

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/Internship 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 Intern student or as a Field Supervisor. In designing this manual, the Field faculty endeavored to answer many of the questions you may have about Field Instruction/Internship 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 the Field Faculty Liaisons for clarification.

Sincerely,

Department of Social Work Field Faculty

Kimberly Wright, Director of Field, Liaison
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UNA DEPARTMENT OF SOCIAL WORK HISTORY AND CURRENT STATUS

The Department of Social Work was established 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, 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/Internship 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 generalist 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 generalist social workers who apply core professional social work values when intervening with diverse clients and communities. The program advocates for human rights and social/economic justice in rural to metropolitan communities while incorporating the impact of global perspectives. The Department models a commitment to professional practice, discovery of new knowledge, evidence-based research, and ethical use of technology that promotes the advancement of human well-being.

GOALS

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

GOALS

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, values, skills, and cognitive/affective processes necessary for ethical, competent and effective generalist social workers (Competencies 1, 2, 6, 7).
2. Promote recognition of influences that impact social policy in the dynamic context of global, national, regional and local needs (Competencies 3, 5, 10).

3. Impart knowledge for policy planning, development, implementation and analysis of services at the micro, mezzo, and macro levels to advance human rights and community well-being (Competencies 2, 3, 5).
4. Prepare culturally competent social workers who advocate for the alleviation of oppression and discrimination, and who design strategies that promote human rights and social and economic justice (Competencies 1, 2, 3, 5, 8).
5. Teach, develop, and refine critical thinking for evidence-based intervention, and emphasize the professional communication skills necessary for effective use in human relationships at the micro, mezzo, and macro levels. (Competencies 3, 4, 6, 7, 8,9 ,10).
6. Demonstrate a commitment to the advancement of social work knowledge through practice-informed research, methods of scientific inquiry, and application of evidence-based research in practice (Competencies 4, 6, 7, 9).

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/Handbook*:

“UNA adheres to all federal and state civil rights laws banning discrimination in public institutions of higher education. UNA will not discriminate against student or applicant for admission on the basis of race, color, sex, pregnancy, religion, creed, ethnicity, national origin, disability, age, sexual orientation, gender identity, veteran or military status, predisposing genetic characteristics, domestic violence victim status or any other protected category under applicable local, state or federal law, including protections for those opposing discrimination or participating in any grievance process on campus or within the Equal Employment Opportunity Commission or other human rights agencies.”

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 identity, 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 INTERNSHIP

Field Instruction/Field Internship 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.

Field education is the signature pedagogy for social work. 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. (CSWE EPAS 2015)

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, skills and cognitive/affective processes, which are the basis of the Social Work competencies identified by the Social Work Department.

A Field Education integrative seminar is a requirement for students enrolled in SW 432/433 Field Instruction/Internship. The two-and-a-half-hour Field seminar is held on campus one day per week throughout the semester. The Field seminar provides the professional educational environment that affords the field interns the opportunity to critically examine the integration of social work theoretical frameworks attained in the classroom to the field practice setting. The Field Education integrative seminar provides the field faculty the opportunity to assess field interns' professional development. The Field Education integrative seminar also focuses on professionalism for the continued development of effective professional generalist practitioners to promote mastery of Social Work competencies.

In planning the Field Instruction/Internship program for our students, particular emphasis is placed on the student's need for the right to individualization in areas of professional development and growth. 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. Agency assignment is the responsibility of the Director of Field Instruction/Internship.

The chief objective of Field Instruction/Field Internship 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. The Field experience provide students the opportunity to integrate and refine by application, knowledge, values, skills and cognitive/affective processes, and the mastery of Social work 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/Internship 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-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work 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, locally and globally.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) 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 and methods of curriculum design by balancing requirements that promote comparable outcomes 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 the accreditation standards are conceptually linked to each other. 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 2015 document.

Competency-Based Education

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy.

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning. Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In

EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes. Using a curriculum design that begins with the outcomes, expressed as the expected competencies, programs develop the substantive content, pedagogical approach, and educational activities that provide learning opportunities for students to demonstrate the competencies. Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows programs are successful in achieving their goals. Assessment information is used to improve the educational program and the methods used to assess student learning outcomes. Programs assess students' demonstration of competence. The assessment methods used by programs gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used by programs and the data collected may vary by context.

In preparation of students for generalist practice, the University of North Alabama Department of Social Work adopted ten competencies that include the nine required social work competencies as well as one that is consistent with the department's mission and responds to the context of the BSW program. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- 1) make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- 2) use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- 3) demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- 4) use technology ethically and appropriately to facilitate practice outcomes; and

- 5) use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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 also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- 6) apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- 7) present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- 8) apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected.

