

DEPARTMENT OF SOCIAL WORK

Dear Social Work Field Student and Agency Supervisor:

We are pleased to make available to you a copy of the *UNA Field Instruction Manual* for the Bachelor of Social Work degree. The Department of Social Work feels that this manual will provide you with the information necessary to guide you through a successful Field placement as a Field Instruction student or as a Field Supervisor.

In designing this manual, the faculty endeavored to answer many of the questions you may have about Field Instruction and its many components.

We hope that this manual will be useful to you and if there are any questions concerning its content, please contact your faculty Field liaison for clarification.

Sincerely,

Jacqueline Winston, Director
Field Instruction Program

University of North Alabama Field Manual Table of Contents

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UNA DEPARTMENT OF SOCIAL WORK HISTORY AND CURRENT STATUS

The Department of Social Work was begun in 1974 and has been fully accredited by the Council on Social Work Education since that time. The Department offers the Bachelor of Social Work (BSW) degree program which is also approved by the Alabama Commission on Higher Education. The program consists of a 42 hour required Social Work curriculum, a 71 hours liberal arts/general education curriculum, and 15 hours of prescribed supporting coursework.

Qualified majors in Social Work should anticipate that the BSW degree program includes supervised Field Instruction for the final semester during the senior year in a local, state or regional social service agency. Completion of the major prepares students for the following:

- Employment at the beginning professional level of Social Work practice in public and private social service agencies;
- Local, state and federal merit system positions;
- Eligibility to apply for advanced standing in graduate programs in Social Work;
- Application to become a licensed social worker in the state of Alabama.

DEPARTMENT OF SOCIAL WORK MISSION

The mission of the Department of Social Work is to prepare competent and ethical entry level social workers to apply professional social work values with diverse clients and communities in rural to metropolitan environments within a global context. The Department endeavors to model a commitment to professional practice and research that promotes the advancement of human well-being.

GOALS

The Department of Social Work has identified the following goals that support its mission statement.

1. Provide professional foundation content that encompasses the history of the social work profession, conceptual frameworks incorporating the person and environment construct, and the knowledge, core values, and skills necessary for ethical, competent and effective generalist social workers. (Core Competency 1, 2, 7;).
2. Promote understanding of social policy in the dynamic context of global, national, regional and local needs for planning, development, and implementation of programs, services and resources to advance human and community well being (Core Competency 8,9)
3. Prepare culturally competent social workers who advocate for the alleviation of oppression and discrimination and who promote social and economic justice (Core Competency 4, 5)
4. Teach, develop, and refine professional communication skills for effective use with a variety of systems and in professional relationships (Core Competency 1,2,3,10).

5. Demonstrate a commitment to the advancement of social work knowledge (Core Competency 3,6)

NONDISCRIMINATION POLICY

The Department of Social Work upholds the policy of nondiscrimination established by the University of North Alabama and stated in the *University Bulletin*: “The University of North Alabama is an equal opportunity institution and does not discriminate in the admission policy on the basis of race, color, sex, religion, disability, age, or national origin. The University of North Alabama reserves the right to refuse admission to any applicant whose presence is deemed detrimental to the institution or its students.” Additionally, the Social Work Program has established a policy of nondiscrimination which prohibits discrimination against students and clients on the basis of race, ethnicity, national origin, age, religion, gender, sexual orientation, marital status, socio-economic status, disability, or other aspects of diversity.

The Department adheres to the Equal Opportunity policy as stated in the *University Faculty Handbook*, section 3.1: “It is the policy of the University of North Alabama to afford equal opportunities in education and in employment to qualified persons regardless of age, color, creed, disability, national origin, race, religion, or sex in accordance with all applicable federal and state constitutions, laws, and valid regulations.”

INTRODUCTION TO FIELD INSTRUCTION

Field Instruction in Social Work I&II (SW 432 and SW433) are courses taken concurrently in the last semester of the student’s enrollment in the Social Work department. The Field Instruction placement experience and seminar provide an opportunity for the Field students to demonstrate the integration and application of core competencies in practice with individuals, families, groups, organizations, and communities and to critically examine the integration of social work theoretical framework with social work practice experiences.

Field Education is the signature pedagogy in the training of students as social work professionals. Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Field Instruction is an integral part of academic preparation in the Social Work program. The primary objective of this curriculum area is to provide generalist practice learning opportunities for students to integrate and refine by application, knowledge, values and skills which are the basis of the core competencies identified by the Social Work Department. An integrative seminar is one of the requirements for Field Instruction; the two hour seminar is held on campus one day per week throughout the semester. This seminar affords students the opportunity to integrate knowledge acquired in classroom instruction and to share Field experiences while gaining information that will enhance their professional development.

In planning the Field Instruction program for our students, particular emphasis is placed on the student’s need for the right to individualization. Every possible effort is made to maximize the student’s participation in the Field learning experience, including student input in the assignment to a particular agency setting as well as in the evaluation process. The student’s professional interests are a significant part of the educational assessment which guides the department in placement planning.

The chief objective of Field Instruction is to provide the student with an opportunity to engage actively in actual professional tasks which complement as well as reinforce

classroom learning in preparation for beginning generalist Social Work practice and the mastery of core competencies.

In addition, it is to enhance the student's ability to evaluate his or her own practice effectiveness as an ongoing process. The content of the Field Instruction program is consonant with the curriculum policy of the Council on Social Work Education, the NASW Code of Ethics and the mission and goals of the Department of Social Work.

EDUCATIONAL POLICY AND ACCREDITATION STANDARDS

PURPOSE: SOCIAL WORK PRACTICE, EDUCATION, AND EDUCATIONAL POLICY AND ACCREDITATION STANDARDS

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons. Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master's, and doctoral levels—shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS,2008) to accredit baccalaureate- and master's-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate. EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level. Following are excerpts from the CSWE EPAS 2008 document.

1. Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

Educational Policy 1.1—Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry (These six value elements reflect the National Association of Social Workers Code of Ethics. National Association of Social Workers (approved 1996, revised 1999)..are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

Educational Policy 1.2—Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.

Accreditation Standard 1.0—Mission and Goals

The social work program's mission and goals reflect the profession's purpose and values and the program's context.

1.0.1 The program submits its mission statement and describes how it is consistent with the profession's purpose and values and the program's context.

1.0.2 The program identifies its goals and demonstrates how they are derived from the program's mission.

2. Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice

The explicit curriculum constitutes the program's formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program's competencies through an intentional design that includes the foundation offered at the baccalaureate and master's levels and the advanced curriculum offered at the master's level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.1—Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics² and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5—Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and

- engage in practices that advance social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness;

developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a)—Engagement

Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment

Social workers

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

Educational Policy B2.2—Generalist Practice

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

Educational Policy 2.3—Signature Pedagogy: Field Education

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice.⁴ In social work, the signature pedagogy is field education. 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. Field education is systematically designed,

supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

NASW CODE OF ETHICS (Introduction)

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly

Excerpts from the Code of Ethics of the National Association of Social Workers

Preamble

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code is relevant

to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The NASW Code of Ethics serves six purposes:

1. The Code identifies core values on which social work's mission is based.
2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work profession accountable.
5. The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

The 2008 NASW Delegate Assembly approved the following revisions to the NASW Code of Ethics:

1.05 Cultural Competence and Social Diversity

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

2.01 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

6.04 Social and Political Action

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

OVERVIEW OF FIELD INSTRUCTION PROCEDURE

As part of the professional social work curriculum, social work majors are required to complete a twelve hour course in Field Instruction. This course is offered in the fall and spring semesters. Students enroll in Field Instruction in the last semester of their senior year. Field Instruction requires approximately 500 hours during the semester with the student being in the agency four days each week and participating in an integrative seminar that meets once a week for two hours.

Students in the field will observe the regular agency working hours of their respective assigned agency. Absence from Field Instruction due to illness or other emergencies (up to two days) will be monitored by the Supervisor in the student's assigned agency. When absences exceed two days, the agency field Supervisor should immediately consult with the University field liaison for subsequent planning. If satisfactory or justifiable reasons are not given for the absences this time must be made up before placement ends.

Any changes in Field placement after the agency assignment is made are the responsibility of the Director of Field Instruction. This is done in close consultation with the faculty liaison, agency field Supervisor and the student.

ELIGIBILITY FOR FIELD INSTRUCTION IN SOCIAL WORK

Students admitted into the Department of Social Work's Field Instruction program must meet the following criteria:

1. Students must be in compliance with the academic requirements for the Social Work major.
2. Students must have completed all other course work required for the BSW degree with an overall GPA of 2.00 and a GPA of 2.60 in Social Work courses before enrolling in Field Instruction.
3. Students must apply for Field Instruction during the semester prior to the anticipated placement by submitting an application to the Director of Field Instruction. This application must be approved by the Field Director before the student may participate in Field Instruction.
4. Applications will be considered on the basis of personal and professional attributes congruent with competent professional social work practice. Students must also purport a commitment to the National Association of Social Workers' Code of Ethics.
5. Student approved for Field Instruction will meet with the Director of Field Instruction to discuss various placement opportunities. After reviewing potential placements, students will be referred to agencies to be interviewed regarding placement.

