



**MSW
FIELD INSTRUCTION
MANUAL**

A Guide to Graduate Student Field Education in Social Work

**DEPARTMENT OF SOCIAL WORK
Master's Program**

2025-2026

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Introduction

This manual is designed to serve students, field instructors, task supervisors, placements, and faculty as a guide to graduate social work field instruction. The roles and responsibilities of the field are outlined, as well as administrative procedures.

Use of this manual along with the supplement material will hopefully support the reader in a rewarding and educational field experience. Field Faculty and the Field Director can help readers clarify the material in this field manual.

Preface

Field education is the signature pedagogy of social work. Field education is designed to offer students the opportunity to integrate and apply classroom learning to professional practice.

East Tennessee State University's (ETSU) Department of Social Work MSW students are required to complete field education internships as a part of the curriculum. Traditional track MSW students must spend over 1000 hours during four semesters in field internships supervised by a qualified field instructor. Advanced standing MSW students spend 600 hours over a two-semester internship. In addition to the time spent in the field, students are enrolled in a concurrent seminar designed to further develop the relationship between theory and practice.

Part One

ETSU Mission, Vision, and Values

Since its founding in 1911, ETSU has focused its teaching, research, and service efforts on improving the quality of life for the people of the region.

Our Vision

Developing a world-class environment to enhance student success and improve the quality of life in the region and beyond.

Our Mission & Values

ETSU provides a student-centered community of learning, reflecting high standards and promoting a balance of liberal arts and professional preparation, and continuous improvement. The university conducts many educational and research programs and clinical services including a comprehensive Academic Health Sciences Center. Education is the university's highest priority, and the institution is committed to increasing the level of educational attainment in the state and region based on core values where:

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 endorses the value of liberal education and provides enriching experiences in honors education, student research and creative activity, study abroad, service learning, and

community-based education.

ETSU honors and preserves the rich heritage of Southern Appalachia through distinctive education, research, and service programs and is actively engaged in regional stewardship.

ETSU affirms the contributions of diverse people, cultures, and thought to intellectual, social, and economic development.

ETSU offers students a total university experience that includes cultural and artistic programs, diverse student activities, a variety of residential opportunities, and outstanding recreational and intercollegiate athletic programs.

ETSU awards degrees in over one hundred baccalaureate, master, and doctoral programs, including distinctive interdisciplinary programs and distance education offerings that serve students from the region and beyond.

Master of Social Work Mission, Goals, and Objectives

A commitment to serving a diverse population, to improving the social, economic, environmental, and health conditions of people, especially in Northeast Tennessee, through partnerships and collaboration, and to promoting the education and growth of professional practitioners are threads that run through the university statement and faculty used these threads to develop our mission statement as follows:

The East Tennessee State University Department of Social Work MSW Program is committed to excellence in evidence informed education and professional preparation of clinical social worker who treat all people with dignity and respect and who, utilizing a person-in-environment framework and global perspective, facilitate attainment of optimal social, economic, health, and environmental conditions for clients and their communities, especially in Southern Appalachia.

The Master of Social Work program, curriculum, goals, and course of study are designed to prepare students for advanced clinical professional practice consistent with the goals, course of study, and curriculum prescribed by the Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) for the master's level of social work education. The MSW program goals are as follows:

- Goal 1: To prepare students with the knowledge, values, and skills of clinical practice.
- Goal 2: To prepare students to engage in competent and responsible clinical practice within public and private agencies
- Goal 3: To prepare students to develop and use ethical research in the advancement and enhancement of social work practice
- Goal 4: To provide service at the university, local, state, regional, national, and global levels.
- Goal 5: To increase the availability of skilled advanced practice social work professionals in this region.

Goal 1: To prepare students with the knowledge, values, and skills of clinical practice.

Generalist Practice Objective 1

Students will demonstrate the ability to critically analyze a broad range of theories that explain human behavior and interactions among social systems of all sizes.

Generalist Practice Objective 2

Students will demonstrate the ability to select from a broad range of relevant theories to explain human behavior and interactions among client systems and environments.

Generalist Practice Objective 3

Students will demonstrate the ability to practice with sensitivity to diversity and an understanding of mechanisms of oppression with all client systems.

Specialized Practice Objective 1

The ability to develop a theory-based clinical practice framework for their own practice.

Specialized Practice Objective 2

The ability to synthesize and utilize theory integration in developing their practice base.

Specialized Practice Objective 3

The ability to synthesize and integrate the theories of supervision and management in the provision of services to staff and clients.

Goal 2: To prepare students to engage in competent and responsible clinical practice within public and private agencies.

Generalist Practice Objective 1

Students will demonstrate the ability to evaluate, select, and utilize an array of effective clinical interventions, which are based on social work values and ethics, with client systems of all types and sizes.

Generalist Practice Objective 2

Students will demonstrate the ability to critically analyze the impact of social and agency policies and procedures on service delivery.

Generalist Practice Objective 3

Students will demonstrate the ability to address problems in service delivery through modification and development of agency policies and procedures.

Specialized Practice Objective 1

The ability to evaluate, select, and use organizational theories and skills in the improvement and change of service delivery systems.

Specialized Practice Objective 2

The ability to recognize and resolve ethical dilemmas, and practice according to professional social work values and ethics.

Specialized Practice Objective 3

The ability to incorporate cultural sensitivity into their own practices.

Specialized Practice Objective 4

The ability to integrate the generalist perspective into clinical social work practice.

Goal 3: To prepare students to develop and use ethical research in the advancement and enhancement of social work practice.

Generalist Practice Objective 1

Students will demonstrate an ability to critically review published research to inform their practice with client systems.

Generalist Practice Objective 2

Students will demonstrate ability to conduct practice and program effectiveness evaluations.

Specialized Practice Objective 1

The ability to complete research studies for practice, program evaluation and knowledge building.

Goal 4: To provide service at the university, local, state, regional, national, and global levels.

Program Objective 1

The department will establish partnerships with human service providers, groups, and organizations for the mutual benefit of the community, clients, students, and faculty. **Program**

Objective 2

The department will identify, develop, and provide opportunities for continuing education for regional professionals.

Program Objective 3

The department will engage in research and scholarly activities and share the knowledge gained.

Program Objective 4

The department will seek opportunities to provide leadership within the academic and professional communities.

Goal 5: To increase the availability of skilled advanced practice social work professionals in this region.

Program Objective 1

The department will graduate students skilled in autonomous clinical practice.

Program Objective 2

The department will prepare graduates with the academic foundation for obtaining state licensure.

Program Objective 3

The department will prepare students with leadership skills.

MSW CURRICULUM

See the ETSU MSW Program website for the most up to date curriculum- https://www.etsu.edu/crhs/socialwork/msw_program/current/curriculum.php

The Role of Field Education in the Social Work Curriculum

General Perspectives

Field education has long been considered the signature pedagogy and heart of social work education. Most students report that their learning comes together in the field as they are able to demonstrate the integration and application of the knowledge, skills and values taught in the classroom.

