Revised August 2016

This handbook was prepared to provide information and does not constitute a contract. Although every effort has been made to ensure the accuracy of the information in this University of Alabama School of Social Work Field Education Handbook, those who use the Handbook should note that policies and procedures change from time to time and the changes may not yet be reflected in this document. In addition, a document of this size cannot include all of the policies and information pertaining to students. More current or complete information may be obtained from your advisor, the field education coordinator(s), or other appropriate individuals in the School of Social Work.
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INTRODUCTION

Alabama’s first university, often referred to as the Capstone, was chartered in 1819 by the State Legislature and opened its doors to its first students in 1831. The University of Alabama’s main campus covers 850 acres and offers more than 300 fully accredited degree programs in at least seventeen colleges, divisions, and schools to both graduate and undergraduate students.

In 1965, the School of Social Work began offering curriculum leading to a Master of Social Work degree (accredited in 1969). The School later developed a program leading to a Bachelor of Social Work degree (accredited since 1974). A Doctor of Social Work degree was initiated in 1974 and was changed to a Doctor of Philosophy in 1992. Additionally, the School provides continuing education for practitioners in the state and region.

Mission

The University of Alabama School of Social Work seeks to solve biopsychosocial problems, improve individual and social conditions, and promote justice and human dignity through teaching, research, and service.

Teaching: The School awards the Bachelor of Social Work degree, which prepares graduates for generalist social work practice; the Master of Social Work degree, which prepares graduates for advanced social work practice; and the Doctor of Philosophy degree, which prepares graduates for careers in research. The School works to increase the number of competent social workers in the state and in the region.

Research: The School develops research-based knowledge of social problems and their solutions.

Service: The School provides resources and leadership by partnering with individuals, families, groups, community agencies, and organizations at all levels. In addition, the School improves the delivery of social services, with an emphasis on public social services contexts and underserved and disenfranchised populations.

As a diverse community of teachers, researchers, learners, and support persons with shared values and aspirations, the School promotes lifelong learning, research, and service initiatives to individuals, families, groups, organizations, and communities.

To achieve this mission, the student’s program of professional education (in the BSW and MSW programs) consists of both classroom and field instruction. The function of the classroom teaching and learning is to provide the student with the opportunity to acquire the knowledge, skills, and values necessary for the development of practice competence. The field practicum provides the student with the opportunity to apply knowledge, skills, and values learned in the classroom and from the field instructor to the delivery of social services in a practice situation.

The School offers field placements throughout the state of Alabama and nationally for students in the online program residing in states outside of Alabama. In addition, The School has begun to pilot international field placements. The School also offers second-year graduate students the opportunity to complete field education in Washington, D.C.
While the School of Social Work has responsibility for the overall operation of the program, field education is a collaborative venture involving faculty in the School, the social service agencies, and the student body. Individualization, flexibility, and cooperation in developing relevant educational experiences are important conditions of this relationship.

The field placement agency provides the student with the opportunities to both integrate knowledge gained from the classroom with practice and to develop new knowledge. The field instructor, in conjunction with faculty affiliated with the appropriate program (BSW or MSW), selects assignments that are related to the student’s individual learning needs and consistent with the content of the field education course. The classroom faculty continues to offer the student learning experiences that support the field practicum. The student uses the educational resources in the classroom and the field to develop a responsible, analytical approach to his or her own practice as well as to the practice of others.

The BSW and MSW program committees and the full faculty have responsibility for the development and oversight of the field education curriculum. The curriculum is designed to help students achieve the core competencies established by both the Council on Social Work Education and the full faculty. The syllabus for a particular field education experience is developed and approved by the program committee and the full faculty. The Field Education Coordinator(s) coordinates field education experiences that carry out the curricular goals of each program. The Field Education Liaison is responsible for monitoring a student’s educational progress, and for assessing the quality of the experience.

**NASW Code of Ethics**

**Summary of Ethical Principles***

*Value: Service*

Ethical Principle: Social worker's primary goal is to help people in need and to address social problems.

*Value: Social Justice*

Ethical Principle: Social workers challenge social injustice.

*Value: Dignity and Worth of the Person*

Ethical Principle: Social workers respect the inherent dignity and worth of the person.

*Value: Importance of Human Relationships*

Ethical Principle: Social workers recognize the central importance of human relationships.

*Value: Integrity*

Ethical Principle: Social workers behave in a trustworthy manner.

*Value: Competence*

Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise.

*A complete copy of the NASW Code of Ethics is available online: http://www.nasw.org/pubs/code*
BSW AND MSW CURRICULUM THEMES

The BSW and MSW programs emphasize the following five themes underpinning the foundation and the concentration year objectives. These themes also serve as the conceptual framework for the entire BSW and MSW curricula.

Life Course Perspective: Social workers understand that the growth and development of individuals, families, groups, organizations and communities are influenced by a range of psychological, social, historical, political and economic factors. The interaction of these factors with life events and life transitions contribute to the subsequent outcomes. This theme also serves as the conceptual framework for the entire MSW curriculum.

Valuing Diversity: Social workers value and work respectfully with people who are different from themselves.

Critical and Reflective Thinking: Critical and reflective thinking that challenges assumptions, and that is based on evidence to arrive at creative solutions, is the basis for competent social work practice.

Evidence-Based Practice: Social workers favor interventions with demonstrated effectiveness. They are prepared to carefully evaluate practice and program outcomes.

Services to the Poor and Underserved: Alabama’s poor and underserved receive social services primarily from public and non-profit social service agencies. Social workers must be prepared to practice in these contexts and to challenge social injustice.

Goal of the BSW Program

The BSW program prepares students for evidence-informed generalist social work practice and graduate study in social work and related fields.

Objectives of the BSW Program

Graduates will be able to:
1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanism of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communication skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.
13. Use opportunities for continuing professional education to enhance their professional development.

**Goal of the MSW Program**

The MSW program prepares students for evidence-informed advanced social work practice and leadership roles.

**Objectives of the MSW Program**

**Foundation Year Objectives**

Foundation Year MSW students will demonstrate the ability to:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
6. Apply the knowledge and skills of generalist social work perspective to practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individual and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communications skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

**Concentration Year Objectives**

In one of two available concentrations, Social Work with Children, Adolescents and Their Families, or Social Work with Adults and Their Families, students will demonstrate:

1. The ability to apply effectively selected models and methods of advanced social work practice, consistent with social work values and ethics, with an emphasis in public and non-profit social services.
2. The ability to use reflectively the theoretical approaches and knowledge bases underlying their practice with particular attention to the life course perspective.
3. The ability to evaluate their own practice.
4. The ability to analyze the impact of social welfare policies on clients and practice situations.
5. The ability to practice in ways that are culturally and gender appropriate with low income persons and with those who have experienced social and economic injustice.
ABOUT THE FIELD EDUCATION PROGRAM
OVERALL PURPOSE

Since the beginning of the social work profession in the late 1800s social work education has included both academic class work and actual practice experience in social service agencies. The attempt to forge a strong link between theory and practice remains a cornerstone of social work professional education. Through the field education placement, students are provided with significant integrative experiences in preparation for their professional careers. The supervised practice experience or practicum is referred to in many different ways including “field instruction,” “supervision,” “placement,” or “internship.” The Field Education Handbook outlines the structure of student practicum experiences. This manual includes all instructions, information, policies, and applications that students need to progress through this phase of the social work program. Please read the material carefully.

BSW Field Education Placement

SW 490 – Field Education (Fall Semester)

15 weeks-Agency Placement @ 30 hours/week = 450 hours
(typically in the fall semester)

If the student has requested an extended placement he/she is required to do a minimum of 16 hours per week and will finish in the following spring. The length of time in placement is individually negotiated with each placement.

Total Required BSW Field Education Placement Hours = 450 hours

MSW Field Education Placement (1st year, 2nd year, and Advanced Standing)

SW 590 and 595 – Field Education (Spring Semester)

15 weeks – Agency Placement @ approximately 32-34 hours/week
= 500 hours
(typically in the spring semester)

If the student has requested an extended placement, he/she is required to do a minimum of 16 hours per week and will finish in the summer. The length of time in placement is individually negotiated with each placement.

Total Required MSW Field Education Placement Hours = 500 hours
Director of Field Education/Field Education Coordinator(s),
Office of Field Education

The Office of Field Education, and specifically the Director of Field Education, is responsible for the total instruction of the field education program of the School of Social Work. This includes:

1. Evaluation and maintenance of a bank of agency resources to adequately meet student-learning needs; matching of students to specific agencies following appropriate consultation with advisors, liaisons, field instructors, and students.

2. Orientation and training of Field Education Instructors, students, and Faculty Liaisons. Orientation and training for field instructors is offered on campus and on-line. Field meetings occur throughout the year for orientation purposes. Faculty Liaisons are oriented yearly.

3. Maintenance of legal documents necessary for Agency-University affiliations.

4. Provision of information to Educational Advisors/Faculty and students about the variety, quantity, quality, and nature of practicum offerings.

5. Provision and distribution of necessary field education placement materials (for example, application forms, informational resources, syllabi, evaluation forms, teaching/learning materials, practicum calendars, etc.) to appropriate persons.

6. Development and implementation of professional continuing education activities for Field Instructors.

7. Provision of consultation to faculty liaisons, educational advisors, students, field instructors, and administrators concerning a variety of issues impacting the School-Agency relationships and the quality of the individual student’s learning experience.

8. Interpretation of the School’s philosophy of education, the organization and content of the educational curriculum, and field instruction standards to the community agencies and field instructors.

9. Provision of information to the School’s administration concerning liaison assignments and matters impacting the field instruction program.

Faculty Liaison

Planning Role

The Faculty Liaison carries an active role in the planning and placement processes for the field placement. Planning for the practicum is carried out in the following ways:

1. Initially, the Faculty Liaison provides information to the Director of Field Education to help develop a database that includes descriptions of agency placement opportunities.
2. At appropriate times, the Faculty Liaison provides the Director of Field Education with information about the number, nature, and quality of practicum experiences available in her/his assigned agencies.

3. During the advising phase of the placement process, the Faculty Liaison may be called upon to provide information to students clarifying the kinds of settings that support specific practice interests, etc.

**Teaching Role**

1. Throughout the internship, the Faculty Liaison negotiates learning opportunities and participates in the evaluation of the competencies. It is expected that the Faculty Liaison will make regularly scheduled visits to the agency during each semester of the field education experience for the purpose of developing an appropriate Learning Contract between the student, agency, and School; monitoring the progress of the student; providing educational supports to the student and Field Instructor; troubleshooting any administrative or policy issues that may arise between the agency and School; receiving input from agencies about curriculum and practicum policy and content; identifying agency needs for consultation or training; planning for future field placements, and evaluating the student’s learning outcomes related to the competencies.

2. Faculty Liaisons are assigned each semester to all agencies in which students are placed. It is recommended that Faculty Liaisons conduct at least two on-site visits during the semester. The normal expectation is that faculty liaisons will make their initial visit within the first three weeks of placement. This initial visit is essential to get the student, field instructor, and other agency representatives launched in the field. It is expected that the second visit will occur at midterm. During the midterm visit it is important to discuss both strengths and limitations of the student, field instructor, and/or agency. This is a time when the faculty liaison can facilitate a renegotiation of the learning contract if necessary. It is acceptable to conduct a conference call or Skype conference for the final evaluation. In rare circumstances, and with permission of the Director of Field Education, the midterm visit may be conducted by conference call or through Skype.

3. The Faculty Liaison is responsible for assigning the academic grade for each field placement according to the specifications of the field placement syllabi. Field Instructors will recommend both a Mid-Term grade and a Final semester grade. Sample Learning Contracts are included in a subsequent section of this handbook. Grading should be discussed with the Field Instructor and student in the Evaluation Conference at the end of each semester. The Faculty Liaison carries responsibility for interpreting the application of the grading criteria to the specific situation being evaluated. The Faculty Liaison may not assign a grade without reviewing the student’s performance (assignments and evaluation materials are specified with each practicum syllabus) and without discussion/consultation with the Field Instructor.

4. On behalf of the School, the Faculty Liaison carries responsibility for a decision to suspend (refer to Handling Difficulties in Field) a student’s field placement and immediately notify the Director of Field Education. The Director of Field Education will officially notify the student and schedule a Field Staffing to resolve problems.
## Faculty Liaison Guide

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<th>Purpose/Responsibilities</th>
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| Initial Contact (e-mail or phone) | Within the first full week of placement | • Introduction and expectations about how to communicate  
• Schedule initial visit  
• Due dates for learning contract and calendar                                      |
| Initial Visit (Face to Face)   | Within the first 3 weeks of placement | • Getting student and field instructor launched  
• Discussing roles and responsibilities  
• Approving the initial learning contract activities and student calendar  
• Making sure all electronic signatures are submitted through the on-line database |
| Midterm Visit (Face to Face)   | • Shortly after the student has completed 250 hours (MSW) or 225 hours (BSW).  
• For students who are in extended placements this will vary.  
• For students who are completing their placements within the semester, this will normally occur around midterm for The University of Alabama | • Use this time to capture student strengths and student concerns  
• If a student is below average on any competency, consider referring student for a field staffing  
• Make sure student and field instructor have completed and signed the learning contract for midterm  
• The faculty liaison carries responsibility for interpreting the application of the grading criteria to the competency.  
• Approve the midterm learning contract  
• Making sure all electronic signatures and midterm grades are submitted through the on-line database  
• Schedule final Conference |
| Final Visit/Conference Call    | Within two weeks of student          | • Grading should be                                                                       |
completing final hours. This meeting may be conducted by Skype or conference call.

discussed with the field instructor and student in the final conference.

- The faculty liaison carries responsibility for interpreting the application of the grading criteria to the competency.
- Do not assign a grade without reviewing the student’s performance or without discussion/consultation with the field instructor.
- Making sure all electronic signatures and midterm grades are submitted through the on-line database.

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<th>Other Visits/Contacts</th>
<th>As needed</th>
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- Should problems or concerns arise in a placement, additional site visits may be needed.
- Communication between faculty liaison and field instructor through e-mail, phone, or meetings that occur when field instructors or students are on campus is essential to monitor educational activities.
Field Instructors

Planning Role

The Field Instructor carries an important planning function for the student’s internship. In some agencies, some or all of these activities are carried out by agency’s administrator or a coordinator for social work student placements. These planning functions include:

1. Communicating information to the Faculty Liaison or Director of Field Education about potential practicum openings and any information that may impact the nature or quality of the practicum.

2. Following receipt of the student’s Practicum Application from the Field Education Office, the Field Instructor confirms that the referral appears to be an appropriate one and responds to the student’s request for scheduling the Placement Confirmation Interview.

3. Should the Field Instructor learn information in the Confirmation Interview that leads her/him to question the viability of the planned practicum, s/he is responsible for discussion of the issues with the Director of Field Education and immediate appropriate action.

Teaching Role

Throughout the field education placements, the Field Instructor’s primary role is as the teacher and facilitator of student learning. To this end the Field Instructor:

1. Provides for the student’s orientation to the agency’s policies and procedures, ethical standards, and safety precautions.

2. Negotiates and plans student assignments in accordance with the Practicum Competencies as identified in each Learning Contract.

3. Provides educational supervision/field instruction for each student for at least one hour per week.

4. Serves as an advocate for the student within the agency by facilitating the student’s access to productive learning experiences and other learning activities/resources (for example, student participation in activities outside the agency such as professional conferences, relevant library work, or field visits to other programs) during the practicum.

5. Evaluates the student’s performance in the agency with regard to the specified Practicum Competencies formally at mid-term and final, and evaluates samples of the students learning.

6. Serves as the primary educational resource.
Student

Practicum courses are restricted to students who have met the appropriate prerequisites for the practicum they are applying for and to those who have completed the application process. To plan for the practicum, the student is responsible for completing the following:

- Practicum Application, to be accompanied by a current résumé (See corresponding guide.)
- Background Check (See Policy and Procedure Section.)
- Practicum Orientation (See Policy and Procedure Section.)
- Appropriate Field Forms (See Forms Section.)

The student is responsible for follow through on utilization of practica information sources provided by the School, for example, discussions with Faculty Liaisons who are assigned to specific practicum sites; contact with former or current students placed in agencies of interest; and information available through the Field Education Office. The student is responsible for conveying sufficient information to the Field Office about personal needs, goals, interests, constraints, and/or special circumstances regarding the placement site. Once a student receives an e-mail assigning her/him to a specific agency, the student is responsible for contacting the agency within 72 hours for a Confirmation Interview. This will allow the student to participate in a Confirmation Interview with the Field Instructor to assure a goodness of fit between the student and the agency. In the event that the Confirmation Interview raises serious questions in the student’s mind about the viability of the placement, s/he is responsible for immediately raising those issues with the Director of Field Education. Throughout the practicum, the student is held accountable to all School and agency policies. Most importantly, the student is responsible for her/his own learning.

FIELD FUTURE COMMITTEE

In 2012 the Dean of the School of Social Work appointed the field future committee, comprised of seven faculty members and one staff member, to evaluate and plan for the future of field education at the University of Alabama School of Social Work.

FIELD EDUCATION ADVISORY COMMITTEE

The Field Education Advisory Committee serves in an advisory capacity to the Director of Field Education, recommending policy, problem solving, and decision making. The Director of Field Education serves as the chair of this committee. The committee meets at least twice during the academic year. Composition includes agency, student, and faculty representation. Members of the committee, faculty, and students may suggest potential members and the director selects and recommends members to the Dean. The Dean appoints members of the committee annually.

The Committee’s role is to help with orienting stakeholders and agencies to the curriculum; to provide the Director of Field Education with pertinent information about the changing context of agencies, communities, and students; and to assist with challenging and complex field issues.
PROCEDURES, GUIDELINES AND CRITERIA FOR APPROVAL
OF FIELD EDUCATION AGENCIES

Quite regularly, the School of Social Work receives requests from agency staff and faculty to consider new agencies as potential field education sites. The School of Social Work has a commitment to provide relevant and appropriate practicum experiences for our students, which means staying abreast of new methods and areas of practice in our field. The process of approving new agencies, training field education instructors, and monitoring is quite time consuming for faculty. Therefore, the following procedures for responding to these inquiries have evolved from administrative and faculty decisions over the years.

1. All initial requests will go to and be acknowledged by the Director of Field Education.

2. The first criterion considered is whether the agency is in a geographic location currently used by the School.

3. Next, the decision will be made regarding whether the learning experiences provided by that agency are appropriate and are needed. A decision also is reached on whether agency assignments are more appropriate for BSW, MSW first year, MSW concentration, or some combination of these levels.

4. If the agency and potential field instructor(s) meet the School criteria, as judged from the information received, the Director of Field Education or a designated faculty member will make a site visit or conduct a conference call to evaluate the agency and complete an “Evaluation of Field Practicum Site.”

5. If the agency and potential field instructor(s) are evaluated positively and approval is recommended, the Agency Agreement will be processed through the agency and the University. A signed copy is returned to the agency.

6. If the decision is made to discontinue the approval process at any of the above steps, the agency will be notified by the Director of Field Education.

7. Information concerning the new agency will be passed on to faculty and students (final approval may hinge on whether there is any student interest in the agency). During the evaluation process, agencies are requested to provide some type of student stipend if possible.

Guidelines for Agencies

1. The services provided are recognized in the community as having a credible social services function and the agency is legally established with financial support. Licensing by the state, where indicated, is completed, and membership in a national standard-setting body appropriate to its function is desirable.

2. The administration and staff should be qualified by education and experience, and have an understanding of professional social work education and its goals. The Agency Agreement between the University and agency and must be completed so that the commitment and responsibilities of the various persons associated with field instruction are understood. The agency’s governing body should be aware of and approve staff involvement with students and social work education.

3. The social service program should have employed staff to assure program continuity without total reliance upon students.
4. The program should provide sufficient activities for a sufficient number of clients to serve the learning needs of the students to be assigned. Opportunities for learning and agency practice should include a range of client population groups extending across gender, age, race, socioeconomic status, sexual orientation, disability, social problems, etc.; and social work functions must be appropriate for student learning.

5. The program and its administration must operate in accord with the philosophy and goals of the social work profession and The University of Alabama.

6. In partnership with the School of Social Work, the agency administration identifies staff members who may qualify to be field instructors and jointly participates with the School in their selection. Field instructors must provide sufficient time for teaching students. This includes participating in conferences with students (for at least one clock hour per week) and faculty, monitoring the activities of the student, and occasional meetings necessary for the continued development of the field education program. The agency makes a commitment to release the agency employee who serves as the field instructor from his/her normal duties for the amount of time necessary to plan the student’s learning experiences, supervise the student’s progress, and attend Field Instructor Workshops and other meetings and seminars related to field education.

The School of Social Work continues to offer field training and on-line contact hours free of charge.

7. The agency should provide students with suitable desks, telephone access, supplies, support services such as secretarial time, and miscellaneous expenses incurred in providing agency services. Specifically, transportation costs associated with agency business should be reimbursed.

8. In a few situations the social services program may have the quantity and quality of learning experiences available but may not have a staff member available to be or qualified to be a Field Education Instructor. If this agency service is not available to students elsewhere and there are faculty resources available to fulfill the field instruction function, temporary approval for a practicum site assignment for specifically qualified students may be requested. The Director of Field Education may provide that temporary approval. In such cases, the agency administration will assign a staff member as a task supervisor to insure that monitoring of the student’s work is in accord with the agency program policies. Faculty assigned to the Field Instruction role in an agency program must be provided appropriate space and resources for the successful completion of the instructional responsibility.

Students are assigned to a field education site only with the authorization of agency staff and the Field Education Office.

Criteria for Selecting Field Instructors

The selection of social workers as field instructors is generally based on the nomination of a staff member by the agency administrator or by the volunteering of a qualified individual with the approval of his/her supervisor or administrator. These individuals must have earned an MSW and should have at least two years of post-Master’s degree experience. It is preferred that these individuals are certified by the Academy of Certified Social Workers (ACSW), maintain a current Social Work license (LGSW or LCSW), or have other regional or national recognition of their qualifications for practice in reference to their area of specialty.

It is preferred that MSW placements are supervised by an individual who has both a MSW degree as well as practice experience. However, some areas in Alabama and surrounding states have an under-supply of
qualified social workers. Each circumstance will be considered on its own merits. If the Director of Field Education and the agency can locate an MSW (e.g., another agency staff member, member of the board of directors, or an agency consultant–individuals who are familiar with the caseload and organization of the agency), this individual’s appointment as field instructor will be considered. In such cases, an experienced staff member will be asked to serve as a Task Supervisor to monitor the student’s performance of agency policies and daily responsibilities. In rare instances, faculty members may be asked to serve as field instructors to ensure educational monitoring of a placement. If a student is requesting a work-site placement the agency is responsible for providing MSW supervision for students (see work-site policy). In all cases, the issue of appropriate placement monitoring is a predominant concern of the Director of Field Education.

Field Instructors should plan time involvement that includes the following:

1. A field education placement Confirmation Interview with the student(s) assigned;
2. Verification to the School of Social Work that the student(s) are accepted;
3. An orientation of the student(s) accepted to the agency that familiarizes the student with agency working practices, policies, safety issues, and procedures; Review of the School’s evaluation criteria with the student at the beginning of placement;
4. A minimum of one hour for regular (weekly) field education supervision sessions with the student(s);
5. Preparation of the mid-term and final evaluation of students;
6. Conferences with the Faculty Liaison and the student to plan student learning experiences and to evaluate student progress;
7. Attendance at workshops and other Field Instruction meetings as planned by the School of Social Work;
8. Additional meetings that might arise in the course of a student’s practicum experience.
International Field Placement Policy & Procedures

1. Decide whether an International Placement could meet your learning and life goals.

2. Decide whether you are willing to tolerate potential health and safety risks associated with international travel and can afford the opportunity (limited financial assistance available).

3. Determine if you meet the following preferred qualifications:
   1. For undergraduate students: Honors, Honors eligible, good academic standing, at least 19 years of age
   2. For graduate students: Concentration year
   3. Adaptable, patient, responsible, dependable, self-directed, flexible, possessing initiative, comfort with ambiguity and uncertainty (with references who can provide evidence of these characteristics)

4. Articulate your rationale for seeking an international placement.

5. Meet with Coordinator of International Programs to begin the exploration process at least two semesters in advance of the semester in which the placement will take place.

6. Complete the International Placement Screening Process to include (would be really good if totally online):
   1. completion of International Field Placement Coversheet
   2. completion of the Screening Essay describing rationale for seeking international placement, potential learning goals for the placement, and how this relates to your future professional plans
   3. submission of two references, one or both can be from instructors/professors, and one can be from some other person familiar with your character and/or abilities.
   4. Have a U.S. Passport with at least one year remaining on those Passports.
   5. Assure that they can meet academic requirements for degree completion within the constraints presented by an international placement.

7. Indicate via the School of Social Work Field Office Field Application an interest in an international placement.

8. Complete Capstone International Center study-abroad application and any additional requirements set forth by that office.

9. Review School of Social Work Student Financial Award Policy to ascertain eligibility for financial support from the School. Students are responsible for all costs associated with their international placements (e.g., housing, transportation, etc.).

10. All requirements necessary for field placements in the U.S. are also expected for those seeking international placements including orientations and information sessions, as well as, background clearance, use of the IPT system, and so on.
11. Formal, written agreements are used with all international field placement organization to delineate the roles and responsibilities of the School, the field organization, and the student. The agreement indicates the expectations and policies/procedures to which the UA/SSW, the organization, and the student are expected to abide. These agreements are kept on file in the School in the Field Office. This process should be completed prior to a student beginning their placement (if it is not, the student will need to pursue an alternate placement).

12. Students Who Experience difficulties during international experience:

1. Notify, via the most expedient manner (voice, email, etc.) the Coordinator of International Programs and/or their Field Liaison.

2. See the Handling Difficulties in Field policy for additional policy information.

3. If the U.S. State Department issues an official Travel Warning for the country in which the student is placed, the University requires removal of the student from placement.

InternationalSocialWork@ua.edu OR ISW@ua.edu
FIELD EDUCATION POLICIES

Preparing for Field Education

Field Education Placement Service Area

The primary service area of The University of Alabama School of Social Work is the state of Alabama. The School commits itself to providing education for students located throughout the state and to developing and utilizing qualified field agencies throughout Alabama as field educational sites. The School of Social Work also offers placement options nationally and internationally. Both main campus and distance learning students can explore international placements. In addition, the School has developed a special program that provides field education opportunities with faculty liaison and supervision in the Washington, DC, area for students in the second year of the MSW program. However, to be eligible for national placements (outside of Alabama) the student must be a distance learning student living in the state they are seeking placements. It is expected that main campus students will be placed in the Tuscaloosa/Birmingham area.