Following the pre-placement interview, the student, agency representative and the Director of Field Instruction will make a determination as to the appropriateness of the placement.

6. Students are required to have student liability insurance coverage while enrolled in Field Instruction in Social Work I and II (SW 432/SW 433). This insurance is available to student members of the National Association of Social Workers.
7. Students enroll in Field Instruction the semester in which they graduate.

PREREQUISITES FOR FIELD INSTRUCTION

All Social Work majors must meet the following prerequisites before entering the Social Work Field Instruction component of our curriculum:

The semester prior to entering Field Instruction, the student must have a 2.0 overall cumulative grade point average and a 2.6 overall grade point average in his/her social work major.

The liberal arts/general education requirements for the major, all prescribed supporting courses, and the following Department of Social Work courses are prerequisites to entry into Field Instruction.

SW 230	Introduction to Social Work
SW 305	Social Welfare Policies and Services
SW 315	Human Behavior and the Social Environment I
SW 316	Human Behavior and the Social Environment II
SW 324	Diversity Issues in Social Work
SW 360W	Methods of Social Work Practice I
SW 361	Methods of Social Work Practice II
SW 362	Methods of Social Work Practice III
SW 370	Methods of Social Work Research

In the event a student has concern regarding his/her status for entry into Field Instruction, he/she will be referred to his/her Departmental academic advisor.

The Department of Social Work Academic Advisory Committee, composed of students and faculty in the Department of Social Work, is designated as the group within the Department which will monitor the above criteria for Field Instruction.

The student, if denied entry into Field Instruction, may choose to initiate an appeal and grievance procedure with the Student Status Review Committee.

POLICY FOR TERMINATING STUDENTS FROM THE SOCIAL WORK PROGRAM

Students enrolled in the Department of Social Work are expected to conduct themselves professionally, to follow the principles of the NASW Code of Ethics, and to understand that grades earned in order to meet academic requirements are not the only indication of students' ability to become professional social workers.

To maintain the integrity of the Department's professional social work program and to adequately discharge professional responsibility as social work educators, the Department of Social Work has developed a termination policy which addresses both academic issues and professional concerns which would necessitate termination from enrollment in the Program. Termination for academic reasons is closely related to academic policies and standards established by the University, while termination for professional concerns focuses on appropriate conduct and behavior in accordance with the principles of the social work profession. Termination may occur prior to matriculation, during the process of matriculation, or at any point following successful matriculation into the Department's professional program.

Academic reasons for termination from the Department of Social Work include, but are not limited to:

1. Failure to meet scholastic standards established by the University (overall 2.0 Grade Point Average on all work attempted) as specified in the ***University Catalog***
2. Failure to meet scholastic standards established by the Department of Social Work (overall 2.0 Grade Point Average on all work attempted and 2.6 Grade Point Average in Professional Social Work courses) as specified in the ***Department of Social Work Student Handbook***
3. Failure to maintain required quality points standards as specified in the ***University Catalog*** and ***Department of Social Work Student Handbook***
4. Failure to comply with University policies relating to academic warning, probation, suspension and appeal, as specified in the Academic Procedures and Requirements section of the ***University Catalog***

Professional reasons for termination from the Department of Social Work include, but are not limited to, the following areas of inappropriate behavior and conduct:

1. Felony conviction during educational program
2. Evidence of criminal or unlawful activity during educational program
3. Active substance abuse in the classroom, service learning environment, and/or field practicum setting
4. Violation of the principles of the NASW Code of Ethics – overtly expressed attitudes, behaviors, and values which are in opposition to those described
5. Sexual misconduct with a client
6. Emotional instability which results in impaired ability to maintain appropriate professional conduct, behavior, and roles in the classroom, service learning environment, and/or field practicum setting
7. Personality, emotional, attitudinal, or personal issues and difficulties which impair performance, interaction, and relationships with classmates, faculty, agency staff, clients, and others
8. Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability which are necessary for professional social work practice
9. Inability to appropriately handle personal problems in an effective manner, resulting in disruption of student functioning in the classroom, service learning environment, and/or field practicum setting, educational setting and/or in agency settings
10. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional helping relationships (such as denial of client self-determination, inability to exercise a nonjudgmental attitude toward clients, inability to separate personal values from acceptance of client differences, and others)
11. Dishonesty (including lying, cheating, plagiarism) in coursework, service learning environment, and/or field practicum setting
12. Falsification of Department of Social Work documents and/or agency documents
13. Engaging in and/or condoning discrimination against clients on the basis of race, ethnicity, national origin, age, religion, gender, sexual orientation, marital status, socio-economic status, disability or other aspects of diversity
14. Violation of University policies and other behaviors specified in the University Student Code of Conduct which result in suspension from the University; see the *Student Affairs* section in the **University Catalog**, the **University Student Handbook**, and the link to the Office of Student Conduct in the University's website: <http://www.una.edu/student-conduct/JudicialProcess.html>
15. Failure to demonstrate the willingness and/or ability to develop the basic competencies identified by the Department of Social Work as minimum standards for professional social workers, including the following:
 - Identify as a professional social worker and conduct oneself accordingly.

- Apply social work ethical principles to guide professional practice.
- Apply critical thinking to inform and communicate professional judgments.
- Engage diversity and difference in practice.
- Advance human rights and social and economic justice.
- Engage in research-informed practice and practice-informed research.
- Apply knowledge of human behavior and the social environment.
- Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
- Respond to contexts that shape practice.
- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

16. Failure to submit to recommended psychological and/or related evaluations regarding the professional violations identified in this list

17. Failure to comply with remediation plans developed by the Faculty, in concert with student input, in efforts to correct identified student concerns and issues

By establishing this termination policy which targets students' professional issues as well as academic concerns, the Department of Social Work endeavors to maintain the integrity of its BSW Program and, ultimately, the profession of social work. The following section articulates the specific termination procedures which are initiated when the termination policy must be implemented in a student circumstance.

Termination Procedures – Department of Social Work

The Department of Social Work has a clearly articulated protocol in place for handling student professional and academic concerns such as those previously described. Cause for concern regarding a student may originate from a Social Work Faculty member during the student's academic advisement process, from a fellow student, during classroom activities and interactions, in reports given by practitioners in community social services agencies during service learning and/or field instruction experiences, and from other sources. As such issues typically arise following matriculation and prior to entry into field instruction; the Department may initiate the Student Action Remediation Plan which may lead to alleviation of the concerns or the student's termination of enrollment in the Department. The following steps describe this process:

1. Issues are identified regarding the student's professional and/or academic performance, including specific description of the area of concern including – when applicable – the relevant standard(s) in the NASW Code of Ethics

2. The student, the assigned Social Work Faculty Advisor, the Director of Field Instruction, and/or other Social Work Faculty members meet together to discuss the concerns
3. Utilizing the Student Action Remediation Plan form, a written remediation plan is developed which describes necessary changes, timeframes for accomplishing the identified goals, and criteria for assessing success or failure of the remediation plan
4. The student's academic advisor and/or the Department Chair monitors the student's compliance with the remediation plan
5. Students who do not complete the remediation plan or do not comply with the written agreement aimed at achieving necessary changes may be terminated from the Department of Social Work's professional program
6. In some cases, a student terminated from the Department of Social Work for professional or academic reasons may re-apply for admission at a later date; the application for readmission will be evaluated by the Social Work Faculty
7. Documentation regarding the areas of concern and related information, including the *Student Action Remediation Plan* form, will be retained in the student's file housed in the Department of Social Work, with confidentiality being maintained

Students who are terminated from the Department of Social Work or who have other issues regarding actions taken by the Department may choose to initiate grievance procedures as previously described in **Section 3.2.7 Advisement/Retention/Termination**: Student Status Review Committee, University Ombudsman, or formal hearing request at the next administrative level.

The Department of Social Work endeavors to assist students in resolving issues that may interfere with professional growth and development before the situation escalates into concerns serious enough to warrant termination procedures. However, the termination policies and procedures established by the Department, as well as the termination procedures instituted by the University, are necessary components in accomplishing the overall mission of the professional program: to prepare competent and ethical entry level social workers for generalist social work practice.

ORIENTATION TO FIELD INSTRUCTION

The formal orientation process begins in the semester prior to the Field experience. Students attend two mandatory organizational meetings with the Director of Field Instruction in preparation for their five hundred (500) hour block placement.

