



TCU Department of Social Work

BSW Field Policies

Social Work BSW Field Policies
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ADHERENCE TO AGENCY POLICIES AND PROCEDURES

Students are required to adhere to all agency policies and procedures as well as all TCU student policies. Being an effective social worker entails more than knowledge of and skillful practice of social work practice skills and the code of ethics. Students are also “employees” of their practicum sites. Violation of agency policy and procedures may result in the student’s removal from the agency and failing the course.

ADMISSION TO FIELD EDUCATION

BSW students entering field must meet the following requirements:

- Have a 2.25 or higher overall GPA
- Complete a minimum of 12 hours of Social Work (SOWO) courses including 10833, 30863, 30883, 30843, 30853, 30833, and have taken or be currently enrolled in 40813, 40863, and 40883.
- Have a 2.5 GPA or higher in Social Work and a “C” or better in all SOWO courses

Additionally, students must make written application to be admitted into field education through the Field Admission process. Students must receive faculty approval based on a professional behaviors rubric and the written application to evaluate readiness for field education. Field Education may be postponed or denied if faculty finds the student insufficiently prepared or lacking required knowledge, skills or values.

CHANGE OF PLACEMENT

There may be times that changing a placement is needed for a student in Field but it is discouraged because there are many complications that arise in doing so. Students are urged to use the interview process to be sure that they understand the nature of the placement and that they ask any questions to try and avoid any problems that could be cleared up prior to starting the placement.

The following are situations and policies regarding changing placements of students from an agency.

- If the student views the agency match as unworkable:
 - The student must first attempt to address their concerns with their field instructor.
 - If concerns are not addressed to the student’s satisfaction, the student should then talk with their field seminar instructor and as directed by the seminar instructor, the Director of Field Education about their concerns. The Field Director and/or field seminar instructor, student, and field instructor will then discuss the issues involved. If the concerns can be resolved to everyone’s satisfaction and the student decides to stay in the agency, the only follow up action is to check in with the student and field instructor to monitor the status of the field placement.
 - Should the student still desire a change, they will need to communicate that to the field seminar instructor and the Director of Field Education to discuss what kind of change is possible, the timing of a change, and how that will affect completion of all required field hours. NOTE: A change in placement is likely to require additional hours (to the required

- number) to complete an orientation period with the new agency to ensure that the new field instructor has sufficient time to evaluate the student in their new placement.
- If the decision to move the student is made, a suitable agency must be contacted and arrangements made for the student to begin work there. Although this must be a thoughtful decision, the sooner it can be finalized, the better. Students should understand that new agencies will be informed about the reasons/need for change. The BSW Program Director will be notified of any changes.
 - If this change is within the first two weeks of the semester, and the student has been engaged in appropriate activities, the student can transfer hours to the new agency. After two weeks into the semester the student may be required to start hours over or negotiate hours. This is done to provide the student with a placement that is long enough and has continuity for satisfactory completion of required assignments and attainment of field objectives.
- If the agency requests the removal of a student, for any reason:
 - The field instructor should contact the field seminar instructor or Field Director at the earliest indication of a problem.
 - If the agency simply wishes to explore whether a student should be removed, the field seminar instructor will immediately respond to set up a conference with the field instructor and notify the Director of Field Education.
 - The field seminar instructor will work to provide as much support as possible for the student to help them remain in the placement and if possible, to at least maintain the placement until the end of the semester.
 - The school will remove the student within a time frame that is agreeable to the agency. If the issue is severe, this can be done immediately. Depending on the situation, it may be decided that further action should be taken by the Social Work program or the student referred for academic misconduct.
 - The BSW Program Director will also be notified if there is a problem and a change must be made to the field placement.
 - The field seminar instructor and/or Director of Field Education will discuss the situation that led to the agency request with the field instructor and/or student in a manner respectful of the needs of the agency and the student's education.
 - If the decision to move the student is made, the Director of Field will work to find a suitable agency and arrangements made for the student to begin work there. Students should understand that new agencies will be informed about the reasons/need for change and a corrective action plan will be put into place to avoid any of the problems that occurred in the previous placement. Although this must be a thoughtful decision, the sooner it can be finalized, the better.
 - If this change is within the first two weeks of the semester, and the student has been engaged in appropriate activities, the student can transfer hours to the new agency. After two weeks into the semester the student may be required to start hours over or negotiate hours. This is done to provide the student with a placement

that is long enough and has continuity for satisfactory completion of required assignments and attainment of field objectives.

- Should the Social Work Program find it necessary to remove a student from their field placement:
 - The request should originate from the Field Education program.
 - This concern will be discussed with the student and the field instructor.
 - If the decision to move the student is made, a suitable agency must be contacted and arrangements made for the student to begin work there. Although this must be a thoughtful decision, the sooner it can be finalized, the better.
 - If this change is within the first two weeks of the semester, and the student has been engaged in appropriate activities, the student can transfer hours to the new agency. After two weeks into the semester the student may be required to start hours over or negotiate hours. This is done to provide the student with a placement that is long enough and has continuity for satisfactory completion of required assignments and attainment of field objectives.

COMPETENCIES WITHIN FIELD PLACEMENT

Students must work to demonstrate they have achieved competency of the CSWE required competencies within their placement. The purpose of the competency objectives is twofold. The first is to serve as a guide to learning and teaching throughout the semester for which they are applicable. In this role, they serve as focal points for educational instruction and supervision. The second purpose is to provide the guidelines for the evaluation of the student's performance of social work skills. Both field evaluations (one completed at the end of the fall semester, serving as mid-term evaluation, and the final evaluation completed in late April) will evaluate the CSWE competencies. There is an expectation that students have demonstrated "meets expectations" on at least two competencies by the end of the first semester and "meets expectations on several other competencies" by the end of the second semester and must pass 80% of the competencies to graduate (see field evaluation process & student grading below). The individual field instructor (in consultation with the student and the Field program if needed) is responsible for providing opportunities for those practice experiences or assignments that will enable the student to demonstrate attainment of these competencies. The student is responsible for demonstrating through written work, client interaction, supervisory discussions and other means his/her attainment of the competencies and will complete their own self-evaluation in both the fall and spring semesters and will provide that to the field instructor as part of the evaluation process. TCU Social Work can assist in helping to determine appropriate activities to achieve the competencies and will provide example documents to assist in this process.

The BSW Program uses the core competencies identified in the CSWE Educational Standards as the basis for curriculum development and outcome assessment:

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

CONTINUING EDUCATION OPPORTUNITIES & OTHER ACTIVITIES OUTSIDE OF THE PLACEMENT

With the permission of the field instructor and as part of the learning contract, students may attend virtual training, conferences, workshops, and engage in cross training opportunities in other agencies as part of the practicum. This may also include reading a relevant book or peer-reviewed materials to educate themselves about relevant aspects of a particular placement. However, students should not exceed more than 10 hours of the field placement in the continuing education activities without written permission of the Field Program (this does not include hours completed for agency orientation).

CRIMINAL BACKGROUND CHECK

Many of the organizations providing field internships may require social work students to complete a criminal background check prior to the time the student would have contact with the organization's clients or employees. Thus, it is important for the Director of Field Education to know ahead of time if a student has had an arrest or conviction so that students may be assisted in addressing any criminal background concerns with potential field placements. Often the field agency will make arrangements for the criminal background check prior to the first day of classes and at no expense to the student. Some agencies will ask for TCU to coordinate and obtain the results of a criminal background check. The Social Work program will provide to each student a website where the student can arrange (by a deadline provided to them by the Field Director) to complete the application to request the criminal background check to be completed. If a student fails to meet this deadline, they may be required to change placements, because they are unable to meet this requirement in sufficient time to begin the placement. This organization will then share the results with the Director of Field Education. Students cannot arrange for a criminal background check on their own.

At times, the social work program has had to require students to also complete a background check as part of the affiliation agreement requirements with agencies. When an amendment cannot be completed to eliminate this requirement, all students will also have to obtain a criminal background check through TCU, using the website and service TCU has contracted with. Previous background checks or those arranged by the students cannot be substituted.

A. Timing of Background Check

If the program must require background checks, social work students enrolled in their field internship for the first time or a student who has had a break in enrollment in clinical courses is required to complete the criminal background check at the time designated by Harris College-Social Work prior to the first internship day in the agency. A break in enrollment is non-enrollment for one full semester or more in coursework. Failure to complete a background check by the deadline provided by the Field

Director may delay the student in starting the field placement and will result in the student making up field hours.

B. Criminal Background Check Procedure/Requirements

When students are required to complete a criminal background check, it will generally be done during the summer at the timing requested by the field agency. Students must cooperate with the company conducting the background check so that there is timely completion as required by Harris College-Social Work. The background check must be completed prior to the student contacting clients or employees at an agency. Each student is required to provide the screening company (designated by Harris College- Social Work) accurate identifying information requested so that the company can carry out the screen upon the student. Each student is required to sign all consents/releases, in the form(s) designated by Harris College-Social Work, including consent to the criminal background check and permission for results shared with the Harris College-Social Work. The background check includes all cities and counties of known residence for the 7-year period prior to the check.

C. Results

Once the results of the criminal background check are received, the results are only shared with an agency in the form of an attestation letter. This letter acknowledges that there were no concerns or that there were concerns but will not disclose the nature of any facts. The results of the letter may negatively impact a placement and in those cases, finding a field placement may start all over again for students. Results of the background check may be shared with the BSW Program Director and/or the Chair of the Department, but otherwise, all information will be held confidential.

Students are also encouraged to visit the Texas State Board of Social Work Examiners to learn about any potential obstacles they may face in obtaining their licensure, as related to any criminal background concerns. In alignment with the Profession, the Department sees background checks as one of many ways we work to protect all clients with which field students may come into contact. The field program is responsible for storing this information and ensuring all related student information is protected and only shared if needed. When applying for the LBSW license, students with a criminal background will need to start the process early, to receive permission to go forward in the process.