Field education takes place in selected and approved professional practice organizations that represent a wide range of social services for individuals, families, groups, organizations, and communities. Field agencies are approved based on the quality of their professional practice, their commitment to advance human rights, and resources available to support the education of social work students. Field instruction is provided by social workers who are agency employees and community practitioners that are trained and approved by the Field Office Director.

Field instructors are approved by both the agency providing the internship and the Department of Social Work. The field instruction process is selective, organized, sequential and individualized within the framework of a particular social work placement and in congruence with the goals and expectations of the program. This educational process is expected to include:

1) direct practice with individuals, families, and groups; 2) indirect practice of advancing social, organizational or institutional change; 3) a range of populations, assessments, interventions, and evaluation modalities. All these are to be presented and practiced within an environment of appropriate professional values and ethics.

Field education encourages building on previous life and work experience and exploring new areas

of professional competence. During the internship, the student, field instructor, agency, and faculty field liaison work to identify and maximize the learning opportunities available.

Each placement takes into consideration the following: geographic location, previous experiences, career goals and professional interests. Though field experiences vary with placement-specific circumstances, they must meet MSW program expectations and criteria, and they are monitored by faculty field liaisons and the field director who provide on-going consultation and assistance. The Field Education Manual details ETSU's Department of Social Work major administrative policies and procedures regarding field education. This manual is used in the orientation of students, new and returning field instructors and task supervisors, faculty field liaisons, and agencies and is available to all as a continuing reference throughout the internship.

Integration of Field Education with Curriculum

Academic integration is, and should be, a two-way process that flows in both directions. The academic field internship is expected to provide both “in vivo” experiences relevant to academic content; and the student is expected to share the course syllabus, schedule, and assignments with their field instructor and task supervisor, if applicable, for the purpose of planning and integration. Field instructors and task supervisors are provided with an annual orientation, supervision check list, and field manual from the Field Office. With supervision, students function as practitioners assuming responsibility for the service they provide to clients and client systems.

The student is expected to utilize relevant field material in course work through class discussion, assignments, and case presentations. These must be accompanied by two precautions: 1) the protection of client confidentiality; and 2) avoidance of the field faculty liaison “supervising” the student’s field case.

In order to promote optimal integration of learning in concurrent field and class, continuing collaboration between the placement and MSW program is necessary. Administrators, field instructors, students and faculty field liaisons need to share in, and have time for, those activities which will enhance the quality of the total educational program.

The Master of Social Work student enrolls in field internship as a part of the core academic requirements.

No Field Education credit is given for life experience or previous work experience.

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 5206 Foundation Field II and SOWK 5406 Advanced Field II, 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.

Definition of Clinical Practice

Clinical practice is defined as a model of practice that involves those activities with and on behalf of clients, especially those activities completed in the client's presence and with the client's collaboration. These activities are informed by an ecologically based biopsychosocial assessment. These interventive and change-oriented activities are based on a range of theories with the clinical social worker selecting the one most appropriate for the client's situation.

These activities may take place in an individual, family, or group setting. While focusing on those activities done in direct contact with clients, clinical social workers must also be prepared to make indirect contacts on behalf of clients. Those contact functions include advocacy, consultation, referral, and supervision. All social workers, including clinical social workers, must be aware of the impact of social policies upon their clients, and as citizens knowledgeably engage in the democratic process in common struggle for economic and social justice.

Social Work Competencies

Competency 1: Demonstrate ethical and professional behavior.

Generalist Practice:

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

- make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision

making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;

- demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Specialized Practice:

Clinical social workers value the therapeutic relationship and the professional use of self in practice. They are aware of and adhere to ethical and legal guidelines for professional behavior. Clinical social workers are knowledgeable of ethical issues that commonly arise in practice and seek supervision/consultation to maintain ethical behavior. Clinical social workers apply ethical reasoning frameworks that allow them to cope effectively with ethical dilemmas. They understand and apply ethical standards and reasoning in the delivery of treatment modalities, including the ethical use of technology.

- Identify ethical ambiguity and strategies to gain clarity.
- Employ strategies of ethical reasoning to address the use of technology in clinical practice and its impact on clients' rights.
- Identify and use knowledge of relationship dynamics, including power differentials.
- Recognize and manage personal biases, transference and countertransference as they affect the therapeutic relationship in the service of the clients' well-being

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

Generalist Practice:

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

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

Specialized Practice:

Clinical social workers are knowledgeable and value many forms of diversity and difference. They are aware of how diversity and difference may influence the therapeutic relationship and clients' presenting issues. Clinical social workers apply knowledge of intersectionality to realize differences in explanations of illness, help-seeking behaviors, and healing practices. Clinical social workers demonstrate cultural self-awareness and realize how clinical practice choices are culture-bound.

- Apply culturally appropriate intervention skills in practice with diverse populations.
- Identify and use practitioner/client differences from a strength's perspective.
- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate or create or enhance privilege or power.
- Use and apply research knowledge of diverse populations to enhance client well-being.

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

Generalist Practice:

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and 2022 Educational Policy and Accreditation Standards

9values, including social, economic, political, racial, technological, and cultural exclusions, may

create privilege and power resulting in systemic oppression.

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

Specialized Practice:

Clinical social workers understand the potentially challenging effects of economic, social, organizational, institutional and cultural factors in the lives of clients and client systems. They understand context as it relates to the origin, maintenance, expression, amelioration or prevention of psychological distress. Clinical social workers understand the stigma and shame associated with disorders, diagnoses, and help-seeking behaviors across diverse populations and use this to inform assessment and intervention. They value equality and strengths associated with diversity. Clinical social workers support the NASW Code of Ethics. Clinical social workers have knowledge and skills to employ strategies for advancing human rights and social, economic, and environmental justice in domestic and global contexts.

- Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide assessment, treatment planning, and intervention.
- Advocate for elimination of structural barriers to rights that impede self-actualization.
- Engage in self-care to help reduce potential harmful affective effects of working with chronically and systematically oppressed people and groups.
- Practice in a manner that reflects social work principles and values such as acknowledging worth of person, equality, inclusion in treatment planning and implementation.

Competency 4: Engage in practice-informed research and research-informed practice.

Generalist Practice:

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

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

Specialized Practice:

Clinical social workers know about evidence-informed interventions and the evidence-informed research process in assessing and understanding best practices. This knowledge enables them to be aware of, and regulate, bias in selecting appropriate intervention strategies. Likewise, clinical social workers use the knowledge and skill gained through practice to inform the social work knowledge base. They employ principles and techniques of empirical research in their practice with client systems, up to and perhaps embracing carefully controlled experimental experience reflecting values of the social work profession. They use information about evidence-informed interventions in selecting treatment modalities.

- Use evidence-informed practice processes in clinical assessment and intervention with clients
- Routinely access and read current empirically based treatment literature to understand new treatment advances, protocols and skills.
- Identify ethically sound research practices that inform clinical practice.
- Use empirical research to temper affective reactions.