All placements are initiated by the field office. Students should not contact agencies to inquire about placement opportunities. Students who reside out of state will be responsible for helping secure field placement locations. The field office will contact out of state students at the appropriate time to begin the process.

The Field Office cannot guarantee a practicum placement in the town in which you are living. We will make every effort to place you close to home; however the Field Office priority is making an educationally sound placement. Students need to be prepared to drive at least 60 miles away from their home to accommodate placement.

Grade of Incomplete

Students will not be allowed to carry a grade of Incomplete or “I” for social work courses into their field education placement. Thus, any “I” must be completed by the beginning of the semester in which the student is scheduled to enter practicum. Failure to complete full responsibilities for coursework will delay a student's entry into Practicum.

Students Working Full Time

Students working full-time should expect to significantly reduce or discontinue their work commitments to accommodate to the demands of field education placement. The competing demands of field education, other classes, and full-time employment tend to detract from the overall learning experience of all educational activities.

Background Checks
ALL students MUST have a background check on file in the Field Office prior to entering field education.

Background check information and instructions are given to BSW students along with their field information form in the spring semester prior to entering field education in the fall. The background information and instructions are provided to the MSW first-year, and advanced-standing students during their orientation to the MSW program each year.

All BSW, first-year, and concentration MSW students preparing to enter field placement are expected to submit ABI/FBI background report prior to entering field education. If a student has had a background check completed and cleared within two years of the start of their field placement another ABI/FBI background check is not necessary.

- In state Students
  - ONLY background checks completed through the ALABAMA DEPARTMENT OF HUMAN RESOURCES
  - If you believe you already have an acceptable background check from previous semesters, copies must be provided to the field office for verification.
  - The fingerprint scans must be completed by the appropriate agencies and accompanying materials submitted. The student is responsible for submitting materials necessary for an ABI/FBI background check. The student’s fingerprints need to be digitally scanned and the accompanying materials submitted to the appropriate agencies (BSW prior to May 1 and MSW prior to September 1).
  - Each student must confirm that they have scanned their prints by completing the Certification for Mailing Background Check form. A record will be kept indicating submission dates and documentations of clearance will go to both student and the School.

- Out of State Students
  - Out of state background checks are done entirely online, via Castle Branch.
  - If you did not receive the out of state background check information at orientation, you will need to contact the field office for the instruction guide, as the instructions will vary by state.
  - Each student must confirm that they have applied for their background checks by completing the Certification for Mailing Background Check form. A record will be kept indicating submission dates and documentations of clearance will go to both student and the School. The resulting materials must be submitted to the appropriate agencies (BSW prior to May 1 and MSW prior to September 1).

Failure to follow through with this required background check will impede entry into field placement. Students will NOT be allowed to begin their field placement and will be disenrolled from their field class until background checks have been completed and cleared. BSW students are required to present a copy of their cleared background check to their field instructor on the first day of field. MSW students are required to present a copy of their cleared background check to their prospective agency when they interview in the fall at the pre-placement interview. Agency instructors are expected to send students to the School of Social Work Field Office if a copy is not provided at these times. The Field Education Office does not place students without background clearance.

Legal Charge or Conviction

Some state licensure boards for social workers (including Alabama’s) inquire about whether the applicant has been charged with or convicted of a misdemeanor or a felony prior to allowing the applicant to sit for the licensure examination. The School strongly recommends that any applicant/student in this situation
consult with his or her advisor or Director of Field Education, to discuss how best to address this issue. Students with felony convictions need to be aware that many agencies will not be open to them. The Field Office will work to secure a placement but cannot guarantee a placement can be secured in a timely manner.

**Professional Liability and Health Insurance**

The University of Alabama provides professional liability insurance for students. However, if a student would like to purchase professional liability insurance above and beyond the University’s coverage, NASW provides a reasonably priced policy for student members; application forms for NASW membership and Professional Liability Insurance through NASW are available online at [http://www.naswinsurancetrust.org/](http://www.naswinsurancetrust.org/).

**Work-Site Students Only:** Please note that if you are requesting or have been approved to be placed in a work-site practicum you must provide proof of liability coverage from your employing agency.

Students who are in field placements are advised to be sure their health coverage will provide for any injuries, accidents, or illness which may be incurred in the practicum site.

The UA-SW Agency Agreement specifies that health and liability insurance coverage rests with the student, not with the agency. In addition to obtaining health coverage, students are urged to discuss any concerns about their potential health or safety hazards in the practicum site with their Advisor and/or Liaison.

**Accommodations for Disabilities**

Any student who because of a disability may need special arrangements or accommodations to meet the requirements of a course must present documentation of the disability to the Office for Disability Services (ODS), located at 133B Martha Parham East, Phone 205-348-4285 (Voice) or 205-348-3081 (TTY). This office will prepare letters addressed to the Director of Field Education that indicate the reasonable accommodation to which the student is entitled. It is the student’s responsibility to present the accommodation letter to the Director of Field Education. This should be done prior to or during the time period in which the field coordinator is selecting a field placement for the student so that accommodations can be arranged. Please note that your accommodations cannot be activated unless they are filed with the Field Office. If the field education coordinator has questions or concerns about the special arrangements or accommodations, he/she will consult with the Office for Disability Services and/or the Office of the Assistant Dean in the School of Social Work. No student will be denied accommodations noted in the letter from ODS.

**Academic Credit for Life Experience**

Academic credit for life experience and previous work experience will not be given in whole or in part in lieu of the field education course or any other course in the BSW program.

**Procedures for Evaluation of Work-Site for Field Placement**

Under special circumstances, and after careful evaluation, the School of Social Work grants approval for a student to complete practicum requirements as an employee of an organization.
1. Review the work-site policies and procedures.

2. Once the policies have been read carefully and the student feels that all parties could comply, then the student needs to complete the Work Site Application.

3. Because of the time required for evaluation of the application for a work-site field placement, this application and the written rationale must be submitted one semester in advance of the upcoming field education placement.

4. The Office of Field Education will review this application and contact your employer (identified as direct supervisor on the Work-Site Application) to initiate exploration of the requested field education placement. Subsequently, a faculty work-site visit with designated administrators will be conducted, and a decision will be made by the Director of Field Education concerning your application.

5. If your employer is supportive of this approved application and practicum proposal, the employer will then be asked to sign a contract which commits the organization to provision of specified learning experiences for the practicum, including professional social work supervision/field instruction.

**Work-Site Practicum Policies**

Use of a student’s employment as a field education site is an exception rather than a standard placement option. Whenever possible, placement at non-employment agencies is preferable. Work-site placements, however, have enabled many students to complete their education while still remaining employed in their home communities. The role of the field office is to make a determination of whether a student’s specific agency of employment meets the standards set by the Council on Social Work Education and the School of Social Work for a field education site. If a site is approved, the field office is responsible for managing this site through a contractual agreement between the school and the agency. A faculty liaison will be assigned to the agency to ensure that the student’s educational objectives are met.

When such placements are carried out successfully, students are able to acquire new knowledge and skills. Without careful supervision and monitoring, however, students may not acquire the additional skills and meet the objectives outlined in the curriculum. Therefore, the approval process and the development of appropriate work-site placements are crucial. Such placement development requires the involvement of the student/employee, job supervisor and agency administrator, potential field instructor, potential field liaison, and the Director of Field Education. This extra level of group involvement is essential to the development of a sound work-site placement, particularly when the agency has had no previous involvement as a training agency with the school. In such situations, the agency may not be aware of the School’s mission, objectives, curriculum, and expectations.

Whenever possible, the planning for the placement should occur in a group. A closer type of placement monitoring is necessary to ensure that student learning objectives are being met and that the student as a learner is clearly differentiated from the student as an employee. Therefore, it is expected that faculty liaison involvement in work-site placements will be more intensive than in non-work-site placements in order to ensure that student’s learning objectives are supported and carried out throughout the semester. This intensive level of involvement may be reflected by an increased number of telephone calls or agency visits. The liaison must ensure that each practicum is structured so as to meet the fundamentally different learning objectives represented in the field education syllabi.

If placement at a work site is to be considered, the following series of conditions must be met:
1. The student-employee’s assignments must enable the student to meet the learning competencies which are defined in the learning contracts.

The curriculum of the School of Social Work specifies educational objectives to be met for each field education course. Depending on which year of field education placement the student is entering, the work-site agencies must provide opportunities for the employee-student to meet either BSW, MSW first-year, or MSW concentration-level competencies. When considering an application for a work-site placement, the student and the employer must review all relevant course competencies and must determine if they can be met within the agency. If there is agreement between the student, supervisor, and agency administrator, the student may fill out the work-site application for field placement and send the application to the field office.

2. The School of Social Work must be assured that the student’s educational experience is valued by the agency and that the agency is willing to make programmatic accommodations to the student’s learning needs.

An appropriate learning environment must be created within the agency. The student’s educational program will demand time on the part of both student and the agency. The student must be released from agency responsibilities in order to fulfill educational requirements. Structural arrangements must be made so that the student will be able to differentiate times during which the student is fulfilling the role of learner from times in which the student is fulfilling the role of employee. Students must be willing to assist staff colleagues in understanding the transition they must make between the staff and student roles. Some students find that work-site placements require work weeks that are substantially longer than 40 hours in order to complete both work tasks and to meet educational objectives. Likewise, students may find it necessary to extend the length of their work-site placements in order for educational requirements to be met.

3. The student must be assigned a qualified, MSW Field Instructor who meets the requirements of the School as specified in the manual.

Clear separation of the student’s learner and employee roles is best accomplished if the field instructor and the supervisor are two different individuals. It is the policy of the school that these two roles be separated in work-site placements. The field instructor needs to be housed in proximity to the student. It is the responsibility of the agency to provide MSW supervision.

4. The field education placement must be educationally driven and must afford students the opportunity to fully meet all competencies specified in the field education syllabi. Thus, work-site placements must be educationally sound for the student.

The scope of the agency services must be sufficiently broad so as to meet all of the student’s educational competencies. Program competencies should be reviewed by the student and the student’s employer prior to making a request for a work-site placement. These competencies will also be reviewed by the evaluator at the time of the agency visit. The Director of Field Education makes the final determination regarding the educational soundness of the work-site placement.

5. All work-site placement requests will be evaluated and approved by the Director of Field Education.

6. The work-site application specifying how the placement is to be structured is to be submitted by the student to the Field Office before the work-site placement visit has occurred.

The application must be signed by the field instructor, student, student's direct supervisor, and student's agency administrator.

7. Once a work-site application has been turned in, a work-site visit will be held to determine approval and educational soundness.
The field instructor, student, student's direct supervisor, and student's agency administrator should be present at the initial visit.

8. **Students will be responsible for demonstrating that the competencies and time requirements have been met through the learning contract.**

9. **Once work-site approval of an agency has been given, students must apply for field education placement when they are ready to begin their practicum and indicate on their application that prior work-site approval has been obtained.**

### Student Employment

It is important that social work students correctly represent the nature of their legal or professional status in their employment settings. If you are a University of Alabama Social Work student who is employed at a Social Work Program approved work-site practicum governed by The University of Alabama Field Affiliation Agreement and under contract with the Social Work Program, then you are practicing as a social work student intern under the licensure and supervision of the School of Social Work Program faculty and staff as well as appropriately licensed agency staff.

If you are hired by an agency as a “social work intern” but that agency is not under contract with the University of Alabama School of Social Work Program, then you are not practicing under the auspices of the UA Social Work Program. This means that although some agencies hire students in an “intern” position, neither the agency nor you may assert, suggest, or imply that you are employed under a UA SSW Program contract that includes the supervision and oversight provided by the UA SSW program. In order to comply with federal, state, and contractual mandates, agencies not under contract with the UA SSW Program that employ social work students in “intern” or other social work practice positions need to provide supervision and oversight by social work professionals with licensure and professional insurance coverage appropriate to the level of work the social work student is asked to perform. Social work students hired by such agencies should inquire about the agency’s provision to provide licensed supervision and professional liability coverage.

### Policies Affecting the Student During Placement

#### Professional Ethics

It is understood that students will adhere to the expected standards for professional, ethical conduct and to the agency’s policies and procedures as long as these are not in conflict with the NASW Code of Ethics. The NASW Code of Ethics can be accessed at [http://www.socialworkers.org/pubs/code/default.asp](http://www.socialworkers.org/pubs/code/default.asp). These materials delineate the expected standards for professional conduct. A salient issue for students during the practicum is that of confidentiality of case records and recordings. The only person outside the agency with whom the student may share confidential client materials is the field liaison.

*A student’s failure to adhere to the expected standards for professional, ethical conduct will be considered grounds for initiating a professional preparedness review.*

#### Confidentiality
The agency agrees to provide University students who are involved in the agency’s clinical training experiences with training/orientation on agency’s policies and procedures and applicable state and federal laws and regulations, including HIPAA Privacy Standards, related to confidentiality of individually identifiable health information of clients. The University agrees to require its students placed in the agency’s clinical training sites to comply with the agency’s policies and procedures related to confidentiality of health information. The University agrees to not require its students to use or disclose any individually identifiable health information about any agency’s patients in any reports, essays, class discussions, etc., and agrees to report to the agency any unauthorized use or disclosure or protected health information obtained from access to patients or records of the agency.

**Academic Dishonesty**

Policies regarding academic honesty and plagiarism extend to student field education placement representations of interaction with clients, field instructors, and agency staff. Students who fabricate interactions or required attendance will receive an "F" in the practicum course. Please refer to policies specified in the Undergraduate and Graduate Catalogs, and the Code of Ethics of the National Association of Social Workers.

**Safety**

The safety of students in practicum is of prime importance to the School of Social Work and to field agencies. (See Appendix A, Authorization for Release of Records and Information and Acknowledgement of Risk in the Field Placement.) It is imperative that students feel safe in order to carry out their responsibilities in the field. If safety concerns arise for a student, it is important that the student discuss these safety concerns with their field instructor. If, after gathering information to realistically assess the situation and to learn how to provide appropriate protection, the student still does not feel safe in order to carry out assignments, s/he is encouraged to renegotiate those assignments with the help of the field instructor. When appropriate, s/he should also consult the faculty liaison for assistance. Students will be required to complete a safety orientation before beginning field placement.

**Student Use of Automobiles**

Social work practice often requires transport to facilities outside the location of the agency. Some agencies provide reimbursement for student use of their own cars and insurance coverage for that activity in carrying out an agency assignment. Some agencies have their own fleet of automobiles for which the student may qualify as a driver if they are to have assignments requiring home visits or some other trip requiring the use of an automobile. Many other agencies do not have these resources available. These issues should be clarified in the confirmation interview with the agency prior to the beginning of the practicum. In any event, students cannot be required to transport clients in their automobiles; if they choose to do so, they should be sure that their insurance carrier will cover them or that the agency has provided for their insurance coverage in case of an automobile accident. Otherwise, students do so at their own risk.

**Schedule**
Students may not set their own field education schedule. The field education calendar is provided to students and designates both start and end dates for practicum. Students who need to begin practicum late or significantly alter their weekly schedule must get approval from the director of field education, their assigned faculty liaison, and their field instructor. Otherwise the weekly schedule for each practicum is established on an individual basis with the agency in which the student is placed. Schedules are to take into account the needs of the agency, the School of Social Work, and the individual student. Students will, from time to time, extend their clock-hours beyond the hours allocated to the field education placement in order to meet professional responsibilities or obtain access to special activities. When students have been engaged more than the needed weekly clock hours, they may take “compensatory” time off from their field placement. To assure that the time off will not disrupt the student’s field placement responsibilities this should be arranged with the approval of the field instructor. All students will remain in their field placement sites throughout the entire semester; i.e., “compensatory” time may not be used to shorten the length of the practicum. Students may not complete any practicum experience prior to the beginning of a semester.

The majority of available agencies provide client services during the typical work week of Monday-Friday, 8:00 a.m. - 5:00 p.m. Of utmost importance is the need for students to be in agencies when there are maximum opportunities for interaction with other professional staff to facilitate student participation in professional decision making and collaborative work.

Students must learn about the agency’s expectations for their field placement hours at the time of the initial interview with the agency.

In addition to working out schedules with field instructors, students must keep those who may need to contact them during the placement (e.g. agency personnel and appropriate faculty) informed of their whereabouts.

**Vacations, Holidays, Semester Breaks, and Other Absences from the Practicum**

Most agencies do not operate according to the University academic calendar and client needs continue, and often escalate, at holiday times. Any student plans for leave from the agency must be approved by the field instructor, as coverage for caseloads must be arranged. If the break would be more conveniently taken at a time other than University holidays, an alternative time can be negotiated with the agency field instructor; the faculty liaison should be notified of this change. Students may not, however, shorten their practicum.

Dr. Martin Luther King, Jr.’s Birthday, the Fourth of July, Labor Day, Thanksgiving, spring break, fall break, and Christmas are observed by The University of Alabama and students are expected to be absent from the practicum on those days. In addition, students may take any holidays observed by the agency without penalty as long as the student has verified that the clock-hour requirements of the practicum are not compromised.

It is understood that occasional illness or other emergency may necessitate absence from the field placement. Students are expected to work out these arrangements with the field instructor; this can usually be accomplished by using compensatory time that most students build up by putting in extra hours (e.g., for evening hours or meetings).

If the absence is more than a few days, the faculty liaison should be notified. In no instance will arrangements be approved that result in a practicum deficit in the required total clock hours or the specified time-span.
In addition to their regularly scheduled class sessions, students may be absent from the practicum in order to register and to be present at a final examination class session, which is often scheduled (by the University) at a time different from the regularly scheduled class time. Students are expected to inform their field instructors of these dates as soon as possible and to make appropriate plans for their professional responsibilities. Occasionally, a class instructor will make special plans for an activity that is not on a regularly scheduled class day; in that case, the student and field instructor must assess whether the student can be absent from the field placement at that time, and appropriate plans must be made by the student for professional attention to agency responsibilities.

Student attendance at assigned instructional activities (classroom and field education) is expected, in accordance with University policy. No systematic exception to this general University policy can be made. Therefore, any permission for attendance at a non-assigned activity (i.e., attendance at committee meetings, professional conferences, etc.) must be obtained from the classroom instructor(s) and/or field instructor whose class(es) and/or field work would be missed to attend other activities, as based on their judgment relative to the educational value of both the classroom and the field education activities.

**Inclement Weather**

While the University makes decisions about the cancellation of classes on campus, such decisions do not impact the business operations of a student's field placement. It is the responsibility of the individual student to monitor weather conditions and to determine whether he or she is able to travel safely to the field placement location or leave the placement site early to return home safely. Students should take necessary precautions to ensure their own personal safety whether the placement site is local or in another geographic location. In any event, all field hours missed due to inclement weather must be made up before the end of the semester. If a student has a concern about completing field hours due to inclement weather, he or she should contact the field office.

**Conferences, Trainings, and Webinars**

Students are expected to attend orientation training if the agency provides this type of activity. Students can request to attend orientation training before the first day of placement. This request needs to be made in writing to the field office, specifying dates in attendance and hours to be completed. The field office will allow up to one week of orientation hours (32) before placement to count toward field hour requirements. Field education placement orientation does not constitute an automatic excused absence from other classes. Students should consult with their instructors if orientations conflict with other classes.

Students may be asked to participate in other trainings, conferences, and webinars. In order for this type of activity to count toward field hours, the student must get prior approval from both his/her field instructor and his/her faculty liaison. The field office will allow up to 20 hours of conferences and trainings and only 10 of the 20 hours can be webinars, if such activities are approved. Students should maintain documentation of conferences, trainings, and webinars (e.g., completion certificates for webinars) and attach them to student logs. Please note that the educational activities must directly relate to your field placement, as noted in your learning contract.

**Counting Travel Hours for Field**

Students cannot count travel time from home to agency or from agency to home as field education hours. Students can count travel time that the agency requires (e.g., traveling to and from the agency to complete
home visits or attend meetings). Counting travel hours inappropriately is considered academic misconduct and will be reported to the academic misconduct monitor, per university policy.

**On-Call Hours for Field Placement**

Some agencies will require students to rotate being on-call for the agency. If you are in an agency that requires on-call, you can only count the hours that you are actively working with the client. In addition, you must be supervised while you are on-call.

**Students on Agency Stipends**

Some of the field placement policies (especially those related to vacation and other leave time) may be altered for students who are receiving a stipend from the agency.

**Policy Conflicts**

Should conflicts arise between agency and School of Social Work field placement policies, the field instructor and/or the student should immediately notify the faculty liaison who will endeavor to work out a solution that is satisfactory to both the agency and the School. No alternative policy may be established which conflicts with the Agency Agreement established between the University and the agency.

**Extended Field Education Placements**

A student in the BSW or MSW program may request an extended period of time to complete field education requirements. This request must be made to a Field Education Coordinator. The placement must be consistent with the standards of CSWE, the School of Social Work, and The University of Alabama.

Extended field placements require the same total number of clock hours as any regular placement (450 BSW and 500 MSW). Field education hours must be accomplished during what are considered normal working days and hours (Monday-Friday, 8 a.m.-5 p.m.). This does not imply that students can fulfill the hour requirements by engaging in non-social work activities at night or on weekends. If hours are completed at night or on the weekend, the activities must be such as to meet course objectives and under the supervision of a professional staff member.

A minimum of 16 hours per week is required for all students in field education. Students are required to be in the field for two eight-hour days per week to meet this requirement. If students are in their field placement fewer than 16 hours in any week, they are not officially considered in field and must not count those hours. Students cannot count any hours fewer than 16 in any given week except the first week of their field placement.

Students may extend placement beyond the last day of class; however, students may not begin the placement before the first day of class of the semester of enrollment in field education placement.

Students who have been approved for an extended placement will receive a grade of Incomplete until they have completed the required hours for field. For complete information regarding Incomplete Grades please refer to the Undergraduate or Graduate Catalog. Please note that the incomplete impacts a student’s GPA until it is removed. The incomplete is calculated as an "F" which can impact students who
are receiving scholarships. Having an Incomplete can also impact a student’s financial aid. Students need to anticipate these issues and plan accordingly.

During the spring semester, extended placement students will receive both of the required liaison visits prior to the last day of the semester. Both the learning contract and the mid-term evaluation are completed by the liaison.

If an extended placement is granted, the student must follow the same procedures of all other students going into field.

**Student Continuation in the Agency and/or with Clients of the Agency after the End of the Placement**

Occasionally, agencies seek to employ a student with whom they have worked in the field placement. Should that situation arise while the student is still in the practicum, the student and the field instructor must bring that to the attention of the School of Social Work by discussing those arrangements with the faculty liaison. In such instances, the faculty liaison will assure that the necessary safeguards are in place to protect the integrity of the learning experience of the student. Should the point of employment be after the termination of the practicum, no special arrangements need to be made.

Following the end of a student’s field placement, it is strongly recommended that the student **not** continue to provide service in the agency as a volunteer. Only in response to a request by the agency, and only in rare circumstances even then, should a student ever plan to continue to render professional services to a client to whom he/she was assigned as part of the practicum.

Continuation of service to clients of the agency after the completion of the practicum, unless specifically requested to do so by the agency, will be considered a breach of professional social work ethics.

**Evaluation and Corrective Action**

**Field Placement Performance Evaluation**

Students enrolled in all field education courses will be given both a Mid-Term grade and a Final grade. Grades will be recommended by the field instructor and will be issued by the faculty liaison. For the Mid-Term evaluation, field instructors, students, and faculty liaisons will meet together to evaluate the student's practicum performance. If the student is performing in a satisfactory way, the field instructor will complete the Mid-Term grade on the learning contract and will provide feedback to the faculty liaison. If the student is performing in a marginal or unsatisfactory way, a corrective action plan should be initiated (refer to Handling Difficulties in Field policy).
Field Education Grade

All learning competencies will be graded on a Pass/Fail system. Whenever there is a rating of 1 at midterm, the student, field instructor, and field liaison should modify the learning contract to promote student improvement; whenever there is a 9 at midterm, plans should be made to ensure there will be an opportunity for the student to exhibit the behavior before the conclusion of the field education placement. There must be no 9s at the final. A student who has even a single 1 at final does not pass this field education class.

Student-Initiated Review Process

Students who experience academic difficulty may request a review of their academic situation. This review will be held with the student, the faculty advisor, and the program chair. Students may also invite another faculty member or student to be present if they wish to do so. The purpose of the review is to explore alternatives that the student may have to resolve the difficulty. If an exception to the School of Social Work or University policy is requested, the review will provide information needed by the program chair in making a recommendation to the Dean. It is expected that such a review will be initiated only after the student has attempted to work through the difficulty in consultation with the academic advisor.

Handling Learning Difficulties in the Field

At the earliest indication of difficulties in the field education practicum, the field instructor and student are expected to discuss the matter. The difficulties may be identified by the student, the field instructor, or both. If the difficulties are unable to be resolved in a timely fashion, the field instructor or the student may consult the faculty liaison. If the faculty liaison's involvement still does not resolve the difficulties, the field coordinator is contacted, and a field staffing will be called pursuant to the procedures set forth herein. The faculty liaison, field Instructor, director of field education, and field coordinator each has the authority to temporarily suspend the practicum until a field staffing is convened and an outcome determined. The director of field education or field coordinator will officially notify the student of the suspension as soon as practical, and provide the date of the field staffing. The maximum time the placement will be suspended is two weeks unless the student voluntarily asks for further time out of practicum.

Field Staffing Initiated by Field Coordinator. Some difficulties in the field may necessitate a field staffing. The field staffing is designed to resolve problems and reach appropriate outcomes in the best interest of all involved parties. Below are some reasons which may prompt consideration of a Field Staffing.

Student does not meet field expectations

Student is not adequately prepared for the field placement. It is assumed that the student has acquired the competencies expected for participation in the work-world (e.g., arriving on time, managing one’s schedule and communicating it to others as appropriate, presenting and conducting one’s self in a professional manner—including dress and other aspects of self-presentation as well as engaging in appropriate interpersonal interactions). In addition, for the second-year MSW field placement, it is expected that the student has acquired the necessary knowledge for “entry level” professional practice (reflected in objectives for BSW curriculum and first-year curriculum of MSW program) prior to the beginning of the second-year field placement. A field staffing may be called for if there is reason to believe that the student is not adequately prepared for the practicum.
**Student fails to meet the expected standards for ethical professional practice.** Students are expected to demonstrate professional and ethical conduct, and to adhere to the field agency’s policies and procedures, as long as said policies and procedures are not in conflict with the NASW Code of Ethics. The NASW Code of Ethics can be accessed at [http://www.socialworkers.org/pubs/code/default.asp](http://www.socialworkers.org/pubs/code/default.asp), and delineates the expected standards for professional and ethical conduct. A salient issue for students during the practicum is that of confidentiality of case records and recordings.

