Field Education Handbook
2017-2018
Revised August 2017

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’s School of Social Work prepares scholar-practitioners and researchers committed to ending adverse social conditions and promoting societal well-being through teaching, research and service.*

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 offers international field placements. The School also offers second-year graduate students and BSW honors 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 Faculty 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*

<table>
<thead>
<tr>
<th>Value:</th>
<th>Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethical Principle</td>
<td>Social worker's primary goal is to help people in need and to address social problems.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Value:</th>
<th>Social justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethical Principle</td>
<td>Social workers challenge social injustice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Value:</th>
<th>Dignity and worth of the person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethical Principle</td>
<td>Social workers respect the inherent dignity and worth of the person.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Value:</th>
<th>Importance of human relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethical Principle</td>
<td>Social workers recognize the central importance of human relationships.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Value:</th>
<th>Integrity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethical Principle</td>
<td>Social workers behave in a trustworthy manner.</td>
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<table>
<thead>
<tr>
<th>Value:</th>
<th>Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethical Principle</td>
<td>Social workers practice within their areas of competence and develop and enhance their professional expertise.</td>
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*A complete copy of the NASW Code of Ethics is available online: [http://www.naswdc.org/pubs/code](http://www.naswdc.org/pubs/code)*
ABOUT THE FIELD EDUCATION PROGRAM

Mission Statement

The Field Education Program facilitates the integration of the learning experience into practice and prepares practitioners committed to promoting justice, improving the well-being of individuals and systems, and alleviating adverse social conditions.
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/variable credit, 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 Placement Hours = 500 hours SW 590 and 500 hours SW 595
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 in person and online 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 schedule visits initially and again at midterm 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 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 Zoom conference for the final evaluation. Communication between faculty liaison and field instructor via telephone, e-mail, or meetings that occur when field instructors are on campus for field training meetings, is essential to monitor the educational activities. At the beginning of each practicum, faculty liaisons will secure the e-mail addresses of students and their associated field instructors to facilitate communication with all participants. Should problems or concerns arise in a placement, additional site visits may be needed to address problems in a timely manner.

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 or Field Coordinator will officially notify the student and schedule a Field Staffing to resolve problems.
## Faculty Liaison Guide

<table>
<thead>
<tr>
<th>Contact</th>
<th>Time Frame</th>
<th>Purpose/Responsibilities</th>
</tr>
</thead>
</table>
| **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 or Zoom Platform)** | 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 or Zoom Platform)** | 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 completing final hours. This | • Grading should be discussed with the field |
**Meeting**

- Meeting may be conducted by Zoom or conference call.
- 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.

**Other Visits/Contacts**

- As needed
- Should problems or concerns arise in a placement, additional 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 ([https://socialwork.ua.edu/admissions/how-to-apply-field-education/](https://socialwork.ua.edu/admissions/how-to-apply-field-education/))
- Background Check (See Policy and Procedure Section.)
- Field Education 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 their designated Field Coordinator. 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 faculty and staff members, 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 (FEAC) serves in an advisory capacity to the Field Education Coordinator. The FEAC makes recommendations to the Field Education Coordinator regarding field education policies and procedures, and field education as the signature pedagogy. Advice may be given on such matters as field education syllabi, methods of evaluating student performance in their field education classes; professional development for field instructors; and procedures for recommending students for field placements. The Director of Field Education serves as the chair of this committee. The committee meets at least twice during the academic year. The FEAC is composed of members representing agencies, students, and faculty. (Approved by faculty 9/1/10).
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/Zoom conference 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 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 (LMSW or LICSW), 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:
   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 organizations 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
International Field Placement Application

Full Name (as printed on passport): _________________________________________________

Preferred Name: ________________________________________________________________

CWID: ____________  Birthdate: ________________  Gender: M _____ F _____

Permanent Address: _____________________________________________________________

Home Phone: __________________________  Cell: _________________________

Email address: ________________  _____________________________________________

Which Semester/Year do you plan on doing an International Placement:_____________________

U.S. Citizen: Yes _____ No _____  If No, country issuing passport: ________________

Expiration Date on Passport: ____________  Passport Number: _____________________

Please list all the countries to which you have previously traveled:

________________________________________________________________________________

Please identify the country in which you have interest in doing an international field placement:

________________________________________________________________________________

Screening Essay

Directions: Attach to this application a one to three page essay describing your rationale for seeking international placement, your potential learning goals for the placement, and how this relates to your future professional plans.

References

Attach two reference letters to this application. One must be or both can be from instructors/professors, and one can be from some other person familiar with your character and/or abilities. The references should address your character, your dependability, your level of adaptability, patience, responsibility, self-directedness, flexibility, initiative and self-starting abilities, along with your comfort with ambiguity and uncertainty. Both references must include contact information, in case additional information is needed.
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 and BSW honors students. 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 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, residing in the state of Alabama, 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 are accepted for field.
  - 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.
  - 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 CastleBranch.com.
  - 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.

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 may be 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 1000 Houser Hall, Phone 205-348-4285 (Voice) or 205-348-3081 (TTY) ods.ua.edu. 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.

**Title IX and Pregnancy**

Pregnant students may contact the Title IX Office (107 Mary Burke Hall West, (205) 348-5496) to request assistance with accommodations. Examples of accommodations include, but are not limited to, rescheduling tests or exams, excusing absences, submitting work after a deadline, providing alternatives to make up missed work, or retaking a semester. The Title IX Office may facilitate communications with
the student’s professors or assist with other University resources. Visit here: https://www.ua.edu/campuslife/uact/information/pregnancy for frequently asked questions and their answers about the University’s compliance with this aspect of Title IX. In addition, the field office will submit information to the Title IX office when as requested.

**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 or MSW 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. Interested students should 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 faculty 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 and designated Field Coordinator.

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.
Social Media Guidelines

Purpose of the Policy
The use of social media by social work students may impact present and future relationships with peers, co-workers, faculty, clients, field instructors/ agencies, and employers. The Social Work Program has developed these guidelines to help students reduce risk as they enter the Social Work Program, and to learn how to use social media in professional ways. This policy incorporates guidance from the National Association of Social Workers (NASW) Code of Ethics, the NASW Technology Standards for Practice, and Council on Social Work Education (CSWE) EPAS competencies provide guidance on the use of social media.

Best Practices with Social Media in Social Work Education/Practice

The Internet, digital technologies and mobile devices have created the ability for students and social workers to communicate and share information quickly and to reach millions of people easily. Participating in social networking and other similar Internet opportunities can support a student’s personal expression, enable individual social workers to have a professional presence online, foster collegiality and camaraderie within the profession, and provide the opportunity to widely advocate for social policies and other communication. Social networks, blogs, and other forms of communication online also create new challenges to the social worker-client relationship. Students should weigh a number of considerations when maintaining a presence online:

1. Students should be cognizant of standards of client privacy and confidentiality which must be maintained in all environments, including online and digital, and must refrain from posting any and all identifiable client information online.

2. When using the internet for social networking, students should use privacy settings to safeguard personal information and content to the extent possible, but should realize that privacy settings are not absolute and that once on the internet, content is likely there permanently. Additionally, students should routinely monitor their own Internet presence to ensure that the personal and professional information on their own sites and, to the extent possible, content posted about them by others, is accurate and appropriate.

3. When using the internet for professional networking, students should work to build professional online communities that support the values of the social work profession by developing authentic, ethical digital profiles and contributing content that is appropriate, respectful, and credible.

4. If they interact with clients on the internet, students must maintain appropriate boundaries of the social worker-client relationship in accordance with NASW Code of Ethics, just as they would in any other context.

   a) To maintain appropriate professional boundaries students should consider separating personal and professional content online.

   b) When students see content posted by colleagues that appear unprofessional they have a
responsibility to bring that content to the attention of the individual, so that he or she can remove it and/or take other appropriate actions. If the behavior significantly violates professional norms and the individual does not take appropriate action to resolve the situation, the student should report the matter to appropriate authorities.

c) Students must recognize that actions online and content posted may negatively affect their reputations among clients and colleagues, may have consequences for their social work careers, and can undermine public trust in the social work profession.

Examples of good and ethical practice tasks include:

1. Develop and maintain a LinkedIn account, a social networking site designed for professional networking.

2. Create your own professional social media policy. See Dr. Keely Kolmes’ policy for a good example.

3. Download a copy of the University of Buffalo, School of Social Work’s Social Worker’s Guide to Social Media and post near your desk as a helpful reminder when using social media.

4. Review this curated list of resources (articles, blog posts and podcasts) from the University of Buffalo’s School of Social Work about social media and other digital technologies in social work practice.

5. Review the Netiquette Home Page to learn about do’s and don’ts of online communication.

Adapted from:


References:


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 https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English 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 of 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 from the field office 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. It is also important to note that completing over 40 hours per week in field placement is not recommended.

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.

To see the University of Alabama’s Inclement Weather policies and procedures, please visit: [https://ready.ua.edu/severe-weather-guidelines/](https://ready.ua.edu/severe-weather-guidelines/)
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. Occasionally these stipends require additional time commitments. Please contact your designated field coordinator if you need to alter your field schedule based on stipend requirements.

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.

Variable Hours (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.

Variable hour placements require the same total number of clock hours as any regular placement (450 BSW and 500 MSW). Students must be committed to completing field over two semesters. 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. However, a waiver to propose alternative hours is available in limited circumstances dependent upon agreement of the field agency and their ability to meet learning objectives. Of primary importance is the ability of the agency to meet the learning objectives during the proposed alternative hours. Waiver applications are only available once a student has interviewed with an agency and discussed alternative hours. The field office does not place on the variable of alternative hours. The field office does not place on the variable of alternative hours. Waiver applications must include information on how those objectives will be met, the proposed work-week schedule, and agency signatures indicating agency approval of alternative hours.

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.

For BSW Students Only: 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. Grades of “I” must be removed within 12 months of the end of the term in which they were awarded but prior to the student’s graduation or the “I” will be changed to “F”. In addition, 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.

For MSW Students Only: Spring Placements
Students who commit to the variable hour placement option will register for SW 590 or SW 595, 4.5 credit hours. This term runs from the first day of Spring semester until Summer I begins. Students are required to complete 300 - 350 field placement hours during this time frame. Any additional hours over 350 will not count. Students will register for SW 590 or SW 595, 4.5 credit hours for Summer semester. Students are required to complete 150-200 hours during summer semester. The hours completed must total 500 within the parameters stated above. It is important to note that students will receive a grade of Incomplete at the conclusion of the Spring semester until Summer semester begins. See below for information regarding Incompletes.

Summer Placements

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Students who commit to the extended field placement option will register for SW 590 or SW 595, 4.5 credit hours to start during Interim term and conclude at the end of Summer term. Students are required to complete 200 – 250 hours during this time frame. Any additional hours over 250 will not count. Students will register for SW 590 or SW 595, 4.5 credit hours for Fall semester. Students are required to complete 250 – 300 hours during the Fall semester. The hours completed must total 500 within the parameters stated above.

It is important to note that students will receive a grade of Incomplete at the conclusion of the Interim term to be changed upon completion of hours prior to Fall semester beginning.

During the spring semester, variable hour 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 a variable hour placement is granted, the student must follow the same procedures of all other students going into field.

“I” and “N” grades

All “I” and “N” grades must be removed within the first four weeks of the next term of enrollment if the overall GPA drops below a 3.0 as a result of the “I” or “N” grade(s).

Conditionally admitted students who fail to bring their overall GPA up to a 3.0 or better by removing the "I" or "N" within the four weeks will earn Academic Suspension (dismissal) from the Graduate School. Graduate Students with good academic standing who fail to bring their overall GPA back up to 3.0 or better by removing the "I" and "N" grade(s) within the four weeks will earn Academic Warning.

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 be 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.
BSW PRACTICUM GUIDE
Field Education FAQs

All Field Information will be communicated via email using the crimson.ua.edu address. In addition, the Field Office uses database systems for the application process (SWIS) and interactive field forms (IPT). 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. More information about this will be provided to you during Field Information Sessions and the Field Preparatory course SW 444. You will be able review important application information in Blackboard.

The Field Education Team will meet spring semester to make placement decisions. Student applications and resumes are reviewed. The team will 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 contact the agency to schedule 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 a work-site field placement. This request needs to be submitted well in advance and requires the approval of the Director of Field Education and the designated 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.

There is an Alternative Hours Waiver application option that students may request once a placement has been confirmed. Please see our Extended Field Education Placements policy for more information.

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. On campus students should expect to be placed in the Tuscaloosa/Birmingham area.

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 BSW Field 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 spring. However, some agencies do not allow extended placements which may limit placement options.

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 maintains program(s) of self-insurance that provide coverage to students while they are acting in the line and scope of their approved field placements. Coverage is limited to the terms, conditions and limits of the program(s) of self-insurance. It is recommended that students also carry an automobile insurance policy if they will be using their vehicle to carry out agency assignments (see above).
Applying For BSW Practicum

- Field Education Information Sessions will be held throughout the year, both online 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. Students enrolled in SW 444 will receive field application information during the course.

- 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 (to SWIS): https://ssb.ua.edu/pls/APEX_PROD/f?p=221

- All forms associated with application must be completed, signed, and uploaded in order for application to be considered complete.

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

- The BSW 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. It is important to note that in order to turn down an agency the student MUST attend the confirmation interview first.

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 Syllabus 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 Field 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 evaluations of 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.
MSW PRACTICUM GUIDE

THE UNIVERSITY OF ALABAMA
SOCIAL WORK

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Field Education FAQs

All Field Information will be communicated via email using the crimson.ua.edu address. In addition, the Field Office uses database systems for the application process (SWIS) and interactive field forms (IPT). 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?

Students are required to submit an application for field placement to start the field placement process. More information about this will be provided to you through Field Information Sessions and orientations. The Field Education Team will meet across semesters to make placement decisions. Student applications and resumes are reviewed. The team will 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 contact the agency to schedule 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 a work-site field placement. This request needs to be submitted well in advance and requires the approval of the Director of Field Education and the designated Field 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.

There is an Alternative Hours Waiver application option that students may request once a placement has been confirmed. Please see our Variable hour/ Extended Field Education Placements policy for more information.

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. It is expected that on-campus students will be placed in the Tuscaloosa/Birmingham area.

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/f?p=221

4. MSW students will be assigned a Field Placement site during the semester before they enter field.

5. The Field Coordinator will initiate placement meetings across semesters 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 after contacting the assigned field coordinator.

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. Please note that in order to turn down an agency the student MUST attend the confirmation interview. In addition, the student should contact their assigned Field Coordinator before they decline agency.

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 Field 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: ______________________
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
Alternate Field Hours Waiver Application

General Information

Full name: __________________________________________

Address: __________________________________________

Home Phone: __________________________ Work Phone: __________________________

Cell Phone: __________________________ Crimson E-mail: __________________________

Program Status: ❑ Foundation (MSW 1st year) ❑ Concentration (MSW 2nd year or advanced
standing)
BSW Placement or 1st Year MSW
Placement __________________________________________

Have you previously requested an alternative hours waiver with the field office? ❑ Yes
❑ No

Agency Information

Field Agency: __________________________________________

Unit Assignment (If applicable): __________________________________________

Address: __________________________________________
Phone: ____________________________________________________________

______________________________________________________________

Phone: ____________________________________________________________

______________________________________________________________

Email: ____________________________________________________________

Please specify the proposed days and times you will be participating in practicum:

M □ T □ W □ Th □ F □ Sa □ S □ Times:

______________________________________________________________

M □ T □ W □ Th □ F □ Sa □ S □ Times:

______________________________________________________________

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:

______________________________________________________________
Please explain, in detail, the plan for meeting your learning objectives for field placement by using an alternative hours schedule.
Explanation:

If part of your proposed alternative hours plan includes weekend or evening hours, please provide details regarding your supervision during this time.
Details:

Name of supervisor:
Job Title:
Will this supervisor be on site? Yes No
If the supervisor will not be on site, please explain how you will access your supervisor.
Explanation:

Student Agreement:
I have reviewed and understand the requirements for alternative field hours during practicum. I have discussed the alternative field hours criteria with my Field Instructor.