Competency 5: Engage in policy practice.**Generalist Practice:**

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and

- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Specialized Practice:

Clinical social workers recognize the connection between clients, practice, and both public and organizational policy. Clinical social workers have knowledge of and recognize factors that influence the development of legislation, policies, program services, and funding at all system levels that profoundly affect the life circumstances of actual or potential clients. They know of and employ advocacy methods that contribute to effective policies that promote social and economic well-being.

- Communicate to stakeholders the implication of policies and policy change in the lives of clients.
- Assess how policies impact the well-being of individuals, families, and communities and impact the delivery of services to clients within the organizational structure.
- Advocate with and inform administrators and legislators to influence policies that impact clients and service.

Competency 6: Engage with individuals, families, groups, organizations, and communities.

Generalist Practice:

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

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

Specialized Practice:

Clinical social workers involve the dynamic, interactive, and reciprocal processes of therapeutic engagement based on social values. Clinical social workers have a theoretically informed knowledge base and skills so as to effectively engage with individuals, families, groups, organizations, and communities. They understand and implement theories (models, metaperspectives, strategies, techniques, and approaches) when engaging with clients. Clinical social workers engage in self-reflection and self-regulation.

- Apply knowledge of human behavior and the social, environment, person-in environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
- Use empathy, reflection, the strengths perspective and interpersonal skills to effectively engage with diverse clients and constituencies.
- Develop a culturally responsive therapeutic relationship.
- Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially harm the therapeutic alliance.
- Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.

Competency 7: Assess individuals, families, groups, organizations, and communities.**Generalist Practice:**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use

interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

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

Specialized Practice:

Clinical social workers involve the dynamic, interactive, and reciprocal process of therapeutic multidimensional assessment at multiple levels. Clinical social workers have a theoretically informed knowledge and skill base so as to effectively perform multidimensional assessments. They understand and implement theories (models, metaperspectives, strategies, techniques, and approaches) when assessing client situations. They have skill in recognizing and managing their own affective reactions through the assessment process. Clinical social workers have the knowledge base and know how to synthesize and differentially apply the theories of human behavior and the social environment (biological, developmental, psychological, social, cultural, and spiritual). They are familiar with diagnostic classification systems used in the formulation of a comprehensive assessment. Clinical social workers also understand how sociocultural contexts influence definitions of psychopathology.

- Use multidimensional bio-psycho-social-spiritual assessment tools.
- Assess clients' readiness for change.
- Select appropriate intervention strategies based on continuous clinical assessment.
- Use differential diagnoses in the process of assigning appropriate diagnosis.
- Use clinical evaluation measures to identify client strengths and skill sets.

Competency 8: Intervene with individuals, families, groups, organizations, and communities.

Generalist Practice:

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

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

Specialized Practice:

Clinical social workers involve the dynamic, interactive, and reciprocal processes of clinical intervention based on social work values. They have a theoretical and ethically informed knowledge and skill base to effectively intervene with individuals, families, groups, and organizations. Clinical social workers understand and implement practice theories (models, metaperspectives, strategies, techniques, and approaches) during the intervention process with individuals, families, and groups. They practice self-awareness and self-regulation in the selection and delivery of appropriate treatment strategies and are attentive to issues of diversity and difference.

- Collaborate with other professionals to coordinate treatment interventions.
- Critically evaluate, select, and apply best practices and evidence-informed interventions.
- Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed.
- Practice in a manner that reflects social work ethics and values.
- Recognize and attend to affective reactions exhibited and expressed by clients.

Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities.

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Generalist Practice:

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

Specialized Practice:

Clinical social workers involve the dynamic, interactive, and reciprocal processes of practice evaluation. They understand the ethical obligation to engage in practice evaluation and are knowledgeable of research methods used in evaluation. Clinical social workers continuously evaluate treatment outcomes and practice effectiveness. Clinical social workers use clinical evaluation of the process and/or outcomes to inform practice with individuals, families, groups, organizations, and communities, recognizing the interplay between individuals. Clinical social workers design evaluation methods that are sensitive to social work values recognizing social justice issues in evaluation. Social work values are used to guide choice of measures with respect to diverse populations. They share information from evaluation with clients and explain what it means.

- Measure client treatment progress using single system designs and measurement tools.
- Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions.

- Use evaluation information to inform intervention strategies.

Requirement for Field

Generalist/Foundation Practice Year

Students must be accepted into the MSW Program to be eligible for field education. The field internship is completed concurrently with core courses. When a student is part-time, they must take a practice course at the same time they are completing their internships.

Specialized/Concentration Practice Year

Students are eligible to enter the concentration field internship when they have completed all their foundation year classes successfully **OR** have been accepted into the advanced standing program **and** have completed their bridge and psychopathology courses. The concentration year internship is traditionally completed in the final two consecutive semesters of the MSW educational process.

Part Two

Introduction

Field education is a collaboration of the student, the social work department, and the professional practice community through their agencies and their employees. This collaboration works best when everyone understands their roles and responsibilities. The center of this collaboration is always the student. The other partners focus on providing high- quality learning and growth opportunities for the student:

- Orientation to the agency
- Space and equipment
- Opportunities for practice in an agency setting with “real” clients
- Direct supervision of daily activities
- Field instruction including:
 - The integration of course work and assignments.
 - Understanding and application of social work knowledge, values, and skills.

The student needs support in their endeavor and to be challenged to go beyond previous experiences – to s-t-r-e-t-c-h themselves, so to speak. Sometimes this means they will need more consultation and guidance, sometimes it means they need consistent encouragement to do something they are hesitant to do, and sometimes this means that need to be stopped from doing something they are not yet ready to do (that could cause harm to the client).

The MSW Program regards the student as an active participant, capable of identifying their learning needs and shaping the field educational process. This philosophy is exemplified by the student’s responsibilities throughout the placement process.

Internship Descriptions

Foundation MSW Internship Description

The Generalist/Foundation Year MSW interns go to their placement and are in field an average of 16 hours per week during spring and summer semesters for a minimum of 430 hours.

Internship hours should reflect times that are optimal for both placement and student. Students attend a field seminar course concurrently with their internship.

The field experience for foundation year MSW interns should include:

- Psychosocial assessments, interviewing, problem solving, and supportive counseling with individuals, families and/or groups as well as completing the associated paperwork.
- Indirect client work
- Professional or educational meetings/workshops
- Evaluation (i.e. data collection, outcomes, development)
- Case management (resource allocation and referral)
- Advocacy and planned social change work

Advanced Standing Student Internships

Though advanced standing students (holding a BSW degree) skip the first year of the MSW program, they enter the program in the summer before their second year and take "bridge" courses to get them ready for the advanced year. It should be noted that students who are accepted as advanced standing are those who demonstrate high academic and field achievement in their BSW work. Once the student has completed the summer courses, they may begin their concentration year internships.

See next section for description.

Concentration Year Internships

The Specialized/Concentration Year MSW interns are in field and go to their placement an average of 16-20 hours per week in the fall and 20-24 hours in the spring semesters for a minimum of 600 hours. Schedules should reflect times that are optimal for both the intern and your agency. Students attend a field seminar course concurrently with their internship.