**Student health condition or impairment.** In the event the student experiences a health condition or other impairment which affects his or her ability to participate in the field placement, a field staffing may be prompted.

**Agency is unable to provide an appropriate educational opportunity.** For a variety of reasons, the student, field instructor, faculty liaison, field coordinator, director of field may question whether the agency is able to provide the expected learning experiences and/or appropriate supervision, or to meet any of the expectations identified in the Affiliation Agreement between the agency and the University. A field staffing may be called in the event of any such concerns.

**Agency requests termination of placement.** The agency maintains the right to terminate the field placement pursuant to the terms of the affiliation agreement. Upon notification of termination by the agency, the director of field education or field coordinator will convene a field staffing.

**Field Staffing Initiated by Student.** The student may initiate a field staffing based on major changes in life circumstances. However, field placement is an academic course, and acceptance of an internship constitutes a commitment to the agency. Requests for field placement termination or substantive changes that relate to job offers or job changes are not sufficient reasons for change of an academic practicum.

Students may not terminate a field placement without initiating a field staffing and following the field staffing procedures as set forth herein. Since all field placements are conducted under the auspices of an Agency Agreement between a field agency and the University, termination of an agreed-upon field placement involves dissolving an existing agreement between the agency and University personnel.

**Field Staffing Procedure.** A typical field staffing will include one or more meetings between the Director of Field Education and/or Field Coordinator, field instructor, faculty liaison, and student. The field staffing is designed to solve problems and determine appropriate outcomes. The director of field education and/or field coordinator will convene the field staffing and facilitate open and constructive communication among all parties. Following the field staffing, the director of field education and/or field coordinator will consider the information presented by all parties during the field staffing and make a determination, in his or her sole discretion, as to the appropriate resolution. Paragraphs 1 – 6 below include some potential outcomes, although the Director of Field Education and/or field coordinator may impose an outcome not set forth herein if he or she determines such outcome is in the best interest of the parties. The Director of Field Education and/or field coordinator will provide a written summary of the issues presented during the field staffing and the decisions he or she reached. Copies of the summary will go to appropriate members of the field staffing, including the student and the program chair. The Director of Field Education and/or field coordinator will oversee implementation of decisions made at the field staffing.
**Possible Outcomes**

1. **No change.** In some cases, a field staffing results in no change to the practicum, and the student will be expected to return to his or position as of the date of reinstatement as determined by the Director of Field Education and/or field coordinator.

2. **Voluntary Student Suspension of Placement.** A student may decide that it is in his or her best interest to suspend the placement. This outcome will require a timeline from student including date of reinstatement that is approved by the Field Office.

3. **Corrective Action Plan.** A Corrective Action Plan (CAP) is created by the Director of Field Education and/or field coordinator when a field staffing concludes that the student is not satisfactorily meeting competencies in the field. The CAP will be used to (a) highlight the specific competencies not being performed; (b) identify specific tasks that will need to completed in order to adequately improve the competency(s); (c) provide a target date for reevaluation; (d) outline the responsibilities of the student, field instructor, and faculty liaison; and (e) provide other information that may be deemed necessary to a student in successfully completing the field placement. A student’s inability to complete the CAP requirements, as determined in the discretion of the Director of Field Education and/or field coordinator, will result in an “F” for practicum.

4. **Termination of current field placement and change of field placement.** In some cases, a field staffing may reveal that the student’s continued participation in the internship would not be in the best interest of the parties, or a field agency may decide to terminate a student’s participation in the internship. If an initial internship is terminated prior to completion, the Director of Field Education and/or field coordinator will, in most cases, work to assign the student to a second placement setting. Assignment to a second internship may be contingent on disclosure of the reasons for the termination of the initial placement and the sharing of the last field evaluation form to the new potential field instructor/agency. Assignment to a second placement is contingent on the availability of placements. Students should be aware that there could be a potential delay in finding a suitable placement. In addition, students who are placed outside of the Tuscaloosa, AL, area (including the Washington DC program and International Placements) may have to return to the Tuscaloosa, AL, area to complete his or her practicum.

If a student’s initial internship is terminated based on unsatisfactory performance related to educational competencies, professional behavior, misconduct, or other behavior that does not coincide with the standards, values, and expectations of the field agency, the Director of Field Education and/or field coordinator will not work to assign the student to a second placement setting, and the student will receive an “F” for field.

If the student is assigned to a new internship following a field staffing, the student will normally be required to complete the full number of hours required for the course during his or her time in the new internship. In exceptional circumstances the field coordinator may negotiate with the student to determine “hours credited” from the first internship. In either case, the student will not need to re-register for the course. If the student is terminated from a second internship, the student will receive an “F” for practicum, and the field office will not offer a third field placement for any single field education course.
If the student disagrees with the field staffing outcomes reached pursuant to outcomes above, the student may make use of the Student-initiated Review Process or the University-wide Academic Grievance Policy.

5. **Request for Professional Preparedness Review to Program Chair.** If, following the completion of the field staffing, the Director of Field Education and/or field coordinator has reasonable belief that the student has engaged in possible ethical violations and/or impairment serious enough to interfere with the student’s practice effectiveness, the field coordinator will refer the student to the chair of the student’s degree program for a professional preparedness review. In this case, decisions about the student’s continuation in the field education course will be made through the professional preparedness review process.

The Director of Field Education and/or field coordinator may also refer the student for a professional preparedness review if the student does not adhere to terms of a CAP developed as the result of a field staffing, or if the student does not meet field expectations in the second field placement, as determined by a field staffing in the second field placement. The field office will not offer a third field placement for any single field education course.

**Professional Preparedness**

Members of the School of Social Work community have an obligation to the social work profession to make reasonable efforts to ensure that graduates of its professional programs are emotionally and ethically prepared for the demands of ethical practice. This duty is consistent with the Code of Ethics of the National Association of Social Workers (2.09, 2.10, and 2.11) and with the academic objectives of the BSW and MSW programs that require students to “understand the value base of the profession and its ethical standards and principles and practice accordingly.”

Therefore, the appropriate program chair will consult with any student in his/her respective program who (a) exhibits “impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties” that is deemed by that program chair likely to interfere with social work practice effectiveness or (b) engages in other behavior proscribed by the National Association of Social Workers. The program chair will (if appropriate) make reasonable efforts to assist the student in resolving behavioral concerns regarding the student’s ability to practice effectively and responsibly in the social work profession.

The results of this student/program chair consultation may include:

(a) a determination that the alleged behavior does not constitute an ethical violation or impairment serious enough to interfere with practice effectiveness;
(b) the development of a plan for remediation of the behavior while the student continues in the social work program;
(c) the student’s temporary withdrawal from the social work program; or
(d) the student’s indefinite withdrawal from the social work program.

**Procedures**
1. Members of the School of Social Work community having credible knowledge of a student’s possible ethical violations and/or impairment serious enough to interfere with the student’s practice effectiveness are expected to act on that knowledge. Any member of the School of Social Work who believes that a student has possibly violated the NASW Code of Ethics or has engaged in any activity that is likely to interfere with social work practice effectiveness is encouraged to first directly interact with the student at issue concerning the conduct in question.

2. Upon completion of the direct interaction with the student regarding the potential violation, that member is to present pertinent information to the program chair in a signed, written statement. This statement should present a thorough description of the violation being alleged, including specification of the behavior, sources of information and if applicable the relevant standard(s) in the NASW Code of Ethics that is in question.

3. Within two academic work weeks of receiving the statement, the program chair will notify the student and his/her academic advisor, in writing, of the allegations. When the outcome of a field staffing results in the field coordinator requesting a professional preparedness review, the field coordinator or field designee will participate in the professional preparedness review meeting, evaluation of the allegations, and resolutions of concerns. The program chair will provide the student and his/her advisor with a summary of the concerns, the NASW Code of Ethics standard in question, as well as the name of the source of information.

4. The program chair will convene a meeting with the student and his/her advisor to discuss and evaluate the allegation(s) and, if necessary, agree on a resolution of the concern(s). If the agreed-upon resolution specifies a need for remediation, a written plan of remediation will be prepared and (if the student agrees) will be signed and dated by the student, the advisor, and the program chair. The remediation plan will be explicit with stated criteria and deadlines for assessing its success or failure. The program chair will monitor compliance with the plan.

If the resolution specifies a temporary or indefinite withdrawal from the social work program, the written plan will include the period of time that must elapse before the student may apply for reinstatement (in keeping with the readmission policy, a minimum of 12 months will be required) as well as the criteria that will be used in making a determination about reinstatement.

5. All files and documents related to evaluations of students’ professional preparedness will be confidentially maintained in the office of the registrar in the School of Social Work and will be available only to those individuals with a legitimate need to know, including but not limited to the program chair, the student, and his/her academic advisor.

6. If the student does not agree that there is a problem or does not agree with the written remediation plan, the student may request that the program chair convene a Hearing Panel to consider the issues raised and recommend a resolution. The student’s request must be submitted within 10 working days of the date the written remediation plan was discussed and shared with the student.
7. The Hearing Panel will consist of three full-time faculty members: one faculty member (excluding the student’s academic advisor) to be selected by the student, one selected by the program chair, and the third to be selected by the first two faculty members.

8. The Hearing Panel will conduct a hearing that addresses factual matters concerning the student’s alleged behavior and/or inappropriate conduct. The student may invite one advisor of his or her choice to the hearing. The student is responsible for presenting his or her own case, and, therefore, the adviser is not permitted to speak or participate directly in the hearing.

9. The panel may make one of four determinations.

   a. The student will be encouraged to continue in the program.
   b. The panel will affirm the original remediation plan.
   c. The panel will develop its own remediation plan.
   d. The student will be required to withdraw, either temporarily or indefinitely, from the program for reasons stated in writing. The written plan will include the period of time that must elapse before the student may apply for reinstatement (in keeping with the readmission, a minimum of 12 months will be required) as well as the criteria that will be used in making a determination about reinstatement.

The determination will be written and signed and dated by all Hearing Panel members. There is no right to an appeal from or further review of the determination of the Hearing Panel.

10. The program chair will implement the decision of the Hearing Panel.
Field Education FAQs

All Field Information will be communicated via email using the crimson.ua.edu address, as well as through the Blackboard system. In addition, the Field Office uses database systems for the application process and interactive field forms. You are responsible for all field information sent to these locations.

What is Field Placement?

Field Placement provides students the opportunity to integrate the knowledge, skills, and values learned in the classroom setting with the practical experiences that are provided at the agency. Field Placement is one name we use for the required course SW 490 Field Education. It is important for students to understand that Field Placement, also called Practicum, is a class and should be treated as such.

In addition, students need to prepare for the incidental cost(s) of this course. Possible costs outside of tuition include travel (gas and mileage); fingerprinting and background checks; and drug screens, as well as vaccinations and health screenings.

How do I Complete Field Placement?

BSW students complete Field in the fall semester after they are accepted into the professional program. A student will complete a total of 450 hours for placement.

What is the Field Placement Process?

Once admitted into the professional program, BSW students are required to submit an application for field placement to start the field placement process. You will be enrolled in the BSW Field Placement Course through Blackboard (the online learning system). More information about this will be provided to you. You will be able review important application information in Blackboard.

The Field Education Committee consists of faculty, and will meet spring semester to make placement decisions. The Committee will review student applications and résumés and match students with field agencies based on prior work and internship experience, geographic location, field of practice preference, field placement availability, and in some cases, faculty recommendations.

Many students ask the question: Can I ensure that I get my first placement choice? Field education slot availability changes rapidly. Slots open and close throughout any given week due to changes in agencies. BSW students are assigned by field education faculty to agencies that provide generalist practice with little input from students. The goal is to achieve "a goodness of fit" with the match.

Once the student is slotted for an agency, the agency is sent the student’s application and resume and the student is also sent an e-mail requesting a confirmation interview. It is the student's responsibility to set up the confirmation interview within 72 hours of receiving notice. The confirmation interview does not guarantee a student a practicum slot. The student must interview and be accepted by the agency. Students should treat this process like a job interview. The student has up to two opportunities to secure an agency. If a student denies two agencies or if two agencies deny a student based on comportment issues, that student will not be placed in the Field.
Can I complete field placement at my current place of employment?

Students who are currently employed at a human service agency can request an employment-based field placement. This request needs to be submitted well in advance and requires the approval of the Field Education Coordinator. If approved, this option can be used for ONLY one academic year. The requirements for an Employment-Based Field Placement are: the agency and MSW Field Instructor must be approved by the Field Education Office; the agency must have an MSW who has two years post degree experience to supervise; the BSW Field Instructor cannot be the student’s direct supervisor; the field learning experiences for the student must be drawn from a unit of the agency different from the area where the student functions as an employee; and the student’s employment hours must be clearly defined and separate from the field learning placement hours.

Can my placement be arranged for evening and/or weekend hours?

The Field Office cannot guarantee field placements on either weekend or evening hours as most agencies do not have available MSW supervision after 5:00 p.m. Students need to plan to be available for field placement during normal fieldwork site business hours. If you are working full time you should begin planning well in advance to balance your work, class, and personal commitments.

In addition, students need to be in placement during normal agency business hours for a minimum of 16 hours per week during times when their field instructor is also on duty and available to the student. These conditions do not usually allow students to do the entire placement during evenings or weekends.

Can my field placement be located where I am living?

The Field Office cannot guarantee a practicum placement in the town in which you are living. We will make every effort to place you close to home; however the Field Office priority is making an educationally sound placement. Students need to be prepared to drive at least 60 miles away from their home to accommodate placement.

Can students set up their own practicum?

No. Students should not contact any agency to set up or inquire about practicum placements. The Field Education Office has a list of approved agencies that meet CSWE requirements. Each year the Field Education Coordinator makes new site visits and adds new agencies to the existing list.

I need to work while enrolled in School. How much time should I reserve for field work each term?

The practicum is 450 hours completed during the fall semester. Students must be prepared to meet these requirements. The field office will attempt to work with students to complement their work requirements, but, in no way will the educational objectives of the practicum experience be compromised. Students can apply for an extended placement which allows the student to extend the practicum through the summer.

Can I be placed in two different agencies?

BSW students will be placed in one agency for one semester.

What agencies offer stipends to students?

While the Field Office strongly encourages agencies to offer stipends, the agencies that do so vary and the decision is entirely up to the agency. Stipend amounts also vary, but are usually quite small. Sometimes agencies offer stipends depending upon the amount of time the student can give to the agency, or to make the placement more attractive to students. Agencies may receive grants that allow the agency to give the student a small amount of funds. There are some specialized grants such as the child welfare grant and the
juvenile justice grant that have specific stipulations. Students can discuss stipend availability at their placement interviews or with the Field Office.

**Do students need to have a car?**

Students are responsible for securing transportation to their field placements regardless of location. As there is limited public transportation in many areas students must have access to transportation to reach their field placements. It is to the student’s advantage to have a personal vehicle. Many of our local communities are small and have few resources for field placements; therefore, not having a personal vehicle will severely limit the field placement options.

Many field placements offer services that are community-based and the majority of fieldwork sites require the use of a vehicle for field work. This means that many field placements require students to have a car to perform field-related tasks such as transporting clients, community outreach, home visits, community work, attending meetings, etc. When using a personal vehicle for required educational training that is authorized by the University, the student’s personal automobile liability insurance is considered primary. Agencies are expected to reimburse students for mileage incurred when conducting agency business (not travel between the agency and the student’s residence). However, students should inquire about this policy during the interview.

**Do students need insurance?**

The University of Alabama carries a blanket professional liability insurance policy for students. Coverage is limited to $1,000,000/$3,000,000. It is recommended that students also carry an automobile insurance policy if they will be using their car to carry out agency assignments (see above).
Applying For BSW Practicum

- Field Education Information Sessions will be held throughout the year, both on-line and face-to-face, for all students applying for SW Practicum. Specific instructions for applying for placements will be explained at that time. Students applying for practicum must have completed the prerequisites for the practicum in which they are applying.

- BSW students must complete a Background Check during the spring semester before they enter their field placement in the fall. Students must have a letter of suitability on file to begin field.

- BSW students must complete a Practicum Application during spring semester. Applications are available at the following link: https://ssb.ua.edu/pls/APEX_PROD/?p=221

- BSW students will be assigned a Field Placement site during the spring semester.

- The Field Coordinator will initiate a placement meeting in the spring using a holistic perspective. Not only do we consider input from students, but we also consult with faculty, advisors, and the Field Committee.

- Students may not engage in direct contact (by telephone or in person) with agencies or field instructors PRIOR to being assigned to a practicum.

- For all students in placement, a “goodness of fit” is extremely important between the student and the agency. In the event that an agency placement interview raises serious questions from either the student’s or agency’s perspective, the student can request an additional agency using the SWIS system.

- The Field Education Office will provide instructions for contacting the assigned agency. Students must make an initial contact with the agency within 72 hours. Students must attend a confirmation interview with the Field Instructor in the agency. Students are allowed to turn down no more than one assigned field placement. If more than one agency turns down a student for field placement the student may not be placed in the field without a Field Staffing that includes both the Field Coordinator and the respective program chair.

IMPORTANT: STUDENTS MUST HAVE A LETTER OF SUITABILITY FROM THEIR BACKGROUND CHECK BEFORE ENTERING FIELD. FAILURE TO HAVE THIS ON FILE WILL DELAY A STUDENT’S ENTRY INTO PRACTICUM. THIS IS A SCHOOL OF SOCIAL WORK POLICY.
Summary of Field Instructor Responsibilities

1. Students will be assigned to BSW Practicum agencies. You will be sent a copy of the student’s Educational Goals and a resume by the Field Office. The student will be instructed to contact you regarding a Confirmation Interview to determine the appropriateness of the placement.

2. Depending on the outcome of the interview, you may accept or not accept the student for placement. It is appropriate to let the student know of the outcome at the time of the interview, or if you prefer, contact the Field Coordinator who will convey your decision to the student. At the time of the interview it is helpful to discuss hour expectations, times at which the student must be in practicum, etc., in order to assess the feasibility of the placement. It is also helpful to determine the exact start-up date for the student to begin the practicum.

3. The Field Coordinator and Faculty Liaisons will work with each of you to construct possible learning tasks related to the Curriculum that are appropriate for BSW students prior to the actual placement. Frequently during the Confirmation Interview, other areas of student interest emerge, and additional assignments are discussed. A formal Learning Contract should be constructed and signed off on by the Field Instructor, student, and Faculty Liaison by the third week of the semester. A copy of a Learning Contract is included at the end of each course outline, which reflects the competencies for the practicum.

4. The BSW practicum is guided by the SW 490 Course Outline and the Learning Contract. The Mid-Term Evaluation and Final Evaluation are included in the Learning Contract. Orientation and Advanced Workshops are offered to field instructors both online and face to face. You will receive ongoing information about how to access workshops. Each student will be assigned to a Practicum Seminar Instructor as well as a seminar group. The students will remain with that Instructor/group for the entire BSW practicum.

5. You will be asked to complete evaluate the student using the Learning Contract. Based on your overall evaluation, you will be asked to complete a Mid-Term Grade and a Final Grade recommending the student’s overall performance. You will recommend the grade and the Faculty Liaison will assist you in the process and ultimately grade the student. You, the student, and the Faculty Liaison will sign off on the Learning Contract.

6. Please call the Field Coordinator or your Faculty Liaison with any questions or concerns about the placement.

7. Also, at end of the semester, the Field Instructor and the Student will be asked to complete a series of BSW Practicum Evaluation Forms which ask for an evaluation of the practicum. These forms are included in Appendix A.

8. Faculty Liaisons will be asked to conduct at least two visits to the placement agency during the semester. For all sites, regular contact by telephone and e-mail are essential for educational monitoring. At the beginning of each practicum, faculty liaisons will secure the e-mail addresses of students enrolled in their practicum and their Field Instructors in order to communicate regularly with practicum participants.

To further insure educational monitoring, field instructors should attend field education training meetings. Additionally, as field instructors generally are on campus for these events, meetings can be arranged among the field instructors, faculty liaisons, and students should problems or concerns arise in a particular placement.
Field Education FAQs

All Field Information will be communicated via email using the crimson.ua.edu address, as well as through the Blackboard system. In addition, the Field Office uses database systems for the application process and interactive field forms. You are responsible for all field information sent to these locations.

What is Field Placement?

Field Placement provides students the opportunity to integrate the knowledge, skills, and values learned in the classroom setting with the practical experiences that are provided at the agency. Field Placement, also called Practicum, is a required course in the foundation and advanced curriculums.

It is important for students to understand that Practicum is a class and should be treated as such. In addition, students need to prepare for the incidental cost(s) of this course. Possible costs outside of tuition include travel (gas and mileage); fingerprinting and background checks; and drug screens, as well as vaccinations and health screenings.

How do I Complete Field Placement?

MSW students complete Field in the spring semester. Both Foundation (1st-year) and Concentration (2nd-year and advanced standing) complete 500 hours of practicum.

What is the Field Placement Process?

Newly admitted students are required to submit an application for field placement to start the field placement process. You will also be enrolled in the MSW Field Placement Information Course through Blackboard. More information about this will be provided to you.

The Field Committee consists of faculty, and will meet early in the fall semester to make placement decisions. The Committee will review student applications and resumes and match students with field agencies based on prior work and internship experience, geographic location, field of practice preference, field placement availability, and in some cases, faculty recommendations.

Many students ask the question: Can I ensure that I get my first placement choice? Slot availability changes rapidly. Slots open and close throughout any given week due to changes in agencies. Foundation students are assigned by field faculty to agencies that provide generalist practice with little input from students. For concentration practicum, the Field Office makes every effort to place students in their preferred agencies, but cannot make guarantees because of the rapidly changing human service environment. In both cases the goal is to achieve "a goodness of fit" with the match.

Once the student is slotted for an agency, the agency is sent the student’s application and resume and the student is also sent an e-mail requesting a confirmation interview. **It is the student’s responsibility to set up the confirmation interview within 72 hours of receiving notice.** The confirmation interview does not guarantee a student a practicum slot. The student must interview and be accepted by the agency. Students should treat this process like a job interview. The student has up to two opportunities to secure an agency. If a student denies two agencies or if two agencies deny a student based on comportment issues that student will not be placed in the Field.
Can I complete field placement at my current place of employment?

Students who are currently employed at a human service agency can request an employment-based field placement. This request needs to be submitted well in advance and requires the approval of the Field Education Coordinator. If approved, this option can ONLY be utilized for one academic year (foundation or concentration/advanced standing). The requirements for an Employment-Based Field Placement are: the agency and MSW Field Instructor must be approved by the Field Education Office; the agency must have an MSW who has two years post degree experience to supervise; the MSW Field Instructor cannot be the student’s direct supervisor; the field learning experiences for the student must be drawn from a unit of the agency different from the area where the student functions as an employee; and the student’s employment hours must be clearly defined and separate from the field learning placement hours.

Can my placement be arranged for evening and/or weekend hours?

The Field Office cannot guarantee field placements on either weekend or evening hours as most agencies do not have available MSW supervision after 5:00 p.m. Students need to plan to be available for field placement during normal fieldwork site business hours. If you are working full time you should begin planning well in advance to balance your work, class, and personal commitments.

In addition, students need to be in placement during normal agency business hours for a minimum of 16 hours per week during times when their field instructor is also on duty and available to the student. These conditions do not allow students to do the entire placement during evenings or weekends.

Can my field placement be located where I am living?

The Field Office cannot guarantee a practicum placement in the town in which you are living. We will make every effort to place you close to home; however the Field Office priority is making an educationally sound placement. Students need to be prepared to drive at least 60 miles away from their home to accommodate placement. The Field Office also gets requests for placements in bordering states.

Can students set up their own practicum?

No. Students should not contact any agency to set up or inquire about practicum placements. The Office of Field Instruction has a list of approved agencies that meet CSWE requirements. Each year the Field Education Coordinator makes new site visits and adds new agencies to the existing list.

I need to work while enrolled in School. How much time should I reserve for field work each term?

The foundation and concentration practicum each require 500 hours for spring semester. Students must be prepared to meet these requirements. The field office will attempt to work with students to complement their work requirements, but, in no way will the educational objectives of the practicum experience be compromised. Students can apply for an extended placement which allows them to extend their practicum through the summer.

Can I be placed in two different agencies?

Foundation students will be placed in one agency for one semester. Concentration students will generally be placed in a different agency than their foundation placement, for spring semester.

What agencies offer stipends to students?

While the Field Office strongly encourages agencies to offer stipends, the agencies that do so vary and the decision is entirely up to the agency. Stipend amounts also vary, but are usually quite small. Sometimes
agencies offer stipends depending upon the amount of time the student can give to the agency, or to make the placement more attractive to students. Agencies may receive grants that allow the agency to give the student a small amount of funds. There are some specialized grants such as the child welfare grant and the juvenile justice grant that have specific stipulations. Students can discuss stipend availability at their placement interviews or with the Field Office.

**Do students need to have a car?**

Students are responsible for securing transportation to their field placements regardless of location. As there is limited public transportation in Alabama, students must have access to transportation to reach their field placements. It is to the student’s advantage to have a personal vehicle. Many of our local communities are small and have few resources for field placements; therefore, not having a personal vehicle will severely limit the field placement options.

Many field placements offer services that are community-based and the majority of fieldwork sites require the use of a vehicle for field work. This means that many field placements require students to have a car to perform field related tasks such as transporting clients, community outreach, home visits, community work, attending meetings, etc. When using a personal vehicle for required educational training that is authorized by the University, the student’s personal automobile liability insurance is considered primary. Agencies are expected to reimburse students for mileage incurred when conducting agency business (not travel between the agency and the student’s residence). However, students should inquire about this policy during the interview.

**Do students need insurance?**

The University of Alabama carries a blanket professional liability insurance policy for students. Coverage is limited to $1,000,000/$3,000,000. It is recommended that students also carry an automobile insurance policy if they will be using their car to carry out agency assignments (see above).
Applying for MSW Practicum

1. Field Information Sessions will be held throughout the year both online and face-to-face for all students applying for MSW Practicum. Specific instructions for applying for Placements will be explained at that time. Students applying for practicum must have completed the prerequisites for the practicum in which they are applying. For further information on prerequisites please check the MSW Student Handbook.