Social workers:

- 9) apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- 10) engage in practices that advance social, economic, and environmental justice

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- 11) use practice experience and theory to inform scientific inquiry and research;
- 12) apply critical thinking to engage in analysis of quantitative and qualitative research

- methods and research findings; and
- 13) use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand 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 understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social workers:

- 14) Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- 15) assess how social welfare and economic policies impact the delivery of and access to social services;
- 16) apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- 17) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- 18) use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families,

groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- 19) collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- 20) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- 21) develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- 22) select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:

- 23) critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- 24) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- 25) use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- 26) negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- 27) facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- 28) select and use appropriate methods for evaluation of outcomes;
- 29) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- 30) critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- 31) apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

Competency 10: Community Engagement and Service Learning

Social workers understand the framework of professional values in community engagement and service learning with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers understand how integration of a liberal arts foundation informs and influences community engagement. Social workers understand how human behavior in the social environment, diversity, research, and social work practice impact life-long learning through community engagement and service learning experiences. Social workers learn to recognize themselves as change agents at micro, mezzo, and macro levels. Social workers:

- 32) are cognizant of community needs and resources;
- 33) are cognizant of social issues, and their impact upon communities;
- 34) are cognizant of the interplay of and interventions at the micro, mezzo, and macro systems levels; and
- 35) apply knowledge of human behavior in the social environment, person-in-environment, diversity, research, and social work practice and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

Educational Policy 2.0—Generalist Practice - Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. The baccalaureate program in social work prepares students for generalist practice. (CSWE 2015)

Educational Policy 2.2—Signature Pedagogy: Field Education - Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

NASW CODE OF ETHICS

Preamble and Purpose

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly

The NASW Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. This Code includes four sections:

- The first Section, "Preamble," summarizes the social work profession's mission and core values.
- The second section, "Purpose of the NASW Code of Ethics," provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice.
- The third section, "Ethical Principles," presents broad ethical principles, based on social work's core values, that inform social work practice.
- The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

Preamble

The primary mission of the social work profession is to enhance human well-being 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 well-being in a social context and the well-being 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

Purpose

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.

*For information on NASW adjudication procedures, see *NASW Procedures for the Adjudication of Grievances*.

The *Code* offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the *Code* must take into account the context in which it is being considered and the possibility of conflicts among the *Code's* values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable

differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this *Code* does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the *Code* would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions

can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this *Code of Ethics* are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this *Code*, "technology-assisted social work services" include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail, and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

OVERVIEW OF FIELD INSTRUCTION/INTERNSHIP PROCEDURE

As part of the professional social work curriculum, social work majors are required to complete twelve hours of courses (SW432 & SW433) in Field Instruction/Internship. These courses are offered in the Fall and Spring semesters. Students enroll in Field Instruction/Internship 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 and one-half hours.

Students in the field will observe the regular agency working hours of their respective assigned agency. The Field Supervisor in the student's assigned agency will monitor absence from the Field Instruction/Internship's agency setting due to illness or other emergencies (up to two days). When absences exceed two days, the agency Field Supervisor should immediately consult with the University field liaison for subsequent planning. This time must be made up before placement ends.

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

PREREQUISITES FOR FIELD INSTRUCTION/INTERNSHIP

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

The semester prior to entering Field Instruction/Internship, 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 successful completion of General Education Component for the major, all Prescribed Supporting Courses, successful matriculation and the following Department of Social Work courses are prerequisites for entry into Field Instruction/Internship.

SW 199SL	Volunteer Service and Community Engagement
SW 230	Introduction to Social Work
SW 305	Social Services, Programs, and Policies
SW 315	Human Behavior and the Social Environment I
SW 316	Human Behavior and the Social Environment II
SW 324	Diversity and Cultural Competence
SW 350	Statistics for Social Services
SW 360W	Social Work Knowledge, Skills and Values
SW 361	Social Work with Individuals and Families
SW 362	Social Work with Groups, Organizations, and Communities
SW 370	Research for Social Work Practice
SW 4xx	One 400-level Required Social Work Elective

ELIGIBILITY FOR FIELD INSTRUCTION/INTERNSHIP IN SOCIAL WORK

Students admitted into the Department of Social Work's Field Instruction/Internship 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/Internship.
3. Students must have successfully matriculated.
4. Students must apply for Field Instruction/Internship during the semester prior to the anticipated placement by submitting an application to the Director of Field Instruction/Internship. This application must be approved by the Director of Field before the student may participate in Field Instruction/Internship.
5. Students enroll in Field Instruction/Internship the semester in which they graduate.
6. 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.
7. Students are required to attend two Field Education organizational meetings scheduled by Field Faculty during the semester prior to the anticipated placement.
8. Student approved for Field Instruction/Internship will meet with the Director of Field to review and discuss various field settings placement opportunities. After review, students will be referred to a specific field setting to be interviewed regarding possible Field Setting placement. Following the pre-placement interview, the student, field setting representative and the Director of Field Instruction/Internship will make a determination as to the appropriateness of the Field Setting placement. Field Setting assignment is the responsibility of the Director of Field Instruction/Internship.
9. Students are required to have student liability insurance coverage while enrolled in Field Instruction/Internship in Social Work I and II (SW 432/SW 433). This insurance is available to student members of the National Association of Social Workers.

Students applying for admission into Field Education must meet the required prerequisites and eligibility criteria Field Instruction/Internship in Social Work (SW 432 and SW 433).

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:
 - Demonstrate Ethical and Professional Behavior
 - Engage Diversity and Difference in Practice

- Advance Human Rights and Social, Economic, and Environmental Justice
- Engage in Practice-informed Research and Research-informed Practice
- Engage in Policy Practice
- Engage with Individuals, Families, Groups, Organizations, and Communities
- Assess Individuals, Families, Groups, Organizations, and Communities
- Intervene with Individuals, Families, Groups, Organizations, and Communities
- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
- Service Learning and Community Engagement

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/INTERNSHIP

The formal orientation process begins in the semester prior to the Field instruction/internship experience. Field Faculty meets with prospective field students in a designated senior level class. The incoming Field students are given the Field Instruction/Internship application packet to complete and submit to the Director of Field Instruction/Internship.