Student Signature: _____________________________________________ Date: __________

Administration Agreement:
The above student is applying for an alternative hours practicum placement. The student has been provided with information regarding the requirements of an alternative hours practicum, which you may wish to review. Your signature on this application indicates that you are aware of the student’s application for an alternative hours placement, that you are aware of the alternative hours requirements and schedule, and that you are willing to work with the Field Coordinator toward developing the appropriate field assignments and field supervision for the student.

Field Instructor: ___________________________ Date: __________
Agency Information

AGENCY NAME: 

STREET ADDRESS: 

CITY: 

STATE: 

ZIP: 

EMAIL ADDRESS: 

PHONE NUMBER: 

WebAddress/URL: 

MSW Field Instructor

Name: 

Title: 

E-mail: 

PHONE: 

General Placement Information

Does the agency include personal safety training in orientation? 

☐ Yes 

☐ No 

If yes, please specify. 

Does the agency require immunizations or other medical tests? 

☐ Yes 

☐ No 

Does the agency require drug testing? 

☐ Yes 

☐ No 

If yes, does the agency cover the cost? 

☐ Yes 

☐ No
<table>
<thead>
<tr>
<th>Does the agency require a background check?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>General description of the agency (agency structure, mission, role of social work in agency, size, funding, clients served, location, etc.):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Types of Student Experience Available?</td>
<td>BSW</td>
<td>MSW1styear</td>
</tr>
<tr>
<td>Does this agency provide students with the opportunity to demonstrate social work competencies through in-person contact with client systems and constituencies?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSW and MSW 1st year opportunities:</td>
<td>Generalist practice orientation</td>
<td>Case management</td>
</tr>
<tr>
<td>MSW 2nd year Practice Opportunities</td>
<td>Individual counseling</td>
<td>Group Counseling</td>
</tr>
</tbody>
</table>
Comments:

Administrative Support

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

Does the Agency have a diverse staff?

- Yes
- No

Does the Agency serve a diverse array of clients?

- Yes
- No

Is the Agency sensitive to multicultural practice?

- Yes
- No

Comments:

Recommendation by Evaluator:

- Acceptance of Agency for placement
- Non-acceptance of Agency for placement

Overall Comments/Concerns:

Evaluator Signature

Date
Field Instructor Information

Name: _____________________________

Agency: _________________________________________________________________

Job Title at Agency: _______________________________________________________

Educational Background:

<table>
<thead>
<tr>
<th>College or University</th>
<th>Degree</th>
<th>Year Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>______________________</td>
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<td>______________________</td>
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</tr>
</tbody>
</table>

Social Work Employment (Please list last 3 jobs):

<table>
<thead>
<tr>
<th>Agency</th>
<th>Years Worked</th>
<th>Job Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______</td>
<td></td>
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<tr>
<td>_______</td>
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<td></td>
</tr>
</tbody>
</table>

Professional, Civic, and Social Affiliations:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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

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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 ____________________________
The University of Alabama School of Social Work  
Faculty Liaison’s Evaluation of Agency/Field Instructor

Directions:

Faculty Liaison: Please complete the following evaluation at the end of your student’s field placement. You will have an opportunity to evaluate the field instructor and agency. We use this information to assist with future field placement decisions. We value your input.

Agency Name:  

Field Instructor Name:  

☐ BSW ☐ MSW 1 ☐ MSW 2/AS

☐ The field instructor was able to develop, in consultation with the student, an appropriate learning contract.

☐ The required field learning activities/experiences for the student were provided.

☐ The agency provided a learning atmosphere and instruction that met the educational objectives of the student and the School of Social Work.

☐ The field instructor provided increasingly challenging learning activities as the student exhibited growth in their social work skills.

☐ During your liaison visits, the agency staff exhibited appropriate ethical conduct.

☐ The learning experiences at this agency provided the student opportunities to integrate curriculum content with practice.

☐ The field instructor provided regular supervisory conference at a minimum of one hour per week.
The mid-term and final evaluations were conducted in a timely and constructive manner.

I would recommend this agency for future students.

I would recommend this field instructor for future students.

Comments:

Liaison Signature       Date
Field Instructor’s Evaluation of Faculty Liaison and Field Program

Directions:

Field Instructor: Please complete the following evaluation at the end of your student’s field placement. You will have an opportunity to evaluate faculty liaison (faculty who monitored the field placement and made visits) and the Field Program (field office). We use this information to assist with future field placement decisions. We value your input.

Agency Name:

Faculty Liaison Name:

☐ BSW  ☐ MSW 1  ☐ MSW 2/AS

Field Program

☐ The paperwork requirements were easily completed and understandable.

☐ Correspondence with field program staff was positive and appropriate.

☐ Adequate contact with the field program agency and field instructor was provided.

☐ Assists with concerns/issues in a timely manner.

☐ Demonstrates openness to discussing concerns or issues.

☐ Treats the field instructor and agency staff in a collegial manner.

☐ Demonstrates social work values, ethics, and the professional standards related to social work practice.
Comments:

Faculty Liaison

My faculty liaison made ___ visits. (Either in person or through a live platform such as zoom)

☐ My faculty liaison was available.

☐ My faculty liaison was approachable.

☐ My faculty liaison was helpful in answering questions and making suggestions.

☐ My faculty liaison demonstrated commitment to the student’s learning process.

☐ If any problem or questions arose, my faculty liaison responded in a timely manner.

☐ My faculty liaison was helpful when information or learning resources were needed to support the student’s learning.

☐ My faculty liaison was helpful when assistance was needed in carrying out an evaluation of student performance.

☐ I would like to have this faculty liaison again next time.

Comments:
The University of Alabama School of Social Work
Student Evaluation of Agency, Field Instructor, Task Supervisor, Faculty Liaison, Field Program Office

Directions:
Student: Please complete the following evaluation at the end of your field placement. You will have an opportunity to evaluate your agency, field instructor (the MSW who provided supervision for you), task supervisor (not everyone will have a task supervisor), faculty liaison (faculty who monitored your field placement and made visits) and the Field Program (field office). We use this information to assist with future field placement decisions. We value your input.

Agency Name: 
Field Instructor Name: 
Task Supervisor Name: 
Faculty Liaison Name: 
☐ BSW ☐ MSW 1 ☐ MSW 2/AS

I changed internships during this academic year. If you answer yes, please complete the remainder of this survey about your most recent internship. 

**Likert Scale: Strongly Disagree (1), Disagree (2), Agree (3), Strongly Agree (4)**

**Agency**

☐ The agency supported the learning objectives I identified on my learning contract.

I had the opportunity to gain practice experience with:
Individuals
Groups
Families
Communities
Policy/Advocacy

I was able to participate in agency staff meetings.
Training opportunities were made available to me.
I was able to fulfill my role in the agency without significant barriers.
I was treated and respected as a professional student.
I had adequate space, resources, and supplies to carry out my responsibilities.
I felt accepted as a member of the agency staff.
I was adequately informed of agency expectations regarding policies, procedures, dress code, hours etc.
Basic progress at the agency is maintained without reliance on students.
I would recommend this agency for future student internships.

Comments:

Field Instructor
My field instructor oriented me to the agency.

My field instructor helped me establish working relationships with other staff.

My field instructor clarified my role and responsibilities as an intern.

My field instructor was available.

My field instructor was approachable.

My field instructor was helpful in answering questions and making suggestions.

My field instructor assisted me in developing my learning contract.

My field instructor demonstrated commitment to my learning process.

My field instructor provided clear and consistent feedback about my performance.

My field instructor provided regular supervisory conference (minimum of one hour per week).

My assignments increased in complexity.

My field instructor was a competent/professional role model.

I would recommend this field instructor to supervisor future students.

Comments:

Task Supervisor
My task supervisor was available.

My task supervisor was approachable.

My task supervisor was helpful in answering questions and making suggestions.

My task supervisor demonstrated commitment to my learning process.

My task supervisor engaged me in meaningful dialogue about my performance throughout my field placement.

My assignments increased in complexity.

I would recommend this task supervisor to supervise future students.

Comments:
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":

<table>
<thead>
<tr>
<th>M</th>
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<th>F</th>
<th>Sa</th>
<th>S</th>
<th>Times: ________________________________</th>
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<td>Times: ________________________________</td>
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<td>F</td>
<td>Sa</td>
<td>S</td>
<td>Times: ________________________________</td>
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</table>

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

<table>
<thead>
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<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>Sa</th>
<th>S</th>
<th>Time: ________________________________</th>
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</table>

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
................................................................................................................................. 95
SW 490 Field Learning Contract And Evaluation Form
................................................................................................................................. 98
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, SW 420, 411, 440, 441, 442 and concurrent enrollment with SW 443.

IV. CSWE 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
2.1.5 Engage in policy practice
2.1.6 Engage with individuals, families, groups, organizations, and communities
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
V. 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: _______________________________________
CWID: _________________________________________

Instructions:

The Learning Contract is generated through a collaborative effort by the student and the field instructor, and it is managed through the IPT database. The learning contract is approved by the student, field instructor and faculty liaison by submitting an electronic signature. This approval/electronic signature occurs at the initial approval of the learning contract, midterm, and final.

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.

FIELD INSTRUCTORS: EVALUATE STUDENTS USING THE FAR RIGHT COLUMNS USING THE NUMERICAL SYSTEM BELOW. PROVIDE ANY ADDITIONAL FEEDBACK IN THE “OTHER” TEXT BOX LOCATED IN THE ACTIVITIES SECTION OF EACH COMPETENCY OR AT THE END OF THE FORM IN OVERALL COMMENTS. Rate each student on the degree to which she/he has exhibited beginning competence in performing each of the 42 behaviors listed. Please use the following scale. Note, “9” is not an allowable rating for the final evaluation. Also note that some of the practice behaviors are complex; for example, the student is expected to meet/exhibit the behavior with several groups or in several settings. To achieve a high rating, the student should have exhibited the behavior in all the ways listed. ****Note that MSW students in their “concentration year placement” are expected to exhibit these behaviors at a higher level of competency than are BSW students or first year MSW students.****
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 or below 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.

Below you will find several sample activities are listed for each competency. It is not necessary to complete all activities listed. Please check only the activities that apply and add other activities as needed.
Each competency contains practice behaviors in bold. For each practice behavior students will have to choose a minimum of one activity. If the activity chosen is also listed under another practice behavior it will automatically be selected for each practice behavior it is listed under.

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>2.1.1 Demonstrate ethical and professional behavior</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities:</td>
<td></td>
</tr>
<tr>
<td>Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context</td>
<td>Midterm</td>
</tr>
<tr>
<td>• [x] Keep a copy of the NASW Code of Ethics at your field placement and become familiar with it.</td>
<td></td>
</tr>
<tr>
<td>• [x] Read agency manuals, brochures, website, annual report, etc.</td>
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</tbody>
</table>
about agency and discuss with field instructor.

- Learn the agency’s policies and procedures for reporting abuse.
- Advocate for client access to services.
- Observe other workers as they describe the rules and limits of confidentiality with clients, then practice doing this.
- Learn agency rules regarding protecting client information, such as chart storage, computer safety, emails, faxes, cell-phones, letters, lobby, and front desk policies.
- In supervision, discuss one ethical dilemma you have experienced in the agency. Discuss with supervisor how ethical dilemmas are addressed and documented at the agency.
- Discuss in supervision the way that practice and policy decisions are made at the agency.
- Other: 📝

**Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations**

- Use at least one supervision hour to discuss personal values, biases, and life experience and how they impact professional relationships in the agency context.
- Observe a case presentation and then in supervision use reflection to share your perspective.
- In supervision, identify how one’s biases and life experiences affect the development of professional relationships, including work with clients and colleagues, and demonstrate the ability to modify one’s behavior accordingly.
- Other: 📝

**Use supervision and consultation to guide professional judgment and behavior**
- Have supervisor review all written work before it enters a permanent record or leaves the agency.
- Keep supervisor informed about school-related events and deadlines; go over the field manual with supervisor and make a plan about schedule, time off, sick days, etc.
- Maintain documentation of issues discussed in supervision, as well as assignments, advice, and work deadlines.
- Accept evaluative feedback in a professional manner and begin to integrate the feedback into practice.
- Be prepared for each supervisory meeting by developing an agenda with questions and discussion points ready before the meeting.
- Observe and practice describing Release of Information forms to clients.
- In supervision, discuss one ethical dilemma you have experienced in the agency. Discuss with supervisor how ethical dilemmas are addressed and documented at the agency.
- Receive feedback on written and oral work and integrate into practice.
- Other:

**Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication**

- Be punctual and prepared in keeping appointments with clients, colleagues, staff, and community contacts.
- Learn the agency’s policy on documentation of sensitive information, such as health conditions, legal histories, and substance abuse.
- In supervision, identify how one’s biases and life experiences affect the development of professional relationships, including work with clients and colleagues, and demonstrate the ability to modify one’s behavior accordingly.
- Read agency reports as well as case reports and progress notes from other professionals.
- In supervision, practice articulating thoughts using professional language.
- Represent the agency in a professional manner when in community meetings, court, other agencies, etc.
- Ask a relevant question or make a comment in a case staffing or other agency meeting.
- Display respectful behavior during a disagreement with a coworker or client.
- Other:

<table>
<thead>
<tr>
<th>Use technology ethically and appropriately to facilitate practice outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Review social media policy. If agency does not have a social media policy, discuss social media use in supervision.</td>
</tr>
<tr>
<td>- Learn the agency’s policy on documentation of sensitive information, such as health conditions, legal histories, and substance abuse.</td>
</tr>
<tr>
<td>- Maintain appropriate professional boundaries with clients and colleagues.</td>
</tr>
<tr>
<td>- Observe other workers as they describe the rules and limits of confidentiality with clients, then practice doing this.</td>
</tr>
<tr>
<td>- Learn agency rules regarding protecting client information, such as chart storage, computer safety, emails, faxes, cell-phones,</td>
</tr>
</tbody>
</table>
letters, lobby, and front desk policies.

- **Other:**

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

### 2.1.2 Engage diversity and difference in practice

<table>
<thead>
<tr>
<th>Activities</th>
<th>Evaluation</th>
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</thead>
<tbody>
<tr>
<td>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels</td>
<td><strong>Midterm</strong></td>
</tr>
<tr>
<td>- Demonstrate an understanding of the forms and mechanisms of oppression and discrimination and their effects on vulnerable populations.</td>
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<tr>
<td>- Review the agency’s mission statement and reflect on how it relates to larger issues of social, political, and economic justice.</td>
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<tr>
<td>- Discuss in supervision how differences such as race, age, and gender can impact what a social worker hears and sees from a client interaction.</td>
<td></td>
</tr>
<tr>
<td>- Learn the agency’s policies and practices when working with client systems who do not speak English or who have a hearing or visual impairment or any other challenging condition.</td>
<td></td>
</tr>
<tr>
<td>- Discuss with supervisor observations about how the agency promotes, celebrates, or ignores diversity in its written materials, physical space, décor, etc.</td>
<td></td>
</tr>
<tr>
<td>- Interview staff members to learn the history of the agency context, such as the different racial and ethnic population shifts in the community that the agency serves.</td>
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</tbody>
</table>
• Attend a cultural event in the community and reflect in supervision on the experience.
• In supervision, identify one societal or institutional barrier resulting in different experiences between clients and staff.
• Expand the use of basic engagement skills to include understanding of culturally specific norms, customs, and values.
• Create a public list of groups or organizations that focus on an area of diversity and difference in practice such as a list of LGBTQ advocacy agencies or bloggers who write about aging in American society.
• Search for articles about an issue of diversity that is important to you and re-tweet with a comment. Consider focusing your tweet on how the article supports or does not support the dignity and worth of the person.
• Read NASW’s Standards for Cultural Competence in Social Work Practice. Identify three ways you could use Twitter to develop culturally competent knowledge and skills as a social work student and in the future as a social work practitioner.
• Other: 

Present themselves as learners and engage clients and constituencies as experts of their own experiences

• Discuss in supervision how differences such as race, age, and gender can impact what a social worker hears and sees from a client interaction.
• Watch a movie or read a book recommended by supervisor to better understand the agency clientele.
• Attend a community event that addresses the needs of an underserved population.
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

- Discuss in supervision how differences such as race, age, and gender can impact what a social worker hears and sees from a client interaction.
- Shadow other social workers when they meet with client systems and then discuss how differences were handled.
- Set aside and use a supervision session to explicitly discuss specific biases and assumptions related to the client population.
- Utilize journaling to self-reflect personal beliefs or values about groups that are different than you and assess how that might impact interactions with various clients.