2. MSW students must complete a Background Check before they enter their field placement in the spring. Students must have a letter of suitability on file to begin field.

3. MSW students must complete a Practicum Application. Applications are available at the following link: https://ssb.ua.edu/pls/APEX_PROD/?p=221

4. MSW students will be assigned a Field Placement site during the fall semester.

5. The Field Coordinator will initiate a placement meeting in the fall using a holistic perspective. Not only do we consider input from students, but we also consult with faculty, advisors, and the Field Committee.

6. Students may not engage in direct contact (by telephone or in person) with agencies or field instructors PRIOR to being assigned to a practicum.

7. For all students in placement, a “goodness of fit” is extremely important between the student and the agency. In the event that an agency placement interview raises serious questions from either the student’s or agency’s perspective, the student can request an additional agency referral by using the SWIS system.

8. The Field Office will provide instructions for contacting the assigned agency. Students must make an initial contact with the agency within 72 hours. Students must attend a confirmation interview with the Field Instructor in the agency. Students are allowed to turn down no more than two assigned field placements. If more than one agency turns down a student for field placement the student may not be placed in the field without a Field Staffing that includes both the Field Coordinator and the respective program chair.

IMPORTANT: STUDENTS MUST HAVE A LETTER OF SUITABILITY FROM THEIR BACKGROUND CHECK BEFORE ENTERING FIELD. FAILURE TO HAVE THIS ON FILE WILL DELAY A STUDENT’S ENTRY INTO PRACTICUM. THIS IS A SCHOOL OF SOCIAL WORK POLICY.
Summary of Field Instructor Responsibilities

1. Students will be assigned to MSW Practicum agencies. You will be sent a copy of the student’s Educational Goals and a resume by the Field Office. The student will be instructed to contact you regarding a Confirmation Interview to determine the appropriateness of the placement.

2. Depending on the outcome of the interview, you may accept or not accept the student for placement. It is appropriate to let the student know of the outcome at the time of the interview, or if you prefer, contact the Field Coordinator who will convey your decision to the student. At the time of the interview it is helpful to discuss hour expectations, times at which the student must be in practicum, etc., in order to assess the feasibility of the placement. It is also helpful to determine the exact start-up date for the student to begin the practicum. The Field Coordinator and Faculty Liaison will work with each of you to construct possible learning tasks related to the Curriculum that are appropriate for MSW students prior to the actual placement. Frequently during the Confirmation Interview, other areas of student interest emerge, and additional assignments are discussed. A formal Learning Contract should be constructed and signed off on by the Field Instructor, student, and Faculty Liaison by the third week of the semester. A copy of a blank Learning Contract is included at the end of each course outline, which reflects the competencies for the practicum.

3. Meet with student early in the semester to discuss student’s Learning Contract for Semester. This contract will define student agency expectations for the semester and will define actual student tasks and assignments. Learning Contracts must be signed by the student, the field instructor, and the faculty liaison. Think through the types of assignments that will facilitate the student’s meeting competencies for either SW 590 (1st year) or SW 595 (2nd year and Advanced Standing), reflecting the appropriate concentration--Children, Adolescents, and Their Families (CAF) or Adults and Their Families (AF)--for SW 595 students. The Faculty Liaison will assist in this process.

4. The MSW practicum is guided by either the SW 590 Course Outline/Learning Contract (1st year) or SW 595 (2nd year and Advanced Standing) reflecting the appropriate concentration (CAF or AF) for SW 595 students. Midterm evaluation and final evaluations are included in the Learning Contract. Orientation and Advanced Workshops are offered to field instructors both online and face to face. You will receive ongoing information about how to access workshops. Each student will be assigned to a Practicum Seminar Instructor as well as a seminar group. The students will remain with that Instructor/group for the entire MSW practicum.

5. You will be asked to evaluate the student using the Learning Contract. Based on your overall evaluation, you will be asked to complete a Mid-Term Grade and a Final Grade recommending the student’s overall performance. The Mid-Term Grade is particularly important because of the student's need for performance feedback early in the practicum. Any problems, concerns, or marginal performance noted can be identified. You will recommend the grade and the Faculty Liaison will assist you in the process and ultimately grade the student. You, the student, and the Faculty Liaison will sign off on the Learning Contract.

6. Please call the Field Coordinator or your Faculty Liaison with any questions or concerns about the placement.

7. Also, at end of the semester the Field Instructor and the student will be asked to complete a series of MSW Practicum Evaluation Forms which ask for an evaluation of the practicum.
8. Faculty Liaisons will be asked to conduct at least two visits to the placement agency during the semester. For sites that are geographically distant, instructors have the option of conducting one of the visits via telephone conference call or distance learning. For all sites, regular contact by telephone and e-mail are essential for educational monitoring. At the beginning of each practicum, faculty liaisons will secure the e-mail addresses of students enrolled in their practicum and will construct an e-mail listserv of all foundation students and field instructors in order to communicate regularly with practicum participants.

To further insure educational monitoring, field instructors should attend field instructional training meetings. Additionally, as field instructors generally are on campus for these events, meetings can be arranged among the field instructors, faculty liaisons and, students, should problems or concerns arise in a particular placement.
APPENDIX A

FORMS USED WITH BOTH BSW PROGRAM AND MSW PROGRAM

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Acknowledgement and Assumption of Risk in the Field Placement

This document is designed to inform you of the potential risks associated with a field placement. It is the School of Social Work’s belief that you have a right to be informed of risks associated with this aspect of your educational and professional preparation, and that with proper knowledge and preparation, risks can be minimized.

Liability Insurance: Professional liability coverage is provided through The University of Alabama. A student is not required to purchase professional liability coverage; however, a student is permitted to obtain professional liability insurance coverage above the University’s policy. Coverage is available through the National Association of Social Workers (NASW).

Automobile Liability Insurance: Most practicum agencies will not allow students to transport clients. However, you may be asked to use your vehicle for making home visits or attending community meetings. It is recommended that you check with your insurance company for a clear understanding of your coverage. Ask specifically what coverage you have if something happens while transporting a client. If clients are to be transported, an agency vehicle should be used, if available.

TB Skin Test (PPD-S): The prevalence of TB has increased in recent years. If you anticipate a practicum setting that serves populations at risk for TB, it is recommended that you take this test prior to entering field. Some practicum sites require this test. You can be tested at the Student Health Center.

Hepatitis B Vaccine: Working with high-risk clients means there is a chance of being exposed to blood-borne pathogens; it is recommended that you get this vaccination. This involves a series of three injections over a six-month period of time. The second injection is given one month following the first, with the third coming five months later. Please contact the Student Health Center for further questions.

HIV-AIDS: The risk of exposure to the HIV virus is very low in most social work practice settings. Be knowledgeable about how the virus is transmitted. If you work in a setting with HIV+ persons, insist on completing the same infectious disease control training that other staff in the agency receive.

Client Office Visits: You may have a client in your office that becomes agitated or hostile. It is important that you discuss such matters with your field instructor early in your practicum to become informed of agency policy and recommended course of action should this occur.

Institutional Settings: Mental health and correctional institution settings serve a client population whose behavior may be unpredictable. It is important that you work with your host agency/facility to be trained in appropriate strategies for handling clients whose behavior becomes threatening. Whenever you feel uncomfortable with a client, inform your field instructor. It is acceptable to have your field instructor or another staff person accompany you when visiting such clients.

Home Visits: It is not uncommon for social workers in a variety of settings to conduct home visits. Such visits expose you to risks. It is important that all home visits be made with the full knowledge of your field instructor, including time of departure, time of return, as well as other activities while on the trip. Do not conduct a home visit when you feel uncomfortable or threatened in the situation. Return to the agency and report your experiences to your field instructor. Beware of dogs or other household pets that might be a threat. Do not make a visit when the presence of alcohol is detected. It may be appropriate for you to make visits accompanied by your field instructor. Do not take risks. Know who to call or what steps to take if you should experience a vehicle breakdown.
After Hours Meetings: Some practicum settings have activities that occur after normal operating hours. Be aware of the location or neighborhood where such activities take place; note street lighting, open spaces, shrubs and other growth that might impair vision. It is suggested that you always be accompanied by your field instructor or someone else when going to your car after dark. Don’t take risks. If you encounter a situation in which you are fearful do not hesitate to call local law enforcement.

Assumption of the Risk: I have read the above and understand that a field placement may present some risks. I also understand that prudent choices and exercising caution can minimize these risks. I further recognize that it is my responsibility to become informed of agency policy and practices regarding the above situations, and notify my field instructor or field faculty member if any concerns arise. Participant understands and acknowledges that there are risks, including significant risks, inherent in all Field Placement activities that can result in loss, damages, injury, or death, including, without limitation: activities potentially related to the Field Placement; travel risks such as accidents, crashes, and risks from autos operated by UA as well as autos operated by other individuals or entities or Field Placement Agency, poorly maintained roads, sidewalks, as well as criminal acts that can result in serious injury or death; premises risks, including those that may be owned by others and risks from water, such as drowning; injury risks from falls, collisions, or accidents (such as cuts, bruises, torn muscles, sprains, broken bones, etc.); outdoor risks, such as weather, lightning, heat or cold, bites, stings, allergic reactions, dehydration, hypothermia, drowning, sunburn, animals, and limited access to medical care; risks from others involved in the Field Placement (such as transmitted illnesses or others’ actions); health risks, such as heart or respiratory events as well as other risks inherent in any strenuous activities, including things identified as “injury risks” herein; equipment risks, including failure, misuse, inherent risks, and risks from non-UA equipment; and other risks and hazards beyond the control of UA or others. Participant acknowledges that he/she has had an opportunity to investigate the Field Placement Agency before executing this form and, knowing and understanding all risks associated with the Field Placement, Participant nevertheless VOLUNTARILY AGREES TO ASSUME AND ACCEPT ALL RISKS that potentially accompany participation in the Field Placement. Participant also agrees to take all reasonable steps to avoid any risks, injury, or death.

____________________________________  __________________
Student Signature      Date

Student CWID: ____________________
Field Instructor Information

Name: _____________________________
Agency: _________________________________________________________________
Job Title at Agency: ________________________________________________________

Educational Background:

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Social Work Employment (Please list last 3 jobs):

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Professional, Civic, and Social Affiliations:

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Social Work Licensing:

Type of license ___________________________________________________________

Number of years as a field instructor:

The University of Alabama ________
Other Schools of Social Work ________

Please list other schools:____________________________________________________

Date
Authorization for Release of Records and Information

TO: Practicum Placement Agency (hereinafter referred to as the Facility)

RE: _______________________________________________
(Print Name of Student)

As a condition of my participation in an educational training program and with respect thereto, I hereby waive my privacy rights, including but not limited to, any rights pursuant to the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g(b)(2)(B), and grant my permission and authorize the Board of Trustees of The University of Alabama (hereinafter referred to as the Institution) to release any and all of my educational records and information in its possession, including but not limited to, academic record and standing, to Facility. I further authorize the release of any information relative to my academic history to the Facility for purposes of verifying the information provided by me and determining my ability to perform my assignments in the educational training program. I also grant my permission to and authorize the Facility to release the above information to the Institution. The purpose of this release and disclosure is to allow the Facility and the Institution to exchange information about my academic history and about my performance in an educational training program.

I further agree that this authorization will be valid throughout my educational training program. I further request that you do not disclose any information to any other person or entity without prior written authority from me to do so, unless disclosure is authorized or required by law. I understand that this authorization shall continue in force until revoked by me by providing written notice to the Institution and the Facility, except to the extent of any action(s) that has already been taken in accordance with this Authorization for Release of Records and Information.

In order to protect my privacy rights and interests, other than those specifically released above, I may elect to not have a witness to my signature below. However, if there is no witness to my signature below, I hereby waive and forfeit any right I might have to contest this release on the basis that there is no witness to my signature below. Further, a copy or facsimile of this Authorization for Release of Records and Information may be accepted in lieu of the original.

By signing this Authorization for Release of Records and Information, I hereby indemnify and hold harmless the Institution, its members, agents, servants and employees, and the Facility and its members, agents, servants and employees (each of the foregoing being hereinafter referred to individually as the Indemnified Party) against all claims, demands, causes of action, actions, judgments or other liability including attorneys fees (other than liability solely the fault of the Indemnified Party) arising out of or in connection with this Authorization for Release of Records and Information.

I have read, or have had read to me, the above statements, and understand them as they apply to me. I hereby certify that I am eighteen (18) years of age or older, suffer under no legal disabilities, and that I have freely and voluntarily signed this Authorization for Release of Records and Information.
This the _____ day of _________________________, 20____.

_______________________________          ________________________________
Signature                                                          Witness Signature

Name:___________________________        Name:___________________________
(Please print)                                                             (Please print)
Confidentiality and Non-Disclosure Agreement

I understand that in the performance of my duties, I may obtain confidential information about or from Agency (“Confidential Information”). Confidential Information includes, but is not limited to, financial or proprietary data about Agency, information about an Agency’s business and employees, patient information, methods of operating, development plans, programs, documentation, techniques, trade secrets, systems, know-how, policy statements and other confidential data. I will not disclose Confidential Information (including, but not limited to, Protected Health Information- PHI) to anyone, including my family and friends, under any circumstances. I agree to maintain in strict confidence all Confidential Information and will not, unless otherwise required by law, disclose such Confidential Information to any third party without Agency’s prior written consent. I agree to remove all individually identifiable information about any Agency patient (following HIPAA de-identification regulations) prior to discussion of or writing in an academic context relative to my program of study.

I agree to maintain patient confidentiality in both written and verbal communication with other students, instructors, any other individuals, in clinical rounds or class discussion, as well as in any published materials. I understand that patient confidentiality is of such great importance that PHI is NEVER to be shared with anyone even if it is many years after I participate in the Program.

“PHI” is defined as individually identifiable health information, which is health information created, received or used by the Agency relating to (a) the past, present or future physical or mental health or condition of a patient, or (b) payment for the provision of healthcare to a patient. PHI contains identifiers that identify a patient or for which there is a reasonable basis to believe the information can be used to identify a patient. Examples of individual identifiers include, but are not limited to, patient name, complete addresses, social security number, date of birth, medical record number and dates of treatment. PHI may include any or all of these individual identifiers coupled with a patient’s health information, examples of which are a social security number and diagnosis, date of birth and past medical history, or dates of treatment and symptoms present at the time of treatment.

I understand and agree that this signed document shall remain effective for the duration of my student clinical experiences at the assigned Agency.

Signed: _______________________________

Date: _______________________________

School: School of Social Work, The University of Alabama
Evaluation of Field Liaison
Please check one:
To Be Completed by Field Instructor
BSW________
MSW 1stYR________
Semester:
Concentration________

Name of Field Liaison__________________________________

General Instructions: You are being asked to evaluate your field liaison. Complete only one form evaluating the liaison, regardless of how many students you supervised. Please respond thoughtfully and fairly. Do not write your name on this form, as your rating is anonymous.

For the following items, please circle: SA = if you strongly agree with the statement, A = if you agree, U = if you are undecided, D = if you disagree, SD = if you strongly disagree

1. Field liaison made at least two visits to your agency. SA A U D SD

2. Field liaison reviewed and provided input if needed in the development of the learning contract to meet course objectives. SA A U D SD

3. Field liaison responded to requests for assistance (if applicable). NA SA A U D SD

4. The field liaison participated in at least one evaluation of the student’s performance. SA A U D SD

5. Considering all of the items you have responded to above, how would you rate this person as a field liaison? A B C D F

Comments:_____________________________________________________________________________________
AGENCY NAME: 
STREET ADDRESS: 
CITY: 
STATE: ZIP CODE: 
EMAIL ADDRESS: 
PHONE NUMBER: 
Web Address/URL: 

MSW FIELD INSTRUCTOR 
NAME: 
Title: 
E-mail: 
PHONE: 

Does the agency include personal safety training in orientation? 
○ Yes 
○ No 

Does the agency require immunizations or other medical tests? 
○ Yes 
○ No 
If yes, specify? 

Does the agency require drug testing? 
○ Yes 
○ No 
If yes, does the agency cover the cost? 
○ Yes 
○ No
Does the agency require a background check?  
- Yes  
- No  

If yes, does the agency cover the cost?  
- Yes  
- No  

General description of the agency (agency structure, mission, role of social work in agency, size, funding, clients served, location etc.):  

Types of Student Experience Available?  
- BSW  
- MSW 1st year  
- MSW 2nd year  

BSW and MSW 1st year opportunities:  
- Generalist practice orientation  
- Case management  
- Interagency Experience  
- Intake/Assessment  
- Client Advocacy  
- Resource Linkage/Brokering  
- Group work with Clients  

MSW 2nd year Practice Opportunities  
- Individual counseling  
- Group Counseling  
- Family Work  
- Couples Work  
- Planning  
- Leadership  
- Needs Assessment  
- Supervision  
- Program Development  
- Consultation  
- Staff Development  
- Budgeting  
- Community Organization  
- Grant Writing  
- Research
Comments

Administrative Support
- [ ] Administrative Support for having students
- [ ] Physical space for students
- [ ] In-service training opportunities
- [ ] Orientation

Agency has a diverse agency staff
- [ ] Yes
- [ ] No

Agency serves a diverse array of clients
- [ ] Yes
- [ ] No

Agency is sensitive to multicultural practice
- [ ] Yes
- [ ] No

Comments

Are UA SSW alumni a part of this agency?
- [ ] Yes
- [ ] No

Recommendation by Evaluator
- [ ] Acceptance of agency for placement
- [ ] Nonacceptance of agency for placement

Overall Comments/Concerns
FIELD AFFILIATION AGREEMENT WITH UA SCHOOL OF SOCIAL WORK

This Agreement is entered into by and between THE BOARD OF TRUSTEES OF THE UNIVERSITY OF ALABAMA, a public corporation of the State of Alabama, by and on behalf of its member institution, The UNIVERSITY OF ALABAMA, and specifically its School of Social Work (hereinafter referred to as "University"), and (insert name of agency) ("Agency").

WITNESSETH:

WHEREAS, the University's School of Social Work is engaged in the higher education and training of social work students seeking their BSW or MSW (hereinafter referred to individually as “Student” and collectively as “Students”) and utilizes community facilities to provide clinical experience for such Students; and

WHEREAS, Agency has available facilities well suited for providing clinical training and experience for Students; and

WHEREAS, the parties desire a cooperative relationship that will promote the education of Students by allowing them to gain practical experience;

NOW, THEREFORE, University and Agency, in consideration of the mutual benefits to be attained by both and the mutual promises herein, do hereby agree each with the other to participate in a cooperative program of instruction ("Program") whereby the Agency will accept Social Work Students from the University for supervised learning experiences in the treatment of Agency’s clients as follows:

1. Mutual Responsibilities:
   1.1 Designated Personnel. University and Agency will designate and submit to the other the name of the person to be responsible for coordination of the clinical experiences on its behalf and will notify the other of any change or proposed change in such designated personnel.

   1.2 Agreement on Program Details. Prior to the commencement of the program, University and Agency shall mutually arrange and agree upon the number of Students to be assigned to the program, their schedules, the learning resources to be utilized, the dates of clinical experiences and any health requirements.

   1.3 Information on Students. Prior to the commencement date of the program, University shall provide to Agency the name of each participating Student and any additional information reasonably required by Agency.

   1.4 Confidentiality of Student Information. University agrees that for purposes of Family Educational Rights and Privacy Act (FERPA), Agency will be considered a University official with a legitimate educational reason to have access to limited personally identifiable information from Student
records. University agrees to provide authorized representatives of Agency limited personally identifiable information about Student that is reasonably necessary for participation in the internship. No other information from Student’s education record will be provided unless Agency provides a written consent from the Student to the release of such information, and/or Agency otherwise establishes to University’s satisfaction that the need for such information is related to the educational internship experience or the release of such information is in compliance with FERPA. Agency agrees that it will not further disclose personally identifiable information about any Student that it receives from University pursuant to this Agreement, unless the Student consents in writing to such disclosure or unless Agency can otherwise legally disclose the information under FERPA. In consideration for the personally identifiable information, Agency expressly warrants and represents that it will not use the Student information provided by the University for any purpose other than to comply with the terms of its Agreement with University.

1.5 Non-Discrimination. In compliance with federal law and University policy, including but not limited to the provisions of Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967 and 1975 and the Americans with Disabilities Act of 1990, ADA Amendments Act of 2008, and Title VI of the Civil Rights Act of 1964, each party hereto will not discriminate on the basis of race, sex, religion, color, national or ethnic origin, age, disability, military service, veteran status, sexual orientation, or any other class protected by law or regulation in either the selection of Students for participation in the program or as to any aspect of the educational training program; provided, however, that with respect to disability, the disability must not be such as would, even with reasonable accommodation, in and of itself, preclude the Student’s effective participation in the program.

1.6 Cooperation in Investigating Claims. The parties agree to notify each other as soon as possible in writing of any incident, occurrence, or claim arising out of or in connection with this Agreement which could result in liability or claim of liability to the other party. Further, Agency and University shall have the right to investigate any incident or occurrence and the parties shall cooperate with one another in the conduct of such investigation.

2. Responsibilities of the University:

2.1 Student Eligibility. To be responsible, in coordination with Agency, for the assignment of Students and the planning of the program. Students assigned shall only be those who meet the criteria for eligibility as established by the University and approved by Agency, and no Student shall be assigned to Agency without prior consent of University.
2.2 Accreditation. To develop and coordinate the program in accordance with accepted standards for national accreditation.

2.3 Faculty. To provide qualified faculty members who will evaluate the experience of Students.

2.4 Student Evaluation. To establish the student’s learning objectives and criteria for evaluating the quality of Student performance in the program.

2.5 Require Students to Adhere to Agency Rules/Policies/Laws. To inform Students that they will be expected to comply with the applicable policies, procedures, rules, and regulations of Agency and University, including, but not limited to, the use of personal protective equipment, the rules of client confidentiality, and the procedures relating to record documentation. University agrees to advise all participating Students of the importance of complying with all relevant state and federal confidentiality laws, including the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and amendments thereto, and agrees to have Students sign a Confidentiality and Non-Disclosure Statement emphasizing their responsibility to maintain patient confidentiality. University will advise Students and faculty of the importance of complying with Agency’s policies and procedures, including those relating to HIPAA. University agrees to report to Agency any unauthorized use or disclosure of protected health information obtained from access to clients or records of Agency that it becomes aware of.

2.6 Student Use of Client Information. To inform Students and University faculty that they must not submit for publication any material relating to the field education experience without prior written approval of University and Agency. University and Agency acknowledge that Students and faculty may use clients’ information for educational purposes at Agency and at University, provided such information is appropriately de-identified (per HIPAA guidelines) so as to remove all data that may be used to connect such information back to the client to whom it relates, or provided Agency otherwise gives written permission.

2.7 Background Verifications. To require that Students, prior to coming to Agency, have a background screen conducted by the Alabama Department of Human Resources, or a comparable state and/or federal screening service. School and/or Student shall provide a copy of the completed background check to Agency upon request prior to the commencement of any clinical experience in the Agency. The Agency reserves the right to allow students to participate in clinical based on background screen results.

2.8 Insurance. To maintain in effect during the term hereof a self-insured and self-funded Comprehensive General Liability Trust Fund that provides coverage with a limit of $1,000,000 per claim/occurrence, and self-insured and self-funded Professional Liability Trust Fund that provides professional or malpractice liability coverage with a limit of $1,000,000 per claim/occurrence and
$3,000,000 aggregate to its Students while they are acting within the scope of their approved assignments at Agency and will provide Agency with appropriate evidence whereof.

2.9 Withdrawal of Students To withdraw a Student whose progress, conduct, or work does not meet the standards of its program. Final academic action regarding the Student is the responsibility of University.

3. Responsibilities of the Agency

3.1 Supervised Experience. To provide Students accepted into this program access to a planned, supervised program of field experiences.

3.2 Staff Supervision. To provide designated staff members to facilitate Students’ field experiences. Specifically, Agency shall provide an experienced field instructor(s) for Student who shall have responsibility for the field-related educational program of Student, including delivery and evaluation of the educational program.

3.3 Access to Field Training and Facilities. To make available field areas for Student training, including necessary and appropriate supplies for administering training; adequate space and facilities for field instruction; a reasonable amount of storage space for apparel and personal effects of participating Students and faculty; faculty/Student access to the Agency dining facilities at the faculty/Students’ own expense, and, in general, to provide an environment that will permit Students participating in the program to gain field experience.

3.4 Appropriate Staffing Levels. To maintain a sufficient number of support staff to carry out normal service functions, so Students will not be performing in lieu of staff.

3.5 No Patient-billing Activities by Students. To ensure that activities of University Students shall be solely that of an educational nature and shall not result in any patient billing by Agency or its representatives.

3.6 Accreditation Inspections. To permit, upon reasonable request, University and/or agencies charged with the responsibility for accreditation of University’s curriculum, to inspect its clinical facilities, the services available for the clinical experiences, and any other items pertaining to the program, solely for the purpose of University meeting accreditation requirements.

3.7 Client Care. To retain responsibility for client care and related duties at all times. The Agency will maintain administrative and professional supervision of University Students insofar as their presence affects the operation of the Agency’s facilities and/or the direct and indirect care of clients. Agency agrees that it will provide sufficient and qualified supervisory personnel for the supervision of client care to the extent client care is impacted by any Student assignment.

3.8 Orientation and HIPAA Training. If Agency is covered by HIPAA, to provide University Students and faculty involved in the program with training/orientation including, but not limited to, personal protective equipment availability and use, fire and emergency response plans, and Agency’s
policies and procedures and applicable state and federal laws and regulations related to confidentiality of individually identifiable health information of Agency’s clients, including HIPAA Privacy and Security Standards. Agency agrees that Students and faculty are part of Agency’s “workforce” as defined in the HIPAA privacy regulations, and Agency consequently agrees to provide Students and faculty placed with Agency with training regarding Agency’s HIPAA policies and procedures. Education and training relating to these specific policies and procedures as well as any other Agency-specific policies and procedures deemed appropriate and necessary by University and/or Agency shall be provided by Agency to Students prior to their rotation at Agency.

3.9 **Emergency Medical Treatment.** To provide the same emergency health care or first aid to Students as that extended to Agency’s employees for injury or illness while fulfilling activities of the Agency, but only at the expense of the Student. Agency assumes no responsibility, financial or otherwise, regardless of whether or not these services are covered by the Student’s insurance.