E. Estimated Cost of the Criminal Background Check

There is no cost to the student for the criminal background check as it is covered by the field fees for students.

CSWE FIELD STANDARDS

Accreditation Standard 3.3: Signature Pedagogy- Field Education

Field education is the signature pedagogy for social work. Signature pedagogies are elements of instruction and socialization that teach future practitioners the fundamental dimensions of professional work in their discipline: to think, to perform, and to act intentionally, ethically, and with integrity. The field setting is where students apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice. It fosters a learning environment where anti-racism, diversity, equity, and inclusion are valued. Field education is designed to integrate the theoretical and conceptual contributions of the explicit curriculum in the

field setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria and measures of student acquisition and demonstration of the nine social work competencies. Responding to the changing nature of the practice world and student demographics and characteristics, field education programs articulate how they maintain or enhance students' access to high-quality field practicum experiences. Field education programs develop field models to prepare students for contemporary and interprofessional social work practice, including the use of various forms of technology. The program's field education director serves as an essential contributor to the curricular development, administration, and governance of field education.

Educational Policy 3.3: Field Education

3.3.1 The field education program ensures generalist practice opportunities for all students to demonstrate the nine social work competencies (and any additional competencies added by the program) with all system levels: individuals, families, groups, organizations, and communities in field settings.

- a) The program describes how its field education program ensures that generalist practice opportunities are provided to all students to demonstrate the nine social work competencies in field settings with all system levels: i. individuals, ii. families, iii. groups, iv. organizations, and v. communities.
- b) The program addresses all program options.

3.3.3 The field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours of field education for master's programs.

- a) The program describes how it ensures the accrual of a minimum of 400 hours of field education for baccalaureate programs or a minimum of 900 hours of field education for master's programs.
- b) The program describes how its field hour requirement is articulated to students and field personnel.
- c) The program addresses all program options.

3.3.4 The field education program has a process for identifying, approving, and engaging with field education settings. The field education program has a process for orienting and engaging with field instructors. The field education program has a process for evaluating field instructor and field education setting effectiveness.

- a) The program describes the field education program's process for:
 - i. identifying, approving, and engaging with field education settings;
 - ii. orienting and engaging with field instructors; and
 - iii. evaluating field instructor and field education setting effectiveness.
- b) The program describes how these processes are articulated to students and field personnel.
- c) The program addresses all program options.

3.3.5 The field education program has a process for orienting students, placing students, monitoring and supporting student learning, implementing student safety protocols, and evaluating student learning congruent with the nine social work competencies (and any additional competencies added by the program).

- a) The program describes the field education program's process for:
 - i. orienting students;
 - ii. placing students;
 - iii. monitoring and supporting student learning;
 - iv. implementing student safety protocols; and
 - v. evaluating student learning congruent with the nine social work competencies (and any additional competencies added by the program).
- b) The program describes how these processes are articulated to students and field personnel.
- c) The program addresses all program options

B3.3.6 The program ensures that all baccalaureate students receive field supervision from an individual who holds a baccalaureate or master's degree in social work from a CSWE accredited program and who has at least two years of post-social work degree practice experience in social work.

- a) The program describes its process for ensuring that field supervision is provided by an individual with the required degree and practice experience.
- b) The program describes its process for assigning a qualified field instructor to provide supervision when an individual with the required degree and practice experience is unavailable in the field setting. c. The program describes how these processes are articulated to students and field personnel.
- c) The program addresses all program options.

3.3.7 The program has a policy documenting whether it permits field placements in an organization in which the student is also employed. If permitted, student assignments and employee tasks may qualify as field hours when directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized). Field education supervision may be provided by the same supervisor if field education supervision is distinct from employment supervision and the supervisor meets the requirements of Accreditation Standard 3.3.6. The policy documents how the program assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with employment.

- a) The program provides its policy related to field placements in an organization in which the student is also employed. If permitted, the program's policy includes:

- i. how the program ensures that student assignments are directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized);
 - ii. how field education supervision is distinct from employment supervision time, even when provided by the same supervisor; and
 - iii. how the program assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with employment.
- b) The program describes how these policies are articulated to students and field personnel.
 - c) The program addresses all program options.

DENIAL OF PLACEMENT BY FIELD AGENCY

The Director of Field Education will work to place all students who meet the academic requirements for placement. If agencies are not willing to interview a student based on their own criteria and there is no match, the student will sit down with the Director of Field Education and as needed, the BSW Program Director, and the student's advisor to discuss further options for the student regarding their degree plan. There is no guarantee for a placement as the university is not responsible for decisions made by community agencies.

Students have three opportunities for interviews at community agencies and if no placement match can be made, the social work program advisor and program director will work with the student to determine if they can proceed in the major.

DRUG TESTING

Many of the organizations providing field internships may require social work students to complete a drug test prior to the time the student would have contact with the organization's clients or employees. Often the field agency will make arrangements for the drug testing prior to the first day of classes and at no expense to the student. Some agencies will ask for TCU to coordinate and obtain the results of a drug test. The Social Work program will provide to each student a website where the student can arrange (by a deadline provided to them by the Field Director) to complete the application and ask for the drug test to be completed. If a student fails to meet this deadline, they may be required to change placements, because they are unable to meet this requirement in sufficient time to begin the placement. This organization will then share the results with the Director of Field Education. Students cannot arrange for drug testing on their own.

At times, the social work program has had to require students to also complete a drug test as part of the affiliation agreement requirements with agencies. When an amendment cannot be completed to eliminate this requirement, all students will also have to obtain a drug test through TCU, using the website and service TCU has contracted with. Previous drug tests or those arranged by the students cannot be substituted.

A. Selection of Company to perform Drug Testing

As part of Harris College, the Social Work program will utilize the same company designated by Harris College-Nursing to perform the drug testing and criminal background check for students. Harris College-Social Work will not accept drug test results from any company other than the one designated by Harris College and the student may not independently obtain a test from a company outside the procedure provided in this policy.

The company selected is independent and separate from both TCU and Harris College-Social Work. It is not and shall not be considered a partner, joint venturer, employee, or agent of TCU or Harris College-Social Work. TCU shall not be considered a partner, joint venturer, employee, or agent of the Company. There is no additional charge to the student for these tests outside of the course fees imposed by the University for the Field Seminar class.

Students may also be required to be drug tested by their field agency. In this case, most agencies will arrange for the drug test and will pay for it. In other cases, they may request that TCU do the drug test and those results are shared. In this case, no specific results will be shared but an attestation letter will be provided stating that there are no concerns or that there are concerns, but no specific information from the drug test will be provided.

B. Drug Screening Test

If the social work program must require the drug test, social work students enrolled in the Field practicum for the first time or a student who has had a break in enrollment in courses are required to complete a drug-screening test at a time designated by Harris College-Social Work prior to the first internship day in the agency. A break in enrollment is non-enrollment for one full semester or more in coursework. Refer to TCU's Student Handbook on Alcohol and Drug Abuse Policies and Penalties.

C. Drug Test Procedure/Requirements

A field agency may require the drug screening immediately after the interview or closer to the time the placement begins. If TCU requires a drug screen, generally, the drug screen will generally occur within 30 days of the start of the semester or "on demand" as a requirement for field, as required by the field placement. Each student is required to undergo a drug test and shall cooperate in all aspects of the (urine) drug test process. This includes approving the drug test and forwarding of all drug test results to TCU and Harris College-Social Work. It is a violation of this policy for a student to adulterate or attempt to adulterate a specimen, to engage in any deceptive behavior during or in connection with the testing process, or take any other action to falsify test results or tend to make test results inaccurate.

IMPORTANT: As part of the drug testing procedure, the student may be contacted by the Medical Review Officer ["MRO"] affiliated with the testing company. The student should cooperate with and accurately respond to inquiries of the Medical Review Officer. A positive drug screen for a student is one reported as such by the testing company selected by Harris College. Generally, this refers to the testing company indicating the student tested positive on both the company's initial test and GC/MS confirm test as outside the acceptable range set by the testing company. If the student fails to respond to the MRO about the results of a positive test or indicates they have a prescription for a drug that is illegal within Texas, the result is positive. A negative test for a student is a test that is not a positive test result.

D. Reporting of Drug Test Results to Harris College-Social Work

The testing company will communicate the drug test results to the Director of Field Education who may share the results with the BSW Program Director and/or the Department Chair. It is the policy of TCU and Harris College-Social Work to maintain the confidentiality of these drug test results to the extent required by law.

E. Consequences

When a positive drug screen occurs, the following will occur:

- The student will be immediately suspended for a minimum of one year (12 continuous months from the date of the beginning of the suspension) from the social work program
- The positive drug screen will be shared by Harris College-Social Work with the TCU Dean of Campus Life for further action, including but not limited to referral for a drug abuse education program, referral to counseling, and/or referral to a drug treatment program, under TCU's institutional policies; and other appropriate action, if any.

Any social work student with a positive drug screen is encouraged to seek treatment. TCU Social Work encourages impaired students to seek assistance voluntarily and assume responsibility for their personal and professional conduct.

A student who has had a positive drug screen under this policy, and who desires to reapply to TCU Social Work, may reapply only for a school semester beginning after the period of suspension (1-yr minimum). In addition to meeting all other requirements for similarly situated applicants, the student will, be required to provide documentation of successful treatment and the student will be required to consent to and undergo a retest, at a time and through a testing company selected by Harris College, with this retest resulting in a negative drug screen. This re-testing is at the student's expense. There is no guarantee for readmission and all decisions are on a case-by-case basis.