Students attend two mandatory organizational meetings with the Director of Field /Field Faculty in preparation for their approximate five hundred (500) hour block placement.

In the first meeting, students are provided a general overview of the Field Instruction/Internship experience, including the Field Internship process and policies, information on placement agencies and additional application materials for Field Instruction/Internship. There is also an opportunity for discussion and questions concerning the expectations of a Field intern without regard to a particular setting.

At the first meeting, the students who are approved for admission to Field Instruction/Internship

sign up for individual field advisement with the Director of Field. The student meets with the Director of Field to verify student's eligibility and is given an opportunity inquire about field agency settings being utilized during that semester and any specific questions concerning the student's role in a particular setting.

After reviewing potential field agency setting, the student will be referred to an agency 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. Agency assignment is the responsibility of the Director of Field Instruction/Internship.

The Field Manual, semester schedule and other field instruction/internship materials are reviewed at the second meeting.

Criteria for Selecting Field Settings

The field setting 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 field setting should provide the opportunity for students to engage in generalist practice experiences with individuals, groups, organizations and/or communities reflective of the region's unique social and cultural environment. The administrator and staff of the agency should be cognizant and 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 Field Setting Supervisor who will guide the student's Field Instruction/ Internship placement experience.

The following types of Social Services Agencies are selected for Field Settings:

1. Agencies involved directly with social work and are recognized as public and private social service agencies or organizations.
2. 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. This includes federal, state or local funded programs sanctioned to promote the advancement of human well-being.

The following are considered in selecting the Field Education 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 social work practice.
2. A person with another graduate degree with at least two years of agency experience in the delivery of social services. If available in Field Setting, supportive Field Supervision is encouraged by agency staff or board affiliate with a BSW or MSW degree. Field Faculty provides additional oversight of field learning opportunities.

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.

PLACEMENT, MONITORING, SUPPORTING STUDENT SAFETY IN FIELD SETTINGS/ AGENCIES

Placement

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.

Monitoring of Students in Field Settings

Field Students are required to participate in a weekly integrative seminar facilitated by the Department's Field Faculty. A component of the weekly integrative seminar is a discussion of the Field interns electronically submitted Weekly Log which documents the intern's generalist practice experiences in the field settings. The seminar provides the field faculty the opportunity to monitor students' professional development as they articulate their field experiences in class discussions, presentations, role-play exercises, and assignments. Field Faculty have individual conferences with each field intern to assess the intern's acclimation to their field settings and on-going professional development. Monitoring include routine phone contact, field visits and professional community interaction with Field Supervisors.

Supporting Student Safety

Students admitted to Field Instruction/Internship attend two organizational meeting prior to entry in Field Education students receive and review information pertaining to safety issues. After review, all students sign an *Acknowledgement of Risks*. Individual field settings inform students of their safety protocol as a component to the Field intern's orientation. This includes a review of the Field settings policies and procedures for approved and appropriate home visits, and transporting.

An educational affiliation agreement will be processed based on Agency's request and requirements. This is a sample document only.

EDUCATIONAL AFFILIATION AGREEMENT

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:

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 Social Work 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 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)

Field Supervisor input in Intern's goal attainment: _____

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/Internship

RECOMMENDED LEARNING TASK/ACTIVITIES FOR FIELD INSTRUCTION/INTERNSHIP

The goal of Field Instruction/Internship is to provide experiential learning opportunities for students to integrate and refine by application, knowledge, values, skills and cognitive/affective processes, which are attained from the Social Work curriculum. The Field experience also offers an opportunity for the field interns to critically examine the integration of social work theoretical framework with generalist social work practice experiences. The Social Work program focuses on training the student for ethical, professional generalist practice through the mastery of social work competencies. It is anticipated that the student's Field learning experiences will progress from the simple to the more complex upon completion of Field Instruction/Internship. Following are the recommended learning task/ activities for the Intern's engagement and involvement in their Field experiences:

1. Thorough orientation to the agency, its constituencies and the diverse populations served. (COMPETENCIES 2, 10)
2. Utilization of supervision and demonstration of ethical and professional values (COMPETENCIES 1)
3. Implementation of agency policies and services (COMPETENCIES 3, 5,)
4. Use interpersonal skills to engage micro/mezzo/macro client systems. (COMPETENCIES 2,6)
5. Opportunities for interviewing (COMPETENCIES 2,6,7,)
6. Information gathering and assessment (COMPETENCIES 2,7)
7. Evidence informed intervention and goal setting (COMPETENCIES 4,7)
8. Learning to make referrals and effective use of resources utilizing inter-professional collaboration. (COMPETENCIES 8, 10,)
9. Growth in the ability to apply theoretical concepts to field experiences such as person-in-environment, bio/psycho/social model, learning theories, strengths perspective, cultural competency and social systems approach. (COMPETENCIES 7,8)
10. Development of a value system that allows for understanding of various ethnic and social groups, diverse lifestyles and cultural differences (COMPETENCIES 1,2)
11. Development of intervention strategies for micro/mezzo/ macro generalist practice, using research knowledge, policy formulations, political processes and inter-organizational collaboration (COMPETENCIES 4, 8)
12. Apply knowledge of theoretical frameworks (HBSE, P-I-E) to evaluate outcomes of practice effectiveness (COMPETENCIES 9)
13. Enhancement of self- awareness and self-regulation of one's own cultural and value system (COMPETENCIES 1,2)
14. A definitive conceptualization of generalist roles such as an advocate, mobilizer and enabler (COMPETENCIES 5,6,7,8)
15. Assist in organizing and participating in agency training sessions, workshops, seminars, community presentations, etc.; (COMPETENCIES 1, 10)
16. Attendance of agency staff meetings (COMPETENCIES 1)

