Department of Social Work

Masters of Social Work

Field Manual

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Dear Masters of Social Work Field Intern and Agency Field Supervisor:

We are pleased to make available to you a copy of the *UNA Field Education Manual* for the Masters 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 an advanced generalist Field Intern or as an Agency Field Supervisor. In designing this manual, the Field faculty endeavored to answer many of the questions you may have about Field Education 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,

Kimberly Wright, MSW, Director of Field Instruction

INTRODUCTION

The Department of Social Work was established in 1974 and its Bachelor of Social Work (BSW) degree program has been fully accredited by the Council on Social Work Education since that time. The Online Masters of Social Work (MSW) program, approved by the Alabama Commission on Higher Education, is in candidacy status with the Council on Social Work Education

The University of North Alabama Department of Social Work' s On-line MSW program includes a two-year course of study and a one- year Advanced Standing. The MSW Field Education courses, SW 530-533, (Foundation courses for the two-year program) and SW 630-633, (Advanced and second year of two-year program) Field Internship and Seminar for Social Work Practice, are an integral and required component of the Advanced Generalist Practice program.

The Department's MSW program utilizes a concurrent model of field education that requires students to take advanced generalist practice courses while in Field Internship. The Two-Year program's Field Education courses, SW 530-533 (Foundation) Field Internship and Seminar for Social Work Practice and SW 630-633 (Advanced) Field Internship and Seminar for Social Work Practice require a total of 900 hours. The One-Year advanced standing program's Field Education courses SW 630-633 (Advanced) Field Internship and Seminar for Social Work Practice require a total of 500 hours.

DEPARTMENT OF SOCIAL WORK'S MASTERS OF SOCIAL WORK MISSION STATEMENT

The mission of the University of North Alabama's Masters of Social Work program is to prepare advanced generalist social worker practitioners who demonstrate the application of professional social work knowledge, values, and skills to practice situations to promote human and community well-being. Additionally, the mission of the program is to prepare advanced generalist practitioners to effectively intervene with diverse clients and constituencies, including individuals, families, groups, organizations, and communities.

The mission is to equip the advanced generalist practitioner to promote and advocate for human rights and social/economic justice in a purposeful, intentional, and professional manner in rural to metropolitan communities incorporating the impact of global perspectives.

The MSW program models a commitment to discovery of new knowledge, evidence-based research, and ethical use of technology to enhance analytical skills and practice evaluation at the micro, mezzo, and macro levels. The program will prepare the advanced generalist practitioner to utilize theoretical frameworks in the application of therapeutic skills in the engagement, assessment, and intervention of diverse clients and constituencies.

GOALS

1. Provide professional foundation and advanced generalist practice content that encompasses the history of social welfare policy, services, and the social work profession (Competency 1).

2. Enhance critical thinking skills for the analysis, formulation, advocacy, and implementation of social policies to advance human rights and community well-being in the dynamic context of global, national, regional and local needs (Competencies 2, 3, 5, 10).

3. Utilize, analyze, and evaluate culturally competent assessment, planning, and intervention strategies that promote human rights and social and economic justice at the micro, mezzo, and macro levels (Competencies 1, 2, 3, 5, 8).

4. Analyze and evaluate methods of scientific inquiry, and application of evidence-based research to advance social work knowledge for practice at all levels (Competencies 4,6,7, 9).

5. Incorporating multiple theoretical frameworks and therapeutic techniques and skills for ethical, competent and effective intervention across all client systems. (Competencies 3,4,6, 7,8,9,10).

NATIONAL ASSOCIATION OF SOCIAL WORK 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."

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."

DEPARTMENT OF SOCIAL WORK'S MASTERS OF SOCIAL WORK FIELD EDUCATION

UNA's Department of Social Work's Field Education program has partnered with numerous social service agencies in the region who have served as a designated field setting. These field settings provide advanced generalist practice opportunities for Masters of Social Work Field

Interns to demonstrate social work competencies at the micro/mezzo and macro level with individuals, families, groups, organizations and communities that are reflective of the diverse groups in region. Most of the field settings serve a cross section of populations with different aspects of diversity such as ethnicity, cultural, religious, class, gender and age.