EARLY PLACEMENT IN INTERNSHIP

The Social Work Program partners with field agencies that may initiate an early placement process from time to time due to a variety of agency-based reasons including, but not limited to competitive placement settings and/or the needs of the population (i.e. long-term counseling or school social work). Early placement may also be made to accommodate student needs such as an athletic schedule or upcoming medical procedure. Agencies and/or student must present compelling reasons of benefit to the students to be eligible for the early placement process. All decisions regarding early placement are made by the Director of Field Education.

FIELD EVALUATION PROCESS AND GRADING

Evaluation of the student's performance in the field agency by the field instructor is expected to be an ongoing process by which the student receives continued assessment of their performance. The role of field instructor is one that requires teaching and mentorship and as such, it is expected that students receive ongoing feedback so they can add to their social work knowledge base and improve upon their social work skills.

Evaluation within the field internship is both summative and formative and must a) assess where the student is in relation to defined goals related to CSWE competencies and defined within the learning contract, and b) help the student to identify factors that facilitated or interfered with their performance. Feedback may be given anytime orally or in writing, but field instructors are encouraged to document their feedback so that it may be referenced during the formal evaluation process (midterm and final evaluation). Anything classified as corrective action must be documented in writing and copied to the TCU field program. The evaluation includes the following components:

1. Participation by the student in the evaluation process is essential if the evaluation is to achieve its purpose. It is the student's responsibility to provide evidence that they are developing competence throughout the semester. This can be achieved through regular weekly discussions of student progress on the learning contract and evidence of knowledge or skills presented to the field instructor (and task supervisor, if applicable) at least at mid-term and final evaluation periods, but as often as requested by the field instructor, task supervisor, or field seminar instructor.
2. The student will complete a self-evaluation of their skills on the same evaluation document used by the field instructor. Both evaluations are expected to provide comments on and examples to substantiate ratings, in the comment section of each competency
3. To ensure, as much as possible, the student's success in their field placement, it is important that the field instructor continually monitor student progress. Formal evaluation benchmarks in the internship occur in late November (called the midterm evaluation) and in late April (called the final evaluation). However, as part of the ongoing feedback to students, field instructors are encouraged to talk with a student at the mid-point of each of the semesters to discuss student progress toward at least attaining "meets expectations" on the minimum number of competencies in each semester. **For the fall semester, that requires that students are on track and expected to "meet expectations" on a minimum of two competencies on their formal fall evaluation (known as the midterm evaluation). For the spring semester, that requires that students are on track and expected to "meet expectation" on a minimum of seven competencies on their formal evaluation (known as the final evaluation).**

If the field instructor has concerns and there is an indication that the student's performance is less than satisfactory, or the student is not responding to efforts to remediate concerns that have been brought to their attention, the field instructor is asked to communicate this immediately to the student and the field seminar instructor, who will notify the Director of Field Education. At that point, a decision will be made about initiating a corrective action plan (see Unsatisfactory Progress in the Placement policy, if needed) to focus the student and field instructor's efforts more clearly toward helping the student achieve competency in a particular area.

4. The evaluation reflects the student's current performance and is informed by observation by the field instructor and task supervisor, as appropriate, and evidence submitted by the student as to their progress on their learning objectives contained within the learning contract. Documentation of student progress can be assessed using the following tools:
 - Direct observation of skills
 - Client records
 - Agency assigned tasks

- Feedback from other agency staff and professionals
- Written work
- Field Logs
- Supervision meetings

Responsibility for the mid-term and final evaluation ratings is the responsibility of the field instructor and is done in consultation with the task supervisor, as applicable. However, the student has a right to express differences regarding their performance and to have those differences recorded, as part of the evaluation record. The student is expected to read the written evaluation and sign it to indicate that they have read it. Space is provided on the evaluation form for students to write their comments and they are encouraged to write their response to the evaluation even if they fully agree with the instructor's comments. Students are evaluated on a scale ranging from 1 – 4.

1 = Does not Meet Requirements

2 = Meets Minimally meets Requirements

3 = Meets Requirements

4 Exceeds Requirements

5. Midterm evaluation grading:

Midterm evaluation grading: It is not unusual for BSW students to minimally meet (2) or does not meet (1) requirements of competencies on the midterm evaluation (due in late November). Students are often at a place in the internship where they have passed through the initial orientation period and are only just starting the process of moving on to do selected activities under the close supervision of their field instructor. Therefore, at the end of the mid-term period (late November), satisfactory performance is achieved if students have achieved "minimally meets" (score =3) on Competency 1- Demonstrates Ethical and Professional Behavior and their field instructor believes the student, in the next semester, will progress toward "meets criteria" (score =3) on all other competencies (of course, this is not a guarantee, but only the likelihood in the field instructor's opinion that the student is making good progress). Therefore, students may have "does not meet competency" (score=1) ratings, on the other eight competencies at this point in the field internship.

6. Final evaluation grading:

By the end of the two semesters in the field placement, BSW students must demonstrate that they are competent in generalist skills. In the second semester of the placement, students are expected to be moving toward doing some activities independently and it is acceptable for them to also need supervision on other activities.

Progress in the field placement should be ongoing throughout the placement and students must be aware of areas for improvement and strengths they possess to make those improvements. For the final evaluation, failing to demonstrate performance or skill will result in a student not meeting a required objective/behavior and this will impact whether a competency has been met.

To determine whether a competency has been achieved:

- All objectives or behaviors that have been achieved (scoring “met criteria” (3) or higher within an individual competency are added together and divided by the total number of possible objectives or behaviors to determine the percentage met. Competency is achieved when the percentage of met objectives or behaviors totals 80% within an individual competency.

To determine whether students have passed their evaluation:

- Seven of the nine competencies must be achieved at the 80% or higher mark.

7. Summary of required Competencies per program by semester.

Semester	Evaluation Period	# Of Competencies Required at Meets or Exceed Requirements
Fall	Midterm	2
Spring	Final	7

8. Continued poor performance, lack of progress on a corrective action plan, or a single incident that violates agency policy or is unethical may result in termination from the internship (refer to the field education termination policy). This decision is made jointly by the agency field instructor, field seminar instructor, and Director of Field Education and can be made at any time during the internship.

9. In completing the final evaluation, field instructors will provide quantified ratings (1-4) for each of the nine competencies and if a student’s ratings are “exceeds requirements” (4), “minimally met” (2) or “not met” (1) requirements” the field instructor will complete the narrative portion of the evaluation specifying the reasons for the student's rating on the objectives. Failing to “meet criteria” (3) or “exceed criteria” (4) on seven of the nine competencies will result in failure on the field evaluation. Students may not be graded with an “I” (Incomplete) if they have not progressed in completing their field hours or assignments and an “I” cannot be used to give the student more time to improve upon unsatisfactory performance (decision only made by field seminar instructor).

FIELD INSTRUCTOR QUALIFICATIONS

Field instructor qualifications vary based on the education level of the student being supervised. Social work licensure is required for all field instructors. Field instructors for BSW students must have a Bachelor’s or a Master’s degree from an accredited School of Social Work and be licensed. They must have at least two years of work experience beyond at least the BSW to supervise a BSW student and they must have been at their current agency for at least three months before taking a student. Exceptions may only be made by the Director of Field Education.

FIELD INSTRUCTOR SELECTION

As field education is the signature pedagogy of Social Work education, selection of quality field instructors is of utmost importance. Field instructors are selected based on their qualifications and desire to support social work students in their journey toward becoming professionals, must be employed at an approved field agency, must commit to the educational standards of the Department, and agree to the roles and responsibilities described below. New field instructors must submit a field instructor application along with a current resume to the field program to be kept on file. Additionally,

a background check will be performed by the Provost's office on all new field instructors and all field instructors new to TCU, are requested to attend the field instructor orientation and will be offered additional training by the field program, if requested. New field instructors must have at least two years of relevant work experience, be licensed as a professional social worker, and are expected to have at least three months experience in their current employment position before being assigned field students.

FIELD INSTRUCTOR DUTIES

Field instructors provide administrative and educational supervision for each student and are involved in the review of field assignments and coordination with the Field Education Program. Field visits will be coordinated by the Director of Field Education with the field seminar instructors and will be completed by the Director or a seminar instructor and scheduled in cooperation with both the student and instructor.

Field instructors should contact the field program immediately should any educational, performance, ethical, administrative, or supervisory issues arise with students. These issues should be identified as early as possible in the field experience. If the field instructor is unsure about concerns, discussion with the field seminar instructor should occur as soon as possible.

Specific duties of all field instructors include, but are not limited to:

- Orient the student to the field setting including:
 - Relevant personnel policies and procedures
 - Required meetings
 - Agency dress code
 - Record keeping and agency documentation
 - Confidentiality and HIPPA regulations
 - Intake, referral, transfer and termination processes
- Establish the learning contract with the student
- Provide necessary experiences to meet outlined educational goals
- Teach the appropriate use of supervision, including when and how to use supervision and for which purposes
- Serve as a professional role model
- Help the student understand and appropriately use the network of human services available to the community, agency and client
- Evaluate progress of the student, with the faculty liaison, throughout the semester
- Provide regularly scheduled, uninterrupted supervisory conferences for the purpose of enhancing the student's educational learning and practice skills
- Train on and monitor student compliance with safety policies and procedures, which may involve conducting home visits, interacting with potentially difficult clients and handling emergencies.
- Notify the Field Program as soon as possible should any problems regarding the student arise in the field setting
- Oversee the work of the task supervisor with the field student(s)

- Participate with the Social Work Department in a mutual effort to continue enhancing the field program
- Share expertise with the Social Work Department
- Communicate to the field program if any planned or unexpected changes that would impact supervision of students

Evaluation of student performance in field is an ongoing process throughout the placement. The purpose of the evaluation process is to help the student examine educational progress in meeting the objectives for each semester. As previously emphasized, these objectives and competencies represent the minimum expectations of performance at the completion of each course. It is the ongoing responsibility of the field instructor to work with the student in addressing these goals and the final responsibility to evaluate how well the student has mastered the necessary material within a given agency setting.