17. Procedures for intake, termination and evaluation (COMPETENCIES 5,9)
18. Participation in group processes and community engagement (COMPETENCIES 6,10)
19. Opportunities for evidence based- research and engagement to evaluate practice effectiveness (COMPETENCIES 4,9)
20. Accepting responsibility for professional and ethical activities and being accountable to clients, consumers, the agency, colleagues and the community. (COMPETENCIES 1,2.3)

DIRECTOR OF FIELD INSTRUCTION RESPONSIBILITY TO FIELD EDUCATION SETTINGS

The Director of Field Instruction/Internship has contact with each Field Setting Supervisor initially to help plan and coordinate student placements. The Department provides the Field Supervisor with appropriate Field Education course material (manual, evaluations, etc.) and student's application data packet. The Director of Field Instruction/Internship oversees the monitoring of student learning and field setting effectiveness. Principle responsibilities of the Director of Field Instruction/Internship are as follows:

1. To assign one of the Field faculty members to serve as the primary Field liaison with that field setting during the field intern's placement;
2. Assure Field faculty liaisons dialog/visit with the Field Supervisors a minimum of three times during the semester;
3. To advise the field setting supervisor of the Department of Social Work's goals and Social work competencies for inclusion in the individualized learning agreement between the field setting and the respective student;
4. To determine structure of the Field Education Integrative Seminar learning experiences to monitor student learning and field setting effectiveness
5. To determine the student's grade for Field Instruction after assessing the evaluation forms completed by Field Supervisor, student submitted learning assignments and integrative seminar participation;
6. To promote seminars and workshops opportunities structured to support the Field setting Supervisors and their role in the program.

STUDENT RESPONSIBILITIES IN FIELD INSTRUCTION

The University and Field 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
7. Expand understanding and meaning of agencies policies and procedures;
8. Participate fully in activities planned, including conferences, seminars and community organization and planning applicable to the agency function;
9. Respect consumers of services, agency personnel and other students by maintaining professional and ethical behavior;
10. With agency sanction, use initiative and creativity in assignments;
11. Call the agency prior to the beginning of the agency's workday if unable to report for work;
12. Maintain sensitivity to others' values, culture and lifestyles;
13. 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 Integrative 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 seminar/class names of specific clients, families or adults should not be stated. A pseudonym or third person reference should be substituted.
4. The Field Integrative Seminar 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.

TRAINING OPPORTUNITIES FOR FIELD SUPERVISORS

The Department of Social Work provide Field Supervisors training each fall and spring semester. These are focused on specific needs of Field Supervisors as identified by Field Instructors and the Field faculty. The trainings are evaluated by those participating and each participant is given an opportunity for input into the format and topics. The Department of Social Work hosts a Social Work Conference in the spring semester and a Fall Reception, topics are relevant to evolving social work practice response to societal needs. Current and non-current Field Supervisors/Instructors are invited and encouraged to attend.

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 EDUCATION INTEGRATIVE SEMINAR

A Field Education integrative seminar is a requirement for students enrolled in SW 432/433 Field Instruction/Internship. The two-and-a-half-hour Field seminar is held on campus one day per week throughout the semester. The Field seminar provides the professional educational environment that affords the field interns the opportunity to critically examine the integration of social work theoretical frameworks attained in the classroom to the field practice setting.

The Field Education integrative seminar provides the field faculty the opportunity to assess field interns' professional development. The seminar's structure promotes interns' engagement in class/group discussions, case staffing/presentations, and role-play exercises to explicate the connection of classroom theoretical and conceptual contributions to their field placement experiences. The Field Education integrative seminar also focuses on professionalism for the continued development of effective professional generalist practitioners to promote mastery of Social Work competencies.

FIELD INSTRUCTION/INTERNSHIP SYLLABUS

UNIVERSITY OF NORTH ALABAMA
DEPARTMENT OF SOCIAL WORK
Fall 2018

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

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Office Hours

Mrs. Wright's Office Hours:

Monday - 11:30 am-2:30 pm
Tuesday - 1:00 pm-2:00 pm
Thursday - 10:00 am -1:00 pm
Friday- Available by appointment

Dr. Borah's Office Hours:

Available by Appointment

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

I. COURSE DESCRIPTION:

SW 432 & 433 - Field Instruction/Internship offer an experiential learning opportunity for students to integrate and refine by application, knowledge, values, skills and cognitive/affective processes which are attained from the Social Work curriculum. The Field Internship experience and seminar provide an opportunity for the Field students to critically examine the integration of social work theoretical frameworks in social work practice experiences with individuals, families, groups, organizations, and communities. Field internship experience promotes the demonstration and mastery of social work competencies by actively engaging in actual professional tasks/activities which complement as well as reinforce classroom learning in preparation for beginning generalist social work practice.