Field settings are approved as a Field Placement site based on its agreement to accept the Program policy to afford equal opportunities in education and in employment to qualified persons regardless of race, ethnicity, national origin, age, religion, gender, sexual orientation, marital status, socio-economic status, disability, or other aspects of diversity. Field settings include Departments of Human Resources, Behavioral Health Centers, Public Health Departments, School Based Programs, Family Preservation Agencies, Youth Empowerment programs, Health-Care services, Domestic Violence programs, Aging Services, Disabilities Services, UNA's International Services and Student Services.

The MSW Field Interns' respective field setting provides advanced generalist practice opportunities to demonstrate social work competencies at the micro/mezzo and macro levels. Micro task/activities include client engagement and assessment, agency case planning/staffing, case management, evidence informed intervention and effective use of resources. Mezzo task/activities include engagement with small client groups, inter-professional collaboration and assist in organizing and participating in agency training workshops and community presentations. Macro task/activities include implementation of agency policies and services, participation in social policy review and formulation, involvement in local and state political processes and program planning, attending state and regional conferences, involvement in grant writing and the evaluation process.

The University of North Alabama Department of Social Work' s On-line MSW program includes a two-year course of study and a one- year Advanced Standing. The MSW Field Education courses, SW 530-533 (Foundation courses for the two-year program) and SW 630-633 (Advanced and second year of two-year program) Field Internship and Seminar for Social Work Practice, are an integral and required component of the Advanced Generalist Practice program. As noted, "the intent of field education is to connect the theoretical and conceptual contributions of the classroom with the practical world of the practice setting (CSWE, EPAS, 2015, p. 12). It provides the opportunity for students to demonstrate the program's identified professional competencies and associated behaviors while engaged direct practice in a social service agency.

CONCURRENT MODEL OF FIELD EDUCATION

The Department's MSW program utilizes a concurrent model of field education that requires students to take advanced generalist practice courses while in Field Internship. The **Two-Year program's Field Education courses, SW 530-533 (Foundation)** Field Internship and

Seminar for Social Work Practice **(400 hours)** and **SW 630-633 (Advanced)** Field Internship and Seminar for Social Work Practice **(500 hours) require a total of 900 hours.**

The **One-Year advanced** standing program's Field Education courses **SW 630-633 (Advanced)** Field Internship and Seminar for Social Work Practice require a **total of 500 hours.**

Field interns enrolled in SW 530-533 (Foundation) are engaged in the field setting 100 hours per eight weeks session. Field interns enrolled in SW 630-633 (Advanced) are engaged in the field setting 125 hours per eight weeks session. Additionally, Field Interns are required to enrolled in an integrative professional field seminar each eight weeks session in their respective program.

CURRICULUM CHECK SHEETS
Two-Year MSW Program and the MSW Advanced Standing Program

MASTERS OF SOCIAL WORK CURRICULUM CHECKSHEET

NAME_____ ID#_____ CATALOG YEAR 2021-2022

Two-Year MSW Program: First Year

COURSE NO.	SOCIAL WORK REQUIREMENTS – 30 HRS	CREDIT HOURS	SESSION
SW 501	Orientation to Social Work Values, Skills, and Ethics	2	1
SW 503	Foundations of Social Work History, Policy, and Philosophy	2	1
SW 515	Human Behavior I	2	1
SW 530	Field Internship and Seminar for Social Work Practice	3	1
SW 516	Human Behavior II	2	2
SW 561	Foundations of Generalist Practice with Individuals and Families	2	2
SW 531	Field Internship and Seminar for Social Work Practice	3	2
SW 565	Foundations of Generalist Practice with Groups	2	3
SW 524	Social Justice, Human Rights, Advocacy and Sustainability	2	3
SW 532	Field Internship and Seminar for Social Work Practice	3	3
SW 570	Foundation Research Methods	2	4
SW 533	Field Internship and Seminar for Social Work Practice	3	4
SW XXX	Elective (see below)	2	4
	TOTAL	**30**	