Field placements must provide opportunity for students to meet each objective. The objectives serve as the ultimate basis for course planning and evaluation of student performance. Assessment of student progress is through:

1. Direct observation of student skills with a client or work on a particular task or report by other agency personnel i.e., a task supervisor
2. Verbal presentation or review of material or skill demonstration
3. Discussion of agency tasks with the field instructor
4. Agency and field log documentation
5. Interaction with other personnel in the setting
6. Discussion during semester visits with TCU field faculty

The student, the social work department, and the agency interact within a systems context, giving and receiving feedback in the ongoing educational process. Recognizing the interdependence of these elements, the social work department conducts ongoing evaluation on a multitude of levels, with all participants in the field program responsible for feedback and maintenance.

Field instructors formally evaluate their field student once per semester. They also evaluate the field program at the field instructor workshops and through their regular communication with the department. A goal is that field instructors engage in a productive working relationship with the field program to provide timely, transparent, consistent and professional feedback regarding concerns affecting their students, field instruction, agency and/or clients.

Students actively participate in the midterm and final field evaluation process. Students and field instructors are encouraged to work together during the evaluation process. There is an expectation that the student will participate in the process, and have an opportunity to review the evaluation. However, in the final analysis, the evaluation is the field instructor's assessment of student performance.

Neither the student nor the instructor of the field seminar can change the content. The seminar

instructor has the responsibility to assign the final grade and the option of appending material. The field instructor, student, and field seminar instructor electronically sign the evaluation. The evaluations are housed in the Tevera online system and are part of the student record for the field placement. Sharing of the evaluation is only with the student's permission.

FIELD VISIT (generally mid-semester)

A field visit will be done with a student within their field agency and with their field instructor and task supervisor, as appropriate, every semester. The field seminar instructor will generally complete 10 visits and the Director of Field Education will complete the remaining ones. In doing these visits, the faculty are performing a role called faculty liaison. The faculty member or faculty liaison assigned will visit the student and field instructor at the field site at least once during each semester- one in person and one virtual visit is the norm. If ANY difficulties arise or adjustments need to be made, the field seminar instructor or liaison MUST be contacted by the student and/or the field educator (It is much easier to resolve issues early in the internship). It is also permissible to contact the Director of Field Education directly as this is the person that will step in to manage any issues.

The role of the liaison is to act as a "bridge" between the agency, University, and the student. The visits are approximately 30 mins in length and include time with both the student and the field instructor. Additional visits may be scheduled as needed to assist in problem-solving, however, those will generally occur with the Director of Field Education, whose job it is to manage issues outside of the field seminar. If a problem is noted, the Director of Field will assist in formulating a written "corrective action plan" to clarify what and how a student and/or agency can resolve a problem (see unsatisfactory student progress for process). The liaison or Director of Field may also share any other academic performance information necessary to assist in the resolution of problems. If the agency, student and/or field liaison feel that the agency is not appropriately meeting the needs of the student, steps can be discussed about changing a placement – see Changing placement section on how this is done.

GRADES

The final responsibility for assigning the field practicum grade resides with the field seminar professor. Refer to the syllabus for exact grading formula. Grades in field practicum range from "A" through "F". A grade of "B" is the normative grade, reflecting good solid professional social work performance at the beginning level. A grade of "A" reflects superior, exceptional performance in all areas of practicum performance; a grade of "C" reflects a below average performance. Anything below a "C" means that the student has not passed their field class successfully.

For successful completion of the field practicum, students must meet or exceed minimum program requirements. These minimum expectations include, but may not be limited to, working at least 480 hours; turning in required paper work on time; meeting regularly with the field instructor for supervision; completing the integrative paper; meeting the required attainment of competencies on the field evaluation, within the fall and spring semesters; and attending scheduled field seminars on the TCU campus. Calculation for the student's final grade is on the quality of the work performed.

Performance problems that result in termination from an internship vary greatly. They generally reflect the noncompliance with established policies and procedures, ethical/work performance issues, or a violation of the above stated expectations.

UNSATISFACTORY STUDENT PROGRESS IN FIELD PLACEMENT

A problem that surfaces in the field practicum setting may be identified by either the student, the field instructor, or by the field seminar instructor. Areas of performance which may cause concern include, but are not limited to, the following:

- Failure of a student to meet the expected level of performance at any given stage in the curriculum.
- Excessive absences or tardiness.
- Failure to keep records current.
- Failure to prepare appropriately for supervision.
- Failure to fully engage and invest in the field placement learning opportunities.
- Demonstration of behaviors not aligned with the NASW Code of Ethics and the TCU Code of Conduct
- Failure to uphold the ethical guidelines of the profession.

Ongoing poor performance or a single event, which may place clients at risk, including unprofessional or unethical conduct may result in a termination, at any time from the internship and will affect the field grade for unsatisfactory performance. The agency field instructor and the field program generally make this decision jointly. As agencies supervise students voluntarily, it is the right of any agency to terminate an internship with no prior notice if they feel they can no longer work with the student.

Problem Identified by the Student

If a student identifies a problem, their first step may be to discuss the problem with their field seminar instructor for guidance, but closely following that, the student is asked to request a meeting with their field instructor to discuss the problem (timeliness is important in the field internship). During the meeting, the student is asked to provide specific concerns and suggestions for measurable steps by which the problem can be corrected. They are also asked to suggest a timeline by which to manage the process. It is expected that the student will document the meeting and share it with their field instructor and their field seminar instructor.

Problem Identified by the Field Instructor

If the field instructor is asking the student to correct their behavior or improve upon their skills, they are requested to not only detail the specific problems and measurable steps, but also a time period by which the student must demonstrate satisfactory performance. The field instructor is also asked to document the problem and steps taken in case further action is needed later. It is anticipated that most problems related to the field practicum can be resolved at this level.

If the student is unable to change their behavior or improve upon the skill and move from unsatisfactory to satisfactory in the time provided, the field instructor will then immediately notify the

field seminar instructor or the Director of Field Education so that a formal corrective action plan can be put into place. To formulate a corrective action plan, the student, field instructor, and field program are involved in 1) the analysis and outlining of the specifics of the problem, 2) determining what steps are needed for the student to bring up their performance, 3) the timeline for moving through the steps, and 4) the consequences for failing to bring up their performance to a satisfactory level.

The corrective action plan is the formal notification to the student that their performance is unsatisfactory. Notwithstanding the processes outlined above, both the agency and the social work program have the unfettered discretion to immediately remove a student from the agency setting if either the agency or social work program believes such removal is warranted.

Documentation of student progress can be assessed using the following tools:

- Direct observation of skills
- Client records
- Agency assigned tasks
- Feedback from other agency staff and professionals
- Written work
- Field Logs
- Use of supervision

Problem Identified by the TCU Field Seminar Instructor

If the field seminar instructor has a concern, they will contact the field instructor and plan to meet with the field instructor and student at the agency. The same process described above will be used to detail the specific problem(s), measurable steps to correct the problem, and the time period by which the student must demonstrate satisfactory performance. This will all be documented in writing and a copy provided to all parties involved.

Depending on the nature of the problem, the field seminar instructor or the agency field instructor may deem the need for a corrective action plan. The student, field instructor, and field program will all be involved to create the correction plan which includes 1) the analysis and outlining of the specifics of the problem, 2) determining what steps are needed for the student to bring up their performance, 3) the timeline for moving through the steps, and 4) the consequences for failing to bring up their performance to a satisfactory level.

The corrective action plan is the formal notification to the student that their performance is unsatisfactory. Notwithstanding the processes outlined above, both the agency and the school have the unfettered discretion to immediately remove a student from the agency setting if either the agency or School believes such removal is warranted.

Documentation of student progress can be assessed using the following tools:

- Direct observation of skills
- Client records
- Agency assigned tasks
- Feedback from other agency staff and professionals

- Written work
- Field Logs
- Use of supervision

GRIEVANCE AND APPEAL PROCEDURES

To appeal an adverse decision by a faculty member or file a grievance against the program, employee or representative of the program, students must submit a written summary of the grievance or appeal to the Department Chair of Social Work within 30 days of the action prompting the appeal. The Department Chair must respond to the student in writing within fourteen days, indicating the course of action regarding the appeal or grievance, including time-frames, opportunities for the formal presentation of the grievance or appeal and the names of those individuals who will participate in the grievance process. If the grievance or appeal is not resolved at this level, it becomes subject to the formal university-wide grievance and appeal procedures. Copies of the university procedures are available at the Dean of Students office.

HOLIDAYS

Negotiation of schedule conflicts with state, agency, or University holidays is between students and supervisors (this includes fall and Spring Break). While students observe the same holidays and vacations as the University and field site, they may elect to work at the agency during these times if it is mutually agreed or if there is conflict between the university and agency field hours e.g., spring break falls on different week between TCU and a school district. The total clock hours required of students each semester does not vary regardless of holidays. Additional time is required, if a holiday occurs during a regularly scheduled workday because all hours must be worked to count toward the total number required in the placement.

HOURS COMPLETED

Field placement is completed on a concurrent plan that provides field instruction activities approximately 16 hours per week during the last two semesters in the social work program, for a total of 240 hours each semester for a total of 480 hours upon completion of the program. In addition to completing hours at the agency, all students are enrolled in a field seminar which is attended weekly on campus.