The Field Experience for the concentration year MSW students build on their foundation skills developed and practiced in their first internship (or BSW internship for the advanced standing student) and should include an emphasis on advanced clinical social work practice.

- Advanced clinical assessments of individuals, families, and groups
- On-going contact
- Specific use of intervention or psychotherapeutic models based on advanced theories
- Indirect client work
- Professional or educational meetings/workshops including presentations at such meetings
- Attendance and participation at community meetings, staff and board meetings
- Evaluation (i.e. data collection, outcomes development)
- Case Management (resource allocation and referral)
- Advocacy and planned social change work

The placement process is detailed and requires an interview with the Director of Field Education, and an interview with the proposed agency personnel as required by the agency. Placements often have internship application deadlines and additional requirements such as an agency specific application, background check, HIPAA and electronic records (computer program) training, and orientation that must be completed prior to the first day of classes and official start of the internship. ETSU requires a formal written contract (affiliation agreement) with the field agency for any agency where students are placed. This agreement details the responsibilities of the agency and university.

Student responsibilities

- Complete all [placement planning steps](#), in partnership/consultation with their field director, within the stated timeline. Professional communication and timely responses with both your field director and agency representatives are expected during the placement process and the internship extending past completion.
- [Purchase professional and general liability insurance](#) at by the established, communicated deadlines set forth by the field office. All social work students are required to purchase this coverage annually regardless of any personal insurance they may have.
- Personal and professional behavior will reflect the standards of the agency and the profession, [NASW CODE OF ETHICS](#). The student will demonstrate self-awareness, poise, and self-control.
- Appearance and dress will be consistent with agency norms and policies.
- Adhere to agency policies and procedures including agency business hours and coordinating with your field director and task supervisor for continuity of client services between semesters. **The student may not bank hours in advance in order to end the internship early.**
- Follow the program's field calendar and complete planned internship hours each week. Notify the agency field instructor, as quickly as possible, when faced with an unavoidable absence or delay. Notify your field liaison (seminar professor) when the absence will extend past two days.
- Arrange transportation to your placement, interviews, and training/onboarding activities.
- Maintain strict confidentiality regarding agency clientele and agency matters.
- Take responsibility for their own learning and use the field internship as an opportunity to enrich and extend the whole curriculum.
- Attend field seminars and complete assignments. Confer regularly with their faculty liaison about learning experiences and problems and/or concerns related to the field experience. Complete the Student Evaluation of Field Experience that will be available 2- 3 weeks before the end of the semester.
- Identify personal and professional strengths and limitations and where their personal strengths best fit.
- Assume professional responsibility for assigned client services and other agency activities; thus, demonstrating effectiveness in providing client services. Students will complete agency work such as recording, reports, and transfer summaries by the end of the placement period.
- Prepare a Field Education Learning Contract for the field instructor's review, revising it as necessary.
- Participate in weekly supervisory meetings with the field instructor preparing an agenda, selecting, recording, or presenting material representative of work, sharing reactions to and questions about the field experience, and advising the field instructor of their direct practice experiences.
- Develop and maintain professional relationships. Understand the role of a social worker in various settings.
- Participate in selected agency activities (i.e., staff meetings, conference, in-service training, committee work) when these are not in conflict with your academic commitments.
- Obtain agency approval for the use of any case material or records outside of the agency,

maintaining accepted standards of confidentiality. Inform the field instructor of classroom assignments that relate to field instruction, sharing material when relevant.

Social Work Department

- To designate an administrative/professional staff member to direct the field education program.
- Contact agency personnel to provide them with information regarding the student's interest in an agency placement, academic achievements, work experience, and areas of interest.
- Assign the student's placement after the social work department, agency, and student have confirmed the selection via the Confirmation of Field form.
- Provide the agency with an academic calendar including the student's first and last days in placement, school holidays, and graduation ceremony dates.
- Through group and/or individual meetings, provide students with information about available placement agencies within a 50-mile radius of their location.
- Provide MSW Field Manual as the primary guide to the Field Internship experience.
- A member of the faculty will be assigned to serve as faculty liaison for SOWK 5106/5206 Foundation Field I&II and SOWK 5306/5406 Advanced Practice Field I&II and will contact and meet with the agency a minimum of two times the first semester and one time the second semester of the student's placement. The faculty 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 and can be requested by the student, field instructor, or field faculty liaison if they feel necessary.
- Conduct field seminars at least once every two weeks to facilitate the integration of classroom knowledge with field learning.
- Provide annual orientation to field instructors, task supervisors, and all incoming field students.
- Maintain field agencies and locations via the field management system, EXXAT, to assist field students in locating and ranking their available placement selections each year.

MSW Director of Field Education

The Director of MSW Field Education within the ETSU Social Work Program works in collaboration with the Department Chair, MSW Program Director, and Social Work Faculty and is responsible for the administration of field education.

Specific responsibilities include:

- Administer field education according to the Field Manual.
- Maintain high standards of field education. Plan innovations to enhance field education.
- Ensure that field instructors and agencies meet [CSWE](#) standards.
- Oversee placement of all MSW field students. Negotiate appropriate changes in field placements after thorough evaluation and discussions with all involved.
- Communicate consistently with MSW faculty concerning issues related to integration of class and field content and concerns about students, classes, and other pertinent areas.
- Collaborate with Field Liaisons to monitor student progress. Provide consultation, mediation, and problem solving to faculty liaison, field instructor and/or task supervisor,

and student when concerns have not been reconciled by faculty liaison and/or field instructors and students after several attempts.

- Develop and expand field placements including recruitment, assessment, and orientation of new field instructors. Evaluate new and returning agencies and instructors each year.
- Provide agencies with information regarding training of field instructors. Identify the training needs of field instructors and field issues which should be addressed by the department.

Faculty Field Liaison

Faculty field liaisons are members of the East Tennessee State University Master of Social Work Program faculty who serve as the vital link between Field Education and Field Instructors. The faculty liaison is the department's representative in the field instruction agency and is expected to serve both as consultant to the field instructor and advisor to the student. The liaison is charged with monitoring the student's progress and are responsible for completing a minimum of one synchronous visit per semester to meet with the field instructor and student. However, more frequent communication may be required to support the student's progress.

Specific faculty liaison responsibilities include:

- Teach a field seminar which meets weekly except for the last semester of field prior to graduation when it meets every other week.
- Complete at least two synchronous or in person field site visit the first semester and at least one synchronous or in person field site visit with the student and field instructor in the second semester. Provide consultation, mediation, and problem solving when field concerns arise.
- Consult with the field instructor, task supervisor, and agency to develop learning contract goals and objectives. Review and approve Learning Contracts.
- Review and approve mid-term and final term field evaluations of the learning contract.
- Review student's approved internship hours to ensure reasonable progress towards completion of required field hours. Confirm that students' minimum internship hours are approved by their field instructor at the end of the internship.
- Evaluate the field educational opportunities within the agency after consulting with the field instructor and the agency administrator; complete the field liaison evaluation of agency that is available the last 2-3 weeks of the internship.
- Clarify the program's expectations regarding the content and structure of field internship. Annual Orientation for Field Instructors/Task Supervisors contains detailed information; therefore, it should be referenced and shared often.
- Confer with the student and the field instructor about the student's experience and performance in accordance with the program's field educational expectations.
- Inform and confer with the Field Director about any significant changes in the agency, the field experience, or individual performance.
- Communicate with field instructors about the program's curriculum and any changes in the program.
- Assure that students' conduct reflects the department's standards.
- Inform Field Directors & Coordinators about new agencies and potential field instructors

and assist in their recruitment.