Two-Year MSW Program: Second Year (also Advanced Standing curriculum)

COURSE NO.	SOCIAL WORK REQUIREMENTS – 30 HRS	CREDIT HOURS	SESSION
SW 670	Social Service Program Evaluation: Practice Implications	2	5
SW 610	Clinical Assessment and Diagnostic Psychopathology	2	5
SW 630	Field Internship and Seminar for Social Work Practice	3	5
SW 665	Advanced Generalist Practice with Groups	2	6
SW 661	Advanced Generalist Practice with Children, Adolescents, and Families	2	6
SW 631	Field Internship and Seminar for Social Work Practice	3	6
SW 662	Advanced Generalist Practice with Communities and Organizations	2	7
SW 605	Advanced Social Welfare Policy Analysis: Development and Evaluation	2	7
SW 632	Field Internship and Seminar for Social Work Practice	3	7

SW 680	Non-Profit Management and Agency Administration	2	8
SW 633	Field Internship and Seminar for Social Work Practice	3	8
SW 600	Social Work Licensure for Workforce Readiness	2	8
SW XXX	Elective (see below)	2	8
	TOTAL	**30**	

Students may register for **ONE** of the following courses each Spring Semester as an elective for a total of **TWO** electives:

- SW 540: Family Violence: Social Work Strategies for Prevention and Intervention
- SW 541: Grant Writing Skills for Social Services
- SW 542: Advanced Social Work Practice in Health Settings
- SW 543: Global Social Work: Issues and Opportunities

CRITERIA FOR ADMISSION into MSW FIELD EDUCATION

The Department of Social Work has established specific criteria for admission into The Masters of Social Work Field Education courses, **SW 530-533** (Foundation courses for the two-year program) and **SW 630-633** (Advanced and second year of two-year program) **Field Internship and Seminar for Social Work Practice.**

Following are the prerequisites and eligibility criteria:

1. MSW candidates must complete and submit a Field Preference Interest form included in the MSW program application packet.

2. The Student must be formally admitted to University of North Alabama Masters of Social Work program.

3. **Students in the Two-Year Program must be concurrently enrolled in the following course in the respective eight-week session:**
   SW 501 Orientation to Social Work Values, Skills, & Ethics
   SW 503 Foundations of Social Work History, Policy, and Philosophy
   SW 561 Foundations of Generalist Practice with Individuals and Families
   SW 565 Foundations of Generalist Practice with Groups
   SW 500 Social Work Licensure for Workforce Readiness
   Students in the Advanced Standing program and Second Year students must be concurrently enrolled in the following course in the respective eight-week session:
   SW 661 Advanced Generalist Practice with Children, Adolescents, and Families
   SW 665 Advanced Generalist Practice with Groups
   SW 662 Advanced Generalist Practice with Communities and Organizations
   SW 600 Social Work Licensure for Workforce Readiness

4. Students are required to have student liability insurance coverage while enrolled in **SW 530-533 and SW 630-633**) **Field Internship and Seminar for Social Work Practice)**. This insurance is available to student members of the National Association of Social Workers.

5. Students must submit an application for the Field Internship to Director of Field by designated due date.

6. Approval of the Director of Field who will verify that the criteria have been met.

Students applying for admission into Field Education must meet all the required eligibility criteria **SW 530-533 and SW 630-633**) **Field Internship and Seminar for Social Work Practice.** Only student successfully fulfilling these requirements will be admitted to the Field Education program.

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 advanced generalist practice experiences with diverse clients and constituencies, including individuals, families, groups, organizations, and communities through in person contact at the micro, mezzo and macro levels. 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.
4. The agency's director and field internship supervisor(s) demonstrate a commitment to field education and professional training.
5. Agencies and programs will provide advanced generalist learning experiences at micro, mezzo, and macro levels of practice.
6. Agencies will provide adequate workspace for the Field Intern.