Students should not plan their work hours to complete their internships prior to the end of the semester by accumulating compensatory time and then taking it all at the end. The placements afford the student the opportunity to experience a placement over a period of months as agency workloads and activities ebb and flow during this time. Students may be expected to remain at their placement, even if their hours exceed the required number, if hours are completed too early. Therefore, it is up to the student to manage their weekly hours, working closely with their field instructor and field seminar instructor, as needed. The entire placement period must also coincide with the practicum course required in the semester. Any time off due to holidays, sick-time, or weather-related events require make-up time in the schedule.

IMMUNIZATIONS

Another requirement of the agency affiliation agreement process is for students to provide evidence of completion of certain immunizations and or testing i.e., TB test. If an amendment is in place before the start of the semester, this may be waived for student unless required by an agency e.g., hospitals. Under the Family Educational, Right to Privacy Act (FERPA or the Buckley Amendment) 20 USC S. 1232g. The institution without the student's consent does not share specific medical information.

- MMR vaccinations or report of titer
- Varicella or report of history of chicken pox
- Tetanus/Diphtheria booster within the past 10 years
- Hepatitis B (3-Immunization series)
- TB Tine Test or Chest X-Ray- completed in the past 12 months
- COVID-19 test or vaccine immunization

In addition to these immunizations, because the Social Work department is housed within the College of Nursing and Health Sciences, all students in their field internships, are required to obtain the flu vaccine in the Fall. This date is usually two weeks following the annual flu vaccine clinic at TCU and that date will be sent by email, once the clinic date is set. Students who have a medical exemption or who wish not to have a flu vaccine, must then wear a mask to their internship site for the duration of the fall and spring semesters. This is without exception and is not dependent on the agency policy. This policy is intended to provide protection to vulnerable populations that we are often working with in the social work profession. Students and field instructors will be informed by email, from the Director of Field Education, if the mask rule is in place for the internship.

INTERN REPORTING AND TRACKING SYSTEM

TCU contracts with an outside agency (Tevera) to provide an online placement system the Department uses to track students, field instructors, and agency information. Students will use this system to complete a timesheet, field log and to post competency related activities within the learning contract. Field instructors are asked to review the hours on the timesheet and the content on the field logs, and to complete a field evaluation at the end of each semester.

Students, field instructors, and agencies will be provided with training on use of the system and are expected to keep their information updated. Additionally, students and field instructors can access documents related to field within TCU Online using the field seminar class site for students and the field "class website" for field instructors. Field instructors not enrolled in this class, may request enrollment information from the Director of Field Education.

INTERVIEW PROCESS

Prior to the interview, the student will have submitted their field application and considered internship options. Each student will then meet individually with the Director of Field Education to explore internship learning and career goals, as well as potential internship sites. During this meeting information is obtained that will lead to a "match" between the student, the agency, and the social work department. The Director of Field Education will make the final determination about the agency to match the student's interests and needs for placement.

Once all students have been interviewed for possible practice settings or populations, the field director will contact agencies to determine if placements are a possibility at particular agencies. Students will then be notified by email about their match and provided with agency and field instructor contact information so that they may schedule an interview. With that match in hand, students are provided with one agency referral. After meeting with the agency, if the student and/or the agency do not feel that the internship is appropriate, the student will contact the field director to discuss other options.

LEARNING CONTRACT

Within field, students have various resources available for the development of their field experience. In most cases, the field instructor is both the administrative and the educational supervisor, although portions of the administrative component may be the responsibility of other agency personnel with whom the student addresses the various field assignments. Another key resource is the field education faculty who are not only available during site visits, but can provide consultation or direct intervention as requested by the student and/or the field instructor.

Students are required, with input from their field instructor to complete and adhere to a learning contract and if needed, a corrective action plan or behavioral contract. The learning contract is an agreement between the student and agency and approved by the field program. The learning contract should contain information about the structure of the practicum (work hours, total hours, duration, supervision time, etc.) and goals and objectives for the practicum. The objectives are concrete, measurable, and attainable and start with specific CSWE competencies. Signed by both the student and field instructor, the learning contract is housed in Tevera. During the practicum if the student's responsibilities or assignments change significantly, or if it becomes clear that the goals and objectives are unrealistic, revision of the learning contract is not a problem. The student's evaluation and final grade is reflective of the work done to complete the learning contract.

Students must be active participants in the development of their own field placement, reflecting on experiences, current demands of the semester objectives, and the nature of the field agency to determine where to focus learning. The field instructor and field seminar instructor reinforce the learning environment and help to sequence learning to make it manageable and appropriate to the contexts of the agency and classroom instruction.

In general, learning contracts include several types of goals:

1. Goals related to semester objectives in which the student predicts learning opportunities provided by the field setting. For example, the agency may not require the development of case assessments. However, with an educational objective that calls for skill in this area of professional activity, there would be an identified activity within the agency or related to meet that objective.
2. Goals related to the knowledge, values, skills, and affective and cognitive processes required for service delivery in a particular agency. For example, although first semester BSW field objectives do not call for skill in the use of the DSM-V, students placed in mental health agencies, which routinely use the DSM-V, should promptly find out what it is and how to use it. For each objective, there must be a required skill the student must obtain to demonstrate

competency.

3. Goals related to the student's own career and/or personal goals. For example, students who want to supplement their practice experience with a special population group may develop relevant educational goals/objectives to broaden their field experience in relation to that clientele. Another example is one in which a student incorporates a personal goal to become more assertive in his/her interaction with others.

The educational objectives and competencies are statements of minimal expectations for all students. Working with their field instructor, students will individualize their field experience by developing relevant and feasible contracts that meet their unique needs.

LUNCH TIME

Lunchtime in the internship will vary from agency to agency. For instance, in residential programs staff may eat while on the job and continue to "work" during their lunchtime, as they are required to supervise and conduct business with clients within the residential facility. In all likelihood, the agency will not require additional hours above the eight hours to account for the lunch period.

However, in other agencies, students may be required to be at the agency for a nine-hour period, taking a one-hour lunch, not counted in work hours. This is something that is unique to each agency and students should check with their supervisor to see procedures at the placement. Generally, lunchtime for an intern is the same as that for an employee. If taking a lunch is required, often it is because employers feel that having a break during the day and/or getting out of the building can be therapeutic and helpful for people and students are expected to comply.

MALPRACTICE LIABILITY INSURANCE

Field students are covered by professional malpractice liability insurance to protect both the agency and the student against malpractice liability claims. All students meet this professional malpractice liability insurance requirement through a blanket policy held by TCU which covers each student for up to \$200,000. Students must practice within the scope of the internship setting and under the guidance of the field instructor. Should students violate rules or boundaries established by the field agency, there is no guarantee their actions would be covered under the liability insurance.

MOTOR VEHICLE OPERATION

Under the malpractice insurance policy, students are not covered for any claims related to the operation of motor vehicles, whether personal or an agency vehicle. Since the University has ruled that students cannot provide services for which they are at risk without liability coverage, students may not transport clients as part of their field placement. Agencies should not ask or allow students to transport clients while in field, whether using their own or an agency vehicle.

ORIENTATION TO FIELD

Once students are admitted to the field program, all BSW students must attend a field orientation meeting. The meeting will address all the necessary information in the field planning process and subsequent semester in Field. In addition to providing important details on due dates and interviewing schedules, other significant information includes:

- Field eligibility requirements
- Role of the field department
- Role of the field instructor and/or task supervisor
- Hours required; leave time; holidays
- Agency requirements, evaluations, and grading in field
- Dealing with problems in field
- Corrective action plans and termination from field
- The integrative seminar
- Other field policies and procedures

OUT-OF-AREA PLACEMENTS

TCU does not have faculty available outside of the DFW area and so students may not complete their internship outside of the immediate metropolitan community. Students may ask for placements that are close to their home within the DFW area and efforts are made to accommodate this, but the academic needs of the students and the guidelines required by CSWE in finding satisfactory placements will take precedent in placing students.

PLACEMENT PROCESS

The BSW field placement occurs during the final two semesters of social work education. Field is taken on a concurrent plan that provides field instruction activities approximately 16 hours per week for a total of 480 hours upon completion of the program. In addition, students all attend the weekly field seminar class. In field seminar students reflect integration of academic content with performance in an agency setting. Field seminar provides a forum to examine issues, test principles and values, critically assess their field experiences, and give and receive support and criticism regarding handling of situations within the agency.

The placement process is a collaborative endeavor between the TCU social work field program, the student and the approved field agencies. **Under no circumstances can a student arrange for their own internship, which includes contacting any agency without the permission of the Director of Field Education.** The field program works to provide quality internships with agencies that contract with Texas Christian University. Agency field instructors must have their BSW or MSW degree, a minimum of two years' experience and licensure by the State of Texas. Any student who pursues their own internship without coordination with the Director of Field will not be allowed to enter an internship for the semester requested and/or will be delayed starting by one semester.

Students are also restricted from interning in any agency where a dual relationship exists between the student and supervisor and/or individual in a position of authority within the agency (i.e., agencies where a relative, friend, spouse, etc. is in a position of authority).