In the first meeting, students are provided a general overview of the Field Instruction experience, including the Field Instruction process and policies, information on placement agencies and an application packet for Field Instruction. At this time the students who are to enter Field Instruction are given an opportunity to hear brief presentations on each agency placement being utilized during that semester and time is allowed for specific questions concerning the student's role in a particular setting. There is also an opportunity for questions concerning the expectations of a Field student without regard to a particular setting.

At the conclusion of the orientation session the prospective Field students receive a list of available placements and are given an opportunity to discuss these placements. The incoming Field students are then given a Field Instruction application form and a Field preference form to complete and submit to the Director of Field Instruction.

CRITERIA FOR SELECTING FIELD AGENCIES AND SUPERVISORS

The agency must have a social service program with standards and philosophy acceptable to the community, the profession and the Department of Social Work at the University of North Alabama. The agency should be a setting in which students have an opportunity to work with individuals, groups, organizations and/or communities reflective of the diverse population in the area. The administrator and staff of the agency should have an understanding of social work education and in agreement with the Department's mission and goals. The agency must be willing to commit a competent staff person as Agency Field Supervisor who will guide the student's field placement experience. The following types of agencies are selected for placement purposes:

1. Those agencies involved directly with social work and are recognized as public and private social work agencies;
2. Those agencies and programs established through federal, state and local legislation to serve the public;
3. Other community organizations, programs or agencies of an innovative nature.

The following criteria are considered in selecting the Field Instruction agency Supervisor:

1. A person with a master's degree in social work or a bachelor of social work graduate from a CSWE accredited program with a minimum of two years' experience in the Field;
2. A person with another graduate degree with at least two years of agency experience in the delivery of social services - in this case, additional Field supervision is provided by faculty;
3. The Field Supervisor must have sufficient time to devote to a student intern and be willing to work with any student without discrimination on the basis of sex, ethnicity, age, sexual orientation or disability.

The mission and goals of the Department of Social Work are considered in Field placement agency selection.

PLACEMENT AND MONITORING OF STUDENTS IN FIELD AGENCIES

Applications are considered based on compliance with academic requirements which are verified by the Director of Field Instruction and also on the basis of personal and professional attributes congruent with competent professional social work practice. The application includes a narrative essay which allows the Field Director and subsequently, the potential Field Supervisor to examine the student's choice of social work as a profession. As an aspect of the application process, the Field Director meets with each student applicant to further evaluate the student's readiness for field and area(s) of interest for Field assignment. Effort is made to maximize the student's participation in the Field learning experience, including student input in the assignment to a particular agency setting as well as in the evaluation process. The student's professional interests guide the Department in placement planning.

Those students approved for Field placement are referred to agencies for pre-placement interviews. Following the pre-placement interview, the student, agency representative(s) and the Department's Director of Field Instruction make a determination as to the appropriateness of the placement. After the pre-placement visits are completed, a second organizational meeting is held for all students admitted to Field Instruction. In this meeting, students receive the schedule for the Field semester and the Field Instruction Manual which is reviewed. The Field Director then notifies the students and agency Supervisors by letter to confirm placements.

Field Students are required to participate in a weekly integrative seminar facilitated by the Department's Field Faculty. The seminars provide the field faculty the opportunity to monitor students' professional development as they articulate their field placement experiences in class discussions, presentations, role-play exercises, assignments and individual conferences.

AGENCY AGREEMENT CONCERNING SOCIAL WORK FIELD EXPERIENCE

BE IT AGREED THAT _____ located at _____ and the University of North Alabama will enter into arrangements for the use of agency facilities and supervisory personnel for social work training of students from the University. This agreement will continue until it may be terminated by either or both parties.

BE IT FURTHER AGREED that all such arrangements will be consistent with the agency's policies as well as the policies and plan for Field experience for Department of Social Work students as conducted by the University of North Alabama. (See syllabus for detailed plan).

BE IT FURTHER AGREED in addition that:

- A. The University will not attempt to exercise any authority in relation to agency programs and procedures. The only control function by the University will be through consultations between the University Field Education Coordinator and the agency Supervisor in order to satisfy requirements for proper student learning experiences and proper reports concerning the progress of students.
- B. Students assigned to the agency will be under the administrative authority of the agency regarding rules, regulations, policies and procedures.

BE IT FURTHER AGREED that the assignment of any student or agency Supervisor may be terminated for just cause and upon notification and consultation between the agency and the University.

BE IT FURTHER AGREED that this arrangement for off-campus field work experience for social work students is designated to be mutually beneficial to both the agency and the University of North Alabama and that both parties will continually strive for ideas and incentives that will result in a better social work training program.

BE IT FURTHER AGREED that the Field placement experience will be carried out without discriminating on the basis of race, color, creed, religion, gender, national origin, physically or mentally challenged, or veteran's status.

Signed:

Dr. Joy Borah, Chair
Department of Social Work

Ms. Jacqueline Winston, Director
Field Instruction

Agency Supervisor

Date

LEARNING AGREEMENT

To ensure clarity and direction in the Field placement experience, each student and Supervisor, in conjunction with the faculty liaison, should jointly formulate a learning agreement for the entire semester. It is expected that this agreement will be reviewed for adjustment after the Mid-Term evaluation.

The learning agreement should specify:

1. The period of time covered and days of placement;
2. The basic educational goals individualized in accordance with student needs and policy of the Department of Social Work;
3. Task assignments in fulfillment of educational goals;
4. The student's responsibility in the Field placement;
5. The agency Supervisor's responsibility in the Field placement;
6. Agency Supervisor's signature (including date) and student's approval of the Learning Agreement.

Two (2) copies of the Learning Agreement should be forwarded to the student's faculty liaison two weeks after the beginning of the Field placement experience. The two week period of time gives all parties involved sufficient time to develop a clear picture of agency resources, student's need and interests.

Through mutual discussion, this Learning Agreement develops as a contract against which both student and agency accountability can be assessed. It is also an attempt to establish specific tasks and objectives that are in harmony with those of the UNA Department of Social Work and for fulfilling the criteria of evaluation.

PREPARING THE LEARNING AGREEMENT

The intention of the form is to set up "learning and doing" objectives for field work that are individualized for each student, that focus on training the student for generalist practice through the mastery of core competencies, that are feasible in the agency and are attainable within the school semester. The student is responsible for the preparation and the Field placement Supervisor is expected to be involved to the extent that is mutually agreeable. The student is expected to initiate working on the preparation of the agreement with the Field placement Supervisor. The student needs to make three copies of the Learning Contract form: one to keep, one for the Field placement Supervisor and one for the faculty liaison.

The headings of sections labeled "Agency, Personal and Professional" are intended to offer a focus for broad coverage. There may be overlapping of goals under these headings and this is acceptable. The main idea of the divisions is to encourage the student to develop goals in each of these three broad areas, all are considered important to social work professional training. Please note that within each section, the student is expected to list goals and ways to achieve them. The goal is the individualized objective and the way of meeting the goal is the task or strategy.

- A. AGENCY LEARNING GOALS pertain to the unique nature of the Field work agency that the student wishes to learn about and/or contribute to. Consideration should be given to the following areas when deciding on your learning goals:
- Services and programs the agency provides;
 - Agency history, philosophy and funding;
 - Client population served;
 - Organizational structure;
 - Agency policies and procedures;
 - Agency decision-making processes.
- B. PERSONAL LEARNING GOALS pertain to your own uniqueness as an individual and changes you want to make within yourself and in your behavior that would help you in your role as a practicing social work student in your agency. This may involve building on your strengths and talents; working on minimizing, vulnerabilities, etc.; and expanding sensitivities, self-awareness, etc. Consideration should also be given to the following when deciding on your learning goals:
- The difference between personal and professional tasks;
 - Personal blocks to effective social work practice;
 - Self-awareness in relation to human diversity, i.e. cultural and lifestyle differences, disadvantaged groups, women's issues, etc.;
 - Personal values that help or interfere with effective social work practice.
- C. PROFESSIONAL LEARNING GOALS pertain to theory, methods and practices behaviors common to the work of a professional social worker that you can learn in your agency and that would be applicable in other social work agencies as well.

Consideration should be given to the following areas when deciding on your learning goals:

- Social work values and ethics;
- Accountability to client systems, i.e. maintaining client confidentiality, keeping appointments, following through on plans, etc.;
- Teamwork with other agency staff;
- Identification of client concerns/problems;
- Communication and interviewing skills;
- Problem solving process;
- Diversity, i.e. cultural, ethnic, spirituality, and racial;
- Community resources and making referrals;
- General social work practice method, i.e. establishing relationships, collecting data, making assessments, interventions, evaluation and termination;
- Integrating and applying academic knowledge and theory to actual social work situations

**UNIVERSITY OF NORTH ALABAMA
DEPARTMENT OF SOCIAL WORK
FIELD INSTRUCTION LEARNING AGREEMENT FORM**

STUDENT'S NAME _____
FIELD PLACEMENT SUPERVISOR'S NAME _____
NAME OF AGENCY _____

I. DATES:

Effective Dates of Agreement: Begin _____ Complete _____

Specified Days and Time of Placement: _____

Note: Learning goals are treated separately in this planning form, although it is realized that all the goals are basically related and form a whole. See attached instruction sheet for assistance in completing this form.