3.10 **Removal of Students.** To immediately remove a Student from its premises for behavior that Agency deems to be an immediate threat or danger to Agency’s clients, staff members, visitors, other Students, or to the quality of social work services or for unprofessional behavior, including, but not limited to, a breach of HIPAA Privacy or Security regulations or Agency’s HIPAA policies or procedures or a breach of confidentiality of client information. In such an event, Agency shall notify University in writing of its actions and the reasons for its actions as soon as practicable.

3.11 **Withdrawal of Students.** To request University to withdraw or dismiss a Student from the program at Agency when his or her clinical performance is unsatisfactory to Agency or his or her behavior, in Agency’s discretion, is disruptive or detrimental to Agency and/or its clients. The University agrees to immediately remove a student from assignment at the Agency upon Agency’s request, after Agency reasonably has determined that such removal is of urgent necessity. Agency will discuss each particular situation with University’s Program Coordinator, prior to requesting removal unless emergency circumstances preclude such discussion. Subject to the provisions of Subsection 3.10 above, it is understood that only the University can dismiss the Student from the program at Agency.

4. **Other Agreements**

4.1 **Immunity.** It is hereby stipulated and agreed between Agency and University that with respect to any claim or action arising out of any activities performed under or pursuant to this Agreement, such claim or action shall be governed by applicable Federal and State law with respect to governmental liability and immunity. University, a division of The Board of Trustees of The University of Alabama, a public corporation of the State of Alabama entitled to state immunity, cannot waive immunity conferred by Ala. Const. Art. I § 14.
4.2 Independent Contractors. The parties agree that at all times they shall be considered independent contractors and shall not be considered employees or agents of the other for any purpose.

4.3 Status of Students and Faculty. The students and faculty participating in the program shall in no event become or be deemed to be employees, servants, or agents of Agency. As such, they shall not be entitled to monetary compensation or to employee benefits, including worker’s compensation benefits. Nor shall any person on the staff or administration of Agency become nor be deemed to be an employee, servant, or agent of the University.

4.4 Authority to Execute. The undersigned individuals represent and warrant that they are fully authorized to execute this Agreement on behalf of the respective parties.

4.5 Assignment. University and Agency agree and acknowledge that they may not assign or transfer any rights, duties, or obligations under this agreement, in whole or in part, to any third party and/or that they may not delegate responsibility for performance under this Agreement.

4.6 Publicity. Neither University nor Agency shall cause to be published or disseminated any advertising materials that identify the other party or its facilities with respect to this Agreement without the prior written consent of the other party.

4.7 Third Party Interest/Liability. This Agreement is entered into for the exclusive benefit of the undersigned parties and is not intended to create any rights, powers, or interests in any third party. Agency and/or University, including any of their respective officers, directors, employees, or agents, shall not be liable to third parties by any act or omission of the other party.

4.8 Headings. The headings used in this Agreement have been prepared for the convenience of reference only and shall not control, affect the meaning of, or be taken as an interpretation of any provisions of this Agreement.

4.9 Non-exclusivity. Each party shall have the right to enter into similar agreements with other parties.

4.10 Waiver. No waiver of any default under this Agreement or under any agreement or document executed in connection herewith shall constitute or operate as a waiver of any subsequent default, and no delay, failure or omission in exercising or enforcing any right, privilege or option hereunder or thereunder shall constitute a waiver, abandonment or relinquishment thereof or prohibit or prevent any election under or enforcement or exercise of any other right, privilege or option. Failure by a party to enforce any of the terms, covenants or conditions of this Agreement for any length of time or from time to time shall not be deemed to waive or decrease the rights of such party to insist thereafter upon strict performance of the other party.

4.11 Severability. If any part of this Agreement should be held to be void or unenforceable, such part shall be treated as severable, leaving valid the remainder of this Agreement notwithstanding the part or parts found void or unenforceable.
4.12 **Notices.** All notices required under this Agreement shall be in writing and shall either be served personally or sent by certified mail, return receipt requested. All mailed notices shall be deemed received three (3) days after mailing. Notices shall be mailed to the following addresses or such other addresses as either party may specify in writing to the other party:

To School: University of Alabama
School of Social Work
Box 870314
Tuscaloosa, AL 35487-0358
Attn: Allison Curington, LCSW

To Agency: Agency Name
Address
City, State, Zip
Attn:

4.13 **Governing Law.** This contract and agreement shall be construed in accordance with the laws of the State of Alabama, and any claim against the University under the terms and conditions of this agreement must be made through the Alabama State Board of Adjustment.

5. **Terms of Agreement**

5.1 **Entire Agreement.** It is expressly agreed that this written statement embodies the entire agreement of the parties relating this affiliation, and no other agreements exist between the parties except as herein expressly set forth.

5.2 **Amendments.** This agreement may be modified by mutual consent at any time, provided that any changes or modifications must be in writing and be signed by both parties.

5.3 **Renewal.** This Agreement shall become effective upon execution by both parties, and shall be automatically renewed at the beginning of each academic year thereafter unless either party notifies the other in writing of their intent to terminate the agreement.

5.4 **Termination.** In the event that either party desires to terminate the agreement, a minimum of three (3) months’ written notice of intent to terminate is required. Both parties agree, however, that no cancellation or termination of the Agreement shall interrupt or interfere with any student currently in this program at Agency, and such student shall be
given a reasonable opportunity to complete his/her clinical program at Agency, even after termination of the agreement.

IN WITNESS THEREOF, the parties have caused this Agreement to be executed by their duly authorized representatives on the dates indicated below.

**Agency**

By _____________________________

Title ____________________________

Date ____________________________

**The Board of Trustees of The University of Alabama, by and on behalf of The University of Alabama, School of Social Work**

By _____________________________

Name: Allison M. Curington, LCSW
Title: Field Coordinator
Date ____________________________

**The Board of Trustees of The University of Alabama**

By _____________________________

Name: Julie Shelton
Title: Associate Vice President for Finance
Date ____________________________
FIELD EDUCATION AGENCY EVALUATION
g for BSW/MSW PROGRAMS

Agency: ______________________________________________________
MSW Field Instructor: __________________________________________
Agency Supervisor: (If different from MSW)_________________________
Semester and Year of Field Placement: _____________________________
Student (s): ___________________________________________________

To what extent do you agree with the following statements:

1=Do not                  2=Minimal                   3=Adequately                 4=Outstanding

1. Agency demonstrated a willingness to provide students with assignments geared to learning needs rather than to the scheduling demands and workload of the agency.

  __________

2. Agency provided adequate physical space for meeting with clients, report writing, supervisory conferences, and other activities.

  __________

3. Agency demonstrated the willingness to allow the student to take part in staff meetings, in-service training, inter-agency conferences, and other learning opportunities during the placement.

  __________

4. Agency demonstrated the willingness to either provide a qualified staff member to do field instruction, or if no staff member available, to permit a qualified MSW Field Instructor to have access to agency records, space, and the resources necessary to provide field instruction in the agency or to allow student time to meet outside the agency with MSW instructor.

  __________

5. Agency was committed to release the agency employee who serves as the field instructor from his/her normal duties for the amount of time necessary to plan the student’s learning experiences, supervise the student’s progress, and attend meetings and seminars related to field education.

  __________

6. Agency demonstrates a commitment to high quality service to the consumer in an atmosphere compatible with the ethics and values of the social work profession as listed in the NASW Code of Ethics.

  __________

Additional Comments/Feedback on Field Agency and/or Supervisor:

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

_________________________________                               ____________________
Liaison Signature                                                                        Date
SCHOOL OF SOCIAL WORK
Student Evaluation of Field Education Placement

BSW ____
MSW First Year ____
MSW Concentration ____

Semester ______ Field Instructor _______ Field Liaison _________

Agency_____________________________________________________

Please provide your opinion about your field instructor and this field course. We will use your response to assess the use of the placement in the future. Your ratings are confidential so do not put your name on this form.

First, you are being asked to evaluate your field instructor and this course. For the following items, please circle

SA  if you strongly agree with the statement
A   if you agree
U   if you are undecided
D   if you disagree
SD  if you strongly disagree

1. The procedure for evaluation was fair. SA  A  U  D  SD
2. The field instructor was an effective communicator. SA  A  U  D  SD
3. The field instructor was available beyond the weekly conference. SA  A  U  D  SD
4. The field placement was a valuable learning experience. SA  A  U  D  SD
5. The working conditions were conducive to learning. SA  A  U  D  SD
6. There was satisfactory orientation to agency policies, objectives and procedures. SA  A  U  D  SD
7. There was access to learning aids, e.g., workshops, meetings, written materials. SA  A  U  D  SD
8. The frequency and length of supervisory conferences were satisfactory for your learning. SA  A  U  D  SD
If you requested content on PAA in your Concentration, please respond to the following question:

The field instructor provided PAA content. SA A U D SD

Generally, how do you assess the field instructor’s performance? (circle one)

Excellent Good Satisfactory Fair Poor

Please use the space below for any comments that you would like to make concerning your field instructor.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

The following items ask you to rate your field liaison. Please use the same scale used above.

1. Field liaison made two agency visits SA A U D SD

2. Field liaison responded to requests for assistance (if applicable) SA A U D SD NA

3. Field liaison reviewed and provided input, if needed, in the development of the learning contract to meet course objectives SA A U D SD

4. Field Liaison participated in at least one evaluation of your field education experience SA A U D SD

What is your overall opinion of the performance of the faculty member who was assigned as your field liaison? (circle one)

Excellent Good Satisfactory Fair Poor

Please use the space below for any comments that you would like to make concerning your field liaison.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
General Information

Full name: ________________________________________________________________
Address: __________________________________________________________________
Home Phone: __________________________ Work Phone: __________________________
Cell Phone: ___________________________ Crimson E-mail: ________________________

Proposed Work-Site is: □ Foundation (MSW 1st year) □ Concentration (MSW 2nd year or advanced standing)

BSW Placement or 1st Year MSW Placement ______________________________________
Have you requested a previous work-site with the field office? □ Yes □ No

Agency Information

Employing Agency: _____________________________________________________________
Program Unit (Where you work): _________________________________________________
Address: ______________________________________________________________________
Phone: _______________________________________________________________________
Executive Director / Administrator: ______________________________________________
Phone: _______________________________________________________________________
Direct Supervisor: ______________________________________________________________
Phone: _______________________________________________________________________
Title of your Current Position: ___________________________________________________
How many years have you held your current position: _______________________________
How many years have you worked with the agency: _________________________________
Please list any other job titles / positions you have held within this agency:

Are you employed at Current Agency: □ Full Time □ Part Time ______ Hours per Week

Liability:

Does your employer provide Liability / Malpractice Insurance: □ Yes □ No

If yes, please attach proof of liability.
Describe your current job duties: (Attach additional sheets if necessary.)

How will your current job responsibilities be covered while you are in the student role?

Describe your proposed opportunities (What you plan on doing for practicum that is different from your current job duties. You may want to refer to the Field Handbook for the learning objectives.)

Please briefly describe the organizational supervisory structure of your agency or attach a copy of the agency's organizational chart.

**Practicum Plan**

Students are expected to complete 32 hours of field hours per week. One hour of the 32 hours a week is designated for field supervision with the assigned MSW field instructor. Work-Site students must be released from regular job responsibilities. Work-Site placements that require a student to work 40 hours a week and work additional hours for practicum will not be approved.

**Proposed MSW Field Instructor:** ________________________________

Title: _______________________________________________________________________

(Must have an MSW from an accredited school and have at least 2 years post MSW experience.)

Phone: ______________________________________________________________________
Is the proposed Field Instructor your current direct supervisor? Yes  No
Has the proposed Field Instructor been your direct supervisor in the past? Yes  No

Please specify the proposed days and times you will assume the role of "student":

M  T  W  Th  F  Sa  S  Times: ______________________________
M  T  W  Th  F  Sa  S  Times: ______________________________
M  T  W  Th  F  Sa  S  Times: ______________________________

Please specify the proposed day and hour you will be supervised by your Field Instructor:

M  T  W  Th  F  Sa  S  Time: ______________________________

Student Agreement:

I have reviewed and understand the requirements for Work-Site placements. I have discussed Work-Site Practicum criteria with my Director, Supervisor, and Proposed MSW Field Instructor.

Student Signature: ___________________________ Date: ___________

Administration Agreement:

The above student is applying for a Work-Site practicum placement. The student has been provided with information regarding the requirements of a work-site practicum, which you may wish to review. Your signature on this application indicates that you are aware of your employee's application for a Work-Site placement, that you are aware of the Work-Site requirements, and that you are willing to work with the Field Coordinator toward developing the appropriate field assignments and field supervision for the employee.

Executive Director / Administration: ___________________________ Date: ___________

Direct Supervisor: ___________________________ Date: ___________

Proposed MSW Field Instructor: ___________________________ Date: ___________
APPENDIX B

FORMS USED ONLY IN BSW PROGRAM

SW 490: Field Education Syllabus ................................................................. 84
SW 490 Field Learning Contract And Evaluation Form ............................... 86
The University of Alabama
School of Social Work

SW 490: Field Education Syllabus
(9 hours)

I. Purpose

This course is designed to provide the opportunity for students to apply their knowledge, values, and skills in a supervised practice setting.

II. Objectives [keyed to the B.S.W. Program Objectives]

Students who successfully complete the course will:

A. Demonstrate responsible and professional conduct within an agency context. (objectives # 1 & 2)

B. Apply relevant theory to practice. (objective # 7)

C. Use supervision and consultation to evaluate and improve their practice. (objective # 11)

D. Practice without discrimination and with respect. (objective # 3)

E. Demonstrate sensitivity, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation. (objective # 3)

F. Demonstrate critical thinking skills within the context of professional social work practice, including:

1. The application of theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities. (objective # 7)

2. The application of the profession’s ethical standards and principles to practice. (objective # 2)

3. The analysis of research studies and the application of research to their practice. (objective # 9)
G. Demonstrate the knowledge and skills of generalist social work practice with systems of all sizes, including:

1. The use of appropriate communication skills with different client systems, colleagues, and communities. (objective # 10)
2. The ability to assess the client system and to formulate an appropriate plan of action. (objective # 6)

H. Demonstrate an understanding of social work skills related to advocacy and social justice, including:

1. The ability to analyze, formulate, and influence social policy. (objective # 8)
2. The ability to analyze, formulate, and influence agency policy. (objectives # 8 and 12)
3. The ability to recognize forms of oppression and discrimination and apply strategies of advocacy and social change to advance social and economic justice. (objective # 4)

I. Demonstrate the ability to practice within the structure of organizations and service delivery systems, including: maximizing agency resources to assist clients (objectives # 2 and 12)

J. Demonstrate professional understanding and commitment to social work values and ethics, including:

1. historical development of social work (objective # 5)
2. social work’s contemporary issues (objective # 5)
3. working with diverse and oppressed populations (objectives # 2 & 4)

K. Use opportunities for continuing professional education to enhance their professional development (objective # 13)

III. Prerequisites

SW 100, 200, 351, 401, 410, 411, 440, 441, 442 and concurrent enrollment with SW 443.

IV. Disability Statement

Any student who because of a disability may need special arrangements or accommodations to meet the requirements of a course must present documentation of the disability to the Office for Disability Services (348-4285). This office will prepare letters to the students’ instructors that indicate the accommodations to which the student is entitled. It is the students’ responsibility to present the accommodation letter to each of his/her instructors. Questions or concerns about special arrangements or accommodations should be directed to the Office for Disability Services and/or the Office of the Associate Dean in the School of Social Work.
The University of Alabama School of Social Work  
SW 490 Field Learning Contract And Evaluation Form

Student’s Name: __________________________________________________  Agency: ________________________________________________________________
Field Instructor: ____________________________ Phone: ____________________________ Email: ____________________________
Liaison: ________________________________

Students: Become oriented with your field placement. Review the agency’s mission, goals, programs, populations served, etc. Meet with your field instructor to discuss the range of activities available to you. Summarize the scope of these learning activities in a written paragraph under each of the following headings:

Experience with individuals and families

Experience with groups:

Community activities:

Policy activities:

Research activities:

Professional Development Activities:
Other major learning activities:

FIELD INSTRUCTORS: WRITE EVALUATION RATINGS IN FAR RIGHT COLUMNS USING THE NUMERICAL SYSTEM BELOW. PROVIDE ANY ADDITIONAL FEEDBACK IN THE SPACE PROVIDED AFTER EACH SECTION. Provide one number for each competency.

Rate each student on the degree to which she/he has exhibited beginning competence in performing each of the 10 competencies (the 42 practice behaviors are listed because they help to define the competencies). Please use the following scale. Note, “9” is not an allowable rating for the final evaluation. Also note that competencies are complex; the student is expected to exhibit the practice behaviors for the competency with several groups or in several settings. To achieve a high rating, the student should have exhibited the behavior in all the ways listed. Provide one rating for each competency, based on the student’s performance of the practice behaviors in multiple settings and/or for multiple groups.

4 Excellent Student has demonstrated competence at a mastery level in each of the practice behaviors in multiple settings or with multiple systems.

3 Above Expectations. Student has demonstrated competence at least at a beginning level in each of the practice behaviors in multiple settings or with multiple systems.

2 Satisfactory. Student has demonstrated competence at least at a beginning level in each of the practice behaviors in at least one setting with at least one system.

1 Unsatisfactory. Student has demonstrated at least beginning competency in some, but not all, of the practice behaviors.

0 Lacks Competence. Student has not demonstrated competency in any of the practice behaviors.

9 Student has not yet had an opportunity to exhibit this practice behavior

NOTE: Whenever there is a rating of 1 at midterm, the student, field instructor, and field liaison should modify the learning contract to promote student improvement and refer for a corrective action plan; whenever there is a 9 at midterm, plans should be made to ensure there will be an opportunity for the student to exhibit the behavior before the conclusion of the field placement. There must be no 9s at the final. A student who has even a single 1 at final does not pass this field class.
### Competency and Practice Behaviors:

**Competency 2.1.1**  
Student identifies as a professional social worker and conducts herself/himself accordingly.  
*Advocate for client access to the services of social work*  
*Practice personal reflection and self correction to assure continual professional development*  
*Attend to professional roles and boundaries*  
*Show a willingness to engage in career long learning*  
*Use supervision and consultation*

**Activities:**

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Midterm</th>
<th>Final</th>
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### Instructor Comments

### Student Comments

**Competency 2.1.2**  
Student applies social work ethical principles to guide professional practice.  
*Recognize and manage personal values in a way that allows for professional values to guide practice*  
*Make ethical decisions by applying standards of the National Association of Social Worker’s Ethics*  
*Tolerate ambiguity in resolving ethical conflicts*
Apply strategies of ethical reasoning in decision making

Instructor Comments

Student Comments

<table>
<thead>
<tr>
<th>Competency and Practice Behaviors:</th>
<th>Activities:</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| Competency 2.1.3  
Student applies critical thinking to inform and communicate professional judgment.  
Distinguish, appraise, and integrate multiple sources of knowledge, including research based knowledge and practice wisdom  
Analyze models of assessment, prevention, intervention, and evaluation  
Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, and communities | | Midterm Final |

Instructor Comments

Student Comments

<table>
<thead>
<tr>
<th>Competency and Practice Behaviors:</th>
<th>Activities:</th>
<th>Evaluation</th>
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</table>
Competency 2.1.4  Student engages in diversity and difference in practice.
Recognize and communicate understanding of the importance of difference in shaping life experiences
Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
Gain sufficient self awareness to eliminate the influence of personal biases and values in working with diverse groups, (To include being mindful of diversity within own identity)
View herself/himself as a learner, appreciate client cultural differences, and actively learn from her/his clients and colleagues

Instructor Comments
Student Comments
4-Excellent  3 Above Average  2 Average  1 Below Average  0 Unsatisfactory  9 Student has not yet had the opportunity to exhibit this practice behavior

<table>
<thead>
<tr>
<th>Competency and Practice Behaviors:</th>
<th>Activities:</th>
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</thead>
<tbody>
<tr>
<td>Competency 2.1.5  Student advances human rights and social economic justice.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate an understanding of the forms and mechanisms of oppression and discrimination and their effects of vulnerable populations</td>
<td></td>
</tr>
<tr>
<td>Advocate for human rights and social economic justice</td>
<td></td>
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<tr>
<td>Engage in practices that advance social and economic justice</td>
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<p>| Evaluation |</p>
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<th>Midterm</th>
<th>Final</th>
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93
### Competency and Practice Behaviors:

<table>
<thead>
<tr>
<th>Competency and Practice Behaviors:</th>
<th>Activities:</th>
</tr>
</thead>
</table>
| Competency 2.1.6 Student engages in research informed practice and practice informed research. *Demonstrate ability to use practice experience to inform scientific inquiry*  
*Adapts evidence based practices in field agency*  
*Demonstrates ability to use research evidence to inform practice* | Evaluation  | Midterm | Final |

### Competency 2.1.7 Student applies knowledge of human behavior and the social environment. *Use conceptual frameworks to guide the process*
of assessment, intervention, and evaluation across the life course

Critique and apply knowledge to understand person and environment

| 4-Excellent | 3 Above Average | 2 Average | 1 Below Average | 0 Unsatisfactory | 9 Student has not yet had the opportunity to exhibit this practice behavior |

**Competency and Practice Behaviors:**

**Competency 2.1.8**  
Student engages in policy practice to advance social and economic well-being and deliver effective social work services. Analyze, formulate, and advocate for policies that advance social well being as they relate to the work of the agency  
Collaborate with colleagues, clients, and or community leaders for effective policy actions

**Activities:**

<table>
<thead>
<tr>
<th>Evaluation</th>
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<tbody>
<tr>
<td>Midterm</td>
</tr>
<tr>
<td>Final</td>
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</tbody>
</table>

**Instructor Comments**

**Student Comments**
### Competency and Practice Behaviors:

**Competency 2.1.9** Respond to contexts that shape practice.

*Social workers continuously discover, appraise and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to create responsive policies and provide relevant services.*

*Social workers provide leadership in promoting sustainable changes in policy, service delivery, and practice to improve the quality of social services.*

### Instructor Comments

### Student Comments
## Competency and Practice Behaviors:

**Competency 2.1.10**  
Student engages with, assesses, intervenes with, and evaluates individuals, families, groups organizations, and communities.  
To substantively and effectively prepare to work with: Individuals, families, groups, organizations, and communities  
Demonstrates the use of empathy and other interpersonal skills  
Work collaboratively with clients toward mutually agreed upon outcomes  
Collect, organize and interpret client data  
Assess client strengths and limitations  
Develop mutually agreed on intervention goals and objectives with clients  
Emphasize and apply appropriate interventions strategies  
Initiate actions to achieve organizational and community goals  
Implement prevention interventions that enhance client capacities  
Help clients resolve problems

## Activities:

<table>
<thead>
<tr>
<th>Competency and Practice Behaviors:</th>
<th>Activities:</th>
</tr>
</thead>
</table>
| **Competency 2.1.10**  
Student engages with, assesses, intervenes with, and evaluates individuals, families, groups organizations, and communities.  
To substantively and effectively prepare to work with: Individuals, families, groups, organizations, and communities  
Demonstrates the use of empathy and other interpersonal skills  
Work collaboratively with clients toward mutually agreed upon outcomes  
Collect, organize and interpret client data  
Assess client strengths and limitations  
Develop mutually agreed on intervention goals and objectives with clients  
Emphasize and apply appropriate interventions strategies  
Initiate actions to achieve organizational and community goals  
Implement prevention interventions that enhance client capacities  
Help clients resolve problems |  |
| Negotiate, mediate, and advocate for clients |
| Facilitate transitions and endings |
| Critically analyze, monitor, and evaluate interventions |

### Instructor Comments

### Student Comments

**Personal/ Professional Growth is an important part of the field experience. This section allows students to identify specific personal/professional growth needs. Please identify at least two areas of personal/professional growth you would like to strengthen during your field experience. This section may also include agency specific requirements.**

- **4 - Excellent**
- **3 - Above Average**
- **2 - Average**
- **1 - Below Average**
- **0 - Unsatisfactory**
- **9 - Student has not yet had the opportunity to exhibit this practice behavior**

<p>| Personal/ Professional Growth Competency: |</p>
<table>
<thead>
<tr>
<th>Practice Behaviors:</th>
<th>Activities:</th>
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### Instructor Comments

### Student Comments
4-Excellent  3- Above Average  2- Average  1-Below Average  0 Unsatisfactory  9-Student has not yet had the opportunity to exhibit this practice behavior

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<tr>
<th>Personal/ Professional Growth Competency:</th>
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<tr>
<td>Practice Behaviors:</td>
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</table>

Instructor Comments

Student Comments

**Signature for Learning Contract:**

Student: _____________________________ Date: _________________

Field Instructor: ___________________________ Date: _________________

Liaison: _____________________________ Date: _________________

**Signature for Midterm**

Student: _____________________________ Date: _________________
Field Instructor: _____________________________________________________________  Date___________________

Liaison: _____________________________________________________________________  Date: __________________

Signature for Final

Student: ____________________________________________________________________  Date: __________________

Field Instructor: ___________________________________________________________________________  Date:____________________

Signature certifies that student has completed the necessary 450 hours for field

Liaison: ____________________________________________________________________  Date: __________________

Student’s Grade (to be circled by the field instructor and verified by the liaison)

PASS  FAIL
APPENDIX C

FORMS USED ONLY IN MSW PROGRAM

SW 590: Field Education I Syllabus ........................................................................................................... 99
SW 595 Field Education II Syllabus: Social Work Practice with Adults and Their Families ......................................................... 102
SW 595 Field Education II Syllabus: Social Work Practice with Adults and Their Families/PAA .......................................................... 105
SW 595 Field Education II: Social Work Practice with Children, Adolescents, and Families .............................................................. 108
SW 595 Field Education II Syllabus: Social Work Practice with Children, Adolescents, and Families/PAA ................................................... 111
SW 590 Field Learning Contract And Evaluation Form .................................................................................................................. 115
SW 595 Adults and Their Families Learning Contract and Evaluation Form ......................................................................................... 126
SW 595 Children, Adolescents and Their Families Learning Contract and Evaluation Form ................................................................. 140
I. Course Description

Building on a liberal arts background, Field Education I offers students supervised opportunities to apply knowledge, skills, and values learned in foundation social work practice, social welfare policy, human behavior in the social environment, and social work research classes. Students will have an opportunity to work in agencies that provide services to diverse populations using individual, family, group, and community interventions.