The BSW field placement is chosen with the following goals:

- The placement will support the generalist model of social work as a foundation from which to build upon

- The agency will provide the student with four basic requirements: individual cases, intake/assessments, a group experience opportunity, and a macro level experience focused on community practice
- The student will be in a practice setting that will expand, enhance, and/or introduce new elements into his/her previous work and educational experiences
- The setting will provide an educational experience for the student, rather than a work or observation experience

The BSW placement is determined through the following process:

1. During the spring semester of the junior year each student wishing to enter field education will complete the *Application for Field Education* and submit the completed document, along with all required attachments.
 - a. Each student will be assessed for readiness for field education based on the student's knowledge, values, skills, ethics and life experiences and through a professional behaviors rubric. Entrance into field education may be denied or postponed if faculty determine that a student is not prepared and ready to enter field. Denial into field education may result in postponing field education for one year, change of major, or participating in a follow up conference to determine if the student is ready.
2. Upon successful admission into field, the Director of Field Education will meet with each student to hear their specific interest in placements and with populations they would like to experience, along with any limitations or challenges regarding participation in field (transportation, personal interest, etc.).
3. After meeting with all students, the field director will match each student with the agency that best seems to meet the individual student's learning needs. If needed, the field director will consult with the BSW program director to ensure the best match is made for both the student and the agency.
4. The field director communicates the name of the proposed student as well as provides a brief summary of the student's educational background, including the application to field placement, to the field instructor. This contact will be done via email so the field instructor has written documentation about their student.
5. The students are then notified by the field director, by email, with the contact information for their agency match.
6. It is then student's responsibility to schedule an interview with the potential field instructor at a time convenient for both parties to determine if the match is a good fit for both the student and field instructor (and done within the time frame outlined by the field program). The student will also inform the field instructor of the proposed start date for the following semester.
7. After the interview, the field instructor notifies the student of acceptance or denial into the field agency, along with any additional steps needed prior to starting at the agency (background check, TB test, etc.) by completing an agency confirmation form. This may be done at the time of the interview or at a later time depending on the ability of the field instructor to offer a placement. It is also the student's responsibility to provide that information to the field director using the agency confirmation form.
8. Students are expected to begin field placement the first week of class in the fall semester.

PROGRAM EVALUATION BY STUDENTS

Using the program exit survey, students have the opportunity to provide feedback about the field program and field placements. Additionally, students routinely communicate through supervision with their field seminar instructors to evaluate their field experiences.

PURPOSE OF FIELD EDUCATION

Field education in social work education provides a practice setting in which students have opportunities to apply theory and synthesize themes covered in classroom material. This practice experience, under the direction of a qualified field instructor, allows students to explore and develop their professional identity, professional use of self and professional ethics and values. CSWE (2015) defines field education as the signature pedagogy for the professional development of new social workers.

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner.... The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum – classroom and field – are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Students document the achievement of program competencies through a systematically designed, supervised, coordinated, and evaluated field placement.

Field learning differs from classroom learning in many ways. There is more emphasis on *doing* and less on recall and information gathering in a testing sense. The focus for the field placement and seminar is *application* of knowledge, skills and values —in other words, providing service and provides greater immediacy and a personalized approach to learning. Student must address situations that arise on a day-by-day basis in their field placement.

Field instruction emphasizes the use of skills and techniques within the context of the client's situation, and offers the opportunity for application and integration of method theory through supervised experiential learning in a social agency setting.

RESPONSIBILITY OF FACULTY AND PROGRAM

The Director of Field Education is a full-time faculty member of the Department and has responsibility for coordination and administration of field placements in both the BSW and MSW programs. The Field Director oversees curriculum development and review; design and implementation of the placement process; problems that develop with a field placement, either from the student or agency or field instructor; development and evaluation of agency settings; organization of field instructor trainings; utilization of an intern tracking database; representation of the field program on school committees, university functions and in the professional community; and evaluation of the field program for the Department.

Field Seminar Instructor

Field seminar instructors are faculty members of the Department, who are assigned to teach field seminar as part of their ongoing teaching responsibilities in the social work department. As such, they are responsible primarily to teach and not to handle the administrative responsibilities associated with field education. As part of their teaching, the field seminar instructor will assist in visiting approximately ten field agencies at least once per semester (1 in person and 1 virtual is permitted) to evaluate the overall placement and participate in monitoring student progress. The field seminar instructor serves as the link between the field placement and the Department and may assist the student in working through any difficulties that may arise in the placement, but anything beyond the class, will be directed to the Director of Field Education.

Department Chair

The Department Chair is responsible for oversight of the Department and is the link between the Department and the College. The Department Chair may become involved in field activities through interaction with the field program and Community Advisory Committee and will be informed when any significant issues arise in field placements.

BSW Program Director

The BSW Program Director makes recommendations to the Department Chair regarding the undergraduate schedule of courses, curriculum changes, and faculty assignments to the program. Additionally, the Program Director ensures that preparation for field is interwoven into all program curriculum. The BSW Program Director is familiar with all BSW students enrolled in field education and will consult with the Field program should any issues arise with BSW students in their field placement.

Community Advisory Committee

The Community Advisory Committee (the Committee) serves to advise the Department on matters related to the program and to field education. The Director of Field Education serves on the committee, as do other faculty members based on their position within the Department; students serve a one-year term while in the program; and community social workers and field instructors serve either two or three year terms. The Department Chair serves as the Chair of the Committee and provides administrative support. In consideration of student confidentiality, concerns or situations regarding specific students will not be discussed by this Committee.

Functions of the Committee include:

- Making recommendations regarding the content and organization of the curriculum, including how competencies are determined
- Assuring educational integration of field throughout the BSW and MSW curriculum
- Advising the Department on educational and administrative policies governing the program
- Advising the Department on social work and community issues to ensure that the Department is relevant to agency practice within the community
- Recommending new field instructors and field placement agencies

The Community Advisory Committee is composed of:

- Social Work Department Chair
- Director of Field Education
- Assistant Director of Field Education
- MSW Program Director
- BSW Program Director
- 3 student representatives recommended by faculty members:
 - 1 BSW field student representative
 - 1 MSW foundation student representative
 - 1 MSW concentration student representative
- A minimum of 10 community social workers (5 of whom must also be field instructors)

SAFETY GUIDELINES

The Social Work department wants to be sure that students are aware that there are certain inherent risks in any situation requiring contact with the public. While fulfilling the internship the students must also be attentive of the need for personal safety and act accordingly to minimize these risks. During the internship, students should discuss safety issues along with other issues of infection control, personal injury, and risk assessment. Students with any safety concerns or questions should contact the Field program to discuss these issues and seek guidance. Below are some guidelines for personal safety. Be Aware!

SAFETY AND INFECTION CONTROL:

Safety is an area in which students are increasingly at risk. The Department has a growing number of placements where student interns work directly with a variety of populations (some with a background of inappropriate behavior). Student interns may also travel to various neighborhoods to conduct home visits as part of the learning process.

There are also potential situations in which student interns will be exposed to infectious diseases at their placement sites. This is an issue that primarily effects interns placed with agencies serving the homeless, persons with HIV/AIDS, and other high-risk populations. Students may also potentially be exposed to Hepatitis, TB, HIV, and/or other infectious diseases. As partners in education, the agency, Department, and student share responsibility for making sure that the work environment is safe. In an effort to ensure the physical health and safety of student interns, the following is required for students, agencies and the Department:

Students:

- Request training on infection control and safety, if not provided by the agency
- Follow guidelines for safety and infection control in place at the agency
- Report incidents of safety and infection exposure to the agency and Department

Agencies:

- Inform students of potential safety risks

- Provide safety training. This includes training for student related to effective communication with clients and techniques for de-escalating hostility and conflict as it is appropriate to the placement.
- Notify the Field Program in the event that a student is involved in an incident of physical violence and/or aggression perpetrated by a client
- Take steps to improve the safety of the work environment, including providing safety guidelines for working with clients in the office and in the client's home
- Inform students of potential health risks that exist in the field setting
- Provide training and education on universal precautions designed to reduce the risk of infection
- Inform the Field Program immediately in the event of a safety related incident, including a student's known exposure to a communicable disease such as tuberculosis or hepatitis
- Refer students who are suspected to have contracted a communicable disease to the Tarrant County Health Department (or applicable City/County Health Department) for testing and treatment

Department of Social Work

- Alert students to possible safety concerns during field orientation
- Monitor risk factors during agency visits, agency workshops, in seminars and logs
- Communicate safety related incidents to the Harris College Associate Dean for External Affairs
- Discuss issues related to health and safety with field instructors and students as they arise
- Track potentially high-risk placement settings

SAFETY AND COVID-19 IN FIELD

Field is a required academic class set in a non-traditional classroom environment. Safe, high-quality education in partnership with our community is our goal for field. It is particularly important that students communicate safety and/or well-being concerns in field with their field seminar instructor and field instructor. Students are expected to communicate concerns and requests in a professional and collaborative manner.

Internship options with different safety protocols and/or remote service delivery options may be limited. If so, the TCU Social Work department is committed to timely transfers to new settings that minimize additional or delayed hour accrual. The availability of onsite and remote internship opportunities is impacted by the service delivery models of the agencies and programs providing educational opportunities. TCU expects students to be in their field placement in person, with a limited number of exceptions.

Students who choose to participate in onsite field activities are required to follow all safety and other agency policies and procedures. To reduce the spread of COVID-19, students are strongly encouraged to:

- Get vaccinated if their health allows and booster shots as recommended by the CDC.
- When recommended by public health officials, students should wear a mask that covers both their nose and mouth at all times while inside buildings. Students should remove masks only if

they are able to be outside and at least six feet away from other people at their internships or in a secured office alone.

- Practice social distancing to the degree possible in field settings. Six feet is recommended for areas without masks. With masks, the distance of three or more feet is recommended when possible. Limiting the number of people within shared spaces is an important aspect of social distancing.

Students are expected to seek medical care and/or self-isolate in order to prevent contagion if they know they have been exposed to COVID-19 and/or experiencing symptoms of COVID-19 exposure. Students are expected to communicate as soon as possible with their field instructor and field seminar instructor when they recognize a need to not attend field for potential COVID-19 related reasons including isolation, quarantine, or medical treatment.

Students are expected to follow the TCU guidelines for quarantining found at tcu.edu/protect-the-purple. Interns at shared sites are expected to support each other's accountability.

Students must hold each other accountable to the same standards and failure to do so may result in sanctions for all interns involved in the infraction. Hopefully, the most effective intervention will be for peers to remind and support each other in upholding safety precautions.