II. AGENCY LEARNING GOALS:

TASKS OR STRATEGIES:

III. PERSONAL LEARNING GOALS:

TASKS OR STRATEGIES:

IV. PROFESSIONAL LEARNING GOALS:

TASKS OR STRATEGIES:

(One goal should focus on the integration of theory and field)

It is agreed that the present contract will be reviewed periodically to assess progress and negotiate changes where desired.

Date: _____

Student's Signature

Date: _____

Field Instruction Supervisor's Signature

Date: _____

Director of Field Instruction

RECOMMENDED RESPONSIBILITIES OF FIELD SUPERVISORS

The Agency Field Instruction Supervisor is requested to fulfill the following responsibilities to the University:

1. To read and be familiar with the Social Work Department's mission, goals, core competencies and associated practices behaviors,
2. To make every attempt to attend seminars for Field Instructors hosted by the University;
3. To dialog/meet with the University faculty liaison at appropriate intervals (minimum of twice a semester) in relation to the student's professional development;
4. To maintain an ongoing evaluation of the student and send appropriate reports to the University as requested;
5. To prepare other appropriate staff members in advance of the student's arrival and involve them in ways they can contribute to the learning process so that they too can understand and appreciate the Field Instruction component;
6. To introduce the student to the agency Director and appropriate staff persons;
7. To supervise the student in keeping with the needs of the student and to have a regular weekly conference with the student;
8. To arrange for the student to attend staff meetings, board meetings and committee meetings whenever possible;
9. To discover the student's individual interests, goal and aspirations so that the student may develop further self-awareness;
10. To provide personally or in cooperation with other key persons, an orientation to the Field placement setting in which the student learns about:
 - a. The purpose, function, policies and goals of the organization;
 - b. The source of funds;
 - c. The clientele served;
 - d. The geographic area covered;
 - e. The specific activities carried out;
 - f. Agency in relation to the community resources;
 - g. The expectation of the student as an agency representative and as a social worker;
 - h. What the student can expect from his/her agency Supervisor in regard to guidance and support;
 - i. Personnel regulations.
11. To select the workload of the student, taking into consideration the student's capacity, interests, past experiences, life patterns and the goals of the Department of Social Work, whenever possible. "Busy" work is not appropriate for the student. He/she must feel that the job to which he/she is assigned is a meaningful one in

which he/she makes a contribution to the agency while learning;

12. As early as possible, assign the student a problem situation which involves either a single client, a family group or a community concern. This assignment should be selected carefully so the student can gain some meaningful impressions. The student should be made aware of accomplishments, but not be given false encouragement;
13. To increase the nature and complexity of the student's assignments as the student learns and grows;
14. To assign tasks with clarity so the student knows the purpose of the job and appreciates the need for its being done;
15. To help the student plan and organize work realistically and effectively;
16. To teach the student how to prepare for and participate in conferences, both individual and group;
17. To give the student the opportunity to practice several intervention methods;
18. To afford the student the opportunity to observe other staff members at work in specific situations (such as interviewing) that will afford learning experiences. Follow-up feedback of what has been learned is vital;
19. To enhance the student's ability to communicate effectively both through verbal and written experiences the process of:
 - a. Identifying needs and problems;
 - b. Collecting facts;
 - c. Organizing facts;
 - d. Evaluating facts;
 - e. Acting on facts.
20. To evaluate and discuss with the student the tasks performed in placement. Positive reinforcement as well as constructive criticism is important;
21. To help the student recognize attitudes and feelings as well as the steps necessary in performing a task;
22. To reinforce basic social work concepts, values and ethics during the Field experience;
23. To make agency policy and procedure materials available for the student's consumption initially and for future reference; and
24. To help the student be aware of agency limitations related to its functions and resources.

DIRECTOR OF FIELD INSTRUCTION RESPONSIBILITY TO FIELD EDUCATION SETTINGS

The Director of Field Instruction has contact with each Field Agency Supervisor initially to help plan and coordinate student placements. The Department provides the Field Supervisor with appropriate Field Instruction course material (manual, evaluations, etc.) and student's application data packet. The principle responsibilities of the Director of Field are as follows:

1. To assign one of the Social Work faculty members to serve as the Department Field liaison with that agency during the student's placement;
2. The assigned Field faculty liaison will dialog/visit with respective Field Supervisor a minimum of twice during the semester;
3. To advise the agency field supervisor of the Department of Social Work's goals and core competencies for inclusion in the individualized placement agreement between the agency and the respective student;
4. To determine which seminar learning experience is to be included to support the student's professional development in the agency;
5. To determine the student's grade for Field Instruction after assessing the evaluation forms completed by Field Supervisor and student submitted learning assignments;
6. To sponsor seminars and workshops opportunities structured to support the Field agency Supervisors and their role in the program;

STUDENT RESPONSIBILITIES IN FIELD INSTRUCTION

The University and Field Instruction setting unite to provide the student with an appropriate educational and practical social work experience. In doing so, they arrive at some basic expectations of the students in the performance of his duties, not unlike those of others working in the agency. The student is expected on Field Instruction days to:

1. Be prepared for work by being rested and relaxed;
2. Dress appropriately (neatly and modestly);
3. Maintain mature behavior;
4. Be on time for work;
5. Follow instructions of agency Supervisor; however, question those details which are not clear;
6. Refrain from criticism of agency personnel and policies until there is an understanding of the meaning of these policies;
7. Participate fully in activities planned, including conferences, seminars and community organization and planning applicable to the agency function;
8. Respect consumers of services, agency personnel and other students by maintaining professional and ethical behavior;
9. With agency sanction, use initiative and creativity in assignments;
10. Call the agency prior to the beginning of the agency's workday if unable to report for work;
11. Maintain sensitivity to others' values, culture and lifestyles;
12. Reinforce the Field experience with outside readings of research materials, social work journals and library resources.

POLICY ON CONFIDENTIALITY

Students undertaking Field placements or other activities involving direct contact with clients assume professional responsibilities. These include the closest adherence to the principles of confidentiality so that the privacy of the privileged information to which students are exposed is totally safeguarded. The following statements embody social work policies designed to achieve this confidentiality:

1. Students must take initiative and responsibility for knowing the confidentiality policies of agencies in which they are placed and for abiding by them.
2. Outside of the agency and the Field Instruction Seminar, no information regarding specific clients and families and other adults is to be revealed. This includes names of clients and clinical background information by which they might be identified.
3. Within a class, names of specific clients, families or adults should not be stated. A pseudonym of third person reference should be substituted.
4. The classroom itself is to be considered an area of confidentiality. Clinical information and reactions of classmates is not to be discussed with anyone other than the student's Field liaison.
5. No piece of written work should contain actual names of clients. Correct identifying information can be added to copies intended for agency use at the time the student inside the agency is submitting the material to the agency.
6. For community or professional presentation or for written material distributed outside of a class for which it was prepared, clinical or case material must be altered so that there is no possibility that the persons involved can be identified. This includes specific details and circumstances as well as names.
7. Students are personally responsible for the safety and protection of any clinical information or records they may have in their possession. This must never be placed anywhere that unauthorized persons might view it.
8. Students are expected to use tact and discretion when representing agencies which provide them with training experiences. Agencies provide exposure to their programs as a service to students and the Department of Social Work.

RECOMMENDED LEARNING ACTIVITIES FOR FIELD INSTRUCTION

The goal of Field Instruction is to provide experiential learning opportunities for students to integrate and refine by application, knowledge, values and practice skills which are the basis of the Social Work curriculum with an understanding of their synthesis and integration. It is anticipated that the student's Field learning experiences will progress from the simple to the more complex upon completion of Field Instruction.

Keeping in mind the program's focus on training the student for generalist practice through the mastery of core competencies, the following learning activities are recommended for Field Instruction experiences for each Field student:

1. Thorough orientation to the agency, the community served and to professional values;
2. Introduction to agency and client systems;
3. Opportunities for interviewing;
4. Fact gathering and problem assessment;
5. Problem identification and goal setting;
6. Learning to make referrals and effective use of community resources;
7. Growth in the ability to apply theoretical concepts to field experiences such as stress management, crises, defenses, ego functioning and social systems approach;
8. Development of a value system that allows for understanding of various ethnic groups, diverse lifestyles and cultural differences;
9. Development of problem solving skills for micro and macro practice, using research, intervention, policy formulations, political processes and resource coordination;
10. Exposure to knowledge encompassing bureaucratic skills, policy analysis and organization change;
11. Enhancement of understanding one's own cultural and value system;
12. A definitive conceptualization of generalist roles such as an advocate, mobilizer and enabler;
13. Assistance in organizing and participating in agency training sessions, workshops, seminars, community presentations, etc.;
14. Attendance of agency staff meetings;
15. Procedures for intake, termination and evaluation;
16. Participation in group processes and community organization activities;
17. Opportunities for research and survey experiences;
18. Accepting responsibility for professional and ethical activities and being accountable to clients, consumers, the agency, colleagues and the community.