Field Education Agencies

The professional practice community is the setting for field instruction and may be a private or public agency. The agency supplies the resources for students to engage in social work practice. These include office space, secretarial staff, computer equipment and software, supplies, etc. as available. More importantly, it makes staff resources available for student learning. Students then serve the clientele of the field agency.

Teaching is done by a Field Instructor who is in the employ of the agency, a MSW from another agency or the community, or a faculty member in conjunction with a faculty field liaison from the ETSU Department of Social Work. A faculty member serving as a Field Instructor cannot also serve as the student's Field Faculty Liaison. When a MSW is not available for day to day supervision and direction, a Task Supervisor is identified by the agency and approved by the Department of Social Work to provide this. In all cases; however, the student meets weekly with a MSW Field Instructor.

The agency is selected because of recognized interest in professional standards of practice, an interest in cooperating with the Department of Social Work, and a commitment to making resources available for field educational purposes.

CRITERIA FOR SELECTION OF FIELD AGENCIES

- Commitment to and interest in social work education. Ability to provide appropriate generalist and/or clinical practice experiences that meet social work competencies.
- Desire to have student placements and respect for students as having something meaningful to contribute.
- Commitment to advance human rights, equity, and inclusion and utilization of social work as integral parts of the primary services network of the agency.
- Compliance with non-discrimination standards in relation to students and client systems based on race, culture, gender, age, creed, ethnic or national origin, disability, sexual orientation, religion, or political preference.
- Administrative support for participation in social work education.
- Sufficient flexibility in administrative structure, program, and service delivery to provide a sound learning atmosphere.
- Availability of qualified field instructors within the agency or willingness of the agency to collaborate with the department to identify and assign an external field instructor.
- Willingness to devote field instructor and/or task instructors as well as appropriate support staff time and resources to field instruction.
- Willingness to release time for field instructors to participate in orientation, area training sessions, and staff development programs as needed.
- Willingness to work with assigned faculty 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.

New agencies are approved after reviewing agency information and proposed staff credentials. The Field Education Director has the final decision-making responsibility in approving

placement agencies.

RESPONSIBILITIES OF THE FIELD AGENCY

- Sign a formal written affiliation agreement with East Tennessee State University's department of social work providing legal protection for the agency's supervision of the student.
- Arrange a pre-placement interview with the student after receiving notice from the social work department of a potential student for placement. Confirm or decline each student referred/interviewed. Provide notification to the Field Director of the decision of placement made regarding offer of placement to the student within the agency.
- 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. If the agency does not have a qualified staff member to serve in the role of field instructor they will notify and coordinate with the field office to accept a volunteer external field instructor to be designated by the Field Office.
- Provide equipment and training which enables 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 internship activities. This includes at least one hour per week for synchronous supervisory sessions.
- Provide time for the field instructor to attend training sessions.
- Compensate the student for travel expenses incurred while performing agency tasks.

Agency/University Affiliation Agreement

It is in the interest of both the ETSU Department of Social Work and community agencies to affiliate as partners in the process of social work education. The Department receives the advantage of on-site practice education for students in agency settings as part of the total MSW curriculum. Agencies gain access to new and developing knowledge, research, and practice wisdom from contact with students and faculty. In this two-way process, each has responsibilities to the other as noted in the Affiliation Agreement. If there is a need for an agency field instructor to review the affiliation agreement, they should contact their business office.

Field Instructors

Field Instructors for the MSW program must have a MSW degree from an accredited social work program and a minimum of two years' post masters social work experience. Field Instructors will be chosen based on the following criteria:

- A sufficient background of social work experience to assure commitment to social work practice (preferably at least six months at the agency and no less than two years post-MSW experience).

- Demonstration of skill in practice.
- Conviction about and identification with social work as a profession.
- Independence, creativity, and flexibility in the use of professional self.
- 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 the role of educator.
 6. Divergent philosophies of life.
- Interest in and commitment to field instruction including the potential for teaching, that includes the following:
 1. Ability to conceptualize theory and practice and reinforce this in field.
 2. Interest in designing and organizing assignments and other learning activities in field instruction.
 3. Commitment to increasing knowledge of learning theory and skill in teaching.
 4. Attendance in the various orientation and training seminars which may be held to enhance field internship.
 5. Willingness to take responsibility for a student intern which includes (but is not limited to) the following:
 - Provide agency orientation to the student
 - Notify student of safety issues
 - Report changes that affect placement
 - Assist student with learning contract
 - Provide learning opportunities appropriate to the student's level of education and experience
 - Provide an atmosphere of learning and acceptance for the student.
 - Provide ongoing feedback
 - Meet with the student weekly for field supervision. These sessions should last approximately one hour. Group (up to 4 students in a similar setting and level) and individual supervision may be used. Evaluations should be reserved for individual supervision sessions.
 - Be available to the student in emergency situations or arrange emergency coverage when not personally available.
 - See the next page for a more in-depth description of responsibilities.

External Field Instructors hold the same responsibilities as above and on the following page with the exception of guiding the daily activities of the student. Because of the involvement of an additional person, the Task Supervisor, the field instructor must make regular contact with

the task supervisor in order to ensure that the needs of the student are being met. The field instructor should reach out to the task instructor at least every month via email, phone call, or meetings to ensure the student is making adequate progress in the agency. At least two synchronous meeting should be scheduled the first semester with the Field Instructor, the student, task instructor (if applicable) and the Field Liaison to assist with the student's evaluation and a minimum of one the second semester. The field office approves new field instructors after ensuring that they meet all CSWE criteria.

The emphasis of field instruction is on the development of a sound *educational* experience. In working towards this, the field instructor must function as an administrator, educator, and supervisor.

1. Administrative functions of the field instructor include:
 - a. Assign tasks that will best meet the educational needs of the individual student and that can be developed in terms of the student's capacity to carry out the function of the agency.
 - b. Meet the Master of Social Work Program requirements such as conferring with faculty field liaison, maintaining contact with the task supervisor (if applicable), completing annual orientation for field instructors, and providing student performance evaluations.
 - c. Keep the faculty field liaison informed about the student's progress and raising questions as needed.
 - d. Provide feedback to the School of Social Work about various components of the curriculum and the appropriateness of the internship; thus helping to plan the future use of the internship.
 - e. Advocate for the student to gain access to learning experiences within the agency and the professional community.