The Department's Field Education program has established criteria which specifies the credentials and practice experience of its field instructors. The following are considered in selecting the Field Education Agency Supervisor:

1. A person with a masters' degree in social work from a CSWE accredited program with a

minimum of two years post post-masters social work degree practice experience in social work, including one year in the field setting agency.

2. In instances, where the agency ‘s supervision of the intern’s is provided by someone other than a social worker, another social worker with the preferred academic credentials as described above may be identified to meet with the student regularly and provide social work supervision. The CSWE-accredited masters’ level social worker with the requisite experience will provide a minimal of one hour of supervision per week to the student.

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 race, ethnicity, national origin, age, religion, gender identity, sexual orientation, marital status, socio-economic status, disability, or other aspects of diversity.

PLACEMENT OF STUDENTS IN FIELD SETTINGS

1. Students submitted field application packet is verified by the Director of Field Education. Director of Field will contact student if clarifications are needed. The field placement application packet must include copy of the Field Preference Interest form and Agency Setting and Agency Supervisor form.
2. The Director of Field will contact the agency setting to explain the expectations for field internships and agency field supervision. Director of Field will evaluate agency setting’s willingness and suitability to accommodate a student for an advanced generalist field placement.
3. After approval by the Field Director, the student will move forward with
4. setting up the placement.
5. The student will be assigned to a Faculty Liaison.
6. The Liaison arranges a Zoom meeting with the student and agency field supervisor.

During this meeting the Faculty Liaison will provide Field Education orientation and clarify any questions. The draft of the Learning Contract developed by the student and Field Supervisor will be reviewed. Suggestions for any revisions will be made in the meeting.

MONITORING OF FIELD INTERNS

The Director of Field Instruction oversees the monitoring of student learning and field setting effectiveness. The Director of Field will assign one of the Field faculty/MSW Practice faculty to serve as the primary Field liaison with field setting and field intern’s placement during duration of the Field Internship.

The Faculty Liaison will contact the agency at least once each eight-week session to ensure

that the placement is proceeding successfully and to affirm that the program's identified social work competencies inclusion in the student's individualized learning experiences within the field setting. The Director of Field will engage with the Field Intern, Field setting supervisor, and/or Field Liaison in resolution of any conflicts that may occur during the progression of the Field Internship.

Field Students are required to participate in an 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 advanced 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, zoom meetings and e-mail communication with Field Supervisor(s).

SUPPORTING STUDENT SAFETY

Students admitted to Field Instruction/Internship attend will receive and review information pertaining to safety issues in the Field Education application packet. Director of Field will review safety issues information with all students enroll in **SW 530-533 and SW 630-633**) **Field Internship and Seminar for Social Work Practice.**

The student will sign and submit the Safety and Acknowledgement of Risks form prior to the start date of placement.

Individual Agency field settings will inform students of their safety protocol as a component to the Field intern's orientation. This includes a review of the Field Setting's policies and procedures for approved and appropriate home visits and transporting. The field seminar provides opportunities for continuing emphasis on safety issues and concerns as interns relate their practice experiences.

All Field Interns are required to secure student liability insurance available to student members of NASW.

EVALUATING STUDENT LEARNING

Course Requirements:

The MSW Field Education Program has established criteria for evaluating the extent to which the student's performance demonstrates the mastery of the Department 's social work competencies. The evaluation tools include two rated evaluations per semester (mid-term and final) completed by agency field setting supervisors, 2 major assignments, 1 case staffing, weekly logs and integrative seminar participation.

Following is the criteria for evaluation for **SW 530-533 and SW 630-633**) **Field Internship and Seminar for Social Work Practice.**

CRITERIA FOR EVALUATION:

1. Virtual Seminar participation will be a factor in determining your final grade.
2. Class assignments and activities this will include article reviews and class exercises.
3. Field evaluations: (Midterm and *Final evaluations (APPENDIX I).
4. Written assignments per semester: 2 major assignments, 1 case staffing, weekly logs.