II. Objectives

After successful completion of the course students will be able to:

A. Demonstrate commitment to the values and ethics of the profession through professional attitude and behavior.

B. Demonstrate the ability to critically reflect upon and apply knowledge gained from their liberal arts preparation and the professional foundation.

C. Pose questions related to their practice of social work and answer them using the best available research evidence.

D. Engage in problem definition, data collection, assessment, goal setting, intervention planning, contracting, carrying out intervention, evaluation of practice outcomes, referral (when appropriate), and termination.

E. Articulate and provide evidence of their ability to apply the concepts of the Life Course Perspective, specifically the interaction of relevant developmental factors with life events and transitions, as they affect client outcomes.

F. Apply in a creative and reflective manner practice theories for individual, family, group, or community interventions.

G. Demonstrate sensitivity to the special needs of women, the aged, persons of minority descent, people with mental and physical limitations, persons with differing sexual orientations, and persons from other cultures and/or populations who are different from the social worker who may have experienced discrimination and oppression as a result of these demographic characteristics.
H. Demonstrate the ability to perform, at a beginning level, the roles of a professional social worker (e.g., advocate, broker, enabler, teacher, mediator, etc.).

I. Apply strategies grounded in research to challenge social and economic injustice.

J. Demonstrate skills in interpersonal helping, at both the micro and macro level of intervention, including a constructive use of the structure, policy, and procedures of the agency, and the use of a range of resources, including those of other organizations, that complement agency services to clients.

K. Demonstrate effective professional communication.

L. Evaluate practice processes and outcomes.

III. Prerequisites/Co-Requisites

Prerequisites: SW 500, SW 510, and SW 540. Pre-requisite or Co-requisite: SW 511, SW 541, SW 542, and SW 570. Co-requisite: SW 534

IV. Learning Goals

A. Organizational structure, policies, and procedures of the field placement
B. Application of the liberal arts perspective and foundation content and the Life Course Perspective
C. Theoretical approaches to social work practice and evidence-based social work practice techniques
D. Practice with different system sizes within the context of the life course perspective
E. Roles of social workers
F. Use of supervision
G. Effective professional communication
H. Assessment and intervention
   a. Critical thinking skills in the assessment and intervention processes
   b. Contracting, sustaining service relationships, referring, terminating
I. Evaluation of practice processes and outcomes
J. Values and ethics of social work practice, with an emphasis on challenging social and economic injustice
K. Practice effectively with people different from her/himself

V. Core Competencies

- 2.1.1 Demonstrate Ethical and Professional Behavior
- 2.1.2 Engage Diversity and Difference in Practice
- 2.1.3 Advance Human Rights and Social, Economic, and Environmental Justice
- 2.1.4 Engage In Practice-informed Research and Research-informed Practice
- 2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities
- 2.1.8 Intervene with Individuals, Families, Groups, Organizations, and Communities
• 2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

VI. Disability Policy

Any student who because of a disability may need special arrangements or accommodations to meet the requirements of a course must present documentation of the disability to the Office for Disability Services (348-4285). This office will prepare letters to the student’s instructors that indicate the accommodation to which the student is entitled. It is the student’s responsibility to present the accommodation letter to each of his/her instructors. Questions or concerns about special arrangements or accommodations should be directed to the Office for Disability Services and/or the Office of the Assistant Dean in the School of Social Work.
The University Of Alabama
School Of Social Work

SW 595  Field Education II: Social Work Practice with Adults and Their Families  
9 hours

I.  Course Description

This specialization-year course provides the student the opportunity to integrate through
direct experience in an educationally supervised environment the knowledge, values, and
skills that are necessary for social work practice with adults and their families.

II.  General Objectives

Upon successful completion of SW 595 students in all concentrations will be able to
demonstrate:

A.  Progress toward the goal of autonomous practice, primarily within public and
non-profit social service agencies.

B.  Responsible and professional conduct.

C.  Respect for and professional response to all clients of the field agency with a
particular regard for the needs of disadvantaged and underserved persons.

D.  Critical reflective thinking in the application of social work theory and evidence-
based social work practice technique.

E.  An ability to evaluate their own practice.

III. Concentration-Specific Objectives

Students with a concentration in practice with adults and their families who successfully
complete the course, will be able to demonstrate:

A.  Ability to critically analyze laws and policies relevant to social work practice with
adults and their families.

B.  Ability to critically and reflectively assess needs, strengths, and functioning of
adults and their families within the context of the Life Course Perspective.
C. Ability to apply professional values and ethics to social work practice with adults and their families.

D. Ability to identify strengths and needs of adults and their families in order to develop evidenced-based strategies to enhance functioning.

E. Ability to critically analyze and reflectively apply evidence-based interventions with adults and their families.

F. Ability to use instruction and supervision for professional growth.

G. Ability to evaluate practice processes and outcomes.

H. Ability to engage in advocacy activities.

IV. Prerequisites


V. Major Content Areas

A. Major state and federal policies relevant to the placement setting
B. Assess needs, strengths, and functioning of adults and their families using a Life Course Perspective
C. Application of professional values and ethics
D. Develop evidence-based strategies to enhance functioning
E. Evidence-based interventions
F. Supervision/instruction for professional growth
G. Practice outcome evaluation
H. Advocacy strategies

VI. Core Competencies

- M 2.1.1b Demonstrate Ethical and Professional Behavior in social work practice at an advanced level with adults and their families.
- M 2.1.2b Engage Diversity and Difference in Practice in social work practice at an advanced level with adults and their families
- M 2.1.3b Advance Human Rights and Social, Economic, and Environmental Justice at an advanced level in social work practice with adults and their families
- M 2.1.4b Engage In Practice-informed Research and Research-informed Practice at an advanced level in social work practice with adults and their families
- M 2.1.5b Engage in Policy Practice at an advanced level in social work practice with adults and their families
- M 2.1.6b Engage at an advanced level with adults and their families
• M 2.1.7b Assess at an advanced level adults and their families
• M 2.1.8b Intervene at an advanced level with adults and their families
• M 2.1.9b Evaluate Practice at an advanced level with adults and their families

VII. Disability Policy

Any student who because of a disability may need special arrangements or accommodations to meet the requirements of a course must present documentation of the disability to the Office for Disability Services (348-4285). This office will prepare letters to the student’s instructors that indicate the accommodation to which the student is entitled. **It is the student's responsibility** to present the accommodation letter to each of his/her instructors. Questions or concerns about special arrangements or accommodations should be directed to the Office for Disability Services and/or the Office of the Assistant Dean in The School of Social Work.
The University Of Alabama  
School of Social Work  

SW 595  Field Education II: Social Work Practice with Adults and Their Families/PAA  
9 hours  

I. Course Description  

This specialization-year course provides the student the opportunity to integrate through direct experience in an educationally supervised environment the knowledge, values, and skills that are necessary for social work practice with adults and their families. Further, this course provides the opportunity for students to enhance their practice skills in planning and management as it relates to adults and their families.  

II. General Objectives  

Upon successful completion of SW 595 students in all concentrations will be able to demonstrate:  

A. Progress toward the goal of autonomous practice, primarily within public and non-profit social service agencies.  

B. Responsible and professional conduct.  

C. Respect for and professional response to all clients of the field agency with a particular regard for the needs of disadvantaged and underserved persons.  

D. Critical reflective thinking in the application of social work theory and evidence-based social work practice technique.  

E. An ability to evaluate their own practice.  

III. Concentration-Specific Objectives  

Students with a concentration in practice with adults and their families who successfully complete the course, will be able to demonstrate:  

A. Ability to critically analyze laws and policies relevant to social work practice with adults and their families.  

B. Ability to critically and reflectively assess needs, strengths, and functioning of adults and their families within the context of the Life Course Perspective.
C. Ability to apply professional values and ethics to social work practice with adults and their families.

D. Ability to identify strengths and needs of adults and their families in order to develop evidenced-based strategies to enhance functioning.

E. Ability to critically analyze and reflectively apply evidence-based interventions with adults and their families.

F. Ability to use instruction and supervision for professional growth.

G. Ability to evaluate practice processes and outcomes.

H. Ability to engage in advocacy activities.

IV. PAA-Specific Objectives

Students, as a consequence of completing this course successfully, will be able to:

A. Apply social work values, ethics, and culturally sensitive perspectives to planning and agency administration.

B. Apply knowledge of theories and concepts of agency planning and administration.

C. Work collaboratively with various agency constituencies (e.g., governmental bodies, boards of directors, community taskforces, etc.).

D. Apply principles of planning and evaluation in the context of program finances.

V. Prerequisites


VI. Major Content Areas

Content related to the practice and PAA aspects of the placement will be contingent upon the specific agency setting and individual learning contract developed by the student. However, it is expected that the content will include:

A. Major state and federal policies relevant to the placement setting.
B. Assessing needs, strengths, and functioning of adults and their families using a Life Course Perspective.
C. Application of professional values and ethics in practice, administration, and management.
D. Developing evidence-based strategies to enhance client functioning.
E. Critical analysis and application of evidence-based interventions.
F. Supervision/instruction for professional growth.
G. Evaluating practice outcomes.
H. Engaging in advocacy activities.
I. Evaluation of agency policies and procedures that effect adults and their families.
J. Administrative supervision principles.
K. Evidence-based approaches to program evaluation and outcome studies.
L. Analysis of a service delivery system that primarily serves the poor and underserved.
M. Recognition of the impact of one’s own attitudes on the culture and environment of the agency.
N. The evaluation and design of evidence-based planning and management techniques.
O. Methods to secure, manage, and control agency funds to include grant applications.

VII. Core Competencies

- M 2.1.1b Demonstrate Ethical and Professional Behavior in social work practice at an advanced level with adults and their families.
- M 2.1.2b Engage Diversity and Difference in Practice in social work practice at an advanced level with adults and their families
- M 2.1.3b Advance Human Rights and Social, Economic, and Environmental Justice at an advanced level in social work practice with adults and their families
- M 2.1.4b Engage In Practice-informed Research and Research-informed Practice at an advanced level in social work practice with adults and their families
- M 2.1.5b Engage in Policy Practice at an advanced level in social work practice with adults and their families
- M 2.1.6b Engage at an advanced level with adults and their families
- M 2.1.7b Assess at an advanced level adults and their families
- M 2.1.8b Intervene at an advanced level with adults and their families
- M 2.1.9 b Evaluate Practice at an advanced level with adults and their families

- VIII. Disability Policy

Any student who because of a disability may need special arrangements or accommodations to meet the requirements of a course must present documentation of the disability to the Office for Disability Services (348-4285). This office will prepare letters to the student’s instructors that indicate the accommodation to which the student is entitled. It is the student’s responsibility to present the accommodation letter to each of his/her instructors. Questions or concerns about special arrangements or accommodations should be directed to the Office for Disability Services and/or the Office of the Assistant Dean in The School of Social Work.
I. Course Description

This specialization-year course provides the student the opportunity to integrate through direct experience in an educationally supervised environment the knowledge, values, and skills that are necessary for social work practice with children and adolescents and their families.

II. General Objectives

Upon successful completion of SW 595 students in all concentrations will be able to demonstrate:

A. Progress toward the goal of autonomous practice, primarily within public and non-profit social service agencies.

B. Responsible and professional conduct.

C. Respect for and professional response to all clients of the field agency with a particular regard for the needs of disadvantaged and underserved persons.

D. Critical reflective thinking in the application of social work theory and evidence-based social work practice technique.

E. An ability to evaluate their own practice.

III. Concentration-Specific Objectives

Students with a concentration in practice with children, adolescents, and families who successfully complete the course, will be able to demonstrate:

A. Knowledge of the major state and federal policies relevant to the setting where the student is placed, the ability to describe the impact of policies and delivery systems on service recipients, and the ability to design feasible policy alternatives.
B. Knowledge of the dynamics and impact of stresses, crises, and role conflicts throughout the life course, particularly those relevant to children, adolescents, and their families.

C. The ability to identify problems and needs of the client systems, and to develop interactions for prevention, provision of services, and the amelioration of problems.

D. Knowledge of the Life Course Perspective and other selected theories and models of practice which provide a range of methods and approaches for intervention.

E. The ability to assess critically and reflectively, challenge assumptions, and apply selected theories and models of practice based on evidence in the process of assessment, planning, implementation, and evaluation of service.

F. Knowledge of the methods and techniques of research, the professional and ethical guidelines governing the process, and the ability to use relevant research findings as a practice tool to improve agency programs, delivery systems, and individual worker practice.

G. Knowledge of professional roles, values, ethics, philosophy, and responsibilities which guide the practitioner in establishing and maintaining professional interactions with client systems, and that respect people who are different from themselves.

H. Understanding of the impact and consequences of oppression and discrimination within society with an emphasis on the poor and undeserved and the provision of services primarily from public and non-profit social service agencies, and the importance of governing one’s own attitudes and actions in accord with professional ethics and values in all relationships with clients and colleagues.

IV. Prerequisites


V. Major Content Areas

A. Major state and federal policies relevant to placement setting
B. Stressors, crises and role conflicts relevant to children, adolescents, and families
C. Identifying client system concerns, prevention services, and problem resolution
D. Theories and models of practice, to include Life Course Perspectives
E. The use of methods and techniques of research and professional guidelines to improve service delivery
F. Establishing and maintaining professional interactions with client systems
G. The impact and consequences of oppression and discrimination with at-risk populations
H. Governing our own attitudes and actions in accordance with our professional values and ethics
VI. Core Competencies

- M 2.1.1a Demonstrate Ethical and Professional Behavior in social work practice at an advanced level with children, adolescents and their families
- M 2.1.2a Engage Diversity and Difference in Practice in social work practice at an advanced level with children, adolescents and their families
- M 2.1.3a Advance Human Rights and Social, Economic, and Environmental Justice at an advanced level in social work practice with children, adolescents and their families
- M 2.1.4a Engage In Practice-informed Research and Research-informed Practice at an advanced level in social work practice with children, adolescents and their families
- M 2.1.5a Engage in Policy Practice at an advanced level in social work practice with children, adolescents and their families
- M 2.1.6a Engage at an advanced level with children, adolescents and their families
- M 2.1.7a Assess at an advanced level children, adolescents and their families
- M 2.1.8a Intervene at an advanced level with children, adolescents and their families
- M 2.1.9a Evaluate Practice at an advanced level with children, adolescents and their families

VII. Disability Policy

Any student who because of a disability may need special arrangements or accommodations to meet the requirements of a course must present documentation of the disability to the Office for Disability Services (348-4285). This office will prepare letters to the student’s instructors that indicate the accommodation to which the student is entitled. **It is the student’s responsibility** to present the accommodation letter to each of his/her instructors. Questions or concerns about special arrangements or accommodations should be directed to the Office for Disability Services and/or the Office of the Assistant Dean in The School of Social Work.
SW 595  Field Education II:  Social Work Practice with Children, Adolescents, and Families/PAA  9 hours

I.  Course Description

This specialization-year course provides the student the opportunity to integrate through direct experience in an educationally supervised environment the knowledge, values, and skills that are necessary for social work practice with children and adolescents and their families. Further, this course provides the opportunity for students to enhance their practice skills in planning and management as it relates to children, adolescents, and their families.

II.  General Objectives

Upon successful completion of SW 595 students in all concentrations will be able to demonstrate:

A.  Progress toward the goal of autonomous practice, primarily within public and non-profit social service agencies.

B.  Responsible and professional conduct.

C.  Respect for and professional response to all clients of the field agency with a particular regard for the needs of disadvantaged and underserved persons.

D.  Critical reflective thinking in the application of social work theory and evidence-based social work practice technique.

E.  An ability to evaluate their own practice.

III.  Concentration-Specific Objectives

Students with a concentration in services to children, adolescents, and families who successfully complete the course, will be able to demonstrate:

A.  Knowledge of the major state and federal policies relevant to the setting where the student is placed, the ability to describe the impact of policies and delivery systems on service recipients, and the ability to design feasible policy alternatives.
B. Knowledge of the dynamics and impact of stresses, crises, and role conflicts throughout the life course, particularly those relevant to children, adolescents and their families.

C. The ability to identify problems and needs of the client systems, and to develop interactions for prevention, provision of services, and the amelioration of problems.

D. Knowledge of the Life Course Perspective and other selected theories and models of practice which provide a range of methods and approaches for intervention.

E. The ability to assess critically and reflectively, challenge assumptions, and apply selected theories and models of practice based on evidence in the process of assessment, planning, implementation, and evaluation of service.

F. Knowledge of the methods and techniques of research, the professional and ethical guidelines governing the process, and the ability to use relevant research findings as a practice tool to improve agency programs, delivery systems, and individual worker practice.

G. Knowledge of professional roles, values, ethics, philosophy, and responsibilities which guide the practitioner in establishing and maintaining professional interactions with client systems, and that respect people who are different from themselves.

H. Understanding of the impact and consequences of oppression and discrimination within society with an emphasis on the poor and undeserved and the provision of services primarily from public and non-profit social service agencies, and the importance of governing one’s own attitudes and actions in accord with professional ethics and values in all relationships with clients and colleagues.

IV. PAA-Specific Objectives

Students, as a consequence of completing this course successfully, will be able to:

A. Apply social work values, ethics, and culturally sensitive perspectives to planning and agency administration.

B. Apply knowledge of theories and concepts of agency planning and administration.

C. Work collaboratively with various agency constituencies (e.g., governmental bodies, boards of directors, community taskforces, etc.).

D. Apply principles of planning and evaluation in the context of program finances.

V. Prerequisites
Successful completion of the professional foundation. Successful completion of first semester concentration courses. SW 506 and SW 536 are prerequisites or corequisites of this course. Co-requisite if taken in Washington, DC: SW 501.

VI. Major Content Areas

Content related to the practice and PAA aspects of the placement will be contingent upon the specific agency setting and individual learning contract developed by the student. However, it is expected that the content will include:

A. Major state and federal policies relevant to the placement setting.
B. Stressors, crises, and role conflicts relevant to children, adolescents and families.
C. Identifying client system concerns, prevention services, and problem resolution.
D. Theories and models of practice, to include Life Course Perspectives.
E. The use of professional guidelines to improve service delivery.
F. Establishing and maintaining professional interactions with client systems.
G. The impact and consequences of oppression and discrimination with at-risk populations.
H. Governing our own attitudes and actions in accordance with our professional values and ethics.
I. Evaluation of agency policies and procedures that affect children, adolescents, and families.
J. The impact of policy, organizational structure, and political dynamics on not-for-profit and public social service agencies.
K. Methods to secure, manage, and control agency funds.
L. Evidence-based approaches to practice and program evaluation and outcome studies.
M. Administrative supervision principles.
N. Administrative and management practice toward the amelioration of oppression and discrimination.
O. Recognition of the impact of ones own attitudes of the culture and environment of the agency.

VII. Core Competencies

- M 2.1.1a Demonstrate Ethical and Professional Behavior in social work practice at an advanced level with children, adolescents and their families
- M 2.1.2a Engage Diversity and Difference in Practice in social work practice at an advanced level with children, adolescents and their families
- M 2.1.3a Advance Human Rights and Social, Economic, and Environmental Justice at an advanced level in social work practice with children, adolescents and their families
- M 2.1.4a Engage In Practice-informed Research and Research-informed Practice at an advanced level in social work practice with children, adolescents and their families
• M 2.1.5a Engage in Policy Practice at an advanced level in social work practice with children, adolescents and their families

• M 2.1.6a Engage at an advanced level with children, adolescents and their families

• M 2.1.7a Assess at an advanced level children, adolescents and their families

• M 2.1.8a Intervene at an advanced level with children, adolescents and their families

• M 2.1.9 a Evaluate Practice at an advanced level with children, adolescents and their families

VIII. Disability Statement

Any student who because of a disability may need special arrangements or accommodations to meet the requirements of a course must present documentation of the disability to the Office for Disability Services (348-4285). This office will prepare letters to the student’s instructors that indicate the accommodation to which the student is entitled. It is the student’s responsibility to present the accommodation letter to each of his/her instructors. Questions or concerns about special arrangements or accommodations should be directed to the Office for Disability Services and/or the Office of the Assistant Dean in The School of Social Work.
The University of Alabama School of Social Work
SW 590 Field Learning Contract And Evaluation Form

Student’s Name: __________________________________________ Agency: ______________________________________________

Field Instructor: __________________________________________ Phone: ____________________________ Email: ______________________________

Liaison: __________________________________________

INSTRUCTIONS:
The Learning Contract is generated through a collaborative effort by the student and the field instructor and sent electronically to the liaison for review. At mid-term (approximately 250 hours) the completed midterm evaluation is sent to and filed electronically by the liaison. The final evaluation is generated by the field instructor and student, and submitted electronically to the liaison. The field instructor indicates by electronically highlighting, underlining, or circling the grade (pass or fail). The field instructor sends the final evaluation electronically to the liaison, who submits the grade, and forwards the final evaluation electronically to the field office. Paper copies of the Learning Contract are not accepted.

Students: Become oriented with your field placement. Review the agency’s mission, goals, programs, populations served, etc. Meet with your field instructor to discuss the range of activities available to you. Summarize the scope of these learning activities in a written paragraph under each of the following headings: Experience with individuals and families, experience with groups, community activities, policy activities, research activities, professional development, other major learning activities.

Experience with individuals and families:

Community activities:

Policy activities:

Research activities:

Professional development activities:

Other major learning activities:
FIELD INSTRUCTORS: WRITE EVALUATION RATINGS IN FAR RIGHT COLUMNS USING THE NUMERICAL SYSTEM BELOW. PROVIDE ANY ADDITIONAL FEEDBACK IN THE SPACE PROVIDED AFTER EACH SECTION.

Rate each student on the degree to which she/he has exhibited beginning competence in performing each of the 10 competencies (the 42 practice behaviors are listed because they help to define the competencies). Please use the following scale. Note, “9” is not an allowable rating for the final evaluation. Also note that competencies are complex; the student is expected to exhibit the practice behaviors for the competency with several groups or in several settings. To achieve a high rating, the student should have exhibited the behavior in all the ways listed. Provide one rating for each competency, based on the student’s performance of the practice behaviors in multiple settings and/or for multiple groups.

4 Excellent Student consistently exceeds expectations regarding required performance
3 Above Average Student frequently exceeds expectations regarding required performance
2 Average Student consistently meets the requirements
1 Below Average Student occasionally fails to meet requirements; must improve
0 Unsatisfactory Student frequently fails to meet requirements; must improve
9 Student has not yet had an opportunity to exhibit this practice behavior

NOTE: Whenever there is a rating of 2 at midterm, the student, field instructor, and field liaison should modify the learning contract to promote student improvement; whenever there is a 9 at midterm, plans should be made to ensure there will be an opportunity for the student to exhibit the behavior before the conclusion of the field placement. There must be no 9s at the final. A student who has even a single 1 at final does not pass this field class.

