

Termination Plan-Field Instructor, Principals, and Director of Student Services

1. Notify field instructor and Director of Student Services, verbally, in supervisory agenda, and e-mail, two weeks before completion of the required 200 field hours of the intended termination date
2. Notify Principals of my two schools via e-mail and written statement two weeks before completion of the required 200 field hours of the intended termination date
3. Review case files with field supervisor and Director of Schools one week before completion of the required 200 field hours
4. During the last week of field placement review the open case files with the principals of the two schools and give them the field supervisor and the Director of Student Services contact information for any questions that may arise after termination
5. Review the referral log book with the principals of the two schools so they will be aware of all the referrals made during field placement and the outcomes of each client intervention
6. If during the last week of field placement (when phone calls are made to clients with open case files, see #1 below) it is determined that a client has an immediate need then the field supervisor and Director of Student services will be notified via phone and e-mail
7. At the completion of the required 200 field hours all client files, notes, and HCDE property will be handed over to the field supervisor and/or Director of Student Services
8. Student will provide field supervisor and Director of Student Services a complete and thorough report of the Field Research Project
9. Student plans to attend the final session of the CARP program on April 28 and the Celebration Dinner in May because this was a team effort by the school social workers, UTC interns, HCDE, and the Soddy-Daisy Network of Schools
10. Student will send a written thank you note to field instructor, principals, and Director of Student Services for their guidance, patience, and invaluable instruction during the field placement experience

Termination Plan- Clients

Since one on one client interaction is not the norm in school social work in Hamilton County, the termination process will be easier than if the field placement were in a clinical setting. Most clients understand that the intervention process is not long-term due to the time constraints of the academic school term.

1. During the last week of field placement contact will be made on open case files via phone to explain termination of student intern's duties and to give the client referral information of the school social worker who will be taking over the two schools. (As of this date it is undetermined who that social worker will be. In the event that one is not assigned the client will be referred to the Director of Student Services.)
2. If during these phone calls it is determined that the client needs other services immediately (food, clothing, health care) then a community referral will be made and the agency referred to will be noted in the file
3. No follow-up session will be required of the school social work intern/client relationship

Linda Howerton
SOCW 441
Black Board Post-Termination Plan
3/5/08

Potential Barriers to Termination

1. Clients may get “lost” in the transition if no social worker is assigned to the two schools that the UTC student is terminating from
2. Closure (juvenile court outcomes, improved attendance) will not be possible for the student due to the field placement hours and UTC school term ending before Hamilton County Schools end date in late May
3. Clients may feel abandoned if a rapport with the school social work intern has been established

Seven Pieces of Information for Future BSW Students:

1. Understand that there are only so many hours in a day and that the client load will always exceed them
2. Never, ever do a home visit alone without notifying the school when you arrive and when you leave and have the police on speed dial
3. Always talk to the teachers and get their insight-they are with the student every day and may actually spend more time with that child than the parent is able to (due to work, non-custodial parent, etc.)
4. Be flexible-you may not have an office and if you do it could be weeks before you actually get to use it, so, purchase a rolling cart for case files and supplies (stapler, hole punch, folders, notebook, Kleenex, hand sanitizer) so everything will be handy when you travel to each school that you are responsible for
5. Make friends with the school secretaries-they are the eyes and the ears of the school and are always an invaluable resource
6. Educate and prepare each school that you are assigned to at the summer in-service about the Tennessee Compulsory Attendance Law and how and when to make a referral
7. Believe in yourself and your abilities-it will be a frustrating and eye-opening journey