FIELD LIAISON CONTACT WITH FIELD SETTINGS

The Director of Field Education has initial phone contact with each Field Agency Director/ Supervisor to evaluate agency's willingness and suitability to accommodate a student for an advanced generalist field placement.

To ensure clarity and direction in the Field placement experience, each student and Supervisor, in conjunction with the faculty liaison, 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. Field Faculty have routine phone contact, Zoom meetings and e-mail communication with Field Supervisor(s). The Director of Field Education oversees the monitoring of student learning and field setting effectiveness. The principal responsibilities of the Director of Field Instruction are as follows:

1. To assign a Field faculty members/MSW Practice Faculty to serve as the primary Field liaison with that field setting during the field intern's placement;
2. Assure Field faculty liaisons will dialog 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 for Social Work Practice learning experiences to monitor student learning and field setting effectiveness
5. To determine the student's grade for Field Internship 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.

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 masters 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 masters (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.

MASTERS OF SOCIAL WORK PROGRAM - REQUIRED SOCIAL WORK COMPETENCIES

In preparation of **Masters of Social Work for Advanced Generalist Practice**, the University of North Alabama Department of Social Work adopted 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 MSW 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

32) is cognizant of community needs and resources
33) is cognizant of social issues, and their impact upon communities
34) is cognizant of the interplay of and interventions at the micro, mezzo, and macro systems levels
35) 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

RECOMMENDED ADVANCED GENERALIST LEARNING TASKS/ACTIVITES

MSW Field Interns are provided the opportunity to demonstrate and achieve the social work competencies by actively engaging in professional tasks/activities which complement as well as reinforce coursework learning in preparation for advanced generalist social work practice. The field agency setting experience socializes the field intern to the role of an advanced generalist practitioner by providing an opportunity to demonstrate the application of social work competencies at the micro, mezzo and macro levels of practice with individuals, families, groups, organizations and communities served by the field agency setting.

Following are some Recommended Learning Task/ Activities for the Field Intern's engagement and involvement in their advanced generalist practice experiences in their respective field settings. These tasks/activities promote the demonstration of the Social Work competencies through in person contact with clients and constituencies:

Competency 1

1. Apply standards of the **NASW Code of Ethics** for ethical decision-making in Identified or potential ethical dilemmas
2. Use self-reflection to Identify and manage one's own personal reactions to interactions with clients and in supervisory sessions
3. Consult with field supervisor for clarity, directions and feedback

Competency 2

4. Conduct assessment of a client system and identify elements of human diversity that have shaped life experiences
5. Recognize clients are experts of their own experiences and empower clients to identify factors that oppress/marginalize/alienated

Competency 3

6. Research and analyze social policies impacting agency to determine how they advance social and economic justice issues and educate others.
7. Advocate for client's systems /communities' access to services
8. Participate in a political action forum advance social and economic well-being

Competency 4

9. Critically review literature related to target client system(s) at all levels of practice
10. Conduct an evidence- based research analysis of a service delivery issue or concern

Competency 5

11. Attend training on policy development and implementation
12. Explore the impact of policies and policy changes with field supervisor

Competency 6

13. Identify and apply selected theories relevant to understanding behaviors and social environments of clients and are relevant and appropriate for change strategies
14. Utilize active listening skills in interviews with clients demonstrating reflective and empathic responses
15. demonstrate interpersonal skills in interactions with colleagues and interdisciplinary meetings

Competency 7

16. Conduct individual, family and group interviews and assessments
17. Review client(s)' information applying knowledge of HBSE to identify bio-psychosocial elements relevant to understanding the client system
18. Critically assess of the identified needs, strengths, and challenges of the client(s) and constituencies and develop mutually agreed on intervention goals and strategies
19. Participate in interdisciplinary case staffing