Note to Field Instructors: Please recall that at midterm and final evaluations, you will evaluate the student’s mastery of the competency – not the practice behaviors or activities individually. Only one numerical grade is needed for each competency.
## Competency and Practice Behaviors:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Activities</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1</td>
<td></td>
<td></td>
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</tbody>
</table>

- **Competency:** 2.1.1 student identifies as a professional social worker and conducts herself/himself accordingly.
- Advocate for client access to the services of social work
- Practice personal reflection and self correction to assure continual professional development
- Attend to professional roles and boundaries
- Show a willingness to engage in career long learning
- Use supervision and consultation

**Instructor Comments**

4-Excellent 3-Above Average 2-Average 1-Below Average 0-Unsatisfactory 9 - Student has not yet had the opportunity to exhibit this practice behavior

**Student Comments**

4-Excellent 3-Above Average 2-Average 1-Below Average 0-Unsatisfactory 9 - Student has not yet had the opportunity to exhibit this practice behavior

## Competency and Practice Behaviors:

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</thead>
<tbody>
<tr>
<td>2.1.2</td>
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</tbody>
</table>

- **Competency:** 2.1.2 student applies social work ethical principles to guide professional practice.
- Recognize and manage personal values in a way that allows for professional values to guide practice
Make ethical decisions by applying standards of the National Association of Social Worker’s Ethics

Tolerate ambiguity in resolving ethical conflicts

Apply strategies of ethical reasoning in decision making

### Instructor Comments

### Student Comments

<table>
<thead>
<tr>
<th>4 - Excellent</th>
<th>3 - Above Average</th>
<th>2 - Average</th>
<th>1 - Below Average</th>
<th>0 - Unsatisfactory</th>
<th>9 - Student has not yet had the opportunity to exhibit this practice behavior</th>
</tr>
</thead>
</table>

### Competency and Practice Behaviors: | Activities: | Evaluation |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Competency: 2.1.3 student applies critical thinking to inform and communicate professional judgment</td>
<td></td>
<td>Midterm Final</td>
</tr>
<tr>
<td>Distinguish, appraise, and integrate multiple sources of knowledge, including research based knowledge and practice wisdom</td>
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</tr>
<tr>
<td>Analyze models of assessment, prevention, intervention, and evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, and communities</td>
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<td></td>
</tr>
<tr>
<td>Competency and Practice Behaviors:</td>
<td>Activities:</td>
<td>Evaluation</td>
</tr>
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</tr>
<tr>
<td><strong>Competency: 2.1.4 student engages in diversity and difference in practice.</strong> Recognize and communicate understanding of the importance of difference in shaping life experiences Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power Gain sufficient self awareness to eliminate the influence of personal biases and values in working with diverse groups, (To include being mindful of diversity within own identity) View herself/himself as a learner, appreciate client cultural differences, and actively learn from her/his clients and colleagues</td>
<td></td>
<td>Midterm Final</td>
</tr>
</tbody>
</table>

**Instructor Comments**

**Student Comments**
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<tr>
<th>Competency and Practice Behaviors:</th>
<th>Activities:</th>
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<th>Final</th>
</tr>
</thead>
</table>
| Competency: 2.1.5 student advances human rights and social economic justice.  
Demonstrate an understanding of the forms and mechanisms of oppression and discrimination and their effects of vulnerable populations  
Advocate for human rights and social economic justice  
Engage in practices that advance social and economic justice | | | |
| 4-Excellent 3-Above Average 2-Average 1-Below Average 0- Unsatisfactory | | | |
| Student has not yet had the opportunity to exhibit this practice behavior | | | |

Instructor Comments

Student Comments

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<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
</table>
| Competency: 2.1.6 student engages in research informed practice and practice informed research.  
Demonstrate ability to use practice experience to inform scientific inquiry | | | |
Adapts evidence based practices in field agency

Demonstrates ability to use research evidence to inform practice

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<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency: 2.1.7 student applies knowledge of human behavior and the social environment. Use conceptual frameworks to guide the process of assessment, intervention, and evaluation across the life course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critique and apply knowledge to understand person and environment</td>
<td></td>
<td></td>
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4-Excellent 3-Above Average 2-Average 1-Below Average 0-Unsatisfactory 9-Student has not yet had the opportunity to exhibit this practice

Instructor Comments

Student Comments
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<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency: 2.1.8</strong> student engages in policy practice to advance social and economic well being and deliver effective social work services. Analyze, formulate, and advocate for policies that advance social well being as they relate to the work of the agency. Collaborate with colleagues, clients, and or community leaders for effective policy actions.</td>
<td></td>
<td>Midterm</td>
</tr>
</tbody>
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**Instructor Comments**

**Student Comments**

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</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency: 2.1.9</strong> respond to contexts that shape practice. Social workers continuously discover, appraise and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to create responsive policies and provide relevant services. Social workers provide leadership in promoting sustainable changes in policy, service delivery,</td>
<td></td>
<td>Midterm</td>
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</table>
and practice to improve the quality of social services

<table>
<thead>
<tr>
<th>Instructor Comments</th>
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<table>
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<tr>
<th>Student Comments</th>
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</table>

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<tr>
<th>Competency and Practice Behaviors:</th>
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<tr>
<td><strong>Competency: 2.1.10</strong> student engages with, assesses, intervenes with, and evaluates individuals, families, groups, organizations, and communities. To substantively and effectively prepare to work with: Individuals, families, groups, organizations, and communities Demonstrates the use of empathy and other interpersonal skills Work collaboratively with clients toward mutually agreed upon outcomes Collect, organize and interpret client data Assess client strengths and limitations Develop mutually agreed on intervention goals and objectives with clients Emphasize and apply appropriate interventions strategies Initiate actions to achieve organizational and community</td>
<td>Activities:</td>
</tr>
</tbody>
</table>
goals

Implement prevention interventions that enhance client capacities

Help clients resolve problems

Negotiate, mediate, and advocate for clients

Facilitate transitions and endings

Critically analyze, monitor, and evaluate interventions

Instructor Comments

Student Comments

**Personal/ Professional Growth is an important part of the field experience. This section allows students to identify specific personal/professional growth needs. Please identify at least two areas of personal/professional growth you would like to strengthen during your field experience. This section may also include agency specific requirements.**

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<th>Personal/ Professional Growth Competency:</th>
<th>Evaluation</th>
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<tr>
<td>Practice Behaviors:</td>
<td>Activities:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Instructor Comments

Student Comments

Acknowledgment of Learning Contract:

Student: ___________________________________________________________  Date: _________________
Field Instructor: ______________________________________________________  Date: _________________
Liaison: _____________________________________________________________  Date: _________________

Acknowledgement for Midterm

Student: ___________________________________________________________  Date: _________________
Field Instructor: ______________________________________________________  Date: _________________
Liaison: _____________________________________________________________  Date: _________________

Acknowledgement for Final

Student: ___________________________________________________________  Date: _________________
Field Instructor: ______________________________________________________  Date: _________________

Acknowledgement that student has completed the necessary 500 hours for field

Liaison: _____________________________________________________________  Date: _________________

Student’s Grade (circled by the field instructor and verified by the liaison)

PASS     FAIL
The University of Alabama School of Social Work  
SW 595 Adults and Their Families  
SW 595 Adults and Their Families PAA  
Learning Contract and Evaluation Form

Student’s Name: ________________________________________  Agency: _______________________________________

Field Instructor: _______________________________  Phone: _______________________________  Email: _______________________________

Liaison: _______________________________

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Students: Review the following table of terms and definitions to gain a better understanding of what they mean in relation to developing your learning contract and how you are evaluated for this class. Become oriented with your field placement. Review the agency’s mission, goals, programs, populations served, etc. Meet with your field instructor to discuss the range of activities available to you. Summarize the scope of these learning activities in a written paragraph directly related to the advanced competencies and practice behaviors of your concentration.

Concentration – competency and practice behaviors (summary paragraph)

Professional Development Activities:

Other major learning activities:
FIELD INSTRUCTORS: WRITE EVALUATION RATINGS IN FAR RIGHT COLUMNS USING THE NUMERICAL SYSTEM BELOW. PROVIDE ANY ADDITIONAL FEEDBACK IN THE SPACE PROVIDED AFTER EACH SECTION.

Rate each student on the degree to which she/he has exhibited beginning competence in performing each of the 10 competencies (the 42 practice behaviors are listed because they help to define the competencies). Please use the following scale. Note, “9” is not an allowable rating for the final evaluation. Also note that competencies are complex; the student is expected to exhibit the practice behaviors for the competency with several groups or in several settings. To achieve a high rating, the student should have exhibited the behavior in all the ways listed. Provide one rating for each competency, based on the student’s performance of the practice behaviors in multiple settings and/or for multiple groups.

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<td>Midterm</td>
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**Instructor Comments**

**Student Comments**

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<td>Midterm</td>
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allows for professional values to guide practice

Make ethical decisions by applying standards of the National Association of Social Worker’s Ethics

Tolerate ambiguity in resolving ethical conflicts

Apply strategies of ethical reasoning in decision making

Instructor Comments

Student Comments

4 - Excellent     3 - Above Average     2 - Average     1- Below Average     0 - Unsatisfactory   9 - Student has not yet had the opportunity to exhibit this practice behavior

Competency and Practice Behaviors:

Competency: 2.1.3 Student applies critical thinking to inform and communicate professional judgment.
Distinguish, appraise, and integrate multiple sources of knowledge, including research based knowledge and practice wisdom
Analyze models of assessment, prevention, intervention, and evaluation
Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, and communities
**Competency and Practice Behaviors:**

**Competency: 2.1.4** Student engages in diversity and difference in practice.

Recognize and communicate understanding of the importance of difference in shaping life experiences.

Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.

Gain sufficient self awareness to eliminate the influence of personal biases and values in working with diverse groups. (To include being mindful of diversity within own identity)

View herself/himself as a learner, appreciate client cultural differences, and actively learn from her/his clients and colleagues.

**Evaluation**

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<th>Competency and Practice Behaviors:</th>
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<th>Midterm</th>
<th>Final</th>
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<tr>
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</table>
### Evaluation

**Cometency and Practice Behaviors:**

<table>
<thead>
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<th>Competency: 2.1.5 Student advances human rights and social economic justice.</th>
<th>Activities:</th>
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<tbody>
<tr>
<td>Demonstrate ability of the forms and mechanisms of oppression and discrimination and their effects of vulnerable populations.</td>
<td>Midterm</td>
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<tr>
<td>Advocate for human rights and social economic justice.</td>
<td></td>
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<td>Engage in practices that advance social and economic justice.</td>
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### Instructor Comments

### Student Comments

<table>
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<th>Competency: 2.1.6 Student engages in research informed practice and practice informed research.</th>
<th>Activities:</th>
</tr>
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<tbody>
<tr>
<td>Demonstrate ability to use practice experience to</td>
<td>Midterm</td>
</tr>
</tbody>
</table>
Inform scientific inquiry

Adapts evidence based practices in field agency

Demonstrates ability to use research evidence to inform practice

### Instructor Comments

### Student Comments

<table>
<thead>
<tr>
<th>Competency and Practice Behaviors:</th>
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</tr>
</thead>
</table>
| **Competency: 2.1.7 Student applies knowledge of human behavior and the social environment.**
Use conceptual frameworks to guide the process of assessment, intervention, and evaluation across the life course

Critique and apply knowledge to understand person and environment | Activities: |
| **Midterm** | **Final** |

4 - Excellent   3 - Above Average   2 - Average   1 - Below Average   0 - Unsatisfactory   9 - Student has not yet had the opportunity to exhibit this practice behavior

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Instructor Comments

Student Comments
### Competency: 2.1.8 Student engages in policy practice to advance social and economic well being and deliver effective social work services

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<td></td>
<td>Midterm</td>
</tr>
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### Instructor Comments

### Student Comments

4 - Excellent  3 - Above Average  2 - Average  1 - Below Average  0 - Unsatisfactory  9 - Student has not yet had the opportunity to exhibit this practice behavior

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<thead>
<tr>
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<tr>
<td>Competency: 2.1.9 Respond to contexts that shape practice. Social workers continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to create responsive policies and</td>
<td></td>
<td>Midterm</td>
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</table>
Social workers provide leadership in promoting sustainable changes in policy, service delivery, and practice to improve the quality of social services.

**Instructor Comments**

**Student Comments**

4 - Excellent  3 - Above Average  2 - Average  1- Below Average  0 - Unsatisfactory  9 - Student has not yet had the opportunity to exhibit this practice behavior

<table>
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<tr>
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<tbody>
<tr>
<td><strong>Competency: 2.1.10</strong> Student engages with, assesses, intervenes with, and evaluates individuals, families, groups, organizations, and communities. To substantively and effectively prepare to work with: Individuals, families, groups, organizations, and communities. Demonstrates the use of empathy and other interpersonal skills. Work collaboratively with clients toward mutually agreed upon outcomes. Collect, organize and interpret client data. Assess client strengths and limitations. Develop mutually agreed on intervention goals and objectives with clients.</td>
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Emphasize and apply appropriate interventions strategies

Initiate actions to achieve organizational and community goals

Implement prevention interventions that enhance client capacities

Help clients resolve problems

Negotiate, mediate, and advocate for clients

Facilitate transitions and endings

Critically analyze, monitor, and evaluate interventions

Instructor Comments

Student Comments

4 - Excellent     3 - Above Average     2 - Average     1- Below Average     0 - Unsatisfactory     9 - Student has not yet had the opportunity to exhibit this practice behavior

<table>
<thead>
<tr>
<th>Evaluation</th>
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</tr>
</thead>
<tbody>
<tr>
<td>AF Competency: 1 Student effectively applies selected models and methods of advanced social work practice, consistent with social work values and ethics, with an emphasis in public and non-profit social services. Identify evidence-supported models and methods of social work practice with Adults and their families</td>
<td></td>
</tr>
</tbody>
</table>
Apply evidence supported models and methods of social work practice with Adults and their families

<table>
<thead>
<tr>
<th>Instructor Comments</th>
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</table>

**Student’s Comments**

<table>
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**Competency and Practice Behaviors:**

**AF Competency:** 2 The ability to use reflectively the theoretical approaches and knowledge bases underlying their practice with particular attention to the life course perspective at the advanced level. 
*Apply the life course perspective to evidence-supported models and methods of social work practice with adults and their families.*

<table>
<thead>
<tr>
<th>Activities:</th>
<th>Midterm</th>
<th>Final</th>
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</thead>
</table>

**Instructor Comments**

**Student Comments**

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<tbody>
<tr>
<td>Competency and Practice Behaviors:</td>
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<tr>
<td>----------------------------------</td>
</tr>
<tr>
<td>AF Competency: 3 The ability to evaluate their own practice. Evaluate the process and outcomes of the evidence-supported models of social work practice with adults and their families</td>
</tr>
</tbody>
</table>

**Instructor Comments**

**Student Comments**

4 - Excellent 3 - Above Average 2 - Average 1 - Below Average 0 - Unsatisfactory 9 - Student has not yet had the opportunity to exhibit this practice behavior

<table>
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<th>Competency and Practice Behaviors:</th>
<th>Activities:</th>
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</tr>
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<tbody>
<tr>
<td>AF Competency: 4 The ability to analyze the impact of social welfare policies on clients and practice situations. Identify social welfare and/or organizational policies that affect clients and social work practice with adults and their families Analyze social welfare and/or organizational policies that affect clients and social work practice with Adults and their families Apply results of social welfare and/or organizational policy analyses to social work practice with Adults and their families</td>
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**Instructor Comments**
Student’s Comments

**Personal/ Professional Growth is an important part of the field experience. This section allows students to identify specific personal/professional growth needs. Please identify at least two areas of personal/professional growth you would like to strengthen during your field experience. This section may also include agency specific requirements. Students requesting a field placement with an emphasis in PAA should develop two competencies that reflect this emphasis.**

4 - Excellent  3 - Above Average  2 - Average  1- Below Average  0 - Unsatisfactory  9 - Student has not yet had the opportunity to exhibit this practice behavior

<table>
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<th>(Personal/ Professional Growth) Competency:</th>
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<tbody>
<tr>
<td>Practice Behaviors:</td>
<td>Activities:</td>
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<tr>
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</tr>
</tbody>
</table>

Instructor Comments

Student Comments

**Acknowledgment of Learning Contract:**

Student: ____________________________________________ Date: _________________
Field Instructor: ___________________________________________________________  Date: _________________
Liaison: __________________________________________________________________  Date: _________________

Acknowledgement for Midterm

Student: ___________________________________________________________________  Date: __________________
Field Instructor: ___________________________________________________________  Date: __________________
Liaison: _____________________________________________________________________  Date: __________________

Acknowledgement for Final

Student: ___________________________________________________________________  Date: __________________
Field Instructor: ___________________________________________________________  Date: __________________
Acknowledgement that student has completed the necessary 500 hours for field
Liaison: _____________________________________________________________________  Date: __________________

Student’s Grade *(circled by the field instructor and verified by the liaison)*
PASS            FAIL
The University of Alabama School of Social Work
SW 595 Children, Adolescents and Their Families
SW 595 Children, Adolescents and Their Families PAA
Learning Contract and Evaluation Form

Student’s Name: _____________________________________________________  Agency: ____________________________________________________________

Field Instructor: ___________________________  Phone: ___________________________  Email: _______________________________

Liaison: __________________________________________

INSTRUCTIONS:
The Learning Contract is generated through a collaborative effort by the student and the field instructor and sent electronically to the liaison for review. At mid-term (approximately 250 hours) the completed midterm evaluation is sent to and filed electronically by the liaison. The final evaluation is generated by the field instructor and student, and submitted electronically to the liaison. The field instructor indicates by electronically highlighting, underlining, or circling the grade (pass or fail). The field instructor sends the final evaluation electronically to the liaison, who submits the grade, and forwards the final evaluation electronically to the field office. Paper copies of the Learning Contract are not accepted.

Students: Review the following table of terms and definitions to gain a better understanding of what they mean in relation to developing your learning contract and how you are evaluated for this class. Become oriented with your field placement. Review the agency’s mission, goals, programs, populations served, etc. Meet with your field instructor to discuss the range of activities available to you. Summarize the scope of these learning activities in a written paragraph directly related to the advanced competencies and practice behaviors of your concentration.

Concentration – competency and practice behaviors (summary paragraph)

Professional Development Activities:

Other major learning activities:
Students and Instructors: To complete the initial learning contract, identify learning activities for each practice behavior and “type” them in the table below. During weekly supervision and at midterm, add activities as appropriate.

FIELD INSTRUCTORS: WRITE EVALUATION RATINGS IN FAR RIGHT COLUMNS USING THE NUMERICAL SYSTEM BELOW. PROVIDE ANY ADDITIONAL FEEDBACK IN THE SPACE PROVIDED AFTER EACH SECTION.

Rate each student on the degree to which she/he has exhibited beginning competence in performing each of the 10 competencies (the 42 practice behaviors are listed because they help to define the competencies). Please use the following scale. Note, “9” is not an allowable rating for the final evaluation. **Also note that competencies are complex; the student is expected to exhibit the practice behaviors for the competency with several groups or in several settings. To achieve a high rating, the student should have exhibited the behavior in all the ways listed. Provide one rating for each competency, based on the student’s performance of the practice behaviors in multiple settings and/or for multiple groups.**

4  **Excellent** Student consistently exceeds expectations regarding required performance
3  **Above Average** Student frequently exceeds expectations regarding required performance
2  **Average** Student consistently meets the requirements
1  **Below Average** Student occasionally fails to meet requirements; **must improve**
0  **Unsatisfactory** Student frequently fails to meet requirements; **must improve**
9  Student has not yet had an opportunity to exhibit this practice behavior

**NOTE:** Whenever there is a rating of 2 at midterm, the student, field instructor, and field liaison should modify the learning contract to promote student improvement; whenever there is a 9 at midterm, plans should be made to ensure there will be an opportunity for the student to exhibit the behavior before the conclusion of the field placement. **There must be no 9s at the final.** A student who has even a single 1 at final does not pass this field class.

**Note to Field Instructors:** Please recall that at midterm and final evaluations, you will evaluate the student’s mastery of the competency – not the practice behaviors or activities individually. Only one numerical grade is needed for each competency.
4 - Excellent  3 - Above Average  2 - Average  1 - Below Average  0 - Unsatisfactory  9 - Student has not yet had the opportunity to exhibit this practice behavior

<table>
<thead>
<tr>
<th>Competency and Practice Behaviors:</th>
<th>Activities</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency: 2.1.1 Student identifies as a professional social worker and conducts herself/himself accordingly. Advocate for client access to the services of social work Practice personal reflection and self correction to assure continual professional development Attend to professional roles and boundaries Show a willingness to engage in career long learning Use supervision and consultation</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**Instructor Comments**

**Student Comments**

<table>
<thead>
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</tr>
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<tbody>
<tr>
<td>Competency: 2.1.2 Student applies social work ethical principles to guide professional practice. Recognize and manage personal values in a way that allows for professional values to guide practice</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
Make ethical decisions by applying standards of the National Association of Social Worker’s Ethics
Tolerate ambiguity in resolving ethical conflicts
Apply strategies of ethical reasoning in decision making

<table>
<thead>
<tr>
<th>4 - Excellent</th>
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Competency and Practice Behaviors:

| Competency: 2.1.3 Student applies critical thinking to inform and communicate professional judgment. Distinguish, appraise, and integrate multiple sources of knowledge, including research based knowledge and practice wisdom |
| Analyze models of assessment, prevention, intervention, and evaluation |
| Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, and communities |

Instructor Comments
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</tr>
</thead>
<tbody>
<tr>
<td>Competency: 2.1.4 Student engages in diversity and difference in practice. Recognize and communicate understanding of the importance of difference in shaping life experiences</td>
<td></td>
<td>Midterm</td>
</tr>
<tr>
<td>Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gain sufficient self awareness to eliminate the influence of personal biases and values in working with diverse groups, (To include being mindful of diversity within own identity)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>View herself/himself as a learner, appreciate client cultural differences, and actively learn from her/his clients and colleagues</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Instructor Comments**

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**Student Comments**

4 - Excellent   3 - Above Average   2 - Average   1 - Below Average   0 - Unsatisfactory   9 - Student has not yet had the opportunity to exhibit this practice behavior

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147
## Competency and Practice Behaviors:

### Activities:

<table>
<thead>
<tr>
<th>Competency: 2.1.5 Student advances human rights and social economic justice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency: 2.1.6 Student engages in research informed practice and practice informed research.</td>
</tr>
</tbody>
</table>

### Instructor Comments

<table>
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### Evaluation

<table>
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<td>Competency: 2.1.5 Student advances human rights and social economic justice.</td>
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<table>
<thead>
<tr>
<th>Evaluation</th>
</tr>
</thead>
</table>

148
Adapts evidence based practices in field agency

Demonstrates ability to use research evidence to inform practice

<table>
<thead>
<tr>
<th>Instructor Comments</th>
<th>Student Comments</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Competency and Practice Behaviors:</th>
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<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency: 2.1.6 Student engages in research informed practice and practice informed research. Use conceptual frameworks to guide the process of assessment, intervention, and evaluation across the life course. Critique and apply knowledge to understand person and environment</td>
<td></td>
<td>Midterm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 - Excellent 3 - Above Average 2 - Average 1 - Below Average 0 - Unsatisfactory 9 - Student has not yet had the opportunity to exhibit this practice behavior</td>
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</table>

Instructor Comments

Student Comments
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</tr>
</thead>
<tbody>
<tr>
<td>Competency: 2.1.8 Student engages in policy practice to advance social and economic well being and deliver effective social work services. Analyze, formulate, and advocate for policies that advance social well being as they relate to the work of the agency</td>
<td></td>
<td>Midterm</td>
</tr>
<tr>
<td>Collaborate with colleagues, clients, and or community leaders for effective policy actions</td>
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</table>

Instructor Comments

Student Comments

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</tr>
</thead>
<tbody>
<tr>
<td>Competency: 2.1.9 Respond to contexts that shape practice. Social workers continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to create responsive policies and provide relevant services</td>
<td></td>
<td>Midterm</td>
</tr>
<tr>
<td>Social workers provide leadership in promoting</td>
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</table>
sustainable changes in policy, service delivery, and practice to improve the quality of social services

Instructor Comments

Student Comments

<table>
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</thead>
</table>
| Competency: 2.1.10 Student engages with, assesses, intervenes with, and evaluates individuals, families, groups, organizations, and communities. To substantively and effectively prepare to work with: Individuals, families, groups, organizations, and communities
Demonstrates the use of empathy and other interpersonal skills
Work collaboratively with clients toward mutually agreed upon outcomes
Collect, organize and interpret client data
Assess client strengths and limitations
Develop mutually agreed on intervention goals and objectives with clients
Emphasize and apply appropriate interventions strategies
Initiate actions to achieve organizational and community | | |
| | | Midterm | Final |

4 - Excellent   3 - Above Average   2 - Average   1 - Below Average   0 - Unsatisfactory   9 - Student has not yet had the opportunity to exhibit this practice behavior
## Goals

- Implement prevention interventions that enhance client capacities
- Help clients resolve problems
- Negotiate, mediate, and advocate for clients
- Facilitate transitions and endings
- Critically analyze, monitor, and evaluate interventions

### Instructor Comments

<table>
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<tr>
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</tr>
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</table>

### Student Comments

### Competency and Practice Behaviors:

**CAF Competency: 1**  
Student effectively applies selected models and methods of advanced social work practice, consistent with social work values and ethics, with an emphasis in public and non-profit social services.  
Identify evidence-supported models and methods of social work practice with children and their families  
Apply evidence supported models and methods of social work practice with children and their families

### Evaluation

<table>
<thead>
<tr>
<th>Competency and Practice Behaviors:</th>
<th>Activities:</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAF Competency: 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify evidence-supported models and methods of social work practice with children and their families</td>
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<td></td>
<td></td>
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<tr>
<td>Apply evidence supported models and methods of social work practice with children and their families</td>
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</table>
Instructor Comments

Student’s Comments

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<tr>
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<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAF Competency: 2 The ability to use reflectively the theoretical approaches and knowledge bases underlying their practice with particular attention to the life course perspective at the advanced level. Apply the life course perspective to evidence-supported models and methods of social work practice with children and their families.</td>
<td></td>
<td>Midterm</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation</th>
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<tbody>
<tr>
<td>4 - Excellent</td>
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Instructor Comments

Student Comments

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</thead>
<tbody>
<tr>
<td>CAF Competency: 3 The ability to evaluate their own practice.</td>
<td></td>
<td>Midterm</td>
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</table>

<table>
<thead>
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<tbody>
<tr>
<td>4 - Excellent</td>
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</tbody>
</table>
Evaluate the process and outcomes of the evidence-supported models of social work practice with children and their families

Instructor Comments

Student Comments

4 - Excellent     3 - Above Average     2 - Average     1 - Below Average     0 - Unsatisfactory     9 - Student has not yet had the opportunity to exhibit this practice behavior

<table>
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</thead>
<tbody>
<tr>
<td><strong>CAF Competency: 4 The ability to analyze the impact of social welfare policies on clients and practice situations.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify social welfare and/or organizational policies that affect clients and social work practice with children and their families</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyze social welfare and/or organizational policies that affect clients and social work practice with children and their families</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply results of social welfare and/or organizational policy analyses to social work practice with children and their families</td>
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</tr>
</tbody>
</table>

Instructor Comments

Student’s Comments

*Personal/ Professional Growth is an important part of the field experience. This section allows students to identify specific personal/professional growth needs. Please identify at least two areas of personal/professional growth you would like to strengthen*
during your field experience. This section may also include agency specific requirements. Students requesting a field placement with an emphasis in PAA should develop two competencies that reflect this emphasis.

4 - Excellent  3 - Above Average  2 - Average  1 - Below Average  0 - Unsatisfactory  9 - Student has not yet had the opportunity to exhibit this practice behavior

<table>
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<tr>
<th>Personal/ Professional Growth Competency:</th>
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</table>

Instructor Comments

Student Comments

Acknowledgment of Learning Contract:

Student: ___________________________________________  Date: ________________

Field Instructor: ______________________________________  Date: ________________

Liaison: ____________________________________________  Date: ________________
Acknowledgement for Midterm

Student: ________________________________  Date: ________________

Field Instructor: ________________________________  Date: ________________

Liaison: ___________________________________  Date: ________________

Acknowledgement for Final

Student: ________________________________  Date: ________________

Field Instructor: ________________________________  Date: ________________

Acknowledgement that student has completed the necessary 500 hours for field

Liaison: ___________________________________  Date: ________________

Student’s Grade (circled by the field instructor and verified by the liaison)

PASS      FAIL
APPENDIX D

UNIVERSITY OF ALABAMA POLICIES

Nondiscrimination Statement ................................................................. 155
The University of Alabama Equal Opportunity Policy ......................... 155
The University of Alabama Harassment Policy ...................................... 156
The University of Alabama Sexual Assault Policy ............................... 163
Nondiscrimination Statement

The University of Alabama complies with applicable laws prohibiting discrimination, including Titles VI and VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act, Executive Order 11246, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans Adjustment Assistance Act, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, the ADA Amendments Act of 2008, and the Genetic Information Nondiscrimination Act of 2008 and does not discriminate on the basis of genetic information, race, color, religion, national origin, sex, sexual orientation, age, disability or veteran status in admission or access to, or treatment of employment in, its programs and services. Inquiries and concerns may be directed to Ms. Gwendolyn Hood, University Compliance Officer, 171 Rose Administration Building, Box 870300, Tuscaloosa, AL 35487-0300, (205) 348-5855 (Voice); (205) 348-5573 (TDD). Inquiries or concerns regarding The University’s Title IX Compliance may be directed to the University’s Title IX Coordinator, Ms. Beth Howard, 152A Rose Administration

The University of Alabama Equal Opportunity Policy

The University of Alabama is committed to equal opportunity in employment and education and does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or citizenship or veteran status as provided by law. The University complies with all applicable nondiscrimination and affirmative action provisions of the Civil Rights Act of 1964, Executive Order 11246, the Education Amendments of 1972, the Rehabilitation Act of 1973, the Vietnam Era Veterans Readjustment Assistance Act of 1974, the Age Discrimination in Employment Act of 1967, the Age Discrimination Act of 1975, the Immigration Reform and Control Act of 1986, and the Americans with Disabilities Act of 1990. Inquiries concerning this policy may be directed to the Office of Equal Opportunity Programs, Room 171 Rose Administration Building, Box 870300, The University of Alabama, Tuscaloosa, Alabama 35487-0300; 205/348-5855.
The University of Alabama Harassment Policy

I. Statement of Policy

A. Harassment Is Not Tolerated

The University of Alabama is committed to providing an environment for employees, students, and campus visitors that is free from illegal harassment based on race, color, religion, ethnicity, national origin, sex, sexual orientation, age, disability, or veteran status. Such illegal harassment violates federal civil rights laws and University nondiscrimination policy and may lead to personal liability for the results of such behavior.