2. Educational functions include:
 - a. Assume overall responsibility for the student's educational field experience.
 - b. Assess the field educational needs of the student. Read and be familiar with the MSW field manual.
 - c. Establish, along with the student, goals to meet those needs.
 - d. Make available to the student appropriate learning experiences in relation to the educational assessment.
 - e. Help the student to integrate theoretical knowledge and knowledge from previous experience with the student's present practice.
 - f. Provide a field educational climate that challenges the student to expand professional skills, knowledge, and values.

3. Supportive functions include:
 - a. Orient the student to the agency, its history, function, policies and procedures, and target populations, and informing students about the

strengths and weaknesses of the agency and the community's services delivery system.

- b. Work closely with the students in the actual delivery of services.
- c. Integrate the student's work with that of agency personnel.
- d. Work with the student to schedule the student's work week and assist the student in meeting professional responsibilities and using time appropriately.
- e. Provide weekly scheduled supervision with the student as protected time for teaching, educational support, and administrative supervision.
- f. Participate in evaluation and grading procedures, including completing an evaluation of the student's performance at the end of each semester.
- g. Provide regular feedback to the student about their performance in the field.

Task Supervisor

Task Supervisors are agency personnel who assume responsibility for the daily direction and supervision of students *only when there is no MSW Field Instructor* in an agency position available to perform daily supervision. Therefore, *not every MSW student will have a Task Supervisor*.

The following are the basic responsibilities:

- Participate in planning the field education experience and activities.
- Provide daily direction and supervision of the student's activities.
- 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 synchronous meeting with the field instructor (early in the internship) is required and every other month thereafter. There may be instances when more frequent contact is needed based on student progress.
- Orient students to the agency and their assignments.
- Provide on-the-spot positive and constructive feedback to students regarding their performance.
- Focus on the students' skill development.
- Consult with the field instructor about the student's skill development and coordinate planning for promoting optimal student development.
- Assist in the learning contract and student evaluations. Ideally, this is done in another synchronous meeting.
- Provide ongoing feedback to the field instructor about the student's progress in meeting learning goals, identifying any performance issues requiring follow up.
- Be available to students in emergency situations or arrange coverage to the students for emergencies that may arise in their absence.

Responsibilities of Supervision

(shared if there is a Field Instructor and a Task Supervisor)

1. 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, equipment, and supplies needed to perform adequately in the agency.

An orientation to the agency should include the following:

- A. Discussion of personnel practices including, but not limited to: office hours, breaks, personal conduct, office procedures and routines, appropriate dress, and confidentiality guideline.
- B. Description of the agency organizational hierarchy and the chain of responsibility and accountability. The agency's purpose, philosophy, and objectives, including a brief discussion of all the programs and services provided by the agency.
- C. Introduction to the agency's office system and expectations of student documentation, procedures for accessing records, and regulations regarding client records.
- D. 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.
- E. The agency's policies and procedures, as well as any other materials related to specific orientation issues should be provided to the student. Reading materials should be related to the student's work and learning experience and may include case records, pamphlets, and agency manuals.
- F. Some agencies require specialized knowledge or familiarity with specific terms. This material should be reviewed with the student.
- G. 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 assist in the utilization of the services of other agencies in the community.

2. Planning and preparation

Plans for the semester should be worked out cooperatively, involving the student, field instructor, and faculty 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 helpful tool to assist the field instructor and the student in the discussion of educational and work expectations is the evaluation. The Learning Contract is then developed as a joint process between the student and field instructor. 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 concerns 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 second or third 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.

3. The individual conference

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 individual conference 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 one per week. 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 student's bringing a carefully prepared agenda to all scheduled individual conferences.

4. 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.

5. Evaluation of Student

The field instructor is responsible for approving the learning contract and submitting evaluations within the prescribed time periods.

6. 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.

7. Student Conduct Concerns

Any disagreements should be handled tactfully, with diplomacy, and in a professional manner. The field instructor will contact the appropriate faculty liaison immediately if problem areas arise that impair the student's ability to function effectively. Please see page 47 of Field Education Manual for more information.

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, 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 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, conduct intakes directly, observe 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):

Generalist Practice Year: Although graduate students are being prepared for clinical practice in our MSW program, the generalist perspective is the focus of the generalist year internship and 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: 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.

Specialized Practice Year: This level graduate student should focus on providing clinical treatment during this internship. This would include all the above generalist opportunities and should slowly (depending upon the student's abilities) be allowed and encouraged to provide more advanced and in-depth treatment.

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. Both the Student and Field Instructor should give attention to this time.

The Community Advisory Committee

The community advisory committee is comprised of 6-9 community representatives and directors and program directors of the social work department (the department chair, the MSW and BSW program directors, the director of BSW Field Education and the director of MSW Field Education). The committee members represent a variety of practice fields. A faculty representative from the social work department also serves on the committee.

The committee meets two-three times per year to discuss the interconnectedness between the community and the department of social work. This committee's focus is to enhance the role of social work in the community and maximizing the knowledge of current trends in social work practice. The committee also serves as a sounding board and feedback loop for social work issues related to both the overall community and the education of social workers in this area.

Field issues are discussed at each meeting. If the need arises, the committee may form a sub-committee to focus specifically on field education. The community advisory committee continues to play an important role in field education by providing input and feedback related to field issues.

Part Three

The following are policies that apply to students in the MSW program at ETSU. Most relate directly to field education although there are some which apply in general.

Field Policies

Attendance

Generalist/foundation practice year MSW interns will complete a minimum of **430 hours** of fieldwork during their field placement. This is an average of 16 hours per week during spring/summer semesters at their field agencies.

Specialized/concentration practice year MSW interns will complete a minimum of **600 hours** of fieldwork during their field placement. This is an average of 16-20 hours per week during fall semester and 20-24 during spring semesters at their field agencies.

At the end of the internship, the student is responsible for ensuring that all their internship hours have been entered and approved by their field instructor. All students must have completed **ALL** their field hours in order to receive a grade and get credit for their internship.

All field students have access to the academic calendar which serves as a guide for the student as the internship start and end dates coincide with the start and end date of classes.

Students and faculty field liaisons are not covered by ETSU's Professional/General Liability Insurance when they are not enrolled in a course (between semesters) or on days when the University is closed (Employee Holidays) during semesters.

Students are encouraged to make the best use of opportunities provided by the agency such as working in the evening or on week-ends for special events. This enables the student to apply some flexibility in meeting their required field hours and take advantage of special learning opportunities. *Students should not plan on working evening and/or week-end hours on a regular basis.* Flexibility in hours does not allow for students to end their internships early.

The internship is designed to be a process which moves concurrently with practice courses. Inclement Weather

If unforeseen circumstances (such as inclement weather) result in the closure of the agency during the semester, then the student may coordinate with the field instructor to complete virtual trainings.

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 may be reimbursed by the agency (when at all possible) according to agency procedure.

The Department of Social Work field policy advises students to avoid transporting clients in their personal vehicles. This is stated for the safety of both client and student.