The Field Education integrative seminar promotes the critical analysis of classroom theoretical and conceptual contributions to the intern's field placement experiences. Additionally, the integrative seminar provides Field faculty the opportunity to assess field interns' continued development as effective professional generalist practitioners.

This course builds on the program's focus of training students for generalist practice through the mastery of social work 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.

II. DEPARTMENTAL GOALS AND COURSE OBJECTIVES:

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, values, skills, and cognitive/affective processes necessary for ethical, competent and effective generalist social workers (Competencies 1, 2, 6, 7).
2. Promote recognition of influences that impact social policy in the dynamic context of global, national, regional and local needs (Competencies 3, 5, 10).
3. Impart knowledge for policy planning, development, implementation and analysis of services at the micro, mezzo, and macro levels to advance human rights and community well-being (Competencies 2, 3, 5).
4. Prepare culturally competent social workers who advocate for the alleviation of oppression and discrimination, and who design strategies that promote human rights and social and economic justice (Competencies 1, 2, 3, 5, 8).
5. Teach, develop, and refine critical thinking for evidence-based intervention, and emphasize the professional communication skills necessary for effective use in human relationships at the micro, mezzo, and macro levels. (Competencies 3, 4, 6, 7, 8,9 ,10).
6. Demonstrate a commitment to the advancement of social work knowledge through practice-informed research, methods of scientific inquiry, and application of evidence-based research in practice (Competencies 4, 6, 7, 9).

The chief objective of Field Instruction/Internship is to provide generalist practice learning opportunities for students to integrate and refine by application, knowledge, values, skills and cognitive affective processes, which are the basis of Ten Social Work Competencies identified by the Social Work Department.

III. COMPETENCIES

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

STUDENTS OUTCOMES/BEHAVIORS

Students will develop these behaviors:

- 1) make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- 2) use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- 3) demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- 4) use technology ethically and appropriately to facilitate practice outcomes; and
- 5) use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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 also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's

structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

STUDENTS OUTCOMES/BEHAVIORS

Students will develop these behaviors:

- 6) apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- 7) present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- 8) apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected.

Social workers:

- 9) apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- 10) engage in practices that advance social, economic, and environmental justice.

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

STUDENTS OUTCOMES/BEHAVIORS

Students will develop these behaviors:

- 11) use practice experience and theory to inform scientific inquiry and research;
- 12) apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- 13) use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand 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 understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

STUDENTS OUTCOMES/BEHAVIORS

Students will develop these behaviors:

- 14) Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- 15) assess how social welfare and economic policies impact the delivery of and access to social services;
- 16) apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

STUDENTS OUTCOMES/BEHAVIORS

Students will develop these behaviors:

- 17) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- 18) use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

STUDENTS OUTCOMES/BEHAVIORS

Students will develop these behaviors:

- 19) collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- 20) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- 21) develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- 22) select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

STUDENTS OUTCOMES/BEHAVIORS

Students will develop these behaviors:

- 23) critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- 24) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- 25) use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- 26) negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- 27) facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

STUDENTS OUTCOMES/BEHAVIORS

Students will develop these behaviors:

- 28) select and use appropriate methods for evaluation of outcomes;
- 29) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- 30) critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- 31) apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

Competency 10: Community Engagement and Service Learning

Social workers understand the framework of professional values in community engagement and service learning with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers understand how integration of a liberal arts foundation informs and influences community engagement. Social workers understand how human behavior in the social environment, diversity, research, and social work practice impact life-long learning through community engagement and service learning experiences. Social workers learn to recognize themselves as change agents at micro, mezzo, and macro levels.

STUDENTS OUTCOMES/BEHAVIORS

Students will develop these behaviors:

- 32) are cognizant of community needs and resources;
- 33) are cognizant of social issues, and their impact upon communities;
- 34) are cognizant of the interplay of and interventions at the micro, mezzo, and macro systems levels; and
- 35) apply knowledge of human behavior in the social environment, person-in-environment, diversity, research, and social work practice and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

IV. Course Requirements:

CRITERIA FOR EVALUATION (SW 432 and SW 433):

1. Seminar attendance and participation will be a factor in determining your final grade.
2. Class assignments: this will include a class presentation, group participation role-play and class exercises.
3. Field evaluations: (Midterm and Final evaluations).
4. Written assignments: (Four papers and a Weekly log)
 - A. Agency Structure and Policy Analysis. (due at midterm)

- B. Generalist Social Work Practice and the Problem-Solving Approach (due at midterm)
- C. Evidence Based Practice Experience (due at final)
- D. Analysis of Field Experience. (due at final)
- E. Weekly Log: (Canvas submission)

EDUCATIONAL METHODS:

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

F. Accommodation Statement

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

G. Title IX

The University of North Alabama has an expectation of mutual respect. Students, staff, administrators, and faculty are entitled to a working environment and educational environment free of discriminatory harassment. This includes sexual violence, sexual harassment, domestic and intimate partner violence, stalking, gender-based discrimination, discrimination against pregnant and parenting students, and gender-based bullying and hazing.