Other:

| 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 |

2.1.3 Advance human rights and social, economic, and environmental justice

**Activities:**

- Review the agency’s mission statement and reflect on how it relates to larger issues of social, political, and economic justice.
- Discuss and gain understanding about how poverty impacts service delivery, such as daycare availability, transportation, and

**Evaluation**

<table>
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<tr>
<th>Midterm</th>
<th>Final</th>
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</table>

Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
• Sit with a client while attempting to contact a referral source by telephone to model for the client how to access services.

• Identify and discuss the community context for client system and agency.

• Identify issues of persistent poverty, discrimination, and oppression that can be seen in relation to clients served by the agency.

• Other:  

Engage in practices that advance social, economic, and environmental justice.

• Take a bus to or from the agency; learn how to find bus schedules.

• Find and attend a coalition meeting related to the agency’s mission.

• Other:  

Participate in a community advocacy event.

• Attend a city council meeting and talk with council members about the needs of the community.

• Review a case and identify barriers caused by social injustice and discuss/develop a plan with supervisors on ways to advocate on client's behalf.

• Participate in a live Twitter Chat that addresses a social and/or economic justice issue such as the Mental Health Chat.

• Create a public list of advocacy organizations on Twitter related to social or economic justice issues such as poverty or health care disparities.
- Watch a documentary movie on a social justice issue and send out tweets with hashtags about the movie, focusing on the movie’s message and important facts from the movie.
- Other:  

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>2.1.4 Engage in practice-informed research and research-informed practice</th>
<th>Evaluation</th>
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<tbody>
<tr>
<td>Activities:</td>
<td>Midterm</td>
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<tr>
<td>Use practice experience and theory to inform scientific inquiry and research</td>
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<tr>
<td>- Interview staff members about how the agency has responded to the demand for evidenced-based practice approaches.</td>
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<tr>
<td>- With field instructor, discuss possible research projects and opportunities within the agency.</td>
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<tr>
<td>- Conduct a literature review of current best practices related to this setting.</td>
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<tr>
<td>- Locate and read the agency's monthly or yearly reports and assess how the information impacts the agency’s practice.</td>
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<tr>
<td>- Use feedback from supervision to evaluate one’s own practice (what works, what doesn’t, and why).</td>
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<tr>
<td>- Other:</td>
<td></td>
</tr>
<tr>
<td>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings</td>
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<tr>
<td>- Read a social work journal (or some academic journal) and bring relevant articles to supervision.</td>
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</tbody>
</table>
• With field instructor, discuss possible research projects and opportunities within the agency.
• Conduct a literature review of current best practices related to this setting.
• Locate and read the agency's monthly or yearly reports and assess how the information impacts the agency's practice.
• Become familiar with the research literature related to the population/field of practice in agency.
• Read journal articles that address evidence-based interventions relevant to the agency. Discuss the results during supervision.
• Select an evidenced-based intervention that is effective for a problem that the client presents.
• Other:

**Use and translate research evidence to inform and improve practice, policy, and service delivery.**

• Find out what pre and post assessments the agency might use and determine why these tools were chosen and how the information is used.
• Find out what data the agency collects and how it is used.
• With field instructor, discuss possible research projects and opportunities within the agency.
• Conduct a literature review of current best practices related to this setting.
• Locate and read the agency's monthly or yearly reports and assess how the information impacts the agency's practice.
• Become familiar with the research literature related to the population/field of practice in agency.
- Select an evidenced-based intervention that is effective for a problem that the client presents.
- Other: 

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

### 2.1.5 Engage in Policy Practice

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<tr>
<th>Activities</th>
<th>Evaluation</th>
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<tbody>
<tr>
<td><strong>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services</strong></td>
<td>Midterm</td>
</tr>
<tr>
<td>- During supervision, identify social policies that affect agency clients.</td>
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<tr>
<td>- Discuss how social welfare programs (Social Security, Medicaid, public housing etc.) affect client systems at the agency.</td>
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<tr>
<td>- Learn how the state’s new managed care systems and the national Affordable Care Act will affect agency and clients.</td>
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<tr>
<td>- Read local news and stay up to date on news regarding issues related to the agency.</td>
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<td>- Research legislative history of an existing or proposed program.</td>
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<tr>
<td>- Other:</td>
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</table>

**Assess how social welfare and economic policies impact the delivery of and access to social services**

- Discuss how social welfare programs (Social Security, Medicaid, public housing etc.) affect client systems at the agency. 
- Learn how the state’s new managed care systems and the national Affordable Care Act will affect agency and clients. | | | |
- Interview a staff person or read an agency report on finances to learn how the agency is funded and discuss in supervision how this impacts services.
- Other:  

Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

- Choose one major social policy area and start to become more knowledgeable about it by reading, attending meetings, interviewing others, etc.
- Participate in lobbying efforts on local and state levels.
- Contact legislative or bureaucratic decision makers to explain/advocate for policy.
- Attend a policy development meeting at your agency.
- Research and track legislative initiatives that will impact the agency then create a fact sheet regarding the legislation to share with supervisor and staff.
- Write a draft letter to a legislator or to the newspaper editor detailing your stance on legislation along with supportive information relevant to your stance. Share with your field instructor.
- Research a legislative issue and interview advocates both for and against the issue in order to learn more about the topic. Present information to agency.
- Other:  

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

2.1.6 Engage with individuals, families, groups, organizations, and communities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Evaluation</th>
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</thead>
<tbody>
<tr>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</td>
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</tr>
<tr>
<td>• Learn the agency’s eligibility criteria and the appropriate referral resources.</td>
<td></td>
</tr>
<tr>
<td>• Practice describing the agency and its services to clients and others in the community.</td>
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<tr>
<td>• Represent the agency at a community event.</td>
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</tr>
<tr>
<td>• Attend a multidisciplinary team meeting.</td>
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<tr>
<td>• Use motivational interviewing techniques to engage with clients.</td>
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<tr>
<td>• Identify agencies that are community partners and develop a resource directory.</td>
<td></td>
</tr>
<tr>
<td>• Develop a user-friendly referral list that includes contact information for community resources</td>
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<tr>
<td>• Other:</td>
<td></td>
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</tbody>
</table>

Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Have field instructor observe your work with clients to see that nonverbal and verbal messages are congruent; that empathetic responses and listening skills are evident.</td>
<td></td>
</tr>
<tr>
<td>• Have supervisor sit in on sessions and provide feedback.</td>
<td></td>
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<tr>
<td>• Represent the agency at a community event.</td>
<td></td>
</tr>
</tbody>
</table>
- Observe several different social workers in their initial encounters with a client system, take notes, and discuss how engagement is achieved.
- Explain to client systems the relevant aspects of your internship (time limits, working under supervision, etc.).
- Attend a multidisciplinary team meeting.
- Other:  

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

### 2.1.7 Assess with individuals, families, groups, organizations, and communities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</td>
<td></td>
</tr>
<tr>
<td>- Role play an interviewer, with another worker, or intern as a new client.</td>
<td></td>
</tr>
<tr>
<td>- Observe a psychosocial (comprehensive assessment) interview and discuss the process in supervision.</td>
<td></td>
</tr>
<tr>
<td>- Observe an assessment and contribute to the interview by asking applicable questions and giving input.</td>
<td></td>
</tr>
<tr>
<td>- Participate in treatment team meetings in order to observe the development of a case plan.</td>
<td></td>
</tr>
<tr>
<td>- Develop a list of questions that elicit client strengths.</td>
<td></td>
</tr>
<tr>
<td>- Observe three assessment procedures; compare and contrast the process and results.</td>
<td></td>
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</tbody>
</table>
- Practice using the agency’s assessment tools by scoring assessments.
- Conduct an individual interview, family interview, or group session and discuss the experience with supervisor.
- Identify high risk clients served by the agency and present possible prevention services.
- Other:  

Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies

- Role play an interviewer, with another worker, or intern as a new client.
- Observe a psychosocial (comprehensive assessment) interview and discuss the process in supervision.
- Participate in treatment team meetings in order to observe the development of a case plan.
- Begin to proactively participate in treatment team and staff meetings by updating the team on a client and/or agency progress.
- Reflect on how presenting problems are related to underlying issues.
- Observe three assessment procedures; compare and contrast the process and results
- Conduct an individual interview, family interview, or group session and discuss the experience with supervisor.
- Complete a bio-psycho-social-spiritual assessment (comprehensive assessment) summary that stresses social/environmental factors as well as the life course perspective.
Other:  
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

- Role play an interviewer, with another worker, or intern as a new client.
- Observe a psychosocial (comprehensive assessment) interview and discuss the process in supervision.
- Participate in treatment team meetings in order to observe the development of a case plan.
- Observe three assessment procedures; compare and contrast the process and results.
- Conduct an individual interview, family interview, or group session and discuss the experience with supervisor.
- Interview staff in other disciplines associated with the agency to understand how their roles complement the social work role.

Other:  
Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

- Role play an interviewer, with another worker, or intern as a new client.
- Observe a psychosocial (comprehensive assessment) interview and discuss the process in supervision.
- Participate in treatment team meetings in order to observe the development of a case plan.
- Observe three assessment procedures; compare and contrast
Get feedback about whether assessments have a proper balance of strengths and needs.

Conduct an individual interview, family interview, or group session and discuss the experience with supervisor.

Other:

4-Excellent 3-Above Average 2-Average 1-Below Average 0- Unsatisfactory

Student has not yet had the opportunity to exhibit this practice behavior

2.1.8 Intervene with individuals, families, groups, organizations, and communities

Evaluation

Activities: Midterm Final

Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies

- Observe various social workers during class, face to face meetings, groups, home visits, etc.
- Document progress notes professionally during a session so that it does not interfere with treatment.
- Start determining one method of intervention over which you will achieve mastery.
- Role play a client situation with supervisor.
- Sit in on a group led by another social worker or professional; then co-lead a session.
- Explain to a client what the intervention plan is and why this approach was chosen.
- Read any treatment manuals that the agency has available.
- Observe a social worker handle a crisis situation, such as facilitating a hospitalization or reporting child abuse; reflect in supervision.

- **Other:**

**Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies**

- Observe various social workers during class, face to face meetings, groups, home visits, etc.

- **Start determining one method of intervention over which you will achieve mastery.**

- **Role play a client situation with supervisor**

- **Sit in on a group led by another social worker or professional; then co-lead a session**

- **Explain to a client what the intervention plan is and why this approach was chosen**

- **Read any treatment manuals that the agency has available.**

- **Observe a social worker handle a crisis situation, such as facilitating a hospitalization or reporting child abuse; reflect in supervision.**

- **Other:**

**Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes**

- **Sit in on a group led by another social worker or professional; then co-lead a session**

- **View webinars or on-line trainings related to specific intervention techniques.**
- **Attend a training about an intervention approach or technique.**
- **Gather assessment information and develop a genogram to demonstrate an understanding of the family supports and dynamics.**
- **Other:**

**Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies**

- **X** Explain to a client what the intervention plan is and why this approach was chosen.
- **X** View webinars or on-line trainings related to specific intervention techniques.
- **X** Attend a training about an intervention approach or technique.
- **X** Participate in the development and planning of an agency community event/fundraiser.
- **X** Develop a culturally sensitive intervention that utilizes a client's support network (religious leaders, elders, healers, etc.).
- **X** Other:

**Facilitate effective transitions and endings that advance mutually agreed-on goals**

- **X** Observe various social workers during class, face to face meetings, groups, home visits, etc.
- **X** Role play a client situation with supervisor
- **X** Sit in on a group led by another social worker or professional; then co-lead a session
- **X** View webinars or on-line trainings related to specific intervention techniques.
- **X** Attend a training about an intervention approach or technique.
Other: 

4-EExcellent 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>2.1.9 Evaluate with individuals, families, groups, organizations, and communities</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities:</td>
<td>Midterm</td>
</tr>
<tr>
<td>Select and use appropriate methods for evaluation of outcomes</td>
<td></td>
</tr>
<tr>
<td>• Review and discuss with supervisor the case file system for a client served by the agency.</td>
<td></td>
</tr>
<tr>
<td>• Set concrete, measurable goals for your session with a client.</td>
<td></td>
</tr>
<tr>
<td>• Follow up with a client or collateral after services have ended to determine if the intervention was effective.</td>
<td></td>
</tr>
<tr>
<td>• Submit client system goals to field instructor for refining the measurability / achievability of the goals.</td>
<td></td>
</tr>
<tr>
<td>• Develop or use an existing tool to measure client satisfaction with services.</td>
<td></td>
</tr>
<tr>
<td>• Learn the tools the agency uses to measure quality assurance.</td>
<td></td>
</tr>
<tr>
<td>• Participate in or observe a program evaluation.</td>
<td></td>
</tr>
<tr>
<td>• Other:</td>
<td></td>
</tr>
<tr>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</td>
<td></td>
</tr>
<tr>
<td>• Ask for feedback from clients at the end of sessions.</td>
<td></td>
</tr>
<tr>
<td>• Set concrete, measurable goals for your session with a client.</td>
<td></td>
</tr>
</tbody>
</table>
- Develop or use an existing tool to measure client satisfaction with services.
- Participate in or observe a program evaluation.
- Other:  

**Critically analyze, monitor, and evaluate intervention and program processes and outcomes**

- Ask for feedback from clients at the end of sessions.
- Set concrete, measurable goals for your session with a client.
- Check in with each client system during each session to determine if progress toward goals is being made or if the goals need to be revised.
- Contact an outside agency or person when appropriate to determine if progress is being noticed in other settings.
- Attempt to make contact with client systems who fail to attend appointments and determine why this is the case.
- Follow up with a client or collateral after services have ended to determine if the intervention was effective.
- Submit client system goals to field instructor for refining the measurability / achievability of the goals.
- Develop or use an existing tool to measure client satisfaction with services.
- Participate in or observe a program evaluation.
- Other:  

**Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels**

- Ask for feedback from clients at the end of sessions.
- Develop or use an existing tool to measure client satisfaction with services.
- Participate in or observe a program evaluation.
- Review a case and identify the phases of treatment in the social work process.
- Other: □

**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

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

Learning Plan Complete □

**OVERALL Task Supervisor Comments**

**OVERALL Field Instructor Comments**

**OVERALL Student Comments**

**OVERALL Liaison Comments**
Signature for Learning Contract:

Student: [X]
Field Instructor: ([Field Instructor - name]):
Liaison: ([Field Liaison - name]):

Signature for Midterm

Student: [X]
Field Instructor: ([Field Instructor - name]):
Liaison: ([Field Liaison - name]):

Signature for Final

Student: [X]
Field Instructor: ([Field Instructor - name]):
Signature certifies that student has completed the necessary 450 hours for field Liaison: ([Field Liaison - name]):
Task Supervisor: ([Task Supervisor - name]):

Student’s Grade (to be selected by the field instructor and verified by the liaison)
APPENDIX C

FORMS USED ONLY IN MSW PROGRAM

SW 590: Field Education I Syllabus ........................................................................................................ 123
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SW 595 Field Education II Syllabus: Social Work Practice with Adults and Their Families/PAA .....................................................................................................................................................................................................................................................................................................................
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SW 595 Adults and Their Families Learning Contract and Evaluation Form .......................................................................................................................... 173
SW 595 Children, Adolescents and Their Families Learning Contract and Evaluation Form .......................................................................................................................... 216
SW 590: Field Education I  

9 hours

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.
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:

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

8. 9. B. Responsible and professional conduct.