Student's 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 , the agency is expected to supply the vehicle and assume any 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 must purchase liability insurance for each internship level (BSW, MSW generalist, MSW clinical) through the Department of Social Work, regardless of carrying their own personal coverage. Students are not covered by ETSU's Professional/General Liability Insurance when they are not enrolled in a course (between semesters) or on days when the University is closed (Employee Holidays) during semesters.

Safety

The Department of Social Work faculty is responsible for educating the student about general 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. 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 feeling 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 should contact the 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. The Director of Field Education will document the incident and the steps taken to address it and will meet with the student and faculty liaison to assess the student's readiness to return to the field, the need for replacement, and any other relevant issues.

Disclosure of Potential Dual Relationship

In alignment with the **NASW Code of Ethics (Standards 1.06 and 2.01)**, social work students and agency employees are expected to avoid conflicts of interest and maintain clear professional boundaries in all practicum settings. A **dual relationship** occurs when a student, in addition to their practicum role, has another significant relationship with an individual, group, or organization connected to the placement agency. Examples include, but are not limited to:

- Employment by or contractual arrangements with the agency outside of the practicum;
- Previous or current receipt of services from the agency;
- Personal, familial, or business relationships with agency staff, clients, or affiliated stakeholders.

Disclosure Requirement:

Students and agencies are ethically obligated to **promptly disclose any known or potential dual relationships** to the Field Education Office prior to the start of placement or as soon as such relationships become known. Disclosure ensures that the practicum upholds the ethical standards of integrity, professional judgment, and avoidance of conflicts of interest.

Review and Approval Process:

The Field Education Office will review all disclosures on a case-by-case basis to determine whether the dual relationship could compromise professional objectivity, the learning experience, or the well-being of clients. When appropriate, a plan will be developed to minimize potential risks and

maintain ethical practice.

Failure to disclose a dual relationship may result in termination of the practicum placement and could affect the student's standing in the program. By signing the Field Confirmation Form, students and agencies affirm their understanding of this policy and their commitment to ethical practice as outlined by the NASW Code of Ethics.

Sexual and Racial Harassment

ETSU has established a sexual and racial harassment policy that is applicable to off-campus internship sites (see MSW student handbook https://www.etsu.edu/crhs/socialwork/msw_program/handbook.php for more information.

Grievance Procedures

Social work students have the right to appeal course grades and adverse decisions relating to the field internship according to the appeal process outlined in the MSW Student Handbook.

Confidentiality Statement

Since the Health Insurance Portability and Accountability Act of 1996 (HIPAA) was implemented on April 15, 2004, persons who violate this act are subject to civil and criminal penalties, including jail time and large monetary fines. It is important that students 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 will complete HIPAA training specific to their agency at the beginning of their internship.

Disclosure of Student or Trainee Status

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

Agency Requirements

An increasing number of field agencies, especially those dealing specifically with medicine, children, and the justice system, will require additional information related to the student before they are able to offer an internship. Immunization records, a police background check, drug screenings, and knowledge of CPR/First Aid are examples of such requirements. Findings in the background checks and/or drug screening tests may affect a student's ability to participate in certain field internships. Most agencies cover the cost of these checks whereas others require the student to pay.

Accommodation for Students with Disabilities

The university offers support services to students with disabilities. Formal requests from students with disabilities must go through the Office of Disability Services.

The Social Work Department will work with 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.

EMPLOYMENT BASED INTERNSHIP POLICY

Students may request to complete their field internship with their employer when specific standards are met:

1. The agency and field instructor meet the requirements as outlined in Part Two.
2. The field internship is educationally directed and supports further skill development. The proposed field assignments meet the nine social work competencies at either the generalist or advanced practice level and include new practice opportunities that differ from current or past employment duties.
3. Field instructor supervision and evaluation remains separate and distinct from employment supervision and is provided by different people. Exceptions may be approved in consultation with the field office with a distinct student supervision plan provided to the field office from the student and agency and approved by the field office.

Students will submit the Employment-Based Internship Proposal completely with agency personnel signatures.

The director of field will review the proposal and determine if the internship is approved, not approved, or needs revisions to meet the criteria for approval. Discussions with faculty, the student, and agency personnel including the proposed field instructor may be required during the review process.

Students should communicate any anticipated or actual changes in employment status to their director of field education as soon as possible. Preservation of the internship, if possible, will be pursued prior to initiating a new placement search. If a new placement search is necessary, it will likely result in a delay in completing internship hours by the end of the semester or will require additional hours be completed each week. If termination occurs, the **Change in Field Agency Site** and **Procedure for Replacements** policies will be followed.

Employment Offered During Internship

Occasionally students may be offered employment at the agency they are actively interning with. Students should immediately notify their field liaison and Director of MSW Field Education. After a meeting with the student, the field instructor, the field liaison and the field director, decisions will be made regarding the appropriateness of payment or employment on a case by case basis. If permission is granted, a plan is developed that maintains the integrity of the education process. This plan would ensure the responsibility of the field internship agency and the responsibilities of the field instructor continue to be upheld.

Change in Field Agency Site

Any student enrolled in the MSW program may seek a change in their field agency site when problems unrelated to the student's performance make continuation in the field internship an issue. It is the function of the student's faculty field liaison to determine whether the problem is performance or non-performance. Changes involve termination from the current field internship site, and, if appropriate, replacement in a different setting. Any changes require the involvement of the field office.

1. Examples of some non-performance problems are:

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.

Learning experiences in agency are not appropriate to MSW 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.

Misplacement, error in field placement based on paper credentials of students and field internship. For example, agency learning experiences are too advanced for the student or the converse

Agency reorganization. During the academic year the agency substantially changes its administrative structure which creates a chaotic situation for the student and adversely affects available learning opportunities.

Personality or ideological clash between field instructor and student.

2. Procedure for requesting termination of Field Internship:

Faculty field liaison and student discuss the problem to identify the issues.

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

The student is expected to complete the termination process in the initial internship which includes administrative requirements of the agency as well as termination contacts with assigned clients. The original field instructor will be asked to submit a summary 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.

3. Procedure related to field changes due to performance issues:

In rare situations, an agency may unilaterally request that a student be terminated from the internship. If this is due to concern about the student's suitability for that particular setting, then the faculty field liaison, field coordinator (if applicable) and the field director must be involved in order to review the situation, to provide the student with due process and to develop further plans. If the request is due to some severe or drastic failure on the part of the student, then it will be necessary to proceed with formal administrative measures. A review based on the academic performance policy may be initiated at this point.

The student, faculty liaison, and the field director determine whether or not replacement is advisable and if so, they explore options of other internships and a decision to replace the student is made. If a review based on the academic performance policy is initiated, then the decision of replacement or continuation of the internship will be made at the MSW program level.

Procedure for replacements

Replacement is coordinated by the field director who selects and facilitates the most suitable replacement. 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 internship to make up for earlier time and teaching missed. These arrangements are negotiated by the student, the faculty field liaison, and the new field instructor.