Faculty and staff are required by federal law to report any observations of harassment (including online harassment) as well as any notice given by students or colleagues of

any of the behaviors noted above. Retaliation against any person who reports discrimination or harassment is also prohibited. UNA's policies and regulations covering discrimination and harassment may be accessed at www.una.edu/titleix. If you have experienced or observed discrimination or harassment, confidential reporting resources can be found on the website or you may make a formal complaint by contacting the Title IX Coordinator at 256-765-4223

Confidential Reporting:

If a reporting party would like the details of an incident to be kept confidential, the reporting party may speak with:

Student Counseling Services 256-765-5215

University Health Services 256-765-4328

Women's Center 256-765-4380

Rape Response 256-767-1100 (hotline)/ 256-765-0025 (office)

Safe Place 256-767-6210 (hotline)/ 256-767-3076 (office)

Formal Reporting:

If a reporting party would like the University to investigate an incident, the reporting party may speak with:

UNA Police 256-765-4357

Title IX Coordinator 256-765-4223

(revised 7/ 2015).

H. Communication

The official method of communication at UNA is UNA portal, with emphasis placed on University email.

I. Academic Honesty

Students expected to be honorable and observe standards of conduct appropriate to a community of scholars. Additionally, students are expected to behave in an ethical manner. Individuals who disregard the core values of truth and honesty bring disrespect to themselves and the University. A university community that allows academic dishonesty will suffer harm to the reputation of students, faculty and graduates. It is in the best interest of the entire university community to sanction any individual who chooses not to accept the principles of academic honesty by committing acts such as cheating, plagiarism, or misrepresentation. Offenses are reported to the Vice President for Academic Affairs and Provost for referral to the University Student Conduct System for disposition. (See Also "Academic Hon Regulations, Academic Procedures, and Requirements. **2018-2019 University Course Catalog**)

Incidents of possible student academic dishonesty will be addressed in accordance with the following guidelines:

1. The instructor is responsible for investigating and documenting any incident of alleged academic dishonesty that occurs under the instructor's purview.
2. If the instructor finds the allegation of academic dishonesty to have merit, then the instructor, after a documented conference with the student, will develop a plan for disciplinary action. If the

student agrees to this plan, then both instructor and student will sign the agreement. The faculty member will forward a copy of the signed agreement to the Office of Student Conduct for record-keeping purposes.

3. If the student disagrees with the instructor's proposed plan for disciplinary action and wishes to take further action, he/she is responsible for scheduling a meeting with the chair of the department where the course is housed to appeal the proposed disciplinary plan. The department chair shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the departmental level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the dean of the college where the course is housed to appeal the proposed disciplinary plan. The college dean shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the college level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the Vice President for Academic Affairs and Provost (VPAA/P) to appeal the proposed disciplinary plan. The VPAA/P shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. After reviewing all documentation, the VPAA/P may, at his/her discretion, choose either to affirm the proposed action, to refer the case to the Office of Student Conduct for further review, or to dismiss the matter depending on the merits of the case. The final disposition of the case will be disseminated to appropriate parties, including the Office of Student Conduct.
4. If a student is allowed academic progression but demonstrates a repeated pattern of academic dishonesty, the VPAA/P may, after consultation with the Office of Student Conduct, assign additional penalties to the student, including removal from the University.

Assignments I – IV

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). 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 Intern.

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 briefly summarize a specific policy of your agency. What is the purpose(s)/objective(s) of the policy; who gets benefits, services, or provisions as a result of this policy; and what benefits, services, or provisions are provided?

Critically analyze: how and why is the policy carried out on a day-to-day basis; who is responsible for the implementation of the 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; and what, in your opinion, are the strengths and weaknesses of this policy? Suggest any revisions you think would improve the policy's effectiveness.

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 social work behaviors (competencies) used during the problem-solving process. Intensify students' ability to evaluate use of self as a professional social worker.

1. Identify and describe a "**system**" with which you have been involved in your Field experience. It can be a micro, mezzo, macro system such as a community, organization, group family or individual. Identify all components of the **system**, including sub-systems such as the target system, support system, action system, and controlling system.
2. List some of the problems/issues faced by this **system**. Describe the target system'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. Why was this area chosen? Was it done in consultation with the client and/or your Field Supervisor? Discuss the impact the problem has on the bio-psychological and social functioning of system. Identify and relate the theory that provides the framework for your assessment-i.e.... systems theory, crisis theory, ecological perspective, and strength perspective.
4. Indicate the overall goal you and the **"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 selected in #5 above. Also, identify the various tasks/activities necessary to reach the overall goal.
7. Specifically identify the generalist roles and the social work behaviors utilized in this problem-solving process. (#6). Specify which of the tasks/activities you associate with the generalist roles and social work behaviors.
8. Evaluate the overall effectiveness of your practice intervention and generalist roles/social work behaviors, identifying areas for growth in the aforementioned roles. Identify ethical issues/conflicts encountered. Discuss the cognitive – affective reactions experienced during resolution of dilemma (conflict handout)
9. Examine your preparation by the BSW curriculum to carry out the generalist social work roles/behaviors you encounter in your Field placement. Make suggestions as to how curriculum could be strengthened in preparation for Field Instruction/Internship.
 - A. Social Work Practice courses
 - B. Research in Social Work Practice
 - C. Human Behavior courses
 - D. Social Welfare Services, Programs and Policies
 - E. Diversity and Cultural Competence
 - F. Liberal Arts courses