TRAINING OPPORTUNITIES FOR FIELD SUPERVISORS

The Department of Social Work sponsors a Field Supervisors training seminar each fall and spring semester on the University campus. These are focused on specific needs of Field Supervisors as identified by Field Instructors and the Field faculty. Faculty Field liaisons, students and Field Instructors participate in the planning process for each seminar. The seminar is usually scheduled for a minimum of four hours one day during the semester.

The seminars are evaluated by those participating and each participant is given an opportunity for input into the format and topics for future seminars and workshops. University continuing education credits are awarded to Field Supervisors participating as well as contact hours for social work licensure in the state of Alabama.

COURTESIES EXTENDED TO FIELD SUPERVISORS

The University recognizes the efforts made by area agencies to accommodate Department of Social Work majors in a Field placement experience with supervision and desires, in some way, to express its appreciation for these important services to social work education.

The University, through the Department of Social Work, extends its hospitality and interest in co-sponsoring continuing education opportunities with local and area social work agencies and programs. The University offers modern and accessible meeting space and available equipment for such training opportunities when held on campus.

FIELD INSTRUCTION SEMINAR

An integrative seminar is one of the requirements for Field Instruction; the two hour seminar is held on campus one day per week throughout the semester. This seminar affords students the opportunity to integrate knowledge acquired in classroom instruction and to share Field experiences while gaining information that will enhance their professional development and the mastery of core competencies.

This integrative seminar for Field students offers an opportunity for professionally related discussion, additional skills training and exchange of information about community agency settings. The faculty Field Instructors serve to link practice theory and methods supportive of the Field learning experience. The methodology for this educational process is achieved through :

1. Individual participation
2. Group dynamics and processing;
3. Multi-media presentations
4. Role playing;
5. Agency guest lecturers;
6. Case presentations;
7. Additional leaning needs as identified by students, agency Supervisors and Field faculty.

The information presented is evaluated and assessed by the Field faculty and the Field students.

FIELD INSTRUCTION SYLLABUS

UNIVERSITY OF NORTH ALABAMA
DEPARTMENT OF SOCIAL WORK
Spring 2010

SW 432-01 & SW 433-01 - Field Instruction in Social Work I & II

Instructor: Mrs. Jacqueline Winston
Office: Stevens Hall, Room 541
Telephone: 765-4145
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Instructor: Dr. Joy Borah
Office: Stevens Hall, Room 539
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Mrs. Winston's Office Hours:

Dr. Borah's Office Hours:

I. COURSE DESCRIPTION:

The Field Instruction placement experience and seminar provide an opportunity for the Field students to demonstrate the integration and application of core competencies in practice with individuals, families, groups, organizations, and communities and to critically examine the integration of social work theoretical framework with social work practice experiences.

II. COURSE OBJECTIVES:

This course is designed to support the Social Work Department's objectives and its definition of generalist practice. This course builds on the program's focus of training students for generalist practice through the mastery of core competencies. Generalist practice is the application of an eclectic knowledge base grounded in liberal arts and the person and environment construct. Generalist practice incorporates a wide array of methods and skills to develop practice behaviors for prevention and intervention with individuals, families, groups, communities and organizations. Generalist practice is committed to promoting and advocating for human and social well-being, respecting diversity and adhering to professional values and ethics.

CORE COMPETENCIES AND STUDENT PRACTICE BEHAVIORS/OUTCOME PERFORMANCE

Core Competency—Identify as a professional social worker and conduct oneself accordingly. (Core Competency 2.1.1)

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

Students will develop these practice behaviors:

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

Core Competency—Apply social work ethical principles to guide professional practice. (Core Competency 2.1.2)

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

Students will develop these practice behaviors:

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/ International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;³
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

Core Competency—Apply critical thinking to inform and communicate professional judgments. (Core Competency 2.1.3)

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

Students will develop these practice behaviors:

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Core Competency—Engage diversity and difference in practice. (Core Competency 2.1.4)

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Students will develop these practice behaviors:

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

Core Competency—Advance human rights and social and economic justice. (Core

Competency 2.1.5)

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

Students will develop these practice behaviors:

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

Core Competency—Engage in research-informed practice and practice-informed research. (Core Competency 2.1.6)

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

Students will develop these practice behaviors:

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

Core Competency—Apply knowledge of human behavior and the social environment. (Core Competency 2.1.7)

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

Students will develop these practice behaviors:

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

Core Competency—Engage in policy practice to advance social and economic well-being and to deliver effective social work services. (Core Competency 2.1.8)

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

Students will develop these practice behaviors:

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

Core Competency—Respond to contexts that shape practice. (Core Competency 2.1.9)

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

Students will develop these practice behaviors:

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Core Competency—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (Core Competency 2.1.10(a)–(d))

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Core Competency—Engagement (Core Competency 2.1.10(a))

Students will develop these practice behaviors:

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

Core Competency—Assessment (Core Competency 2.1.10(b))

Students will develop these practice behaviors:

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

Core Competency—Intervention (Core Competency 2.1.10(c))

Students will develop these practice behaviors:

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

Core Competency—Evaluation (Core Competency 2.1.10(d))

Students will develop these practice behaviors:

- critically analyze, monitor, and evaluate interventions.

III. Course Requirements:

CRITERIA FOR EVALUATION:

1. Seminar attendance and participation will be a factor in determining your final grade.
2. Class assignments: this will include a class presentation, role-play and class exercises.
3. Field evaluations: (Midterm and Final evaluations).
4. Written assignments: (Four papers and a weekly log)
 - A. Assignment 1: Agency Structure and Policy Analysis.
 - B. Assignment 2: Generalists Social Work Practice and Problem Solving.
 - C. Assignment 3: Field Project Evaluation Form.
 - D. Assignment 4: Final Report on Field Experience.
 - E. Assignment 5: Field Instruction Weekly Log.
 - E. Late Assignments: 5 points per day will be deducted from grade.

(Outlines will be provided for assignments)

EDUCATIONAL METHODS:

1. Lecture and group discussions. For example: effective use of supervision and ethical dilemmas.
2. Individual and group presentations based on Field practice experiences with individuals, families, groups, organizations, and communities.
3. Guest speakers, including Field Supervisors and community leaders.
4. Attend community conferences, workshops, forums and lectures, as placement schedule permits.
5. Multimedia presentations.
6. Class exercises: i.e. role-play, group work

Attendance Policy and Withdrawal Policy

Refer to page 52 of the 2009-2010 *University Catalog* for policies which govern class attendance and withdrawal from the course. Regular attendance at all scheduled classes and activities is expected. Students who attend only half the class period (i.e. come in or leave the class at mid-point without having contacted the professor for permission in advance) will be marked absent for the entire class period. More than four total absences for any reason will result in a final grade of **F**.

Accommodation Statement

It is the policy of the University of North Alabama to afford equal opportunity in education to qualified students with disabilities. Therefore, a student who has a disability that inhibits the student's ability to meet regular course requirements and desires accommodations must contact the instructor and Developmental Services within the first three class meetings of the semester. The goal is to develop a timely accommodation plan and to file an Americans With Disabilities Act (ADA) Accommodation form. Course requirements will not be waived, but accommodations may be made to allow each student to meet course requirements.

VI. COURSE CONTENT:

This on-campus integrative seminar for Field students offers an opportunity for discussions, additional skills training and exchange of information about community agency settings. The seminar serves to link practice theory and methods supportive of the Field practice learning experience. The seminar also provides a forum to engage the student in a self-evaluation process of his/her emerging generalist practice skills and mastery of core competencies.

:

ASSIGNMENTS I - V

OUTLINE FOR ASSIGNMENT 1

AGENCY STRUCTURE AND POLICY ANALYSIS

Agency Purpose

Describe the agency in terms of its stated goals and objectives. When and how was the agency founded? What is its source of authority to function as a human services agency, i.e., law, charter?

Formal Organization

Describe the formal organizational structure of the agency. Include a diagram, if possible. How does this structure initiate actions to achieve organizational goals for delivery of services? What is the function of the social worker in the agency? How do you perceive your role in the agency? Indicate where you fit into the structure as a Field student.