Competency 8

20. Review client records and confer with field supervisor to determine appropriate intervention strategies to implement them with clients
21. Consult and work collaboratively with other professionals in delivery of services to clients and constituencies
22. Participate in the evaluation of practice outcomes applying knowledge of HBSE and other multidisciplinary theoretical frameworks

Competency 9

23. Consult with field supervisor regarding agency procedures and methods of evaluating outcomes
24. Participate in the evaluation of outcome process including gathering relevant data, analyzing program outcome data and conducting follow-up interviews

Competency 10: Community Engagement and Service Learning

25. is cognizant of community needs and resources
26. is cognizant of social issues, and their impact upon communities
27. is cognizant of the interplay of and interventions at the micro, mezzo, and macro systems levels
28. 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

APPENDIX I

UNA MASTERS OF SOCIAL WORK
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 an **advanced generalist 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	n/a
1.2	Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	1	2	3	4	5	n/a
1.3	Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication;	1	2	3	4	5	n/a

1.4	Uses technology ethically and appropriately to facilitate practice outcomes; and	1	2	3	4	5	n/a
1.5	Uses supervision and consultation to guide professional judgment and behavior.	1	2	3	4	5	n/a

Comments:

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 an **advanced generalist 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.

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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.

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	n/a
2.2	presents themselves as learners and engage clients and constituencies as experts of their own experiences; and	1	2	3	4	5	n/a
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	n/a

Comments:

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 an **advanced generalist 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.

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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.

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	n/a
3.2	engages in practices that advance social, economic, and environmental justice.	1	2	3	4	5	n/a

Comments:

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 an **advanced generalist 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.

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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.

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	n/a
4.2	applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and	1	2	3	4	5	n/a
4.3	uses and translate research evidence to inform and improve practice, policy, and service delivery.	1	2	3	4	5	n/a

Comments:

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 an **advanced generalist 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.

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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.

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	n/a
5.2	assesses how social welfare and economic policies impact the delivery of and access to social services	1	2	3	4	5	n/a
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	n/a

Comments:

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 an **advanced generalist 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.

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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.

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	n/a
6.2	uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	1	2	3	4	5	n/a

Comments:

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 an **advanced generalist 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.

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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.

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	n/a
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	n/a
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	n/a
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	n/a

Comments:

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 an **advanced generalist 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.

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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.

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	n/a
8.2	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	1	2	3	4	5	n/a
8.3	use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	1	2	3	4	5	n/a
8.4	Is knowledgeable about current social policies and services	1	2	3	4	5	n/a
8.5	Is knowledgeable about the role of practice in policy development	1	2	3	4	5	n/a
8.6	Is skilled at analyzing, formulating, and advocating for policies that advance social well-being	1	2	3	4	5	n/a
8.7	Is skilled at collaborating with colleagues and clients for effective policy action	1	2	3	4	5	n/a

Comments:

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 an **advanced generalist 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.

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n/a	Not applicable, as the intern has not had the opportunity to demonstrate competence in this area

Comments may be made under any competency statement, if desired. Please be sure to

indicate those areas in which you think the intern is particularly strong and those areas that need improvement. This evaluation is intended to give the intern feedback about her or his performance.

Competence #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	n/a
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	n/a
9.3	critically analyzes, monitors, and evaluates intervention and program processes and outcomes	1	2	3	4	5	n/a
9.4	applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	1	2	3	4	5	n/a

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	n/a
10.2	is cognizant of social issues, and their impact upon communities	1	2	3	4	5	n/a
10.3	is cognizant of the interplay of and interventions at the micro, mezzo, and macro systems levels	1	2	3	4	5	n/a
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	n/a

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 an **advanced generalist 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.

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 advanced 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 advanced level social work practice.
- ☐ This intern is not yet ready for advanced level social work practice.
- ☐ This intern is not yet ready for advanced 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 □ I do not agree with evaluation□

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

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 programs 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 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 observed in virtual classroom and reported in field placement 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 virtual classroom 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 virtual classroom 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 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 MSW 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 field education 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 Education, 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 advanced generalist Masters Level Social Worker