OUTLINE FOR ASSIGNMENT 3

Evidence Based Practice Experience

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. Identify an agency policy related to the practice issue/situation.
2. Provide research evidence describing the prevalence and impact of the practice issue on your client system. Cite a minimal of 3 literary sources. (APA format).
3. Develop a plan of action (goals/objectives) to address the practice issue/situation that will influence the delivery of social services.
4. Identify tasks and activities (competencies and social work 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 social work behaviors portrayed. Were all your objectives met? In retrospect, were the objectives 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 relevant to the demonstration of the social work competencies.

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 (case aides, food service workers, clerical staff, volunteers etc.).
 2. Distinguish how these groups relate to recipients of services on a daily basis.
 3. Do you think revisions in the informal structure should be made? If yes, explain? (Articulate your awareness of social/cultural structures, systems,

professional 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 its community/ constituencies?

III. Recipients of Services:

- A. Identify the “clients” you were involved with during your Field internship, (demographics, issues, concerns).
- B. Client Encounters
 - 1. Specifically describe your field placement activities and related social work behaviors, including involvements/interactions 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 a major social policy issue, and the extent to which the agency attempts to address the need for new or revised social policy and programs. What is the purpose(s)/objective(s) of the social policy? Who gets benefits, services, or provisions as a result of this policy? What benefits, services, or provisions are provided? How does the social policy impact the delivery of services?
 - 5. Identify the “**community context of practice**”: **Assess** the community’s sense of identity or belonging such as ethnicity; religion, social/economic group, language(s). geographical location (rural/metropolitan), occupational group; **Analyze** community influences/constituents that

impede or support social change; **Discuss** services offer to diverse populations, (women, physically and emotionally challenged, the aging, and other diverse cultural/social groups); **Identity** unique characteristics of region and community; the predominant social/economic problems, issues and concerns of recipients of social services and the degree of community response to identified social/economic issues/concerns.

6. What evidence can you give that incorporates classroom learning in your field internship practice experiences with client systems at the micro/mezzo/macro levels?

IV. The Student:

- A. What did you learn about yourself as a professional generalist 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 Social Work Competencies and identify areas of professional growth related to your cognitive - affective reactions in practice situations. .
- B. What experiences/courses outside the BSW program influenced your professional development during your Field placement? Elaborate.
- C. Discuss how the courses within the BSW program supported you in the development of mastery of social work competencies and behaviors and your performance as a Field Intern?
 1. Practice courses
 2. Research
 3. Policy
 4. Human Behavior
 5. Diversity and Cultural Competence
 6. Social Work electives
 7. Other courses

V. Recommendations:

Reflect on the Department of Social Work's mission and goals, briefly relate your agency's effectiveness as a Field Education Setting. Based on the overall evaluation of your Field Instruction/Internship 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: _____ Monday 's Seminar Date: _____

Field Agency: _____

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

A. Practice Related Experiences

1. List specific tasks /activities you have been involved with during the past week. Note if tasks/activities were micro/mezzo/macro. Identify social work behaviors associated with task/activities. Identify goals/objectives of tasks/activities.

Tasks/Activities	Micro/Mezzo/Macro	SW Behaviors	Goals/Objectives

B. Professional Self-Development

1. What questions/concerns/issues arising from **(A.) practice related experiences** do you want to pursue further?

2. Follow up goals/plans/strategies for next week related to practice experiences?
 - a.
 - b.
 - c.

C. Implications for Professional Growth:

1. What was the most significant thing you learned from your Field practice experience this week? (Describe)
 - (a) Personal Implications of practice experience related to your values:
 - (b) Professional Implication of practice experience relevant to the mastery of social work competencies:

2. Identify any values/ethical dilemmas stemming from your practice experience encountered during the past week.
 - (a) Concisely describe the ethical situation
 - (b) Identify the dilemma (use conflict handout)
 - (c) State the relevant Code of Ethics standard
 - (d) Discuss the cognitive – affective reactions experienced during resolution of dilemma (conflict handout)

D. System's Perspectives:

1. Describe a new Practice experience (micro/mezzo/macro) you were involved in during the past week:
 - a. Micro (individuals, families)
 - b. Mezzo (families, groups)
 - c. Macro (organizations, communities)

E. Field Agency/supervision/ staffing/meeting:

1. Field Agency Supervisor/Staff:
 1. Identify issues/topics discussed
 2. Identify concerns/ questions raised for follow-up
2. Conferences/Workshop/ Community Meetings
 1. Outline topic/purpose
 2. Discuss learning experience

NOTE: Content of the log should address itself to agency activities of the previous week. The log must be submitted in canvas by due date and time.