10. 11. 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.

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

14. 15. 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:

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

18. B. Ability to critically and reflectively assess needs, strengths, and functioning of adults and their families within the context of the Life Course Perspective.

20. C. Ability to apply professional values and ethics to social work practice with adults and their families.

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

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

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


30. H. Ability to engage in advocacy activities.

IV. Prerequisites


33.

34. V. Learning Goals

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. CSWE Core Competencies and Specialized Competency Supported Activities

2.1.1a Demonstrate Ethical and Professional Behavior
Social workers specializing in practice with older adults and their families and persons experiencing mental health problems recognize how societal and professional values apply to this specialized practice area. They understand how their own personal experiences and affective reactions influence their professional judgment and behavior, and the ways historical contexts shape their role and responsibilities.
Social workers understand how the value and ethics of the social work profession are extended to specialized practice with older adults and their families and persons experiencing mental health problems. They understand the role of other professions within adult and family systems of care and also recognize the importance of life-long learning and are committed to continually updating specialized practice skills.
Social workers:
- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making with older adults and their families and for persons experiencing mental health problems.
- Assess their own attitudes, values, and feelings about older persons and persons experiencing mental health problems, and how these factors, along with their feelings about their own aging, and about their own experiences with mental health problems, may influence their practice with this specialized population.
- Ethically represent the profession of social work within the multidisciplinary context.
- Evaluate their own practice with older adults and their families and with persons experiencing mental health problems.
- Demonstrate an understanding of special ethical concerns encountered in social work with older adults and their families and persons experiencing mental health problems, and how social work values regarding a client's right to privacy, confidentiality, and self-determination may pose special practice challenges.
• Demonstrate an understanding of ethical issues as they relate to pharmacological and psycho-pharmacological treatments.

2.1.2a Engage in diversity and difference in practice
Social workers specializing in practice with older adults and their families and adults experiencing mental health problems recognize and communicate the importance of difference in shaping life experiences. They recognize how the intersectionality of multiple factors including but not limited to age, class, color, race, religion/spirituality, disability, ability, gender identity, or immigration status influence individual and family development. Social workers also address the societal structures that oppress, marginalize, and alienate older adults and persons experiencing mental health problems, and understand how the dimensions of diversity influence this specialized area of practice, with particular attention to the history of poverty, oppression and marginalization of this group.

Social Workers:
• Examine their own attitudes, values, and feelings about older persons and persons experiencing mental health problems and how these factors, along with their feelings about their own aging and own experiences with mental health may influence their practice with this group.

• Demonstrate an understanding of how social work practice activities may be affected by a person's race, gender, ethnicity, sexual orientation, or membership in other special population groups, and demonstrate sensitivity to these factors in working with older adults and their families and persons experiencing mental health problems.

• Identify and contrast cultural issues and human diversity biases impinging on assessment and intervention processes, for persons experiencing mental health problems, older adults, and their families.

2.1.3a Advance Human Rights and Social, Economic and Environmental Justice
Social workers specializing in practice with older adults and their families and persons experiencing mental health problems recognize the role of this group in human rights agendas, including safety, privacy, health care, and education and an understanding of the international promotion of social and economic justice.

Social Workers:
• Apply strategies to eliminate oppression to ensure civil, political, economic, social and cultural rights.

• Engage in advocacy designed to seek the best interest and well-being of older adults and persons experiencing mental health problems, and the processes related to the elimination of oppressive structural barriers.

• Demonstrate an ability to include a variety of systems such as the family, the community, and advocacy groups when developing treatment plans.

• Demonstrate knowledge of community organization and social change approaches with older persons and their families.
2.1.4a Engage in Practice-informed Research and Research-informed Practice
Social workers specializing in practice with older adults and their families and persons experiencing mental health problems use evidence-based practice models in order to identify and apply appropriate interventions. They also understand techniques for increasing the credibility and usefulness of evaluation conclusions, with special attention to issues of cultural sensitivity in the design and implementation of studies. They make ethical decisions regarding the right to treatment, privacy, and informed consent.

Social workers:
- Understand how basic research concepts are used in direct practice
- Identify appropriate research methods to evaluate practice interventions.
- Identify major practice-related issues that require further research and study.

2.1.5a Engage in Policy Practice
Social workers specializing in practice with older adults and their families and persons experiencing mental health problems understand the connection between human rights and social welfare policies and services. They also recognize the political and organizational factors that influence social welfare policy development at the national and sub-national (state) levels. Social workers specializing in this area understand how to assess policies and their impact on older adults and their families and adults experiencing mental health problems. They are also knowledgeable about the historical, social, cultural, economic, organizational, environmental and global influences that affect policies and services for this group.

Social workers:
- Understand the frameworks for social welfare policy analysis for policies that affect older adults and persons experiencing mental health problems.
- Use tools of economic and political analyses to assess the feasibility for policies and services.
- Recognize how empirical data and social science theories are used in policy development and implementation.
- Identify applicable mental health laws and their influence on treatment provisions.
- Demonstrate a working knowledge of local, state, and federal policies, programs, resources, and services available to this group.

2.1.6a Engage with Individuals, Families, Groups, Organizations, and Communities
Social workers understand the specialized skills related to ongoing engagement with older adults and their families and persons experiencing mental health problems. Social workers specializing in this area understand the importance of human relationships and apply this understanding to the engagement process. Social workers recognize the importance of inter-professional collaboration and also recognize prevention and intervention strategies, models, and techniques related to this specialized practice. Social workers understand how to apply strategies to engage with older adults and their families and persons experiencing mental health problems.
from diverse backgrounds. They also recognize how personal experiences and affective reactions may influence their ability to effectively engage with this group.

Social Workers:
- Use evidence-based practice models and evidence-based intervention methods for engagement with older adults and persons experiencing mental health problems from diverse backgrounds.
- Demonstrate familiarity with the Life Course Perspective when identifying effective social work engagement strategies.
- Demonstrate an understanding of how social work practice activities may be affected by an adult’s race, gender, ethnicity, sexual orientation, or membership in other special population groups, and demonstrate sensitivity to these factors in working with this group.
- Demonstrate an ability to include a variety of systems such as the family, the community, and advocacy groups when developing treatment plans.

2.1.7a Assess Individuals, Families, Groups, Organizations, and Communities
Social workers understand the specialized skills related to ongoing assessment with older adults and their families and persons experiencing mental health problems. Social workers understand how to apply relevant behavioral and development theories to assessment goals for this group.

Social workers use the Life Course Perspective when identifying and formulating diagnostic impressions, and develop effective and evidence-based treatment strategies, including the use of behavioral and pharmacological interventions for this group.

Social Workers:
- Understand the role of inter-professional collaboration in the assessment process. Social workers are able to incorporate knowledge of relevant practice theories for work with older adults and their families and persons experiencing mental health problems.
- Use evidenced based practice models in order to assess older adults and their families and persons experiencing mental health problems.
- Understand appropriate theoretical foundations for assessment.
- Demonstrate knowledge of pharmacological and psychopharmacological issues.
- Identify the critical components of peoples’ social network relations and show how those relations may affect the social functioning, the quality of life, and the physical and emotional well-being of those individuals.
- Demonstrate the ability to critically analyze mental disorders, as identified in the Diagnostic and Statistical Manual of Mental Disorders, 5th ed.
- Prepare treatment plans appropriate for specific mental health problems.
2.1.8a Intervene with Individuals, Families, Groups, Organizations, and Communities
Social workers understand the specialized skills related to ongoing intervention with older adults and their families and adults experiencing mental health problems. Social workers understand how to incorporate appropriate theoretical frameworks in treatment with this group. Social workers specializing in this area of practice understand the role of inter-professional collaboration in the intervention process.

Social workers:
- Use evidence based practice models order to apply interventions to older adults and their families and persons experiencing mental health problems who are from diverse backgrounds.
- Identify and address emergency and crisis situations.
- Demonstrate advanced knowledge of development theories and practices.
- Understand the influence of historical context, policies and diversity on intervention. Recognize the role of the social worker in the multi-disciplinary context.
- Use knowledge of evidence-based practice models and evidence-based intervention methods to design specific intervention approaches for older clients and their families.
- Use evidence-based practice models in order to identify and apply interventions to assist in the treatment of persons with mental health problems.
- Work with at-risk populations of adults who have special needs such as: low income elders, medically and physically frail elders, elders who are members of racial or ethnic minority groups, rural dwelling elders, gay and lesbian elders, homeless elders, elders with dementia or serious mental illness, elders with development disabilities, elders who are caregivers, and elders who have been abused or maltreated.
- Demonstrate advanced knowledge of and interventions related to end-of-life issues related to death, dying, and bereavement.

2.1.9a Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Social workers understand the specialized skills related to ongoing evaluation with older adults and their families and with persons experiencing mental health problems. Social workers understand how to critically assess and apply evidence-based practices models in the outcome evaluation process, including community-based collaborative approaches. Social workers understand best practices for qualitative and quantitative methods for evaluating outcomes in this group.

Social workers:
- Demonstrate the ability to identify, define, and measure appropriate client goals and program objectives and outcome and process indicators.
Understand how research concepts are used in program evaluation.

Effectively use conclusions about how program effectiveness is drawn from evaluation data.

Demonstrate the use of critical and reflective thinking skills in engaging in the processes of assessment, problem identification, intervention planning and implementation, and practice evaluation. 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 Children, Adolescents, and 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 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. Learning Outcomes

Students 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.

F. 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. Learning Goals

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. CSWE Core Competencies and Specialized Competency Supported Activities

2.1.1a Demonstrate Ethical and Professional behavior
Social workers specializing in practice with Children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system recognize how societal and professional values apply to this area of practice. They also understand how personal experiences and affective reactions influence their professional judgment and behavior. Social workers specializing in practice with this group recognize how historical contexts shape the roles and responsibilities of this specialized area of practice and understand how the values and ethics of the social work profession are extended to specialized practice. Social workers understand the role of other professions within child, adolescent, and family systems of care. They also recognize the importance of life-long learning and are committed to continually updating specialized practice skills. They understand emerging forms of technology and ethical use of technology in specialized practice with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.
Social Workers:
- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, and models for ethical decision-making with Children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.
- Understand models of ethical social work practice with Children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.
- Demonstrate professional demeanor in behavior, appearance, and oral, written and electronic communications.
- Use reflection and self-regulation to manage personal values and maintain professionalism in specialized practice with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.
- Use technology ethically and appropriately to facilitate practice outcomes.
- Use supervision and consultation to guide professional judgment and behavior.

2.1.2a Engage in diversity and difference in practice
Social workers specializing in practice with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system recognize and communicate understanding the importance of difference in shaping life experiences. They recognize how the intersectionality of multiple factors including, but not limited to age, class, color, race, religion/spirituality, disability, ability, gender identity, or immigration status influence child, adolescent, and family development. Social workers specializing in practice with this group also address the societal structures that oppress, marginalize, and alienate children, adolescents and families. These social workers understand how the dimensions of diversity influence their practice with particular attention to the history of poverty, oppression, and marginalization of children and adolescents. Social Workers:
- Recognize the importance of diversity and difference in shaping life differences in specialized practice settings with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.
- Understand the social, psychological, historical, political, and economic factors that influence child, adolescent, and family development.
- Apply concepts to address oppression and privilege to specialized practice with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.

2.1.3a Advance Human Rights and Social, Economic and Environmental Justice
Social workers specializing in practice with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system recognize the role of children and adolescents in human rights agendas including safety,
privacy, health care, and education. They demonstrate understanding of the international promotion of social and economic justice for children adolescents, and families. Social workers apply strategies to eliminate oppression to ensure civil, political, economic, social, and cultural rights for this group.

Social workers:
- Engage in advocacy designed to seek the best interest and well-being of children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.
- Understand the processes related to the elimination of oppressive structural barriers for children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.
- Recognize the role of children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system in global human efforts.

2.1.4a Engage in Practice-informed Research and Research-informed Practice
Social workers specializing in practice with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system use evidence-based practice models to identify and apply interventions to assist in the treatment of this group. They also understand techniques for increasing the credibility and usefulness of evaluation conclusions, with special attention to issues of cultural sensitivity in the design and implementation of studies involving this area of specialized practice.

Social workers:
- Make ethical decisions regarding the right to treatment, privacy, and informed consent for children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.
- Identify the major evidence-based treatment models for children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.

2.1.5a Engage in Policy Practice
Social workers specializing in practice with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system understand the connection between human rights and social welfare policies and services. They also recognize the political and organizational factors that influence social welfare policy development at the national and sub-national (state) levels. Social workers specializing in this area understand how to assess policies and their impact on children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system. They are also knowledgeable about the historical, social, cultural, economic, organizational, environmental, and global influences that affect policies and services for this group.

Social workers:
• Understand the frameworks for social welfare policy analysis for policies that affect children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.
• Use tools of economic and political analyses to assess the feasibility of policies and services for children, adolescents and families who are impacted by mental health problems or are involved in the child welfare system.
• Recognize how empirical data and social science theories are used in policy development and implementation.

2.1.6a Engage with Individuals, Families, Groups, Organizations, and Communities
Social workers understand the specialized skills related to ongoing engagement with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system. Social workers specializing in this area of practice understand the importance of human relationships, and apply this understanding to the engagement process. Social workers recognize the importance of inter-professional collaboration in their engagement process. They also recognize prevention and intervention strategies, models, and techniques related to specialized practice with this group. Social workers understand how to apply strategies to engage with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system from diverse backgrounds and recognize how personal experiences and affective reactions may influence their ability to effectively engage with this group.
Social Workers:
• Understand how human diversity may influence engagement with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system from diverse backgrounds.
• Use evidence-based practice models and evidence-based intervention methods for engagement with Children, adolescents, and families from diverse backgrounds who are impacted by mental health problems or are involved in the child welfare system.
• Demonstrate familiarity with the Life Course Perspective when identifying effective social work engagement strategies for children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.

2.1.7a Assess Individuals, Families, Groups, Organizations, and Communities
Social workers understand the specialized skills related to ongoing assessment with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system. Social workers understand how to apply theories of child and adolescent behavior and development to assessment goals for children and adolescents from diverse backgrounds. Social Workers specializing in this specialized practice area understand the role of inter-professional collaboration in the assessment process. Social workers are able to incorporate knowledge of relevant practice theories for work with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.
Social Workers:
• Use evidenced based practice models in order to assess children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.
• Understand appropriate theoretical foundations for assessment with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.
• Demonstrate and ability to include a variety of systems when developing assessment and treatment goals for children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.

2.1.8a Intervene with Individuals, Families, Groups, Organizations, and Communities
Social workers understand the specialized skills related to ongoing intervention with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system. Social workers understand how to incorporate appropriate theoretical frameworks in treatment with this group. Social Workers specializing in practice with children, adolescents and families understand the role of inter-professional collaboration in the intervention process. Social workers:
• Use evidence based practice models or to apply interventions with children, adolescents, and families from diverse backgrounds who are impacted by mental health problems or are involved in the child welfare system.
• Demonstrate advanced knowledge of child, adolescent, and family development theories and practices.
• Understand the influence of historical context, policies and diversity on intervention planning with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.
• Recognize the role of the social worker in the multi-disciplinary context.