Target Populations

Describe the agency clients in terms of age, socio-economic status, types of problems presented and the needs that the agency is attempting to meet. What are the sources of referral? How does the agency address issues of human rights and social and economic justice? Briefly discuss some of the client's unmet needs as you perceive them.

Funding

Give an overview regarding where funds come from and how they are allocated. Who takes responsibility for preparing the budget?

Physical Structure

Where is the agency located? How long has it been in its present location? Is it accessible to the target population? What is the overall condition of the facility? What was your first impression of the environment of the agency?

Analysis of Agency Policy

Select and critically analyze a specific policy of your agency. How and why was the policy carried out on a day-to-day basis? What, in your opinion, are the strengths and weaknesses of this policy? How does the staff collaborate with colleagues and clients for effective policy action? What impact does this policy have on the functioning of the agency and its client system?

OUTLINE FOR ASSIGNMENT 2

GENERALIST SOCIAL WORK PRACTICE AND THE PROBLEM SOLVING APPROACH

Purpose:

To encourage students to examine the processes used to enhance clients' social functioning; enable students to identify the generalist roles and practice behaviors used during the problem solving process. Intensify students' ability to evaluate use of self as a professional social worker.

1. Identify and describe a "**client system**" with which you have been involved in your Field experience. It can be a community, organization, group family or individual. Identify all components of the **client system**, including target system, support system, action system, and controlling system initiation.
2. List some of the problems/issues faced by this **client system**. Describe the component's perception of the problem and reason for coming to the agency. Do you perceive these problems growing out of the client's situation and/or the client's feelings about the situation?
3. Identify one problem area with which you elected to work. How severe is it? What impact is it having on the social functioning of the system's components? Why was this area chosen? Was it done in consultation with the client and/or your Field Supervisor?
4. Indicate the overall goal you and your "**client system**" wanted to reach in this process.
5. List some of the alternative ways to solve the problem and identify the one or more alternatives chosen as possible situations.
6. Name the steps you have taken, or plan to take, to accomplish the alternative action indicated in #5 above. Also, identify the various tasks necessary to reach the overall goal.
7. Specifically identify the generalist roles and the practice behaviors utilized in this problem solving process. Specify which of the activities you associate with particular generalist roles and practice behaviors.
8. Evaluate the overall effectiveness of your practice intervention and generalist roles/practice behaviors, identifying areas for growth in the aforementioned roles. Identify ethical issues/conflicts encountered.
9. Comment on how well you have been prepared by the BSW curriculum to carry out the roles you encounter in your Field setting. Make suggestions as to how curriculum could be strengthened to stimulate more productivity in the Field Instruction experience.
 - A. Social Work Practice courses
 - B. Social Work Research
 - C. Human Behavior courses
 - D. Social Welfare Policy and Services
 - E. Diversity Issues in Social Work
 - F. Liberal Arts courses

OUTLINE FOR ASSIGNMENT 3

FIELD PRACTICE EVALUATION FORM

1. Identify, describe and critically analyze a practice issue/situation encountered during your field placement experience. It may involve a community project, a group, a case or a research study you have been or are currently engaged with.
2. Provide research evidence describing the prevalence and impact of the practice issue on your client system. Identify an agency policy related to the issue.
3. Develop a plan of action to address the practice issue/situation that would affect social service delivery.
4. Identify tasks and activities (practice behaviors) necessary to achieve these goals/objectives.
5. How did you collaborate with the "client system" to meet the goals/objectives?
6. Analyze the effectiveness of your plan of action including practice behaviors. Were all your objectives met? In retrospect, were they realistic?
7. What changes, if any, would you make in approaching a similar practice situation/issue?
8. Critically evaluate the effectiveness of your role as a professional generalist social worker.

OUTLINE FOR ASSIGNMENT 4

FINAL REPORT ON FIELD EXPERIENCE

I. The Informal Agency Structure:

- A. Describe the informal structure and communications network at your agency. (In assignment I you described the formal structure of the agency).
1. Describe the personal relations and communications among professional staff, between staff and administrators, between staff and students, between professionals and nonprofessionals (attendants, food service workers, clerical staff, etc.).
 2. Distinguish how these groups relate to recipients of services on a daily basis.
 3. Do you think revisions in the structure should be made? If yes, explain? (This requires your awareness of social/cultural structures, systems, roles, ethical decision making and group dynamics).

II. The Agency's Relationship to the Community Served:

- A. What is your sense of the agency's role in the community as a service provider advancing human rights and social and economic justice?
- B. What is the relationship between your agency and other agencies or services in the community? Give example(s) that support what you are saying.
- C. How do you envision the image of your agency in the eyes of the clients? What basis do you have for your conclusions or observations?
- D. What changes or improvements would you recommend to help the agency better serve the community?

III. Recipients of Services:

- A. Who are your "clients?" Are they "typical" of those served by your agency?
- B. Client Encounters
1. Specifically describe your field placement activities and related practice behaviors, including involvements beyond direct contact with clients, i.e., board and staff meetings, community projects and/or forums, etc.
 2. Were your field placement activities based on pre-established goals? Who established these goals? Were the goals client centered, agency centered, student centered or a combination of these?
 3. Were the goals reached? Did the process of goal setting influence the success or failure of your work?

4. Assess and analyze social policy issues, including major social policies and the extent to which the agency attempts to address the need for new or revised social policy and programs.
5. Identify the community context of practice :assess the community's sense of identity or belonging such as ethnicity, religion, language or occupation; analyze community forces that impede or support social change; discuss services offer to diverse populations, (women, physically and emotionally challenged, diverse groups.); unique characteristics of region and community; the predominant problems, issues and concerns of service population and the degree of community response to identified concerns.
6. What evidence can you give that incorporates classroom learning in your practice experiences with client systems?

IV. The Student:

- A. What did you learn about yourself as a professional social worker from this experience? Relate your views on the professional context of practice, including justification of social work involvement and adoption and development of professional roles, boundaries, demeanor, values and ethics. Reflect on your mastery of the Core Competencies.
- B. What experiences/courses outside the BSW program helped you in your professional development during your Field placement? Elaborate.
- C. Discuss how the courses within the BSW program supported you in the development of your practice behavior and your performance as a Field student?
 1. Practice courses
 2. Research
 3. Policy
 4. Human Behavior
 5. Diversity
 6. Social Work electives
 7. Other courses

V. Recommendations:

Briefly relate your agency's effectiveness as a Field educational setting. Based on the overall evaluation of your Field Instruction placement, would you recommend that it continue to be used as a field setting?

SW 432/433 - FIELD INSTRUCTION I & II
Field Instruction Seminar
Weekly Log

Student's Name: _____ Today's Date: _____

Field Agency: _____

Beginning Date of Log: _____ Ending Date of Log: _____

A. Practice Related Information

1. List specific tasks and activities you have been involved with during the past week. Identify practice behaviors associated with task/activities
Identify goals/objectives of tasks/activities. Note goal attainment or achievement.

B. Professional Self-Development

1. What questions/concerns/issues arising from your experiences do you want to pursue further?

2. What are your goals/plans/strategies for next week?

C. Implications for Growth:

1. What was the most significant thing you learned from your Field practice experience this week? (Describe)

(a) Professional Implication related to the mastery of core competencies:

(b) Personal Implications related to values clarification:

2. Identify any values/ethical dilemmas stemming from your practice experience encountered during the past week.

(a) Describe the event

(b) Identify the dilemma (conflict)

(c) State the relevant Code of Ethics standard

(d) Use the model

D. System's Perspectives:

1. Describe any new Practice experience (micro/macro) you have gained during the past week:
 - a. micro

 - b. macro

2. List any concerns/problems/difficulties you experienced during the past week.

E. Conferences:

1. Agency Supervisors:
 1. Identify topics discussed

 2. Identify questions raised

2. Staff Conferences Attendance:
 1. Outline purpose

 2. Discuss learning experience

NOTE: Content of the log should address itself to agency activities of the previous week. The log may be handwritten, if legible.

FIELD INSTRUCTION EVALUATION

The Field Supervisor is to provide two written evaluations of the student's performance at the agency. The dates for submission of the evaluation will be forwarded to the agency Supervisor at the beginning of placement. After the agency Supervisor has completed the student's evaluation, it should be discussed with the student and the student should be given a copy of the evaluation. The Supervisor should obtain the student's signature on the evaluation before it is forwarded to indicate the student's review of the evaluation. Any areas of conflict between the agency Supervisor and student which cannot be resolved by mutual agreement should be noted by the student and the Supervisor. The student may append a notation of exception to the evaluation.

For the sake of consistency and to facilitate the evaluation process, the Field faculty has developed two evaluation forms which should be utilized by the Supervisor in evaluating the student.