Problem Resolution

Should problems arise in the internship, the following steps should be followed.

Be clear about the policies and procedures of the field internship and related expectations. Most answers to issues can be found within this field manual. When an issue arises in the internship, the people involved or related to that issue need to communicate by

sitting down and talking. The key people would be the student, the field instructor, the task supervisor (if applicable) and the faculty liaison. By addressing issues explicitly, proactively, professionally, and in a timely fashion, most problems, whether personal, academic, or administrative, can be resolved in a professional manner. Should problem resolution not be satisfactory, formal corrective action may be indicated.

The first step in the problem-solving process is for the student to meet with the field instructor, task supervisor (if one is involved), and the field liaison to describe and problem solve the situation. In most instances, issues may be handled successfully and appropriately at this level. If not, the next step is to involve the field director(s) to assist in problem solving. If that is not satisfactory then the next step is to involve the MSW Program Director, then the Social Work Department Chair, and finally the Dean of the Graduate School.

Violation of Ethics

In instances where the student's problem has arisen because of violation of professional ethics or behavior that is detrimental to the welfare of the student's client, the student will be subject to an academic performance review.

The Department of Social Work is committed to supporting students in meeting the academic and professional standards of the program. However, students must maintain satisfactory academic progress and demonstrate the knowledge, skills, and professional behaviors expected of a developing social work practitioner.

When concerns arise regarding a student's academic performance, professional conduct, or adherence to program standards, the student may be referred for an **Academic Performance Review (APR)**. The APR process is designed to identify areas of concern, provide constructive feedback, and, where appropriate, develop a plan for improvement.

Outcomes of an Academic Performance Review may include:

- Continuation in the program with no further action;
- Implementation of a formal remediation plan;
- Recommendation for suspension or termination from the program when concerns cannot be adequately resolved.

The goal of this process is to uphold the integrity of the profession, ensure public trust, and support student success while maintaining the standards required by the social work program and the NASW Code of Ethics.

Discontinuance

Students who are unable to secure or maintain a satisfactory field internship for reasons related to inappropriate behavior or lack of readiness for field will be subject to discontinuance from the program. This will be in the form of an academic performance review and the results of that review will determine the internship plan.

Students who are asked to leave their internships for performance reasons are subject to an academic performance review and the results of that review will determine the internship plan.

Students must receive at least a B in field education. If a student receives a grade of B-, C+ or C in their internship, they must repeat that semester of field education. They may not move forward in the field curriculum or with an accompanying practice course until they have earned a grade of at least a B. Field may only be repeated once. If a student is in danger of receiving an F grade, there will be an academic performance review.

EAST TENNESSEE STATE UNIVERSITY MSW PROGRAM ACADEMIC PERFORMANCE POLICY

See the most up to date student handbook on page 17.

Part Four

Grades for Field Education

A student in the graduate program is expected to maintain a 3.0 or above grade point average in all course work. In the field internship, grades for each student are recommended by the field instructor to the faculty field liaison.

Grading is done on the alphabetical system as follows:

- A Excellent or superior performance in all field assignments.
- A- Excellent or superior performance in most field assignments.
- B+ Excellent or superior performance in some field assignments.
- B Meets all required field assignments.
- B- Slightly below expectations for graduate internship.**
- C+ Mostly below expectations for graduate internship.
- C Unacceptable graduate performance.**
- F Complete failure in performance in field education.**

- A. The grade of Incomplete presupposes that the student is doing passing work in the field internship course, but because of illness or another emergency situation which is beyond the student's control, is unable to complete satisfactorily all course requirements by the end of the semester.
- B. The grade of Withdrawn indicates that the student has officially withdrawn from the field instruction course, or that the student has been dropped for non- attendance

Students must receive at least a B in field education. If a student receives a grade of B-, C+ or C in their internship, they must repeat that semester. They may not move forward in the curriculum until they have earned at least a grade of B. Field may only be repeated once. If a student is in danger of receiving an F grade, there will be an academic performance review.

Incomplete or Withdrawal Grades

I: An ncomplete grade must be removed and changed to a letter grade before the student can move forward in their internship.

W: No student who has officially withdrawn from the field instruction course, or who has been dropped for non-attendance, may continue in their field internship.

Part Five

Certificate Programs

Child Advocacy Studies

There is no specific field requirement for Child Advocacy Studies however for students pursuing this certification it is recommended that MSW students field placement have clinical interactions with children and families.

School Social Work

Field placement must be in a school social work setting through the school system and not through an agency providing services inside of the school system.

Graduate Certificate in Clinical Addiction Counseling Studies (CCACS)

Field placement must be in a SUD, co-occurring disorder, or integrated care treatment/prevention setting, and a minimum of 600 contact hours must be completed. It is crucial that MSW CCACS candidates inform the Field Director or cohort Field Coordinator of their interest in the CCACS program as soon as possible, as CCACS approved placements are limited. Only current MSW students are eligible to receive CCACS field assistance as this is a required component of the MSW curriculum.

CACCS State Licensure and Certification Boards

The graduate Certificate in Clinical Addiction Counseling Studies (CCACS) and state licensure are two distinct processes. The CCACS does not grant graduates licensure or certification at the state level, although it may be helpful to meet state requirements for credentialing. It is the student's responsibility to follow through with their state's requirements to obtain licensure or certification. Requirements may vary by state. Listed below are information for Tennessee, Virginia, and North Carolina. Students interested in State Licensure and Certification in other states are encourage to review requirements of their state licensure board.

Tennessee

[Tennessee Board of Alcohol and Drug Counselors](#)

[Tennessee Certification Board](#)

Virginia

[Virginia Certification Board](#)

[Virginia Counseling Board](#)

North Carolina

[North Carolina Addiction Specialist Board](#) **

** In order to qualify for the NCAPPB Criteria C accelerated path to the Licensed Clinical Addiction Specialist (LCAS) credential, students must do the following:

- (1) receive a minimum of 30 hours of supervision by a NC Certified Clinical Supervisor (CCS). The student may also be supervised by a Clinical Supervisor Intern (CSI). It is the student's responsibility to confirm with the Field Director and concentration year field placement that a CCS is available for the required supervision.
- (2) complete the CCACS within their MSW degree program; and
- (3) complete 6 hours of education related to clinical supervision. This is content area is not included in the CCACS curriculum. Students are required to submit documentation verifying completion of this requirement to the CCACS Coordinator before graduation. Our Recommended training is the [NAADAC Specialty Online Training: Clinical Supervision in the Addiction Profession.](#) An additional free resource for supervision training is [Clinical Supervision Foundations.](#)

*** Students are advised that **some states have specific supervision requirements** for certification or licensure beyond the standard MSW supervision provided through the program. It is the **student's responsibility** to consult with the Field Education Office to determine the qualifications required for supervision in the state where they intend to seek certification or licensure.

Students should be aware that they may **incur additional personal costs** if their state's supervision requirements exceed the standard post-MSW, two-year licensure supervision arrangements facilitated by the Field Education Office. These costs, if applicable, are the responsibility of the student. ***