2.1.9a Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Social workers understand the specialized skills related to ongoing evaluation with children, adolescents, and families who are impacted by mental health problems or have involvement in the child welfare system. They understand how to critically assess and apply evidence-based practice models in the outcome evaluation process, including community-based collaborative approaches. Social workers understand best practices for qualitative and quantitative methods for evaluating outcomes for this specialized area of practice.
Social workers:
• Demonstrate the ability to identify, define, and measure appropriate client goals, program objectives, outcome, and process indicators.
• Understand how research concepts are used in program evaluation.
• Recognize conclusions about how program effectiveness drawn from evaluation data.
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.

VIII. Statement on Academic Misconduct

Students are expected to be familiar with and adhere to the official [Code of Academic Conduct](#) provided in the Online Catalog.

IX. Statement On Disability Accommodations

Contact the Office of Disability Services (ODS) as detailed in the Online Catalog.

X. Severe Weather Protocol

Please see the latest [Severe Weather Guidelines](#) in the Online Catalog.

XI. Pregnant Student Accommodations

Title IX protects against discrimination related to pregnancy or parental status. If you are pregnant and will need accommodations for this class, please review the University’s FAQs on the UAct website.

XII. Religious Observances

Under the Guidelines for Religious Holiday Observances, students should notify the instructor in writing or via email during the first two weeks of the semester of their intention to be absent from class for religious observance. The instructor will work to provide reasonable opportunity to complete academic responsibilities as long as that does not interfere with the academic integrity of the course. See full guidelines at [Religious Holiday Observances Guidelines](#).
XIII. UAct Statement

The UAct website provides an overview of The University's expectations regarding respect and civility.
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: ☒
CWID: ☒

Instructions:
The Learning Contract is generated through a collaborative effort by the student and the field instructor, and it is managed through the IPT database. The learning contract is approved by the student, field instructor and faculty liaison by submitting an electronic signature. This approval/electronic signature occurs at the initial approval of the learning contract, midterm, and final.

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.

FIELD INSTRUCTORS: EVALUATE STUDENTS USING THE FAR RIGHT COLUMNS USING THE NUMERICAL SYSTEM BELOW. PROVIDE ANY ADDITIONAL FEEDBACK IN THE “OTHER” TEXT BOX LOCATED IN THE ACTIVITIES SECTION OF EACH COMPETENCY OR AT THE END OF THE FORM IN OVERALL COMMENTS.
Rate each student on the degree to which she/he has exhibited beginning competence in performing each of the 42 behaviors listed. Please use the following scale. Note, “9” is not an allowable rating for the final evaluation. Also note that some of the practice behaviors are complex; for example, the student is expected to meet/exhibit the behavior with several groups or in several settings. To achieve a high rating, the student should have exhibited the behavior in all the ways listed. ****Note that MSW students in their “concentration year placement” are expected to exhibit these behaviors at a higher level of competency than are BSW students or first year MSW students.****

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 or below 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.

Each competency contains a competency supported activity (CSA) in bold. For each CSA students will have to choose a minimum of one activity. If the activity chosen is also listed under another CSA behavior it will automatically be selected for each CSA it is listed under. Please add other activities as needed.
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>2.1.1 Demonstrate ethical and professional behavior</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities:</td>
<td>Midterm</td>
</tr>
<tr>
<td>Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context</td>
<td></td>
</tr>
<tr>
<td>• Keep a copy of the NASW Code of Ethics at your field placement and become familiar with it.</td>
<td></td>
</tr>
<tr>
<td>• Read agency manuals, brochures, website, annual report, etc. about agency and discuss with field instructor.</td>
<td></td>
</tr>
<tr>
<td>• Learn the agency’s policies and procedures for reporting abuse.</td>
<td></td>
</tr>
<tr>
<td>• Advocate for client access to services.</td>
<td></td>
</tr>
<tr>
<td>• Observe other workers as they describe the rules and limits of confidentiality with clients, then practice doing this.</td>
<td></td>
</tr>
<tr>
<td>• Learn agency rules regarding protecting client information, such as chart storage, computer safety, emails, faxes, cell-phones, letters, lobby, and front desk policies.</td>
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</tr>
</tbody>
</table>
In supervision, discuss one ethical dilemma you have experienced in the agency. Discuss with supervisor how ethical dilemmas are addressed and documented at the agency.

Discuss in supervision the way that practice and policy decisions are made at the agency.

Other:

Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations

Use at least one supervision hour to discuss personal values, biases, and life experience and how they impact professional relationships in the agency context.

Observe a case presentation and then in supervision use reflection to share your perspective.

In supervision, identify how one’s biases and life experiences affect the development of professional relationships, including work with clients and colleagues, and demonstrate the ability to modify one’s behavior accordingly.

Other:

Use supervision and consultation to guide professional judgment and behavior

Have supervisor review all written work before it enters a permanent record or leaves the agency.

Keep supervisor informed about school-related events and
deadlines; go over the field manual with supervisor and make a plan about schedule, time off, sick days, etc.

- Maintain documentation of issues discussed in supervision, as well as assignments, advice, and work deadlines.
- Accept evaluative feedback in a professional manner and begin to integrate the feedback into practice.
- Be prepared for each supervisory meeting by developing an agenda with questions and discussion points ready before the meeting.
- Observe and practice describing Release of Information forms to clients.
- In supervision, discuss one ethical dilemma you have experienced in the agency. Discuss with supervisor how ethical dilemmas are addressed and documented at the agency.
- Receive feedback on written and oral work and integrate into practice.
- Other:

**Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication**

- Be punctual and prepared in keeping appointments with clients, colleagues, staff, and community contacts.
- Learn the agency’s policy on documentation of sensitive information, such as health conditions, legal histories, and substance
In supervision, identify how one’s biases and life experiences affect the development of professional relationships, including work with clients and colleagues, and demonstrate the ability to modify one’s behavior accordingly.

Read agency reports as well as case reports and progress notes from other professionals.

In supervision, practice articulating thoughts using professional language.

Represent the agency in a professional manner when in community meetings, court, other agencies, etc.

Ask a relevant question or make a comment in a case staffing or other agency meeting.

Display respectful behavior during a disagreement with a coworker or client.

Other:

Use technology ethically and appropriately to facilitate practice outcomes

Review social media policy. If agency does not have a social media policy, discuss social media use in supervision.

Learn the agency’s policy on documentation of sensitive information, such as health conditions, legal histories, and substance abuse.
- Maintain appropriate professional boundaries with clients and colleagues.
- Observe other workers as they describe the rules and limits of confidentiality with clients, then practice doing this.
- Learn agency rules regarding protecting client information, such as chart storage, computer safety, emails, faxes, cell-phones, letters, lobby, and front desk policies.
- Other:

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

### 2.1.2 Engage diversity and difference in practice

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

*Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels*

- Demonstrate an understanding of the forms and mechanisms of oppression and discrimination and their effects on vulnerable populations.
- Review the agency’s mission statement and reflect on how it relates
to larger issues of social, political, and economic justice.

- Discuss in supervision how differences such as race, age, and gender can impact what a social worker hears and sees from a client interaction.

- Learn the agency’s policies and practices when working with client systems who do not speak English or who have a hearing or visual impairment or any other challenging condition.

- Discuss with supervisor observations about how the agency promotes, celebrates, or ignores diversity in its written materials, physical space, décor, etc.

- Interview staff members to learn the history of the agency context, such as the different racial and ethnic population shifts in the community that the agency serves.

- Attend a cultural event in the community and reflect in supervision on the experience.

- In supervision, identify one societal or institutional barrier resulting in different experiences between clients and staff.

- Expand the use of basic engagement skills to include understanding of culturally specific norms, customs, and values.

- Create a public list of groups or organizations that focus on an area of diversity and difference in practice such as a list of LGBTQ advocacy agencies or bloggers who write about aging in American society.

- Search for articles about an issue of diversity that is important to
you and re-tweet with a comment. Consider focusing your tweet on how
the article supports or does not support the dignity and worth of the
person.

- Read NASW’s Standards for Cultural Competence in Social Work
  Practice. Identify three ways you could use Twitter to develop culturally
  competent knowledge and skills as a social work student and in the
  future as a social work practitioner.

- Other:

Present themselves as learners and engage clients and constituencies as
experts of their own experiences

- Discuss in supervision how differences such as race, age, and
gender can impact what a social worker hears and sees from a client
interaction.

- Watch a movie or read a book recommended by supervisor to better
understand the agency clientele.

- Attend a community event that addresses the needs of an
underserved population.

- Other:

Apply self-awareness and self-regulation to manage the influence of
personal biases and values in working with diverse clients and
constituencies

- Discuss in supervision how differences such as race, age, and
gender can impact what a social worker hears and sees from a client
interaction.
- Shadow other social workers when they meet with client systems and then discuss how differences were handled.
- Set aside and use a supervision session to explicitly discuss specific biases and assumptions related to the client population.
- Utilize journaling to self-reflect personal beliefs or values about groups that are different than you and assess how that might impact interactions with various clients.
- Other: 

4-East 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>Activities:</th>
<th>Evaluation</th>
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<tbody>
<tr>
<td><strong>2.1.3 Advance human rights and social, economic, and environmental justice</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels</strong></td>
<td></td>
</tr>
<tr>
<td>- Review the agency’s mission statement and reflect on how it relates to larger issues of social, political, and economic justice.</td>
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<tr>
<td>- Discuss and gain understanding about how poverty impacts service delivery, such as daycare availability, transportation, and stigma.</td>
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</table>
• Sit with a client while attempting to contact a referral source by telephone to model for the client how to access services.

• Identify and discuss the community context for client system and agency.

• Identify issues of persistent poverty, discrimination, and oppression that can be seen in relation to clients served by the agency.

• Other:

Engage in practices that advance social, economic, and environmental justice.

• Take a bus to or from the agency; learn how to find bus schedules.

• Find and attend a coalition meeting related to the agency’s mission.

• Other:

Participate in a community advocacy event.

• Attend a city council meeting and talk with council members about the needs of the community.

• Review a case and identify barriers caused by social injustice and discuss/develop a plan with supervisors on ways to advocate on client’s behalf.

• Participate in a live Twitter Chat that addresses a social and/or economic justice issue such as the Mental Health Chat.

• Create a public list of advocacy organizations on Twitter related to
social or economic justice issues such as poverty or health care disparities.

- × Watch a documentary movie on a social justice issue and send out tweets with hashtags about the movie, focusing on the movie’s message and important facts from the movie.
- × Other: 

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

2.1.4 Engage in practice-informed research and research-informed practice

<table>
<thead>
<tr>
<th>Activities:</th>
<th>Midterm</th>
<th>Final</th>
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<tbody>
<tr>
<td><strong>Use practice experience and theory to inform scientific inquiry and research</strong></td>
<td></td>
<td></td>
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<tr>
<td>- × Interview staff members about how the agency has responded to the demand for evidenced-based practice approaches.</td>
<td></td>
<td></td>
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<tr>
<td>- × With field instructor, discuss possible research projects and opportunities within the agency.</td>
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<tr>
<td>- × Conduct a literature review of current best practices related to this setting.</td>
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</table>
- Locate and read the agency's monthly or yearly reports and assess how the information impacts the agency's practice.

- Use feedback from supervision to evaluate one’s own practice (what works, what doesn’t, and why).

- Other:  

**Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings**

- Read a social work journal (or some academic journal) and bring relevant articles to supervision.

- With field instructor, discuss possible research projects and opportunities within the agency.

- Conduct a literature review of current best practices related to this setting.

- Locate and read the agency's monthly or yearly reports and assess how the information impacts the agency's practice.

- Become familiar with the research literature related to the population/field of practice in agency.

- Read journal articles that address evidence-based interventions relevant to the agency. Discuss the results during supervision.

- Select an evidenced-based intervention that is effective for a problem that the client presents.
Use and translate research evidence to inform and improve practice, policy, and service delivery.

- Find out what pre and post assessments the agency might use and determine why these tools were chosen and how the information is used.
- Find out what data the agency collects and how it is used.
- With field instructor, discuss possible research projects and opportunities within the agency.
- Conduct a literature review of current best practices related to this setting.
- Locate and read the agency's monthly or yearly reports and assess how the information impacts the agency's practice
- Become familiar with the research literature related to the population/field of practice in agency.
- Select an evidenced-based intervention that is effective for a problem that the client presents.

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
## 2.1.5 Engage in Policy Practice

<table>
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<th>Final</th>
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### Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services

- [x] During supervision, identify social policies that affect agency clients.
- [x] Discuss how social welfare programs (Social Security, Medicaid, public housing etc.) affect client systems at the agency.
- [x] Learn how the state’s new managed care systems and the national Affordable Care Act will affect agency and clients.
- [x] Read local news and stay up to date on news regarding issues related to the agency.
- [x] Research legislative history of an existing or proposed program.
- [x] Other:  

### Assess how social welfare and economic policies impact the delivery of and access to social services

- [x] Discuss how social welfare programs (Social Security, Medicaid, public housing etc.) affect client systems at the agency.
- Learn how the state’s new managed care systems and the national Affordable Care Act will affect agency and clients.

- Interview a staff person or read an agency report on finances to learn how the agency is funded and discuss in supervision how this impacts services.

- Other:

**Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice**

- Choose one major social policy area and start to become more knowledgeable about it by reading, attending meetings, interviewing others, etc.

- Participate in lobbying efforts on local and state levels.

- Contact legislative or bureaucratic decision makers to explain/advocate for policy.

- Attend a policy development meeting at your agency.

- Research and track legislative initiatives that will impact the agency then create a fact sheet regarding the legislation to share with supervisor and staff.

- Write a draft letter to a legislator or to the newspaper editor detailing your stance on legislation along with supportive information relevant to your stance. Share with your field instructor.

- Research a legislative issue and interview advocates both for and
against the issue in order to learn more about the topic. Present information to agency.

- [x] Other:  

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

### 2.1.6 Engage with individuals, families, groups, organizations, and communities

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

*Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies*

- [x] Learn the agency’s eligibility criteria and the appropriate referral resources.
- [x] Practice describing the agency and its services to clients and others in the community.
- [x] Represent the agency at a community event.
- [x] Attend a multidisciplinary team meeting.
- [x] Use motivational interviewing techniques to engage with clients.
• Identify agencies that are community partners and develop a resource directory.

• Develop a user-friendly referral list that includes contact information for community resources

• Other: 🖼

**Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.**

• Have field instructor observe your work with clients to see that nonverbal and verbal messages are congruent; that empathetic responses and listening skills are evident.

• Have supervisor sit in on sessions and provide feedback.

• Represent the agency at a community event.

• Observe several different social workers in their initial encounters with a client system, take notes, and discuss how engagement is achieved.

• Explain to client systems the relevant aspects of your internship (time limits, working under supervision, etc.).

• Attend a multidisciplinary team meeting.

• Other: 🖼
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

2.1.7 Assess with individuals, families, groups, organizations, and communities

<table>
<thead>
<tr>
<th>Activities:</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</td>
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</table>

- ✗ Role play an interviewer, with another worker, or intern as a new client.
- ✗ Observe a psychosocial (comprehensive assessment) interview and discuss the process in supervision.
- ✗ Observe an assessment and contribute to the interview by asking applicable questions and giving input.
- ✗ Participate in treatment team meetings in order to observe the development of a case plan.
- ✗ Develop a list of questions that elicit client strengths.
- ✗ Observe three assessment procedures; compare and contrast the process and results.
- Practice using the agency’s assessment tools by scoring assessments.

- Conduct an individual interview, family interview, or group session and discuss the experience with supervisor.

- Identify high risk clients served by the agency and present possible prevention services.

- Other:

  Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies

- Role play an interviewer, with another worker, or intern as a new client.

- Observe a psychosocial (comprehensive assessment) interview and discuss the process in supervision.

- Participate in treatment team meetings in order to observe the development of a case plan.

- Begin to proactively participate in treatment team and staff meetings by updating the team on a client and / or agency progress.

- Reflect on how presenting problems are related to underlying issues.