The Mid-Term evaluation form identifies areas of the student's orientation to the agency setting and initial adjustment to the assigned work tasks. The final evaluation is more comprehensive and covers one total spectrum of the entire Field experience.

Any problems or concerns which cannot be resolved between student and Supervisor should be directed to the faculty member serving as a liaison to the agency. If the issue cannot be resolved at that level, the agency Supervisor and/or faculty Field liaison should refer the problem to the Director of Field Instruction and then to the Chair of the Department of Social Work.

The student, in turn, has the opportunity to evaluate his/her Field Instruction placement and appropriate feedback is given to the Field Supervisor by the assigned faculty Field liaison.

UNIVERSITY OF NORTH ALABAMA
SOCIAL WORK DEPARTMENT

MID-TERM FIELD INSTRUCTION EVALUATION

STUDENT _____

AGENCY _____

SUPERVISOR _____

BEGINNING DATE OF STUDENT'S ASSIGNMENT _____

BRIEF DESCRIPTION OF FIELD ASSIGNMENT:

The intention of this evaluation is to assess the progress of your student at the midterm. Please evaluate the extent to which the student's performance reflects the mastery of the core competencies at this time. Competencies are measurable practice behaviors that are comprised of **knowledge, values, and skills (KVS)**. During the Mid-Term a rating of *Adequate (3)* is considered acceptable level of performance. Anything below the *Adequate* rating will necessitate an immediate follow-up by the faculty liaison.

RATING-

0 = Not suitable for the profession

1 = Clearly inferior KVS. is never or almost never demonstrated in professional manner.

2 = Unsatisfactory **KVS.** is sometimes, but infrequently demonstrated in professional manner.

3 = Adequate **KVS.** is often demonstrated in professional manner.

4 = Very Good **KVS.** is usually demonstrated in professional manner.

5 = Clearly Superior **KVS** is always or almost always demonstrated in professional manner.

N/A Not applicable.

1. Understanding of the organizational context of practice, including purpose and goals of agency, services provided, service eligibility and agency limitations. **(CC 2.1.10)**
0) ____; 1) ____; 2) ____; 3) ____; 4) ____; 5) ____; N/A ____
2. Understanding of the community context of practice, including service to cultural diverse populations and/or groups (women, ethnic groups, etc.), unique characteristics of region and community, the predominant problems, issues and concerns of service population and the degree of community relationship to identified concerns.**(CC 2.1.4)**
0) ____; 1) ____; 2) ____; 3) ____; 4) ____; 5) ____; N/A ____
3. Ability to assess social policy and program issues and the extent to which the agency attempts to address the need for new or revised social policy and programs.**(CC 2.1.8)**
0) ____; 1) ____; 2) ____; 3) ____; 4) ____; 5) ____; N/A ____
4. Ability to appraise and utilize community resources including the formal and informal social resource networks within the community which are relevant to agency practice.**(CC 2.1.9)**
0) ____; 1) ____; 2) ____; 3) ____; 4) ____; 5) ____; N/A ____
5. Ability to operate within established organizational procedures of the agency.**(CC 2.1.1)**
0) ____; 1) ____; 2) ____; 3) ____; 4) ____; 5) ____; N/A ____
6. Ability to understand the professional context of practice, including justification of social work involvement and the adoption and development of professional attitudes, ethics and values.**(CC2.1.2)**
0) ____; 1) ____; 2) ____; 3) ____; 4) ____; 5) ____; N/A ____
7. Ability to assess client needs and relate to clients. **(CC2.1.10 a, b)**
0) ____; 1) ____; 2) ____; 3) ____; 4) ____; 5) ____; N/A ____
8. Ability to communicate clearly and effectively, including written and verbal reports.**(CC 2.1.3)**
0) ____; 1) ____; 2) ____; 3) ____; 4) ____; 5) ____; N/A ____
9. Ability to organize and use time effectively.**(CC 2.1.10 a,b,c)**
0) ____; 1) ____; 2) ____; 3) ____; 4) ____; 5) ____; N/A ____
10. Demonstrates interest in professional development and growth.**(CC 2.1.1)**
0) ____; 1) ____; 2) ____; 3) ____; 4) ____; 5) ____; N/A ____
11. Demonstrates ability to seek practice information and utilize feedback.**(CC 2.1.6.)**
0) ____; 1) ____; 2) ____; 3) ____; 4) ____; 5) ____; N/A ____
12. Demonstrate ability to translate theoretical knowledge into practice.**(CC 2.1.7)**
0) ____; 1) ____; 2) ____; 3) ____; 4) ____; 5) ____; N/A ____
13. Demonstrates an interest in advocating for the advancement client's overall social/economic well-being. **(CC 2.1.5)**
0) ____; 1) ____; 2) ____; 3) ____; 4) ____; 5) ____; N/A ____
14. Demonstrates commitment to professional attitudes, ethics and values.**(CC2.1.2)**

0) ____; 1) ____; 2) ____; 3) ____; 4) ____; 5) ____; N/A ____

15. Indicate the numerical rating of student's performance using the scale below:

Rating	Score	Grade
0	Not suitable for the profession	
1	14 or Below	F
2	28 - 15	D
3	42 - 29	C
4	56 - 43	B
5	70 - 57	A

A. Please indicate the student's continuing educational needs and recommendations, as well as any additional comments that would add to the understanding of the student's performance.

B. Please address ways the Field Instruction program can be strengthened to aid in students' orientation to agency environments.

Date _____

Signature of Field Supervisor

I have read and discussed this evaluation with my Field Supervisor.

Date _____

Signature of Student

To The Student:

If you disagree with this evaluation in any manner please indicate your specific concerns.

FINAL EVALUATION OF STUDENT'S FIELD PERFORMANCE

Rating Scale for Evaluation of Field Placement Performance

Final

Name of Intern _____ Date _____

Instructions for Rating Interns on the 10 Competencies in the First Part of the Evaluation:

The standard by which an intern is to be compared is that of a new beginning-level social worker. The 10 competencies that are specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria.

1	The intern has excelled in this area
2	The intern is functioning above expectations for interns in this area
3	The intern has met the expectations for interns in this area
4	The intern has not as yet met the expectations in this area, but there is hope that the intern will meet the expectations in the near future
5	The intern has not met the expectations in this area, and there is not much hope that the intern will meet the expectations in this area in the near future
n/a	Not applicable, as the intern has not had the opportunity to demonstrate competence in this area

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement. This evaluation is intended to give the intern feedback about her or his performance.

Competence #1: Intern identifies as a professional social worker and conducts himself/herself accordingly.

1.1	Knows the profession's history	1	2	3	4	5	na
1.2	Has a commitment to enhancing the profession	1	2	3	4	5	na
1.3	Has a commitment to conducting himself/herself as a professional social worker	1	2	3	4	5	na
1.4	Has a commitment to career-long learning and growth	1	2	3	4	5	na
1.5	Advocates well for client access to the services of social work	1	2	3	4	5	na
1.6	Practices personal reflection and self-correction to assure continual professional development	1	2	3	4	5	na
1.7	Attends well to professional roles and boundaries	1	2	3	4	5	na
1.8	Demonstrates professional demeanor in appearance	1	2	3	4	5	na
1.9	Demonstrates professional demeanor in communication	1	2	3	4	5	na
1.10	Uses supervision and consultation effectively	1	2	3	4	5	na

Comments:

Competence #2: Intern applies social work ethical principles to guide his or her professional practice.

2.1	Is knowledgeable about the value base of the profession	1	2	3	4	5	na
2.2	Is knowledgeable of, and abides by, the ethical standards of the profession	1	2	3	4	5	na
2.3	Is knowledgeable, and abides by, laws relevant to social work	1	2	3	4	5	na
2.4	Recognizes and manages personal values in a way that allows Professional values to guide practice (e.g., on such issues as Abortion and gay rights)	1	2	3	4	5	na
2.5	Tolerates well ambiguity in resolving ethical conflicts	1	2	3	4	5	na
2.6	Is able to apply strategies of ethical reasoning to arrive at principled decisions	1	2	3	4	5	na

Comments:

Competence #3: Intern applies critical thinking to inform and communicate professional judgments.

3.1	Is knowledgeable about the principles of logic and scientific inquiry	1	2	3	4	5	na
3.2	Is able to grasp and comprehend what is obscure	1	2	3	4	5	na
3.3	Is skilled in using critical thinking augmented by creativity and curiosity	1	2	3	4	5	na
3.4	Has good assessment skills	1	2	3	4	5	na
3.5	Has good problem-solving skills	1	2	3	4	5	na
3.6	Has good data gathering skills	1	2	3	4	5	na
3.7	Analyzes complex material well	1	2	3	4	5	na
3.8	Is skilled at appraising and integrating multiple sources of knowledge; including research-based knowledge and practice wisdom	1	2	3	4	5	na
3.9	Is skilled at analyzing models of assessment, prevention, intervention, and evaluation	1	2	3	4	5	na
3.10	Demonstrates effective oral communication in working with individuals, families, groups, organizations, communities, and colleagues	1	2	3	4	5	na
3.11	Demonstrates effective written communication in working with individuals, families, groups, organizations, communities, and colleagues	1	2	3	4	5	na

Comments:

Competence #4: Intern engages diversity and difference in practice.