All BSW interns are expected to take responsibility for their own safety and well-being and the field program will support a student who chooses to leave a field site for safety concerns. The student remains responsible for seeking to address the safety concerns with their field seminar instructor, field instructor, and communicating in advance or as soon as possible the need to disrupt service delivery and alter internship activities. Similarly, internship sites are responsible for current and accountable safety policies and procedures.

Student needs and vulnerabilities related to COVID-19 may change over the course of an internship and students are expected to enlist the support and consultation of their seminar instructor and field instructors in adapting accordingly.

GUIDELINES FOR PERSONAL SAFETY:

It is very difficult to predict when dangerous behavior will occur. The factors most often considered, as predictors are history of violent and aggressive behaviors, abuse of drugs and/or alcohol. Aggressive behavior may be caused by such things as fear, anger, stress, chemical alteration, need for attention or power, and paranoia. The important variable is the intent or perceived intent of the individual who appears to be dangerous. It is important to determine whether the behavior is a personal characteristic or if it is reactive to a particular or current situation. However, the best protection in threatening situations or actual assault is to err on the side of protecting your personal safety.

The following problem-solving skills can be useful in risky situations

- Gather data.
- Evaluate the information.
- Decide on a course of action based on the evaluation.

- Implementation.
- Evaluate the outcome, and adjust accordingly.

This process may occur in an instant or over a longer period.

The goals of risk prevention and management strategies should be to

- Protect the safety of the client, staff, yourself and others in the environment.
- Help the individual gain control with the least amount of pain and guilt.
- Help the individual focus on the source of anger, fear, frustration, etc.
- Assist the individual to express these feelings verbally rather than in actions.

GENERAL PERSONAL RISK REDUCTION GUIDELINES:

- Walk with a sense of purpose. Be aware of body language.
- Be alert to people around you. Beware of strangers who approach and speak to you. Keep at a safe distance and keep moving.
- Be alert to nonverbal cues while conveying confidence in your actions. Look aware and unafraid. Have a strong, independent image, and a clear sense of purpose.
- Do not walk on streets where people are loitering. Walk on the outside of the sidewalk, away from possible hiding places.
- Be aware of places such as a store, library, school and community center that are places of refuge.
- Do not carry a purse, bag, heavy notebooks, or briefcases. If you must carry these items, conceal them or use a shoulder bag or backpack to allow free use of hands.
- Wear sensible appropriate clothing, low-heeled shoes, and minimal jewelry to avoid the possibility of it being “snatched” off or wrapped around your neck.
- Do not give money to people who ask for it.
- Practice caution with persons who might be
 - Under the influence of chemicals.
 - Engaging in illegal activities.
 - Feeling threatened by your presence.
 - Feeling threatened by the possibility of your reporting their behaviors to legal authorities.
- Prior to entering a building assess safety: sounds of violence (e.g., out of control behavior), location of other people and their ability to respond to a call for help, possible escape routes.
- Assess multi-story buildings for safety. If you take the elevator, observe the elevator interior before entering. If the elevator appears unsafe, wait for the next elevator or consider taking the stairs; be aware of who is in the stairwell and how far apart the exits are. If a suspicious person enters the elevator after you have entered it exit before the door closes. Stand next to the control panel. If accosted, press all buttons.

RISK REDUCTION GUIDELINES IN FIELD WORK:

Students should receive a specific orientation to agency policies and procedures related to risk management. If the field instructor does not provide this orientation, students must ask for it. Students should also learn about the agency’s informal methods for assessing and handling risky situations.

Each situation is different, but the guidelines that follow may generally apply to the management of potentially dangerous situations in the work area.

- Address your client by name.
- Keep your work area as safe as possible; keeping it clear of items that could be harmful to anyone involved in a physical intervention. For example, keep objects that might be possible weapons or missiles (ashtrays, scissors, mail openers, hot drinks, paperweights, vases, etc.) away from potentially aggressive clients.
- When possible, alert available staff members for assistance before entering the crisis and arrange a plan to signal for help. Use panic buttons, hand-held or mounted buzzers, cellular phones, intercoms, etc.
- Leave your office door ajar during an interview with a potentially dangerous client
- Avoid meeting with clients when you are alone in the office building.
- If possible, arrange your office space so that both you and the client have easy access to leave, preferably without entering each other's personal space.
- Maintain a positive, nonjudgmental attitude towards clients. Speak in a soft voice and move slowly. Act calmly. Keep the "scream" out of your voice. An emotional or aggressive response to a distraught individual is likely to reinforce that person's aggression. Remember violent or aggressive people are often reacting to feelings of helplessness and loss of control. Therefore, remain calm and in control of yourself.
- Recognize signs of escalation, and irate response to phase of violence: triggering, escalation, crisis, recovery, or post crisis depression phase. Identify those actions on your part, which serve to calm and those that serve to inflame the individual, and act accordingly.
- Recognize situations that may lead to assault as well as warning signs of imminent attack such as rapid breathing, grinding teeth, dilated pupils, flaring nostrils, choppy speech, and clenched fists.
- Remember that increased structure and decreased stimuli can heighten calm and self-control.
- Take a non-threatening posture to avoid appearing confrontational, but take a protected posture as well. This usually means standing slightly sideways to the individual, at a safe distance away from sudden lunges, punches and kicks, with arms and hands held near the upper body for possible quick self- protection. Avoid a "stare down" by periodically breaking eye contact.
- Do not walk away from the individual who is escalating. Acknowledge the individual's feelings and attempt to talk to him/her calmly. Encouraging the individual to sit down may sufficiently delay or divert the possibility of attack. Usually a one-to-one situation with available staff at a distance works well. The most appropriate staff member to be with the individual is the one with the best rapport with him/her, not necessarily the staff with the most authority or rank.
- Avoid sudden movements or issuing aggressive commands, as these may only inflame the individual. Whenever possible allow the individual to make behavioral choices. State directives or alternatives concretely and in terms of immediate actions. Depending on the cognitive abilities of the individual, limit setting may take two forms, **Direct** state clearly and specifically the required or prohibited behavior or **Indirect** allow the individual to choose between two acceptable behavioral alternatives. Do not touch the individual unless you are willing to

restrain him/her, and only when there is sufficient staff power to do so in a manner consistent with the agency's "take down" or containment policies.

- In the event of physical intervention where the individual is in a quiet room or in seclusion, the isolation should be as brief as possible. From these incidences, clients can process their experience, understand and perhaps predict their own violent impulses in the future.
- If possible, arrange for a security escort or a friend to accompany you to your car in evening or late hours.

GUIDELINES FOR SCHEDULING A HOME VISIT:

- Contact families to set up an appointment for a home visit. Consider a client's schedule and the need for others to be home at the time of your visit.
- Inquire about pets, and take precautions against vicious dogs that could be unchained or let loose.
- Ask client for directions, or look for directions on the Internet (<http://www.mapquest.com/>). A recommendation is to keep travel to main roads.
- Remember that house numbers may be missing, and ask for additional landmarks. If necessary, ask the client to meet you at a familiar location, and direct you to his/her home.
- Choose a time of day for the visit that is most safe in terms of daylight and persons at home.

PREPARING FOR A HOME VISIT:

- Learn as much about the client prior to the visit as possible. Determine if the situation surrounding the home visit resembles previous precipitating events or triggers, or if something in the client's circumstances that day might increase the probability of violent behavior.
- If a situation could be dangerous (e.g., situations entailing continuing domestic violence, involuntary removal of a child, or previous threats or assaults to workers), consult first with your field instructor to formulate a plan to reduce the risk, if possible. The plan might include the use of two workers for the home visit, accompaniment by a police officer, or movement of the meeting place to the office or a public place.
- Inform the agency about your whereabouts, and your itinerary, and check in by phone or ask for a call on a prearranged schedule.
- If possible, carry a means of calling for help (e.g., cellular phone programmed with agency and emergency numbers, push button emergency signals, or radio).
- Keep your car in good working order and your gas tank filled.

DURING THE HOME VISIT: (*Notify the client if you will be late*)

- Park in a place that permits quick escape.
- If you believe someone is following you, drive to a public place (e.g., police or fire station, convenience or grocery store, gas station).
- When ringing the doorbell or knocking, stand to the side of the door. Clearly and promptly identify yourself when you arrive, showing identification if indicated.
- Postpone the visit if conditions are unsafe, or interview the client on the front porch or outside foyer.
- Balance distractions. Minimize distractions such as visitors or pets, but also permit distractions

to increase the family's comfort level.

- Sit in a chair from which you could easily arise. Remember hard chairs work as a shield.
- Be aware that most guns are stored in the bedroom and knives are usually stored in the kitchen. Leave immediately if the client 'makes a move' toward a weapon.
- Remember that although the home setting might be more relaxed than the office, the purpose of the home visit is professional.
- Trust your instincts. If you feel threatened, take actions to protect yourself, removing yourself as quickly and coolly as possible.

Actions if there is an attack or serious threat at Internship Placement:

- Follow agency procedures to manage the immediate situation and to report the incident informally.
- Get any needed medical care. Notify and debrief with your field instructor.
- Notify the School (the seminar instructor or the Field Coordinator) as soon as possible
- Recognize that a physical attack or threatening behavior is frightening and that you may later respond emotionally to the stress. Seek professional help to address these feelings.
- Conduct a comprehensive post-incident evaluation with staff, outlining a plan to increase safety, if indicated.

SUPERVISION OF STUDENTS

Students should not be left alone in the agency without professional staff. Leaving students alone on the agency premises or otherwise in charge during staff meetings, retreats, conferences, etc. is not appropriate use of students. Students, regardless of how competent, should not take on these types of responsibilities.

Additionally, students are required to participate in a formal supervision meeting with their field instructor (this differs from the task supervisor), at least one hour per week to discuss the student's progress and performance in the agency. Documentation for the weekly meetings is on the weekly log. If the student fails to meet with the field instructor three or more times during each of the long semesters or three times total during the summer, the student could receive a failing grade in the course.