- Observe three assessment procedures; compare and contrast the process and results.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Completion Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct an individual interview, family interview, or group session and discuss the experience with supervisor.</td>
<td>✗</td>
</tr>
<tr>
<td>Complete a bio-psycho-social-spiritual assessment (comprehensive assessment) summary that stresses social/environmental factors as well as the life course perspective.</td>
<td>✗</td>
</tr>
<tr>
<td>Other:</td>
<td>✗</td>
</tr>
</tbody>
</table>

**Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies**

<table>
<thead>
<tr>
<th>Activity</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Role play an interviewer, with another worker, or intern as a new client.</td>
<td>✗</td>
</tr>
<tr>
<td>Observe a psychosocial (comprehensive assessment) interview and discuss the process in supervision.</td>
<td>✗</td>
</tr>
<tr>
<td>Participate in treatment team meetings in order to observe the development of a case plan.</td>
<td>✗</td>
</tr>
<tr>
<td>Observe three assessment procedures; compare and contrast the process and results</td>
<td>✗</td>
</tr>
<tr>
<td>Conduct an individual interview, family interview, or group session and discuss the experience with supervisor.</td>
<td>✗</td>
</tr>
<tr>
<td>Interview staff in other disciplines associated with the agency to understand how their roles complement the social work role.</td>
<td>✗</td>
</tr>
<tr>
<td>Other:</td>
<td>✗</td>
</tr>
</tbody>
</table>
Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

- Role play an interviewer, with another worker, or intern as a new client.
- Observe a psychosocial (comprehensive assessment) interview and discuss the process in supervision.
- Participate in treatment team meetings in order to observe the development of a case plan.
- Observe three assessment procedures; compare and contrast the process and results.
- Get feedback about whether assessments have a proper balance of strengths and needs.
- Conduct an individual interview, family interview, or group session and discuss the experience with supervisor.

Other:  

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

**Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies**

- [x] Observe various social workers during class, face to face meetings, groups, home visits, etc.

- [x] Document progress notes professionally during a session so that it does not interfere with treatment.

- [x] Start determining one method of intervention over which you will achieve mastery.

- [x] Role play a client situation with supervisor.

- [x] Sit in on a group led by another social worker or professional; then co-lead a session.

- [x] Explain to a client what the intervention plan is and why this approach was chosen.

- [x] Read any treatment manuals that the agency has available.

- [x] Observe a social worker handle a crisis situation, such as facilitating a hospitalization or reporting child abuse; reflect in supervision.

- [x] Other: 

**Apply knowledge of human behavior and the social environment, person-
In-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies

- Observe various social workers during class, face to face meetings, groups, home visits, etc.
- Start determining one method of intervention over which you will achieve mastery.
- Role play a client situation with supervisor
- Sit in on a group led by another social worker or professional; then co-lead a session
- Explain to a client what the intervention plan is and why this approach was chosen
- Read any treatment manuals that the agency has available.
- Observe a social worker handle a crisis situation, such as facilitating a hospitalization or reporting child abuse; reflect in supervision.
- Other: 

Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes

- Sit in on a group led by another social worker or professional; then co-lead a session
- View webinars or on-line trainings related to specific intervention techniques.
- Attend a training about an intervention approach or technique.
- Gather assessment information and develop a genogram to demonstrate an understanding of the family supports and dynamics.
- Other:

**Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies**

- Explain to a client what the intervention plan is and why this approach was chosen.
- View webinars or on-line trainings related to specific intervention techniques.
- Attend a training about an intervention approach or technique.
- Participate in the development and planning of an agency community event/fundraiser.
- Develop a culturally sensitive intervention that utilizes a client's support network (religious leaders, elders, healers, etc.).
- Other:

**Facilitate effective transitions and endings that advance mutually agreed-on goals**

- Observe various social workers during class, face to face meetings, groups, home visits, etc.
- Role play a client situation with supervisor
- Sit in on a group led by another social worker or professional; then co-lead a session
- View webinars or on-line trainings related to specific intervention techniques.
- Attend a training about an intervention approach or technique.
- Other:  

<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>

### 2.1.9 Evaluate with individuals, families, groups, organizations, and communities

**Activities:**

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

- Select and use appropriate methods for evaluation of outcomes

- Review and discuss with supervisor the case file system for a client served by the agency.
- Set concrete, measurable goals for your session with a client.
- Follow up with a client or collateral after services have ended to determine if the intervention was effective.
- Submit client system goals to field instructor for refining the measurability / achievability of the goals.
- Develop or use an existing tool to measure client satisfaction with services.
- Learn the tools the agency uses to measure quality assurance.
- Participate in or observe a program evaluation.
- Other:

**Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes**

- Ask for feedback from clients at the end of sessions.
- Set concrete, measurable goals for your session with a client.
- Develop or use an existing tool to measure client satisfaction with services.
- Participate in or observe a program evaluation.
- Other:

**Critically analyze, monitor, and evaluate intervention and program processes and outcomes**

- Ask for feedback from clients at the end of sessions.
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<tr>
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<tr>
<td></td>
<td>Set concrete, measurable goals for your session with a client.</td>
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<td></td>
<td>Check in with each client system during each session to determine if progress toward goals is being made or if the goals need to be revised.</td>
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<td>Contact an outside agency or person when appropriate to determine if progress is being noticed in other settings</td>
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<td>Attempt to make contact with client systems who fail to attend appointments and determine why this is the case.</td>
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<td></td>
<td>Follow up with a client or collateral after services have ended to determine if the intervention was effective.</td>
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<tr>
<td></td>
<td>Submit client system goals to field instructor for refining the measurability / achievability of the goals.</td>
</tr>
<tr>
<td></td>
<td>Develop or use an existing tool to measure client satisfaction with services.</td>
</tr>
<tr>
<td></td>
<td>Participate in or observe a program evaluation.</td>
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<td></td>
<td>Other:</td>
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<tr>
<td></td>
<td>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels</td>
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<tr>
<td></td>
<td>Ask for feedback from clients at the end of sessions.</td>
</tr>
<tr>
<td></td>
<td>Develop or use an existing tool to measure client satisfaction with services.</td>
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</table>
- [x] Participate in or observe a program evaluation.
- [x] Review a case and identify the phases of treatment in the social work process.
- [x] Other: 

**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

<table>
<thead>
<tr>
<th>Personal/Professional Growth Competency:</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Behaviors:</td>
<td>Activities:</td>
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<tr>
<th>Learning Plan Complete</th>
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</table>

**OVERALL Task Supervisor Comments**

**OVERALL Field Instructor Comments**

**OVERALL Student Comments**
OVERALL Liaison Comments

**Signature for Learning Contract:**
Student: [X]
Field Instructor: ([Field Instructor - name]):
Liaison: ([Field Liaison - name]):

**Signature for Midterm**
Student: [X]
Field Instructor: ([Field Instructor - name]):
Liaison: ([Field Liaison - name]):

**Signature for Final**
Student: [X]
Field Instructor: ([Field Instructor - name]):
Signature certifies that student has completed the necessary 450 hours for field Liaison: ([Field Liaison - name]):
Task Supervisor: ([Task Supervisor - name]):

Student’s Grade (to be selected by the field instructor and verified by the liaison)
The University of Alabama School of Social Work
SW 595 Adults and Their Families PAA
Learning Contract and Evaluation Form

Student’s Name: ________________________________
Agency: ________________________________
Field Instructor: ________________________________
Phone: ________________________________ Email: ________________________________
Liaison: ________________________________
CWID: ________________________________

Instructions:

The Learning Contract is generated through a collaborative effort by the student and the field instructor and it is managed through the IPT database. The learning contract is approved by the student, field instructor and faculty liaison by submitting an electronic signature. This approval/electronic signature occur at the initial approval of the learning contract, midterm and final.

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 competency supported activities of your concentration.

FIELD INSTRUCTORS: EVALUATE STUDENTS USING THE FAR RIGHT COLUMNS USING THE NUMERICAL SYSTEM BELOW. PROVIDE ANY ADDITIONAL FEEDBACK IN THE "OTHER" TEXT BOX LOCATED IN THE ACTIVITIES SECTION OF EACH COMPETENCY OR AT THE END OF THE FORM IN OVERALL COMMENTS.

Rate each student on the degree to which she/he has exhibited beginning competence in performing each of the 42 behaviors listed. Please use the following scale. Note, “9” is not an allowable rating for the final evaluation. **Also note that some of the Competency Supported Activities are complex; for example, the student is expected to meet exhibit the behavior with several groups or in several settings. To achieve a high rating, the student should have exhibited the behavior in all the ways listed.****Note that MSW students in their “concentration year placement” are expected to exhibit these behaviors at a higher level of competency than are BSW students or first year MSW students.****

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

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; 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.

**Each competency contains competency supported activities (CSA) in bold. For each CSA students will have to choose a minimum of one activity. If the activity chosen is also listed under another CSA, it will automatically be selected for each CSA it is listed under. You can also add other activities as needed.**

4-Excellent 3-Above Average 2-Average 1-Below Average 0- Unsatisfactory 9- Student has not yet had the opportunity to exhibit this competency or competency supported activity.

<table>
<thead>
<tr>
<th>2.1.1a Demonstrate Ethical and Professional Behavior</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activities:</strong></td>
<td>Midterm</td>
</tr>
<tr>
<td>Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making with older adults and their families and for persons experiencing mental health problems.</td>
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<tr>
<td>□ Attend staff meetings as scheduled; increase participation.</td>
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<tr>
<td>□ Before each supervision session, prepare a written agenda.</td>
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<tr>
<td>□ Take suggestions and feedback from field instructor, modify behavior accordingly, and make field instructor aware of changes</td>
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</table>
- Accompany another staff member on a home visit or other client-related outing, then reflect on boundary issues.
- Participate in group supervision along with other interns and field instructor.
- Develop and follow a self-care plan related to internship stress.
- Talk to field instructor about self-disclosure and how much or how little personal information should be revealed.
- Find out agency’s policy on self-disclosure.
- Be punctual and prepared in keeping appointments with clients, colleagues, staff, and community contacts.
- Keep field instructor informed about school-related events and deadlines; go over the field manual with field instructor and make a plan about schedule, time off, sick days, etc.
- Maintain documentation of issues discussed in supervision, as well as assignments, advice, and work deadlines.
- Read an article about ethical issues related to professional boundaries; share insights with field instructor.
- Learn the agency’s policy about client confidentiality and protecting client information.
- Learn how ethical dilemmas are addressed and documented at the agency.
- In supervision, practice articulating thoughts and opinions using the professional language of the agency.
- Receive feedback on written and oral work and make necessary modifications.
- Review social media policy. If agency does not have a social media policy discuss social media use in supervision.

Other:

**Assess their own attitudes, values, and feelings about older persons and persons experiencing mental health problems, and how these factors, along with their feelings about their own aging, and about their own experiences with mental health problems, may influence their practice with this specialized population.**

- Use at least one supervision hour to discuss personal values, biases, and life experience.
- Have supervisor probe for counter-transference reactions from client experiences.
- Shadow a social worker or other member of the IDT to a visit/session and discuss insight with supervisor.

Other:

**Ethically represent the profession of social work within the multidisciplinary context.**
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- Attend staff meetings as scheduled; increase participation.
- Seek out consultation from co-workers and field instructor on a regular basis.
- Attend case conferences and trainings that are appropriate for professional development.
- Accompany another staff member on a home visit or other client-related outing, then reflect on boundary issues.
- Do an oral presentation/case conceptualization in front of the agency staff.
- Ask a relevant question or make comments in staffing or agency meetings.
- Advocate for client access to services.
- Represent the agency in a professional manner when in community meetings, court, other agencies, etc.
- Display respectful behavior during a disagreement with a coworker or client.
- Other: 

  Evaluate their own practice with older adults and their families and with persons experiencing mental health problems.
- Bring to supervision session a question about an aspect of ongoing
- Review existing treatment plans and determine how theories may be incorporated into them.
- Use feedback from supervision to evaluate one's own practice.
- Other: Demonstrate an understanding of special ethical concerns encountered in social work with older adults and their families and persons experiencing mental health problems, and how social work values regarding a client's right to privacy, confidentiality, and self-determination may pose special practice challenges.
- Seek out consultation from co-workers and field instructor on a regular basis.
- Attend case conferences and trainings that are appropriate for professional development.
- Become more familiar with HIPPA laws/regulations and how they impact the agency.
- Learn the agency’s policy about client confidentiality and protecting client information.
- Learn how ethical dilemmas are addressed and documented at the agency.
- Attend ethics training.
- Read agency manuals, brochures, website, annual report, etc. about
- Read agency reports as well as case reports and progress notes from other professionals and discuss in supervision.

- Learn the agency's policy on documentation of sensitive information, such as health conditions, legal histories, and substance abuse.

- Learn the agency's policy and procedures for reporting abuse.

- Learn the agency's rules regarding protecting client information, such as chart storage, computer safety, e-mails, social and digital media, faxes, cell phones, letters, lobby, and front desk policies.

- Conduct an in-service for staff about a relevant issue in relation to the population served by your agency.

- Be familiar with ethical standards that address dilemmas related to the use of digital and social technology in social work. Write up a case study of one possible ethical dilemma.

- Other:

  **Demonstrate an understanding of ethical issues as they relate to pharmacological and psycho-pharmacological treatments.**

  - Seek out consultation from co-workers and field instructor on a regular basis.

  - Attend case conferences and trainings that are appropriate for professional development.
- Become more familiar with HIPPA laws/regulations and how they impact the agency.
- Conduct an in-service for staff about a relevant issue in relation to the population served by your agency.
- Attend ethics training.
- Other: 

### 2.1.2a-Engage Diversity and Difference in Practice

<table>
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<tr>
<th>Activities:</th>
<th>Evaluation</th>
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<tbody>
<tr>
<td><strong>Examine their own attitudes, values, and feelings about older persons and persons experiencing mental health problems and how these factors, along with their feelings about their own aging and own experiences with mental health may influence their practice with this group.</strong></td>
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<tr>
<td>□ Journal or reflect on how differences can impact what a social worker hears and sees from a client interaction.</td>
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<td>□ Discuss in supervision specific biases and assumptions related to the client population.</td>
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<td>□ Utilize journaling to self-reflect personal beliefs or values about groups that are different than you and assess how that might impact interactions with various clients.</td>
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<td></td>
<td>□ Attend a cultural event in the community and reflect in supervision on the experience.</td>
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<td></td>
<td>□ Other:</td>
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</tbody>
</table>

**Demonstrate an understanding of how social work practice activities may be affected by a person’s race, gender, ethnicity, sexual orientation, or membership in other special population groups, and demonstrate sensitivity to these factors in working with older adults and their families and persons experiencing mental health problems.**

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<tbody>
<tr>
<td></td>
<td>□ Identify different cultural frameworks used by colleagues in a discussion of their best practices in regard to cultural competency.</td>
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<tr>
<td></td>
<td>□ Learn the agency’s policies and practices when working with clients (and family members) who do not speak English, who have a hearing or visual impairment, or any other challenging condition.</td>
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<tr>
<td></td>
<td>□ Talk to clients about their own culture; when relevant, talk with clients about your own cultural influences.</td>
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<td></td>
<td>□ Discuss with supervisor how the agency promotes, celebrates, or ignores diversity in its written materials, physical space, décor, etc.</td>
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<tr>
<td></td>
<td>□ Attend an open community meeting such as an open alcoholics anonymous meeting and journal or reflect about the experience.</td>
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<td></td>
<td>□ Shadow other social workers/professionals when they meet with client systems and discuss how differences were handled.</td>
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</table>
|   | □ Interview staff members to learn the history of the agency context, such as the different racial and ethnic population shifts in the community.
that the agency serves.

- In supervision, identify one societal or institutional barrier resulting in different experiences between clients and staff.

- Expand the use of engagement skills to include understanding of culturally specific norms, customs, and values.