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, skills and cognitive-affective processes (KVS &C/A)**. 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. **(Competency 5)**
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. **(Competency 2)**
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. **(Competencies 4 & 9)**
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. **(Competency 10)**
0) ____; 1) ____; 2) ____; 3) ____; 4) ____; 5) ____; N/A ____
5. Ability to operate within established organizational procedures of the agency. **(Competencies 1 & 5)**
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. **(Competency 1)**
0) ____; 1) ____; 2) ____; 3) ____; 4) ____; 5) ____; N/A ____
7. Ability to assess client needs and relate to clients. **(Competency 7)**
0) ____; 1) ____; 2) ____; 3) ____; 4) ____; 5) ____; N/A ____
8. Ability to communicate clearly and effectively, including written and verbal reports. **(Competency 6)**
0) ____; 1) ____; 2) ____; 3) ____; 4) ____; 5) ____; N/A ____
9. Ability to organize and use time effectively. **(Competency 1)**
0) ____; 1) ____; 2) ____; 3) ____; 4) ____; 5) ____; N/A ____
10. Demonstrates interest in professional development and growth. **(Competency 1)**
0) ____; 1) ____; 2) ____; 3) ____; 4) ____; 5) ____; N/A ____
11. Demonstrates ability to seek practice information and utilize feedback. **(Competency 1.)**
0) ____; 1) ____; 2) ____; 3) ____; 4) ____; 5) ____; N/A ____

12. Demonstrate ability to translate theoretical knowledge into practice. (**Competencies 8, 9**)
 0) ____; 1) ____; 2) ____; 3) ____; 4) ____; 5) ____; N/A ____
13. Demonstrates an interest in advocating for the advancement client's overall social/economic well-being. (**Competency 3**)
 0) ____; 1) ____; 2) ____; 3) ____; 4) ____; 5) ____; N/A ____
14. Demonstrates commitment to professional attitudes, ethics and values. (**Competency 1**)
 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.

5	The intern has excelled in this area
4	The intern is functioning above expectations for interns in this area
3	The intern has met the expectations for interns in this area
2	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
1	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.

Competency 1: Intern demonstrates ethical and professional behavior
--

1.1	Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;	1	2	3	4	5	na
1.2	Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	1	2	3	4	5	na
1.3	Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication;	1	2	3	4	5	na
1.4	Uses technology ethically and appropriately to facilitate practice outcomes; and	1	2	3	4	5	na
1.5	Uses supervision and consultation to guide professional judgment and behavior.	1	2	3	4	5	na

Comments:

Competence #2: Intern engages in diversity and difference in practice
--

2.1	applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;	1	2	3	4	5	na
2.2	presents themselves as learners and engage clients and constituencies as experts of their own experiences; and	1	2	3	4	5	na
2.3	applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	1	2	3	4	5	na

Comments:

Competence #3: Intern advances human rights and social, economic, and environmental justice
--

3.1	applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;	1	2	3	4	5	na
3.2	engages in practices that advance social, economic, and environmental justice.	1	2	3	4	5	na

Comments:

Competence #4: Intern engages in practice-informed research and research-informed practice

4.1	uses practice experience and theory to inform scientific inquiry and research;	1	2	3	4	5	na
4.2	applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and	1	2	3	4	5	na
4.3	uses and translate research evidence to inform and improve practice, policy, and service delivery.	1	2	3	4	5	na

Comments:

Competence #5: Intern engages in policy practice.
--

5.1	identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	1	2	3	4	5	na
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5.2	assesses how social welfare and economic policies impact the delivery of and access to social services	1	2	3	4	5	na
5.3	applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	1	2	3	4	5	na

Comments:

Competence #6: Intern engages with individuals, families, groups, organizations, and communities.
--

6.1	applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	1	2	3	4	5	na
6.2	uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	1	2	3	4	5	na

Comments:

Competence #7: Intern assesses individuals, families, groups, organizations, and communities

7.1	collects and organizes data, and applies critical thinking to interpret information from clients and constituencies	1	2	3	4	5	na
7.2	applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	1	2	3	4	5	na
7.3	develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	1	2	3	4	5	na
7.4	selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	1	2	3	4	5	na

Comments:

Competence #8: Intern intervenes with individuals, families, groups, organizations, and communities
--

8.1	critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	1	2	3	4	5	na
8.2	apply knowledge of human behavior and the social environment,	1	2	3	4	5	na

	person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies						
8.3	use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	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 development	1	2	3	4	5	na
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 evaluates practice with individuals, families, groups, organizations, and communities.

9.1	selects and uses appropriate methods for evaluation of outcomes	1	2	3	4	5	na
9.2	applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	1	2	3	4	5	na
9.3	critically analyzes, monitors, and evaluates intervention and program processes and outcomes	1	2	3	4	5	na
9.4	applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	1	2	3	4	5	na

Comments:

Competence #10: Intern engages in community engagement and service learning.

10.1	is cognizant of community needs and resources	1	2	3	4	5	na
10.2	is cognizant of social issues, and their impact upon communities	1	2	3	4	5	na
10.3	is cognizant of the interplay of and interventions at the micro, mezzo, and macro systems levels	1	2	3	4	5	na
10.4	applies knowledge of human behavior in the social environment, person-in-environment, diversity, research, and social work practice and other multidisciplinary theoretical frameworks in the evaluation of outcomes	1	2	3	4	5	na

Comment

FINAL OVERALL EVALUATION:

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 growth as noted in your interaction with the student that warrants attention.

Strengths: _____

Areas for Growth: _____

Field Supervisor's Signature

Date