SELECTION OF FIELD AGENCIES

Agencies used as field placement sites are selected on the basis of their commitment to service delivery and to providing learning opportunities for field students. The agencies encompass a wide variety of populations and reflect the spectrum of human needs and services. Examples of field placement agencies include hospitals, policy and legislative agencies, child welfare agencies, agencies serving refugees, legal and court settings, mental health and counseling agencies, and schools.

As a member of Harris College of Nursing and Health Sciences (the College), the Department of Social Work (the Department) uses the Educational Affiliation Agreement for Student Internships and Clinical Experiences, which encompasses all departments in the College. An agreement must be signed before students can be placed at an agency in the community. The agreement includes obligations of the

facility, obligations of TCU, joint obligations, terms of the agreement and other information relevant to placement of students. Agreements must be renewed every three years; renewal is initiated by the College.

All agencies must meet the following requirements:

- Availability of necessary learning experiences
- Willingness of the agency executive and staff to support the educational goals of the Department
- Availability of appropriate supervision
- Primary purpose of the agency, or specific department within the agency, must be to address human needs
- Does not engage in discriminatory practices in hiring personnel, accepting students or serving clientele
- Support the placement and allow sufficient release time for the field instructor to provide educational supervision to the student
- Provide necessary administrative capacity to support student activities, including space, phones, privacy when needed, etc.
- Pay mileage reimbursement to students for any travel required during placement
- Take necessary measures to protect student safety; may minimally include training in policies and procedures, information on conducting home visits, interacting with difficult clients and handling emergencies
- Have a system of community accountability; this can be demonstrated in nonprofit agencies by a representative board of directors and fiscal accountability via the budget review process. Regarding for-profit direct service organizations, they may be subject to periodic review by an accrediting agency or other body of accountability
- Communicate changes in supervision to the field director as soon as possible and make other necessary arrangements for student supervision

SICK TIME

Students are to act responsibly in their internships. If an illness and/or a family emergency (death or illness) occurs, students must communicate directly with their field instructor immediately upon learning that they will be absent. If an absence exceeds two days, the student must also inform the Field Program. To make-up any time missed, students make plans with the field instructor and provide written notification (by email) to the field seminar instructor. Students reported for excessive absences in the internship may receive a failing grade in the course and will be required to make up the time deficiency. Time needed for illness, death in the family, etc. this must be coordinated with the agency field instructor.

STUDENT CONDUCT EXPECTATIONS

By their formal acceptance into the program students, agree to abide by the Code of Ethics of the National Association of Social Workers and the Student Code of Conduct of Texas Christian University, found in the TCU Student Handbook.

The NASW Code of Ethics provides guidelines for the professional conduct of social workers. Directed by a commitment to core values, the code provides social workers conduct related to principles of service, social justice, dignity and worth of the individual, the importance of human relationships, integrity and competence. These values and the standards inherent in them provide a context for expected behavior during the period of enrollment in the educational programs of the Department, developing a foundation for lifelong professional standards

The Code of Student Conduct is the University's policy regarding non-academic discipline of students. Set forth in writing, the Code gives students general notice of both academic and non-academic prohibited conduct. The primary purpose for the imposition of non-academic discipline in the University setting is to protect and preserve a quality educational environment in the campus community. The University cannot rehabilitate students who do not abide by the Code. It may be necessary to remove those students from the campus and to sever the institutional relationship with them, as provided in the Code. The University is concerned with the rights of individuals as well as the general welfare of the University community. The Code of Student Conduct provides the rules, regulations, and procedures for acceptable standards of behavior and for due process. The Code's purpose is not to define non-academic misconduct in exhaustive terms. For further information about the Code of Student Conduct, please contact the Office of Student Affairs.

STUDENT RIGHTS

The university establishes the rights and responsibilities of students at TCU. These serve as general guidelines for the social work students. However, students in social work are also encouraged to work with the program to improve the quality of undergraduate social work education at TCU.

Students have the right to organize, to give input, and to assist the program in developing and modifying curriculum and policies that affect them. The faculty supports these rights and students are encouraged to exercise their rights.

SUPERVISION MEETINGS

Students are required to participate in a supervision meeting with their field instructor (even if they are meeting regularly with a task supervisor), for a minimum of one hour every week to discuss the student's progress and performance in the agency. Documentation of the meeting is on the student's weekly log. If there are two missed supervision meetings, the student should alert their field seminar instructor that this has occurred and should ask assistance in how to communicate concern about the missed meetings to their agency field instructor. If the student fails to meet with the field instructor three or more times during the semester, the student could receive a failing grade in the course. Falsification of supervision records will result in referral to TCU's Office of Student Affairs for an inquiry of academic misconduct, and / or receiving an "F" in the course.

TASK SUPERVISOR

There may be times at agencies in which students will be assigned to work with unlicensed social workers or other individuals who do not possess the social work degree. This is acceptable to the social work department as long as the student is meeting weekly with a licensed social worker assigned as the Field Instructor.

There may also be occasions when an agency does not have a licensed social worker to provide required supervision. In this case, the Department does not eliminate those agency placements, but will work with the agency to identify a task supervisor within the agency and a licensed social worker outside of the agency to provide the required supervision. The task supervisor will provide the student with orientation to the agency, direction regarding daily assignments, required meetings, networking opportunities, and monitoring compliance with agency and legal requirements. The assigned field instructor will provide weekly supervision specifically addressing social work knowledge, values, ethics, and skills and will ensure that all agency tasks align with the student's educational goals. Task supervisors may include unlicensed social workers at an agency or other personnel with an educational background in another social science or related discipline.

TERMINATION FROM FIELD PLACEMENT

A student may be removed from a field placement if either the agency or social work program believes such removal is warranted. Situations where removal will be considered warranted include but are not limited to the following:

- The level of student performance in the placement is below standard at the mid-term evaluation conducted in late November of the fall semester. This is defined as the student failing to achieve "meets expectations" or "exceeds expectations" on a minimum of two competencies when the mid-term evaluation is completed at the end of the fall semester. This results in a failing grade on the mid-term evaluation.
- Level of student performance in the placement is below standard at any point in the internship and a corrective action plan has been put into place. However, upon evaluation, the student has been unable to improve their performance and the field instructor believes they are unlikely to improve.
- A student's failure to meet the expected standards for ethical practice as outlined in the NASW Code of Ethics and in the social work code of conduct.
- An agency's failure to provide learning experiences and/or appropriate supervision to allow the student the opportunity to meet the competency standards as defined within the field evaluation.
- Unexpected events in the life of the student or in the agency which prevent the attainment of the competency standards as defined on the field evaluation.
- The student has demonstrated an inability to work positively and instructively with other student interns, faculty, staff, clients, and other professionals at the agency.
- The student has attempted to harm him or herself or someone else.
- Demonstration of behaviors not aligned with the NASW Code of Conduct or the TCU Code of Conduct.
- Failure to uphold the ethical guidelines of the profession and for personal issues that affect professional performance.
- Repeated tardiness or absences from the field site without notification or approval.
- Request of the student (must follow above, outlined process).
- Failure to maintain confidentiality about a client as mandated by agency policy and/or the NASW Code of Ethics and the Texas State Board Code of Conduct.

- Failure to abide by the NASW Code of Ethics and the Texas State Board Code of Conduct.

The final decision regarding removal from field will be made by the Director of Field Education, with documentation from the field seminar instructor and agency field instructor.

Whether or not a student will be allowed to return to field in the same or different agency will depend on the seriousness of the incident and/or ability of the student to work through the problem. The field program will have the responsibility to work with the student around the issues and may outline conditions for a return to field. Conditions may include things such as

- Mandatory counseling or professional assistance e.g., addiction treatment
- Mandatory training
- Additional coursework

A student may be offered another placement after meeting the conditions set forth for return to field or immediately, depending on the situation, when in the semester this occurs, and will be based on performance in field and in the MSW program. A new internship may require that additional hours be completed by the student over and above the minimum hours required by CSWE and the program. This decision is made on a case by case basis between the field seminar instructor, the Director of Field Education, and the new agency field instructor. Because moving to a new agency requires an orientation period and because a new agency must be able to determine that a student is ready to move into their advanced placement or to graduate, additional time in a new internship may be required. Once a decision is made about a new placement, the decision about additional hours will be put into writing, so all parties know and understand what is required.

A student will not be offered a third placement and TCU cannot guarantee an agency will accept a student for a second placement. As in the case of an initial internship, students may interview up to three times at community agencies and after that time if an acceptable internship cannot be located, the student will be terminated from the program.

TRANSPORTATION OF CLIENTS

Students must adhere to the TCU and agency policies relating to transportation of clients in personal cars. The TCU policy states that a student cannot transport an agency client in their personal car at any time. There are no exceptions to this policy under any circumstances.

TRAVEL & MILEAGE

It is the responsibility of students to arrange transportation to and from the agency and to provide their own transportation when travel is required in the course of their work activities. All students are required to have basic automobile insurance and students' cars must be legal to operate. The insurance that the program offers to students while in placement is for professional liability and will not in any way cover an accident should it occur while you are in your car at your internship or if you are conducting client business using your car.

Agencies should provide mileage reimbursement to students as they do professional staff. Agencies should orient the students to procedures for obtaining mileage reimbursement for home visits and other required travel. You should inquire with your agency during the course of your interview as to

whether travel will be required and how reimbursement will occur. Travel to and from the agency at the beginning and end of the day, time spent traveling to and from the field seminar, or time spent on campus does not count toward the minimum number of field hours needed to complete the field practicum.

UNSATISFACTORY STUDENT PROGRESS IN FIELD- (LOOK UNDER GRADES)