- Search for articles about an issue of diversity that is important to you and re-tweet with a comment. Consider focusing your tweet on how the article supports or does not support the dignity and worth of the person.

- Read NASW's Standards for Cultural Competence in Social Work Practice. Identify three ways you could use Twitter to develop culturally competent knowledge and skills as a social work student in the future as a social work practitioner.

- Create a public list of groups or organizations on Twitter that focus on an area of diversity and difference in practice such as a list of LGBTQ advocacy agencies or bloggers who write about aging in American society.

- Find out who in the agency is responsible for ADA compliance and interview that person about accessibility and accommodation issues.

- From the Pew Research Center’s website, search for information about the use of social media in the United States based on age, race, gender, SES, etc. and then create a one page digital handout for staff at your practicum agency, focused on one of the agency’s populations served.
- Other:  

**Identify and contrast cultural issues and human diversity biases impinging on assessment and intervention processes, for persons experiencing mental health problems, older adults, and their families.**

- □ Identify different cultural frameworks used by colleagues in a discussion of their best practices in regard to cultural competency.

- □ Talk to clients about their own culture; when relevant, talk with clients about your own cultural influences.

- □ Expand the use of assessment and intervention to include understanding of culturally specific norms, customs, and values.

- □ Learn the agency’s policies and practices when working with clients (and family members) who do not speak English, who have a hearing or visual impairment, or any other challenging condition.

- □ Other:  

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### 2.1.3a Advance Human Rights and Social, Economic and Environmental Justice

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<tr>
<th>Activities:</th>
<th>Evaluation</th>
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<tbody>
<tr>
<td><strong>Apply strategies to eliminate oppression to ensure civil, political, economic, social and cultural rights.</strong></td>
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<tr>
<td>□ Find and review the agency’s mission statement and reflect on how</td>
<td></td>
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</table>
it is related to larger issues of social, political, and economic justice.

- Assess whether indigent clients receive the same treatment as other clients as it relates to the agency’s mission statement.

- Identify issues of persistent poverty, discrimination, and oppression that can be seen in relation to clients served by the agency.

- Discuss and gain understanding on how poverty and transportation issues affect treatment compliance.

- When suggesting a referral source to a client, make the call along with the client to experience the process; visit the site of the referral agency when possible.

- Write a letter to the editor regarding an issue that impacts the agency/clients, and share with supervisor.

- Find out what demographic data the agency collects on clients and critique how and why this information is utilized in the agency.

- Choose a specific client population and describe five ways that social media can be used as an advocacy tool for this population. Give an example of current efforts to use social media for advocacy for this population.

- Other: Engage in advocacy designed to seek the best interest and well-being of older adults and persons experiencing mental health problems, and the processes related to the elimination of oppressive structural barriers.
- **Participate in a community advocacy event.**
- **Attend a city council meeting and talk with council members about the needs of the community.**
- **Review a case and identify barriers caused by social injustice and discuss/develop a plan with supervisors on ways to advocate on client's behalf.**
- **Participate in a live Twitter Chat that addresses a social and/or economic justice issue such as the Mental Health Chat.**
- **Create a public list of advocacy organizations on Twitter related to social or economic justice issues such as poverty or health care disparities.**
- **Watch a documentary movie on a social justice issue and send out tweets with hashtags about the movie, focusing on the movie's message and important facts from the movie.**
- **Find and attend a coalition meeting or task force related to the agency’s mission. Share insight with supervisor.**
- **Other:**

**Demonstrate an ability to include a variety of systems such as the family, the community, and advocacy groups when developing treatment plans.**

- **Participate in a community advocacy event.**
- **Attend a city council meeting and talk with council members about the needs of the community.**
• Review a case and identify barriers caused by social injustice and discuss/develop a plan with supervisors on ways to advocate on client's behalf.

• Participate in a live Twitter Chat that addresses a social and/or economic justice issue such as the Mental Health Chat.

• Find and attend a coalition meeting or task force related to the agency’s mission.

• Identify issues of persistent poverty, discrimination, and oppression that can be seen in relation to clients served by the agency.

• Create informal forum for client systems to discuss relevant concerns.

• Other:

Demonstrate knowledge of community organization and social change approaches with older persons and their families.

• Find and attend a coalition meeting or task force related to the agency’s mission.

• Identify issues of persistent poverty, discrimination, and oppression that can be seen in relation to clients served by the agency.

• Create informal forum for client systems to discuss relevant concerns.

• Participate in a live Twitter Chat that addresses a social and/or economic justice issue such as the Mental Health Chat.
2.1.4a Engage in Practice-informed Research and Research-informed Practice

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<tr>
<th>Activities:</th>
<th>Midterm</th>
<th>Final</th>
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<tr>
<td><strong>Understand how basic research concepts are used in direct practice</strong></td>
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<td>- Research, and discuss in supervision, journal articles on issues that the agency addresses.</td>
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<td>- Provide field instructor or colleagues with information regarding new practice skills and theoretical frameworks that have been learned in class.</td>
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<tr>
<td>- Find out what data the agency collects and how it is used.</td>
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<td>- Find out what pre and post assessments the agency might use and determine why these tools were chosen and how the information is used.</td>
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<td>- Read a social work journal (or other academic journal) and bring relevant articles to supervision for discussion.</td>
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<td>- Interview staff members about how the agency has responded to the demand for evidenced-based practice approaches.</td>
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<td>- Discuss possible research projects and opportunities available in the agency.</td>
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</tbody>
</table>
- Become familiar with the research literature related to population/field of practice in agency.
- Select an evidenced-based intervention that is effective for a problem that the client presents.
- Research the background of assessment tools that are used at the agency and discuss in supervision.
- Conduct a survey of the agency’s workers regarding some issue of interest to you and field instructor.
- Articulate why a particular intervention model is right for a specific situation.
- Read assessments at the agency and analyze how they do or do not stress social/environmental factors.
- Design a survey tool that can be used to get client feedback about services.
- Other: 

**Identify appropriate research methods to evaluate practice interventions.**
- Interview staff members about their theoretical orientations and approaches.
- Discuss in supervision how a theoretical approach deepened the understanding of a client situation.
- Articulate why a particular intervention model is right for a specific
situation.

- Select an evidenced-based intervention that is effective for a problem that the client presents.

- Interview staff members about how the agency has responded to the demand for evidenced-based practice approaches.

- Use feedback from supervision to evaluate one's own practice.

- Research, and discuss in supervision, journal articles on issues that the agency addresses.

- Other:

**Identify major practice-related issues that require further research and study.**

- Conduct a survey of the agency’s workers regarding some issue of interest to you and field instructor.

- Select an evidenced-based intervention that is effective for a problem that the client presents.

- Interview staff members about how the agency has responded to the demand for evidenced-based practice approaches.

- Read the following articles: Social Media Policy in Social Work Education: A Review and Recommendations by Karpman & Drisko and Social Media Policies at US Medical Schools by Kind et al. Write a one page paper that compares and contrasts the similarities and differences between social media policies for the professions.
- Read a social work journal (or other academic journal) and bring relevant articles to supervision.

- Research, and discuss in supervision, journal articles on issues that the agency addresses.

- Other: 📝

### 2.1.5a Engage in Policy Practice

<table>
<thead>
<tr>
<th>Activities:</th>
<th>Evaluation</th>
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</thead>
<tbody>
<tr>
<td><strong>Understand the frameworks for social welfare policy analysis for policies</strong></td>
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<tr>
<td>that affect older adults and persons experiencing mental health problems.</td>
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<tr>
<td>- Choose one major social policy (housing, education, health care, etc.) and become deeply knowledgeable about it by reading, attending meetings, etc.</td>
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<tr>
<td>- Provide a presentation to the agency staff on a relevant policy that you have studied.</td>
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<tr>
<td>- Participate in lobbying efforts on local, state, or national levels.</td>
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<tr>
<td>- Research legislative history of an existing or proposed program.</td>
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<tr>
<td>- Contact legislative or bureaucratic decision makers to explain/advocate for policy.</td>
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</table>

- Attend a policy development meeting in your agency.
- Write a draft letter to a legislator or to an editor detailing your stance on legislation along with supportive information relevant to your stance. Share with your field instructor.
- Research a legislative issue and interview advocates both for and against the issue in order to learn more about the topic. Present information to agency.
- Attend professional conferences and workshops including NASW meetings.
- Attend advocacy day (examples include NASW state advocacy days, Washington, D.C. Fly-In, etc.).
- Other:

**Use tools of economic and political analyses to assess the feasibility for policies and services.**

- Discuss how social welfare programs (Social Security, Medicaid etc.) affect client systems at the agency.
- Learn how the states’ managed care systems and national affordable health care act will affect the agency and clients.
- Attend a city council meeting or other community meeting and bring relevant information back to field instructor.
- Provide a presentation to the agency staff on a relevant policy that you have studied.
- Participate in lobbying efforts on local, state, or national levels.
- Research legislative history of an existing or proposed program.
- Contact legislative or bureaucratic decision makers to explain/advocate for policy.
- Attend a policy development meeting in your agency.
- Research and track legislative initiatives that will impact the agency then create a fact sheet regarding the legislation to share with supervisor and staff.
- Write a draft letter to a legislator or to an editor detailing your stance on legislation along with supportive information relevant to your stance. Share with your field instructor.
- Research a legislative issue and interview advocates both for and against the issue in order to learn more about the topic. Present information to agency.
- Other:

**Recognize how empirical data and social science theories are used in policy development and implementation.**

- Provide a presentation to the agency staff on a relevant policy that you have studied.
- Interview a staff person or read an agency report on finances to learn how the agency is funded and discuss in supervision how this impacts services.
• Research legislative history of an existing or proposed program.

• Attend a policy development meeting in your agency.

• Research and track legislative initiatives that will impact the agency then create a fact sheet regarding the legislation to share with supervisor and staff.

• Other:  

  **Identify applicable mental health laws and their influence on treatment provisions.**

  • Provide a presentation to the agency staff on a relevant policy that you have studied.

  • Attend a community or political hearing to learn how the agency’s work might fit into the larger context.

  • Research and track legislative initiatives that will impact the agency then create a fact sheet regarding the legislation to share with supervisor and staff.

  • Learn about and, if possible, participate in the grant writing process in the agency.

  • Attend advocacy day (examples include NASW state advocacy days, Washington, D.C. Fly-In, etc.).

  • Other:  

**Demonstrate a working knowledge of local, state, and federal policies, programs, resources, and services available to this group.**
- Discuss how social welfare programs (Social Security, Medicaid etc.) affect client systems at the agency.

- Learn how the states managed care systems and national affordable health care act will affect the agency and clients.

- Provide a presentation to the agency staff on a relevant policy that you have studied.

- Attend a community or political hearing to learn how the agency’s work might fit into the larger context.

- Find out how the agency’s mission and services are delivered in a different community and discuss the comparison.

- Visit institutions where the agency’s clients might also receive services or be referred, such as clinics, schools, courts, community action centers, recreation programs. Discuss observations.

- Learn how people apply for relevant services, such as food assistance, disability benefits, housing assistance, job programs, etc.

- Develop a list of contacts gained from collateral contacts and community involvements.

- Attend a policy development meeting in your agency.

- Research and track legislative initiatives that will impact the agency then create a fact sheet regarding the legislation to share with supervisor and staff.
- ☐ Research a legislative issue and interview advocates both for and against the issue in order to learn more about the topic. Present information to agency.
- ☐ Learn about and, if possible, participate in the grant writing process in the agency.
- ☐ Other: 

<table>
<thead>
<tr>
<th>2.1.6a Engage with Individuals, Families, Groups, Organizations, and Communities</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activities:</strong></td>
<td><strong>Midterm</strong></td>
</tr>
<tr>
<td><strong>Use evidence-based practice models and evidence-based intervention methods for engagement with older adults and persons experiencing mental health problems from diverse backgrounds</strong></td>
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<tr>
<td>☐ Be assigned more clients and conduct comprehensive assessments, develop treatment plans, establish rapport, and work towards discharge planning.</td>
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<tr>
<td>☐ Write a comprehensive assessment summary that stresses social/environmental factors of the client situation.</td>
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<tr>
<td>☐ Conduct an individual interview and then a family interview and discuss with field instructor.</td>
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<tr>
<td>☐ Have field instructor observe an assessment interview and critique.</td>
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</tbody>
</table>
- Get feedback about whether or not assessments have the correct balance of strengths and problems.
- Observe assessment procedures: compare and contrast the process and results.
- Use DSM criteria to support a diagnostic impression of a client’s condition.
- Other:  

**Demonstrate familiarity with the Life Course Perspective when identifying effective social work engagement strategies.**

- Use DSM criteria to support a diagnostic impression of a client’s condition.
- Identify high risk clients served by the agency and present possible prevention services.
- Conduct group session and discuss with supervisor.
- Discuss in supervision how presenting problems are related to underlying issues.
- Write a comprehensive assessment summary that stresses social/environmental factors and life course perspective of the client situation.
- Conduct an individual interview and then a family interview and discuss with field instructor.
- Have field instructor observe an assessment interview and critique
- Get feedback about whether or not assessments have the correct balance of strengths and problems.
- Observe assessment procedures: compare and contrast the process and results.
- Rate yourself and have your field instructor observe and rate you on the following interview techniques: listening, observing, questioning, probing, uncovering, drawing out, commenting, clarifying, educating, suggesting, guiding, reassuring, reframing, paraphrasing, confronting, summarizing, using silence, and self-disclosing.

- Other:  

**Demonstrate an understanding of how social work practice activities may be affected by an adult’s race, gender, ethnicity, sexual orientation, or membership in other special population groups, and demonstrate sensitivity to these factors in working with this group.**

- Identify different cultural frameworks used by colleagues in a discussion of their best practices in regard to cultural competency.
- Talk to clients about their own culture; when relevant, talk with clients about your own cultural influences.
- Expand the use of assessment and intervention to include understanding of culturally specific norms, customs, and values.
- Develop a list of questions for clients at your agency about their digital communication preferences, such as email, texting, and video
calls, which can be used on a referral questionnaire form or during the first session with a client.

- ☐ Other:

**Demonstrate an ability to include a variety of systems such as the family, the community, and advocacy groups when developing treatment plans.**

- ☐ Have field instructor observe a session to see that nonverbal and verbal messages are congruent.

- ☐ Review client session with field instructor and discuss use of empathetic listening and response with client.

- ☐ Represent the agency at a community event.

- ☐ Learn the agency's eligibility criteria and the appropriate referral resources.

- ☐ Explain to client systems the relevant aspects of your internship (time limits, working under supervision, etc.).

- ☐ Attend multidisciplinary team meetings.

- ☐ Create opportunity for interdisciplinary activity (must include students from other professions: e.g. nursing, education, psychology).

- ☐ Identify agencies that are community partners and develop a resource directory.

- ☐ Observe several different social workers in their initial encounters with clients and discuss how engagement is achieved.
- Practice using interviewing skills and discuss in supervision.
- Make notes of miscommunications and misunderstandings that occur and analyze in supervision.
- Create an informal forum for client systems to discuss relevant concerns.
- Other: 📝

### 2.1.7a Assess Individuals, Families, Groups, Organizations, and Communities

<table>
<thead>
<tr>
<th>Activities:</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the role of inter-professional collaboration in the assessment process. Social workers are able to incorporate knowledge of relevant practice theories for work with older adults and their families and persons experiencing mental health problems.</td>
<td>Midterm</td>
</tr>
<tr>
<td>Proactively participate in treatment team meetings and staff meetings updating the team on a client and/or agency progress.</td>
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<tr>
<td>Participate in treatment team meetings in order to observe the development of a case plan.</td>
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<tr>
<td>Create opportunity for interdisciplinary activity (must include students from other profession: e.g. nursing, education, psychology).</td>
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</tr>
<tr>
<td>Read blog post Technology Ecomaps by Ellen Belluomini and then</td>
<td></td>
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</tbody>
</table>
create your own technology ecomap.

