, or to continued behaviors incompatible with the social work profession, then it will be necessary to proceed with formal administrative measures. The student MAY be removed from the internship immediately if the behavior is deemed severe and then the field liaison would be notified immediately by the field instructor. The field liaison would immediately inform the BSW field director. If the behavior(s) can be tolerated until a meeting with the student intern, the field liaison, the field instructor and others required can occur, this is preferred. In this meeting, the field liaison will have completed an incompatible behaviors form on the student with input from the agency before the meeting. If the placement is not repairable, the field instructor or other agency representative will be asked to attend an Academic Performance Review or to send a letter explaining the reasons for termination of placement. The field instructor should provide a final time sheet at that time and may be asked to complete the evaluation piece of the **BSW Learning Contract and Evaluation** of the student's field experience to date, which is shared with the student and may become part of the student's record. The student may submit a response to the field instructor's evaluation. The Academic Performance Review will include at least 3 faculty and the BSW field director, the field liaison/seminar instructor, an agency representative (preferably the field instructor or task supervisor) and the student. The Academic Performance Review will decide the appropriate course of action and will determine if the student will continue in another placement and when or under what circumstances or if the student will be terminated from the program.

NEW INTERNSHIP PLACEMENT PROCEDURE AFTER ANY TERMINATION OF FIELD PLACEMENT

A new internship placement is initiated by the BSW field director who selects and facilitates the most suitable replacement. The student may not have as many if any options as to the next placement opportunity. An interview with the new field instructor and agency is required, and information about the previous situation is openly shared and discussed. It may be necessary for the student to put in additional or extended time in the new placement to make up for earlier time and teaching missed and to become oriented to the new agency. Sometimes the student will not be able to complete a placement in that same semester and may have to continue in the program. The BSW Field Director, the student, the faculty liaison, and the new field instructor negotiate these arrangements.

Every effort is made to ensure the student's success while completing the field experience. Therefore, students who earn a grade of a "C-" or below in the field experience **may not repeat the course.**