4.1	Treats diverse clients with dignity and respect	1	2	3	4	5	na
4.2	Is knowledgeable and respectful of clients who differ by such factors as age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation	1	2	3	4	5	na
4.3	Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	1	2	3	4	5	na
4.4	Has sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	1	2	3	4	5	na
4.5	Recognizes and communicates her or his understanding of the importance of difference in shaping life experiences	1	2	3	4	5	na
4.6	Views herself or himself as a learner and engages those he or she works with as informants	1	2	3	4	5	na

Comments:

Competence #5: Intern advances human rights and social and economic justice.

5.1	Recognizes that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care and education	1	2	3	4	5	na
5.2	Recognizes the global interconnections of oppression and is knowledgeable about theories of justice and strategies to promote human and civil rights	1	2	3	4	5	na
5.3	Understands the forms and mechanisms of oppression and discrimination	1	2	3	4	5	na
5.4	Is skilled at advocating for human rights and social and economic justice	1	2	3	4	5	na
5.5	Is skilled at engaging in practices that advance social and economic justice	1	2	3	4	5	na

Comments:

Competence #6: Intern engages in research-informed practice and practice-informed research.

6.1	Is skilled at using practice experience to inform research	1	2	3	4	5	na
6.2	Is skilled at employing evidence-based interventions	1	2	3	4	5	na
6.3	Is skilled at evaluating her or his practice	1	2	3	4	5	na
6.4	Is skilled at using research findings to improve practice, policy, and social service delivery	1	2	3	4	5	na
6.5	Comprehends quantitative research	1	2	3	4	5	na
6.6	Comprehends qualitative research	1	2	3	4	5	na
6.7	Understands scientific and ethical approaches to building knowledge	1	2	3	4	5	na

Comments:

Competence #7: Intern applies knowledge of human behavior and the social environment.

7.1	Is knowledgeable about human behavior across the life course	1	2	3	4	5	na
7.2	Is knowledgeable about the range of social systems in which people live	1	2	3	4	5	na
7.3	Is knowledgeable about the ways social systems promote or deter people in maintaining or achieving health and well-being	1	2	3	4	5	na
7.4	Is skilled at applying theories and knowledge about biological variables, social variables, cultural variables, psychological variables, and spiritual development	1	2	3	4	5	na
7.5	Is skilled at utilizing conceptual frameworks to guide the processes of assessment, intervention, and evaluation	1	2	3	4	5	na

Comments:

Competence #8: Intern engages in policy practice to advance social and economic well-being and to deliver effective social work services.

8.1	Understands that policy affects service delivery	1	2	3	4	5	na
8.2	Actively engages in policy practice	1	2	3	4	5	na
8.3	Is knowledgeable about the history of social policies and services	1	2	3	4	5	na
8.4	Is knowledgeable about current social policies and services	1	2	3	4	5	na
8.5	Is knowledgeable about the role of practice in policy	1	2	3	4	5	na

	development						
8.6	Is skilled at analyzing, formulating, and advocating for policies that advance social well-being	1	2	3	4	5	na
8.7	Is skilled at collaborating with colleagues and clients for effective policy action	1	2	3	4	5	na

Comments:

Competence #9: Intern responds to contexts that shape practice.
--

9.1	Is informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice	1	2	3	4	5	na
9.2	Recognizes that the context of practice is dynamic, and has the knowledge and skills to respond proactively	1	2	3	4	5	na
9.3	Is skilled at continuously discovering, appraising, and attending to changing locales, populations, scientific and technological developments, and emerging societal trends in order to provide relevant services	1	2	3	4	5	na
9.4	Is skilled at providing leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	1	2	3	4	5	na

Comments:

Competence #10: Intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities.

10.1	Is skilled at identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals	1	2	3	4	5	na
10.2	Is skilled at using research and technological advances	1	2	3	4	5	na
10.3	Is skilled at evaluating program outcomes	1	2	3	4	5	na
10.4	Is skilled at evaluating the effectiveness of her or his practice	1	2	3	4	5	na
10.5	Is skilled at developing, analyzing, advocating, and providing leadership for policies and services	1	2	3	4	5	na
10.6	Is skilled at promoting social and economic justice	1	2	3	4	5	na
10.7	Is skilled at engaging (developing a positive relationship) with individuals	1	2	3	4	5	na
10.8	Is skilled at engaging families	1	2	3	4	5	na
10.9	Is skilled at engaging groups	1	2	3	4	5	na
10.10	Is skilled at engaging organizations	1	2	3	4	5	na

10.11	Is skilled at engaging communities	1	2	3	4	5	na
10.12	Is skilled at assessing individuals	1	2	3	4	5	na
10.13	Is skilled at assessing families	1	2	3	4	5	na
10.14	Is skilled at assessing groups	1	2	3	4	5	na
10.15	Is skilled at assessing organizations	1	2	3	4	5	na
10.16	Is skilled at assessing communities	1	2	3	4	5	na
10.17	Is skilled at providing effective services to individuals	1	2	3	4	5	na
10.18	Is skilled at providing effective services to families	1	2	3	4	5	na
10.19	Is skilled at providing effective services to groups	1	2	3	4	5	na
10.20	Is skilled at providing effective services to organizations	1	2	3	4	5	na
10.21	Is skilled at providing effective services to communities	1	2	3	4	5	na

Comment

<u>FINAL OVERALL EVALUATION:</u>

Please check one of the following at the final evaluation.

- This intern has excelled in field placement by performing above expectations for interns. If an appropriate position were open at this agency, for a beginning level social worker, this intern would be considered among the top candidates for this position.
- This intern has met the expectations of the field placement. This intern is ready for beginning level social work practice.
- This intern is not yet ready for beginning level social work practice.
- This intern is not yet ready for beginning level social work practice, and has demonstrated serious problems in performance, and perhaps should be encouraged to pursue another major.

Comments/elaboration:

Signature of Agency Field Instructor _____

Agency _____ Date _____

The following section should be completed by the intern:

My agency supervisor and faculty supervisor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

I agree with the evaluation <input type="checkbox"/>
I do not agree with evaluation <input type="checkbox"/>

Intern's Signature _____ Date _____

- If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. A meeting between the student, agency supervisor, and faculty supervisor should then be held to discuss the disagreement.

Adapted from Rating Scale for Evaluation of Field Placement Performance developed by Charles Zastrow, Ph.D

FIELD SUPERVISOR'S EVALUATION OF SOCIAL WORK PROGRAM

Field Supervisors are a vital link to the Social Work Program and to the practice community. To ensure that Social Work students receive adequate preparation for Field placement, we need your input. Please indicate any areas of the Social Work program's strengths or weaknesses as noted in your interaction with the student that warrants attention.

Strengths: _____

Weaknesses: _____

Field Supervisor's Signature

Date

**UNIVERSITY OF NORTH ALABAMA
DEPARTMENT OF SOCIAL WORK
STUDENT EVALUATION OF FIELD INSTRUCTION PLACEMENT**

You are asked to complete this questionnaire as a means of gaining student input in improving the quality of Field Instruction agencies. Student signature is optional.

YOUR FIELD AGENCY	CLEARLY SUPERIOR	VERY GOOD	ADEQUATE	UNSATISFACTORY	CLEARLY INFERIOR
Interest and concern of agency in student's educational goals					
Opportunities for training experience					
Professional mentoring and cooperation from agency administration and other staff					
Opportunities to engage in practice behaviors with a wide range of: individuals, families, groups, communities					
Adequacy of physical facilities					
Recommend the agency for future Field placement					
Agency's mission allows agency to adequately address clients' needs					
YOUR FIELD SUPERVISOR					
Supervisor's teaching techniques, skills, and general approach to encourage professional development					
Supervisor's support of work environment in which Field and classroom learning can be integrated					
Quality of professional working relationship with Supervisor					
Complexity, diversity and range of agency assignments					
Amount of regular supervision time with Supervisor					
Availability of Supervisor at other than scheduled meeting times					
Willingness to listen when problems and/or issues occur					
Interest shown in student's personal and professional growth and development					

UNIVERSITY OF NORTH ALABAMA
DEPARTMENT OF SOCIAL WORK
STUDENT EVALUATION OF FIELD INSTRUCTION PLACEMENT

To The Student:

Do you have any specific suggestions as to how this Field practicum experience might be improved to maximize student's professional development and the mastery of the core competencies?