The University of Alabama is committed to providing and promoting an atmosphere in which employees can realize their maximum potential in the workplace and students can engage fully in the learning process. Toward this end, all members of the University community (including faculty, staff and students) must understand that harassment based upon one’s protected status as identified above will not be tolerated, and that they are required to abide by the following policy. The University will take appropriate action to prevent, correct, and where warranted, discipline behavior that violates its Harassment Policy.

The University implements its Harassment Policy through preventive education and training and through procedures for investigating and resolving claims of harassment. Employees and students are encouraged to review the University’s on-line training tutorial on harassment (http://training.newmedialearning.com/psh/ua/) and participate in training programs, which are offered by a variety of departments and divisions, including the Department of Human Resources. Individuals who believe they are being harassed are encouraged to report the problem to appropriate administrative officials. Information about appropriate complaint channels and the procedures for resolution of claims of harassment follows and can also be obtained from the Deans’ Offices, the Vice Presidents’ Offices, the Department of Human Resources, or the Office of Equal Opportunity Programs.

B. Retaliation Is Not Tolerated

The University encourages students, faculty, and staff to express freely, responsibly, and in an orderly way opinions and feelings about any problem or complaint of harassment. Retaliation against persons who oppose or complain about harassment is strictly prohibited. Retaliation is any action that has the effect of punishing a person for engaging in a legally protected activity, such as alleging harassment, making a harassment complaint, or assisting in a harassment investigation. Examples of retaliatory adverse employment actions include suspension, demotion, or termination. In addition, this policy prohibits retaliation in the form of harassment, intimidation, threats, or coercion, or in the form of any materially adverse harm that would dissuade a reasonable student or employee from filing a harassment complaint or participating in a harassment investigation.

An employee/student is protected against retaliation for his or her opposition to harassment as long as the employee/student has a reasonable and “good faith” belief that the complained of
conduct is illegal, even if it turns out that the complainant was mistaken as to the legality of the conduct. It is a violation of the University’s policy to retaliate against the complainant(s), respondent(s), witnesses or others involved in the review of such complaints. Any employee who retaliates against an employee or a student in violation of the law and/or the University’s Harassment policy is subject to disciplinary action.

This Harassment policy shall not, however, be used to bring frivolous or malicious complaints against students, faculty or other employees. If a complaint has been made in bad faith, as demonstrated by clear and convincing evidence, disciplinary action may be taken against the person bringing the complaint.

II. Factors Considered in Determining Existence of Harassment

A. Definition of Harassment

Harassment is abusive or hostile conduct which is directed toward or inflicted upon another person because of his or her race, color, religion, ethnicity, national origin, sex, sexual orientation, age, disability, or veteran’s status and which, because of its severity or pervasiveness, unreasonably interferes with an individual’s work or academic performance or creates a hostile or abusive work or learning environment for that individual’s work, education, or participation in a University activity. Harassment is typically based on stereotyped prejudices and includes, but is not limited to, slurs, jokes, objectionable epithets, or other verbal, graphic, or physical conduct that demeans, insults, or intimidates an individual because of his or her race, color, religion, ethnicity, national origin, sex, sexual orientation, age, disability, or veteran status.

B. Sexual Harassment Defined

Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when (1) submission to such conduct is made, either explicitly or implicitly, a term or condition of employment or academic advancement; (2) submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's performance as an employee or student or creating an intimidating, hostile, or offensive working or learning environment.

C. Factors Considered in Assessing Whether Harassment Exists

In determining whether conduct constitutes prohibited harassment, the following understandings shall apply:

1. Harassment must be distinguished from behavior which, even though unpleasant or uncomfortable, is appropriate to the carrying out of instructional or supervisory responsibilities (e.g., criticism of work, corrective discipline, performance evaluation; discussion of controversial topics germane to an academic subject);

2. The totality of the circumstances must be evaluated to determine whether a particular act or course of conduct constitutes harassment, including the frequency, severity, and context of the questioned conduct and whether the conduct was physically threatening and humiliating or a mere utterance;
3. The conduct alleged to be harassment will be evaluated from the perspective of a reasonable person in a similar situation and not simply the particular sensitivity or reaction of an individual;

4. An isolated incident of hostile behavior, although offensive, usually will not be sufficient to establish a claim of illegal harassment. For example, generally, a single sexual joke, offensive epithet, or request for a date does not constitute sexual harassment; however, being subjected to such jokes, epithets or requests repeatedly may constitute sexual harassment. However, administrators and supervisors should take corrective action when such isolated incidents occur, in order to ensure that repetition of that or similar conduct does not rise to the level of illegal harassment; and

5. Although repeated incidents of hostile conduct generally create a stronger claim of harassment, a serious incident, even if isolated, may be sufficient.

D. Academic Freedom and Harassment

In cases of alleged illegal harassment, the protections of the First Amendment must be considered if issues of speech or artistic expression are involved. Free speech rights apply in the classroom and in all other education programs and activities of public institutions, and First Amendment rights apply to the speech of students and teachers. Great care must be taken not to inhibit open discussion, academic debate, and expression of personal opinion, particularly in the classroom. Nonetheless, speech or conduct of a harassing, sexual or hostile nature; which occurs in the context of educational instruction may exceed the protections of academic freedom and constitute prohibited harassment if it meets the definition of harassment noted above and 1) is reasonably regarded as non-professorial speech (i.e., advances a personal interest of the faculty member as opposed to furthering the learning process or legitimate objectives of the course), or 2) lacks accepted pedagogical purpose or is not germane to the academic subject matter.

III. Reporting of Harassment or Related Retaliation Allegations

A. Prompt Reporting Required

Persons who believe they have been targets of harassment or related retaliation should report the incident(s) immediately to appropriate administrative officials as set forth below. Delay in reporting to these university officials makes it more difficult to investigate fairly and adequately the incident and may contribute to the repetition of offensive behavior.

B. Confidentiality

The University will do everything consistent with enforcement of this policy and with the law to protect the privacy of the individuals involved and to ensure that the complainant and the accused are treated fairly. Information about individual complaints and their disposition is considered confidential and will be shared only on a “need to know” basis.

C. Reporting Channels
The following sections identify appropriate harassment resource persons and complaint-receiving officials that students and employees should contact regarding illegal harassment and/or retaliation for complaining or participating in a complaint or investigation.

1. **Responsibilities of Supervisory Personnel**

   All members of the university community have a general responsibility to contribute in a positive way to a university environment that is free of illegal harassment. Supervisory personnel, however, have additional responsibilities. Supervisory personnel are not only responsible for educating and sensitizing employees in their units about harassment issues, but they are also directed to take all appropriate steps to prevent and stop harassment in their areas of responsibility, which may include training. Supervisory personnel who are contacted by an individual seeking to file a complaint about harassment in their unit or area of responsibility shall assist the complainant in contacting the appropriate complaint-receiving officials identified below.

2. **Student Complaints**

   Students with complaints of harassment against faculty members, graduate assistants or other student employees, and staff members in departments, schools, or colleges should contact the designated Harassment Resource Person in their department, school or college or in the department, school or college in which the alleged offender is employed. A faculty member to whom a student has come with a complaint of harassment should recommend that the student contact the designated Harassment Resource Person. The name and location of the designated Harassment Resource Person can be obtained online from the Office of Equal Opportunity Programs website or from the Office of Equal Opportunity Programs.

   Students participating in internships, field placements, student teaching, or similar academic experiences in settings off campus should report complaints of harassment arising out of those placements to the University faculty or staff member providing supervision or to the designated Harassment Resource Person in their college or school. Students with complaints of harassment against other students should be addressed to the Student Affairs designated Harassment Resource Person(s).

   Students who believe for any reason that they cannot effectively communicate their concern through any of these channels may consult the University Compliance Officer in the Office of Equal Opportunity Programs, or if conflicts exist with the University Compliance Officer, students may consult with the Vice President for Community Affairs.

   Students who believe they are targets of sexual assault or sexual harassment may seek advice and referral from both the Women’s Resource Center and the Counseling Center. These offices keep all information confidential and neither receive formal complaints nor conduct investigations. The Counseling Center is also available to students for assistance on a wide range of issues.
3. Employee Complaints

Employees should report complaints of harassment to the designated Harassment Resource Person for the college, school, or administrative unit in which they are employed or to the Department of Human Resources. Employees who believe for any reason that they cannot effectively communicate their concerns through any of these channels may consult the University Compliance Officer in the Office of Equal Opportunity Programs, or if conflicts exist with the University Compliance Officer, employees may consult with the Vice President for Community Affairs.

Employees who believe they are targets of sexual assault or sexual harassment may seek advice and referral from the Women’s Resource Center. The Women’s Resource Center keeps all information confidential and neither receives formal complaints nor conducts investigations.

D. Procedures for Handling Complaints of Harassment

Individuals who believe they are targets of unlawful harassment in their working or academic environments are encouraged to respond to the alleged harasser directly, by objecting and by requesting that the unwelcome behavior stop. Individuals may also seek assistance or intervention, short of filing a complaint, from their supervisor or University complaint-receiving officials referenced in paragraphs C (2) and (3) above.

An initial discussion between the complainant and the complaint-receiving official will be kept confidential to the extent allowed by law, with no formal written record. The complaint-receiving official will explain the options available and will counsel the complainant. If the complainant, after an initial meeting with the complaint-receiving official, decides to proceed, the complainant will be requested to provide a written statement describing the complaint.

Complaints of harassment will receive prompt attention. Complaints may be resolved through the informal or formal procedures described below, and appropriate action will be taken. Informal means are encouraged as the beginning point, but the choice of where to begin normally rests with the complainant. However, if the complaint-receiving official believes that the matter is sufficiently grave because it seems to be part of a persistent pattern, because of the nature of the alleged offense, or because the complainant seeks to have a sanction imposed, then the complaint-receiving official will initiate a formal procedure, or take other appropriate action.

- Informal Procedures

  a) The complainant may attempt to resolve the matter directly with the alleged offender and report back to the complaint-receiving official.

  b) The complaint-receiving official may notify the alleged offender of the complaint, paying appropriate attention to the need to maintain confidentiality. The complaint-receiving official may take whatever steps short of disciplinary sanctions that he or she deems appropriate to effect an informal resolution acceptable to both parties.
c) Where the alleged offender is a student, the complainant and accused may choose to participate in mediation. If a complaint is resolved informally, no record of the complaint will be entered in the alleged offender’s personnel file or student records. However, the complaint-receiving official will, in the form of a confidential file memorandum, record the fact of the complaint and the resolution achieved. A copy of this memorandum will be forwarded to the University Compliance Officer in the Office of Equal Opportunity Programs where it will be retained in confidential files.

- **Formal Procedures**

In formal resolution procedures, the written and signed complaint will be directed to the following officials:

a) If the complaint is against a faculty member, other instructional personnel, or staff employed in a college or school, it should be directed to the dean of the college/school.

b) If the complaint is against a staff member in a unit other than a college or school, it should be directed to the Office of Equal Opportunity Programs.

c) If the complaint is against a student, not acting in an instructional or other employment capacity, it should be directed to the Office of the Vice President for Student Affairs.

d) If the complaint is against a person outside the University (non-employee, non-student), it should be directed to the dean of the college or school if the behavior is occurring in a college or school, to the Office of Equal Opportunity Programs if the behavior is occurring in the work environment outside an academic unit, or to the Office of the Vice President for Student Affairs if the complainant is a student.

e) If conflicts or other problems exist with the dean or the Office of the Vice President for Student Affairs handling the complaint, the complaint may be filed with the University Compliance Officer in the Office of Equal Opportunity Programs. If conflicts exist with the University Compliance Officer, individuals may consult with the Vice President for Community Affairs.

The officials listed directly above, or their appointed designees, will conduct a prompt and appropriate investigation, conducting whatever inquiry they deem necessary, and will arrange conferences with the complainant, the alleged offender, and any other appropriate persons. The investigation, subject to the confidentiality provision above, will afford the accused an opportunity to respond to the allegations. Those directing investigations will make a record of the case, including a record of their decision and any sanctions imposed. Those records are to be retained for at least four years after the individual leaves the University employment. The officials conducting the inquiry shall forward to the Office of Equal Opportunity Programs (i) a copy of the complaint, (ii) the decision made regarding the complaint, and (iii) any resolution achieved, including any sanctions imposed, which will be retained in that office’s confidential files. The complainant and the alleged offender will be notified whether the investigation results in a finding of a policy violation; however, that information should be treated by both parties as confidential and private. (Mandating harassment training is not to be considered a “sanction.”)
A complainant not satisfied with the resolution achieved by the formal procedures may discuss the matter further with the University Compliance Officer in the Office of Equal Opportunity Programs.

**E. Disciplinary Sanctions**

A conclusion that harassment in violation of University policy or the law has occurred shall subject the offender to appropriate disciplinary action and may result in suspension, discharge, expulsion or dismissal. University disciplinary procedures and possible sanctions are described in the Code of Student Conduct in the Student Handbook, the Staff Handbook and Policy Manual, and the Faculty Handbook. Sanctions imposed will be determined on the basis of the facts of each case and the extent of harm to the University’s interests.

(Student Handbook, Policies and Procedures for Students, [http://eop.ua.edu/harrassment.html](http://eop.ua.edu/harrassment.html))
The University of Alabama Sexual Assault Policy

A. Commitment

The University of Alabama is committed to maintaining a supportive and safe educational environment, one which seeks to ensure the well-being of all members of its community. This commitment reflects the institution's adherence to its mission, to its various policies supporting its mission, and to relevant state and federal laws. To that end, the University has adopted the following sexual assault policy.

B. Definition

Sexual Assault is defined for purposes of this policy as:

1. Any form of attempted or actual nonconsensual sexual contact by a member of the University community, whether such person is known or unknown to the victim, against another member of the University community.

2. A person shall be deemed not to have knowingly and/or voluntarily consented within the meaning of this policy if, at the time of the attempt or of the sexual assault, the person is incapable of giving consent because of mental incapacitation, physical impairment, alcohol or drug consumption, or loss of consciousness.

3. For the purposes of this policy, “sexual contact” shall mean any touching of the sexual or other intimate parts of a person, done for the purpose of gratifying the sexual desire of either party.

C. Reporting Process

The University strongly encourages individuals to report sexual assaults to the appropriate law enforcement agencies and University officials. Reporting an assault is the only effective way that action can be taken against the alleged attacker. Victims are encouraged to use the following procedures:

1. Individuals should first contact the University Police or local police authorities. Both agencies may be reached by calling Emergency 911.

2. Individuals may also contact the following University administrative offices for assistance:
   a. The Women's Center (348-5040)
   b. The Office of Student Life (348-6114)
      (1) On-call dean (394-1566 - beeper)
      (2) Assistant Vice President for Student Affairs: Dr. Adam Sterritt (348-8228)

D. University Disciplinary Process
The University of Alabama is committed to providing an investigative hearing process that is sensitive, fair, supportive, and respectful of the rights and needs of all involved. To the extent not already provided for by existing disciplinary procedures, the complainant and the accused are entitled to the same opportunities to have others present during a disciplinary proceeding; both the complainant and the accused shall be informed of the outcome of any institutional disciplinary proceeding brought alleging a sex offense. As provided by existing University disciplinary procedures, under appropriate circumstances, interim measures may be taken to provide for the safety of the complainant, of the accused and of witnesses. University disciplinary procedures and possible sanctions are described in the Code of Conduct in the Student Handbook, University Staff Handbook, and the University Faculty Handbook.

E. Medical and Counseling Support Services

It is very important for victims of sexual assault to obtain immediate medical care following a sexual assault, whether or not the sexual assault is reported, to ensure the victim's well-being and to document, collect and properly preserve physical evidence of the assault.

1. In addition to care of obvious injuries, medical attention is needed to protect the victim from sexually transmitted diseases or the possibility of pregnancy. Immediate medical attention can be received at the nearest local hospital emergency room. In order to preserve physical evidence of the assault, victims should not change clothes, bathe, douche, or use the toilet before seeking medical care. The Russell Student Health Center can provide students with assistance and information concerning other medical resources available.

2. Confidential counseling for student victims of sexual assault is available through the University's Counseling and Psychological Services Center. CAPS and the Women's Center can also provide referral information for students, staff and faculty to other community resources.

F. Women's Center Sexual Assault Victim Advocate

The University of Alabama Women's Center provides a Sexual Assault Victim Advocate Program. This program provides needed support in a time of crisis to victims of sexual assault. The advocate will help victims, their families, and friends by providing information and support. If requested by the victim and if reasonably available, the University will provide modifications to living arrangements for the victim, if residing in University housing. Also, if requested by the victim and if reasonably available, rearrangement of academic class schedules for the victim may be provided. The Women's Center Sexual Assault Victim Advocate can be contacted at 348-5040.

G. Educational Programs

The University of Alabama is committed to providing preventive, informative, and supportive programs for all members of the University community. Campus-wide programs coordinated by the
Women's Center are designed to increase safety awareness, develop self-defense techniques, improve communication skills between women and men, help prevent acquaintance and stranger rape, build self-esteem, and provide information on steps to take in the event of a sexual assault.

(Faculty Handbook, Appendix O, http://facultyhandbook.ua.edu/?page_id=245.)
APPENDIX E

MISCELLANEOUS

Alabama State Board of Examiners Standards of Professional Conduct and Ethics ................................................................. 167
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Alabama State Board of Examiners  
Standards of Professional Conduct and Ethics

The Alabama State Board of Social Work Examiners is a seven-member board consisting of LBSW, LGSW and LCSW. The members are appointed by the Governor.

The Board is charged by law with regulating the practice of social work in order to protect the health, safety and welfare of the people of Alabama. It does so by enforcing the education and training requirements established by law for licensure in social work, by adopting and enforcing a code of ethics governing licensees, by establishing and enforcing continuing education requirements, and by addressing unlicensed practice.

Alabama Board of Examiners Standards for Professional Conduct and Ethics can be found at: http://www.abswe.state.al.us/pdfs/850-X-9%20Standards%20of%20Professional%20Conduct%20and%20Ethics.pdf. Students are responsible for printing from this site to ensure that they have the most current version of the Code.

Council on Social Work Education

The BSW and MSW programs are accredited by the Council on Social Work Education and conform to standards set forth by its Educational Policy and Accreditation Standards. A copy of the EPAS is provided to all adjunct faculty, liaisons, and students through the Field Education Office during orientations. It is also printed in the student handbooks, which are provided to students at orientation and are available on our website.

NASW Code of Ethics

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

National Association of Social Workers (NASW) Code of Ethics can be found at: http://www.socialworkers.org/pubs/code/code.asp. Students are responsible for printing from this site to ensure that they have the most current version of the Code.
School of Social Work Policy Statement on Cultural Diversity

As stated in the National Association of Social Worker's Code of Ethics and consistent with the University of Alabama’s Equal Opportunity Policy, we the faculty, staff, and students of the School of Social Work:

1. Advocate the elimination of any form of discrimination on the basis of race, color, gender, sexual orientation, age, religion, national origin, marital status, political belief, mental or physical limitation, or socio-economic status.

2. Are committed to teach, encourage, and promote an appreciation for and understanding of diversity in the School of Social Work, the University of Alabama, our profession, and our community.

3. Affirm the value of soliciting and incorporating diversity into all aspects of our educational experiences, our profession, and our personal lives as one way to enrich our total life experience individually and collectively as members of a world community.
APPENDIX F

COUNCIL ON SOCIAL WORK EDUCATION EDUCATIONAL POLICY AND ACCREDITATION STANDARDS
Educational Policy and Accreditation Standards

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work’s purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master’s, and doctoral levels—shapes the profession’s future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master’s-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (in italics) 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.

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1. Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals
The mission and goals of each social work program address the profession’s purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

Educational Policy 1.1—Values
Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession’s commitment to respect for all people and the quest for social and economic justice.

Educational Policy 1.2—Program Context
Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.

Accreditation Standard 1.0—Mission and Goals
The social work program’s mission and goals reflect the profession’s purpose and values and the program’s context.

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

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

2. Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice The explicit curriculum constitutes the program’s formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program’s competencies through an intentional design that includes the foundation offered at the baccalaureate and master’s levels and the advanced curriculum offered at the master’s level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.1—Core Competencies Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.
Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

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

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

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

Educational Policy 2.1.4—Engage diversity and difference in practice.
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers
recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
• gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
• recognize and communicate their understanding of the importance of difference in shaping life experiences; and
• view themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5—Advance human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

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

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

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

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or
achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

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

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

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

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

**Educational Policy 2.1.9—Respond to contexts that shape practice.**

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

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

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

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.
Educational Policy 2.1.10(a)—Engagement

Social workers

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

Educational Policy 2.1.10(b)—Assessment

Social workers

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

Educational Policy 2.1.10(c)—Intervention

Social workers

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

Educational Policy 2.1.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

Educational Policy B2.2—Generalist Practice

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

**Educational Policy M2.2—Advanced Practice** Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

**Educational Policy 2.3—Signature Pedagogy: Field Education** Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

**Accreditation Standard B2.0—Curriculum**

The 10 core competencies are used to design the professional curriculum. The program

B2.0.1 Discusses how its mission and goals are consistent with generalist practice as defined in EPB2.2.

B2.0.2 Identifies its competencies consistent with EP 2.1 through 2.1.10(d).

B2.0.3 Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)]

B2.0.4 Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0)

B2.0.5 Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.
Accreditation Standard M2.0—Curriculum

The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration. The program

M2.0.1 Identifies its concentration(s) (EP M2.2).

M2.0.2 Discusses how its mission and goals are consistent with advanced practice (EP M2.2).

M2.0.3 Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.

M2.0.4 Provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].


M2.0.5 Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

M2.0.6 Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.

Accreditation Standard 2.1—Field Education

The program discusses how its field education program

2.1.1 Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.

B2.1.2 Provides generalist practice opportunities for students to demonstrate the core competencies.

M2.1.2 Provides advanced practice opportunities for students to demonstrate the program’s competencies.

2.1.3 Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master’s programs.

2.1.4 Admits only those students who have met the program’s specified criteria for field education.

2.1.5 Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program’s competencies.
2.1.6 Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

2.1.7 Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

2.1.8 Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student’s employment.

3. Implicit Curriculum

Educational Policy 3.0—Implicit Curriculum: The Learning Environment The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program’s commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student’s learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program’s graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.

Educational Policy 3.1—Diversity
The program’s commitment to diversity—including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social
Accreditation Standard 3.1—Diversity

3.1.1 The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.

3.1.2 The program describes how its learning environment models affirmation and respect for diversity and difference.

Educational Policy 3.2—Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student’s professional development.

Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

B3.2.1 The program identifies the criteria it uses for admission.

M3.2.1 The program identifies the criteria it uses for admission. The criteria for admission
to the master’s program must include an earned bachelor’s degree from a college or university accredited by a recognized regional accrediting association.

1.1.2. The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

M3.2.3 BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous.

Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

3.2.4 The program describes its policies and procedures concerning the transfer of credits.

3.2.5 The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

1.1.3.
Advisement, retention, and termination

3.2.6 The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.

3.2.7 The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.

3.2.8 The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.

Student participation

3.2.9 The program describes its policies and procedures specifying students’ rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.

3.2.10 The program demonstrates how it provides opportunities and encourages students to organize in their interests.

Educational Policy 3.3—Faculty Faculty qualifications, including experience related to the program’s competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program’s faculty models the behavior and values expected of professional social workers.

Accreditation Standard 3.3—Faculty

3.3.1 The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.

3.3.2 The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and
the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master’s programs.

**B3.3.3** The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master’s degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.

**M3.3.3** The master’s social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.

**3.3.4** The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.

**3.3.5** Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program’s mission and goals.

**3.3.6** The program describes how its faculty models the behavior and values of the profession in the program’s educational environment.

**Educational Policy 3.4—Administrative Structure** Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.

**Accreditation Standard 3.4—Administrative Structure**

**3.4.1** The program describes its administrative structure and shows how it provides the
necessary autonomy to achieve the program’s mission and goals.

3.4.2 The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution’s policies.

3.4.3 The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.

3.4.4 The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.

B3.4.4(a) The program describes the BSW program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.

B3.4.4(b) The program provides documentation that the director has a full-time appointment to the social work program.

B3.4.4(c) The program describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.

M3.4.4(a) The program describes the MSW program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.

M3.4.4(b) The program provides documentation that the director has a full-time appointment to the social work program.

M3.4.4(c) The program describes the procedures for determining the
program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 50% assigned time is required at the master’s level. The program demonstrates this time is sufficient.

3.4.5 The program identifies the field education director.

3.4.5(a) The program describes the field director’s ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.

3.4.5(b) The program documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of postbaccalaureate or postmaster’s social work degree practice experience.

B3.4.5(c) The program describes the procedures for determining the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

M3.4.5(c) The program describes the procedures for determining the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master’s programs. The program demonstrates this time is sufficient.

3.4.5(d) The program provides documentation that the field director has a full-time appointment to the social work program.

Educational Policy 3.5—Resources Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to support learning and professionalization of students and program improvement.
**Accreditation Standard 3.5—Resources**

3.5.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.

3.5.2 The program describes how it uses resources to continuously improve the program and address challenges in the program’s context.

3.5.3 The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.

3.5.4 The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.

3.5.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.

3.5.6 The program describes its access to assistive technology, including materials in Alternative formats (e.g., Braille, large print, books on tape, assistive-learning systems).

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**4. Assessment**

**Educational Policy 4.0—Assessment** Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

**Accreditation Standard 4.0—Assessment**

4.0.1 The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program’s competencies (AS B2.0.3; AS M2.0.4).

4.0.2 The program provides evidence of ongoing data collection and analysis and
discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.

4.0.3 The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.

4.0.4 The program describes how it makes its constituencies aware of its assessment outcomes.

4.0.5 The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.