- Other:

Use evidenced based practice models in order to assess older adults and their families and persons experiencing mental health problems.

- Use DSM criteria to support a diagnostic impression of a client’s condition.
- Identify high risk clients served by the agency and present possible prevention services.
- Conduct group session and discuss with supervisor.
- Discuss in supervision how presenting problems are related to underlying issues.
- Write a comprehensive assessment summary that stresses social/environmental factors of the client situation.
- Conduct an individual interview and then a family interview and discuss with field instructor.
- Have field instructor observe an assessment interview and critique.
- Get feedback about whether or not assessments have the correct balance of strengths and problems.
- Observe assessment procedures: compare and contrast the process and results.
Rate yourself and have your field instructor observe and rate you on the following interview techniques: listening, observing, questioning, probing, uncovering, drawing out, commenting, clarifying, educating, suggesting, guiding, reassuring, reframing, paraphrasing, confronting, summarizing, using silence, and self-disclosing.

Other:

**Understand appropriate theoretical foundations for assessment**

- Write a comprehensive assessment summary that stresses social/environmental factors of the client situation.
- Conduct an individual interview and then a family interview and discuss with field instructor.
- Have field instructor observe an assessment interview and critique.
- Get feedback about whether or not assessments have the correct balance of strengths and problems.
- Observe assessment procedures: compare and contrast the process and results.
- Review existing treatment plans/assessments and discuss how theories are incorporated.
- Discuss with field instructor how particular conceptual frameworks, theories, models, or perspectives are applied within the agency.

Other:

**Demonstrate knowledge of pharmacological and psychopharmacological**
Use DSM criteria to support a diagnostic impression of a client’s condition.

Identify high risk clients served by the agency and present possible prevention services.

Discuss in supervision how presenting problems are related to underlying issues.

Write a comprehensive assessment summary that stresses social/environmental factors of the client situation.

Conduct an individual interview and then a family interview and discuss with field instructor.

Have field instructor observe an assessment interview and critique.

Get feedback about whether or not assessments have the correct balance of strengths and problems.

Observe assessment procedures: compare and contrast the process and results.

Identify the critical components of peoples’ social network relations and show how those relations may affect the social functioning, the quality of life, and the physical and emotional well-being of those individuals.

Drive around the community from which most of your agency’s clients reside.
- ☐ Drawing on your knowledge of macro social work practice and through an observation of the community, make an informal assessment of the community’s needs and problems.

- ☐ Complete an ecomap on client system.

- ☐ Complete a genogram on client system.

- ☐ Other:  

**Demonstrate the ability to critically analyze mental disorders, as identified in the Diagnostic and Statistical Manual of Mental Disorders, 5th ed.**

- ☐ Use DSM criteria to support a diagnostic impression of a client’s condition.

- ☐ Identify high risk clients served by the agency and present possible prevention services.

- ☐ Conduct group session and discuss with supervisor.

- ☐ Discuss in supervision how presenting problems are related to underlying issues.

- ☐ Write a comprehensive assessment summary that stresses social/environmental factors of the client situation.

- ☐ Conduct an individual interview and then a family interview and discuss with field instructor.

- ☐ Have field instructor observe an assessment interview and critique.
- Observe assessment procedures: compare and contrast the process and results.

- Other: 

**Prepare treatment plans appropriate for specific mental health problems.**

- Use DSM criteria to support a diagnostic impression of a client’s condition.

- Identify high risk clients served by the agency and present possible prevention services.

- Conduct group session and discuss with supervisor.

- Discuss in supervision how presenting problems are related to underlying issues.

- Write a comprehensive assessment summary that stresses social/environmental factors of the client situation.

- Conduct an individual interview and then a family interview and discuss with field instructor.

- Have field instructor observe an assessment interview and critique.

- Get feedback about whether or not assessments have the correct balance of strengths and problems.

- Observe assessment procedures: compare and contrast the process and results.
2.1.8a Intervene with Individuals, Families, Groups, Organizations, and Communities

<table>
<thead>
<tr>
<th>Activities:</th>
<th>Evaluation</th>
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<tbody>
<tr>
<td><strong>Use evidence based practice models order to apply interventions to older adults and their families and persons experiencing mental health problems who are from diverse backgrounds.</strong></td>
<td></td>
</tr>
<tr>
<td>□ Be assigned more clients and conduct comprehensive assessments, develop a treatment plan, establish rapport, and work towards discharge planning.</td>
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<tr>
<td>□ Achieve a sense of mastery with at least one method of intervention.</td>
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<tr>
<td>□ Role play a client situation with supervisor and then exchange roles.</td>
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<tr>
<td>□ Be the lead social worker on a case/family and deliver services from beginning to end.</td>
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<tr>
<td>□ Co-lead and lead a group.</td>
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</tr>
<tr>
<td>□ Read and apply treatment manuals that the agency has available.</td>
<td></td>
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<tr>
<td>□ Observe a social worker handle a crisis situation, such as</td>
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</tr>
</tbody>
</table>
- Participate in the development and planning of an agency community event/fundraiser.
- Develop a culturally sensitive intervention that utilizes a client's support network (religious leaders, elders, healers etc.).
- View webinars or online training related to specific intervention techniques.
- Discuss with field instructor how particular conceptual frameworks, theories, models, or perspectives are applied within the agency.
- Other: ![Notebook](image)

**Identify and address emergency and crisis situations.**

- Be assigned more clients and conduct comprehensive assessments, develop a treatment plan, establish rapport, and work towards discharge planning.
- Observe a social worker handle a crisis situation, such as facilitating a hospitalization or reporting child abuse; reflect in supervision
- View webinars or online training related to specific intervention techniques.
- Discuss agency policies and procedures regarding emergency and crisis situations.
• ☐ Other: 

**Demonstrate advanced knowledge of development theories and practices.**

- ☐ Be assigned more clients and conduct comprehensive assessments, develop a treatment plan, establish rapport, and work towards discharge planning.

- ☐ Achieve a sense of mastery with at least one method of intervention.

- ☐ Write a proposal that outlines a private Facebook group for a client population at your agency that incorporates best practices.

- ☐ Other: 

**Understand the influence of historical context, policies and diversity on intervention. Recognize the role of the social worker in the multidisciplinary context.**

- ☐ Be assigned more clients and conduct comprehensive assessments, develop a treatment plan, establish rapport, and work towards discharge planning.

- ☐ Discuss with field instructor how particular conceptual frameworks, theories, models, or perspectives are applied within the agency.

- ☐ Develop a culturally sensitive intervention that utilizes a client’s support network (religious leaders, elders, healers etc.).

- ☐ Present to agency staff how a relevant policy impacts services received by clients.
Use knowledge of evidence-based practice models and evidence-based intervention methods to design specific intervention approaches for older clients and their families.

- Be assigned more clients and conduct comprehensive assessments, develop a treatment plan, establish rapport, and work towards discharge planning.
- Get feedback on whether or not treatment plan addresses the concerns, sets realistic goals, and balances strengths and weaknesses.
- Using knowledge gained from classroom experience, research articles, and/or agency literature, create an intervention for a common concern of older clients and their families.

Use evidence-based practice models in order to identify and apply interventions to assist in the treatment of persons with mental health problems.

- Be assigned more clients and conduct comprehensive assessments, develop a treatment plan, establish rapport, and work towards discharge planning.
- Prepare a practice treatment plan based on the diagnostic impression formed based on DSM criteria.
- Get feedback on whether or not treatment plan addresses the concerns, sets realistic goals, and balances strengths and weaknesses.
- □ Other: 

**Work with at-risk populations of adults who have special needs such as:**
low income elders, medically and physically frail elders, elders who are members of racial or ethnic minority groups, rural dwelling elders, gay and lesbian elders, homeless elders, elders with dementia or serious mental illness, elders with developmental disabilities, elders who are caregivers, and elders who have been abused or maltreated.

- □ Be assigned more clients and conduct comprehensive assessments, develop a treatment plan, establish rapport, and work towards discharge planning.
- □ Participate in a support group for adults who have special needs.
- □ Create a list of related agencies and resources for at risk adult populations and share with clients and their families.
- □ Other: 

**Demonstrate advanced knowledge of and interventions related to end-of-life issues related to death, dying, and bereavement.**

- □ Be assigned more clients and conduct comprehensive assessments, develop a treatment plan, establish rapport, and work towards discharge planning.
- □ Role play and end-of-life-discussion with supervisor.
- □ Participate in a bereavement group.
- □ Other: 

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2.1.9a Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Evaluation</th>
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<tbody>
<tr>
<td><strong>Demonstrate the ability to identify, define, and measure appropriate client goals and program objectives and outcome and process indicators.</strong></td>
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<tr>
<td>- □ Set concrete measureable goals with clients.</td>
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<tr>
<td>- □ Check in with each client during each session to determine if progress toward goals is being made and/or if goals need to be revised.</td>
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<tr>
<td>- □ Contact an outside agency or person when appropriate to determine if progress is being noticed in other settings.</td>
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<tr>
<td>- □ Attempt to make contact with clients who fail to attend appointments and determine why this is the case.</td>
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<tr>
<td>- □ Submit client goals to field instructor for refining the measurability/achievability of the goals.</td>
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<tr>
<td>- □ Review and discuss with supervisor the case file system for a client served by the agency.</td>
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<td>- □ Other:</td>
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</table>

**Understand how research concepts are used in program evaluation.**

- □ Participate in or observe a program evaluation.
- ☐ Set concrete measureable goals with clients.
- ☐ Check in with each client during each session to determine if progress toward goals is being made and/or if goals need to be revised.
- ☐ Contact an outside agency or person when appropriate to determine if progress is being noticed in other settings.
- ☐ Attempt to make contact with clients who fail to attend appointments and determine why this is the case.
- ☐ Submit client goals to field instructor for refining the measurability/achievability of the goals.
- ☐ Review and discuss with supervisor the case file system for a client served by the agency.
- ☐ Other: 

**Effectively use conclusions about how program effectiveness is drawn from evaluation data.**

- ☐ Develop or use an existing tool to measure client satisfaction with services.
- ☐ Ask for feedback from clients at the end of sessions.
- ☐ Learn the tools the agency uses to measure quality assurance.
- ☐ Use an online survey instrument to create a client satisfaction survey about your practicum agency’s use of social media.
- Participate in or observe a program evaluation.
- Other:  

**Demonstrate the use of critical and reflective thinking skills in engaging in the processes of assessment, problem identification, intervention planning and implementation, and practice evaluation.**

- Review a case and identify the phases of treatment in the social work process
- Set concrete measurable goals with clients.
- Check in with each client during each session to determine if progress toward goals is being made and/or if goals need to be revised.
- Contact an outside agency or person when appropriate to determine if progress is being noticed in other settings.
- Attempt to make contact with clients who fail to attend appointments and determine why this is the case.
- Submit client goals to field instructor for refining the measurability/achievability of the goals.

**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

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

Learning Plan Complete □

OVERALL Task Supervisor Comments

OVERALL Field Instructor Comments

OVERALL Student Comments

OVERALL Liaison Comments
Signature for Learning Contract:
Student:  
Field Instructor: ([Field Instructor - name]):  
Liaison: ([Field Liaison - name]):  

Signature for Midterm
Student:  
Field Instructor: ([Field Instructor - name]):  
Liaison: ([Field Liaison - name]):  

Signature for Final
Student:  
Field Instructor: ([Field Instructor - name]):  
Signature certifies that student has completed the necessary 500 hours for field Liaison: ([Field Liaison - name]):  
Task Supervisor: ([Task Supervisor - name]):  
Student’s Grade (to be selected by the field instructor and verified by the liaison)  

Note: You must click on the SAVE button to save any information entered or changed on this page before closing or printing the page, or your information will be lost.
The Learning Contract is generated through a collaborative effort by the student and the field instructor, and it is managed through the IPT database. The learning contract is approved by the student, field instructor and faculty liaison by submitting an electronic signature. This approval/electronic signature occur at the initial approval of the learning contract, midterm and final.
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 competency supported activities of your concentration.

FIELD INSTRUCTORS: EVALUATE STUDENTS USING THE FAR RIGHT COLUMNS BY USING THE NUMERICAL SYSTEM BELOW. PROVIDE ANY ADDITIONAL FEEDBACK IN THE “OTHER” TEXT BOX LOCATED IN THE ACTIVITIES SECTION OF EACH COMPETENCY OR AT THE END OF THE FORM IN OVERALL COMMENTS.

Rate each student on the degree to which she/he has exhibited beginning competence in performing each of the 42 behaviors listed. Please use the following scale. Note, “9” is not an allowable rating for the final evaluation. Also note that some of the competency supported activities are complex; for example, the student is expected to meet exhibit the behavior with several groups or in several settings. To achieve a high rating, the student should have exhibited the behavior in all the ways listed. ****Note that MSW students in their “concentration year placement” are expected to exhibit these behaviors at a higher level of competency than are BSW students or first year MSW students.****

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

**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; 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.

Each competency contains competency supported activities (CSA) in bold. For each CSA students will have to choose a minimum of one activity. If the activity chosen is also listed under another CSA, it will automatically be selected for each CSA it is listed under. You can also add other activities as needed.

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

<table>
<thead>
<tr>
<th>2.1.1a Demonstrate Ethical and Professional Behavior</th>
<th>Evaluation</th>
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<tbody>
<tr>
<td><strong>Activities:</strong> Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, and models for ethical decision-making with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.</td>
<td><strong>Midterm</strong></td>
</tr>
<tr>
<td><strong>☐</strong> Attend staff meetings as scheduled; increase participation.</td>
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<tr>
<td></td>
<td>Before each supervision session, prepare a written agenda.</td>
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<td>Take suggestions and feedback from field instructor, modify behavior accordingly, and make field instructor aware of changes.</td>
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<td>Accompany another staff member on a home visit or other client-related outing, then reflect on boundary issues.</td>
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<td>Participate in group supervision along with other interns and field instructor.</td>
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<td>Develop and follow a self-care plan related to internship stress.</td>
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<td>Talk to field instructor about self-disclosure and how much or how little personal information should be revealed.</td>
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<td>Find out agency’s policy on self-disclosure.</td>
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<td>Be punctual and prepared in keeping appointments with clients, colleagues, staff, and community contacts.</td>
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<td>Keep field instructor informed about school-related events and deadlines; go over the field manual with field instructor and make a plan about schedule, time off, sick days, etc.</td>
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<td>Maintain documentation of issues discussed in supervision, as well as assignments, advice, and work deadlines.</td>
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<td>Read an article about ethical issues related to professional boundaries; share insights with field instructor.</td>
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</table>
- Learn the agency’s policy about client confidentiality and protecting client information.

- Learn how ethical dilemmas are addressed and documented at the agency.

- In supervision, practice articulating thoughts and opinions using the professional language of the agency.

- Receive feedback on written and oral work and make necessary modifications.

- Review social media policy. If agency does not have a social media policy discuss social media use in supervision.

- Other:

  **Understand models of ethical social work practice with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.**

  - Seek out consultation from co-workers and field instructor on a regular basis.

  - Attend case conferences and trainings that are appropriate for professional development.

  - Become more familiar with HIPAA laws/regulations and how they impact the agency.

  - Learn the agency’s policy about client confidentiality and protecting client information.
- Learn how ethical dilemmas are addressed and documented at the agency.
- Attend ethics training.
- Read agency manuals, brochures, website, annual report, etc. about agency and discuss with supervisor.
- Read agency reports as well as case reports and progress notes from other professionals and discuss in supervision.
- Learn the agency's policy on documentation of sensitive information, such as health conditions, legal histories, and substance abuse.
- Learn the agency's policy and procedures for reporting abuse.
- Learn the agency's rules regarding protecting client information, such as chart storage, computer safety, e-mails, faxes, cell phones, letters, lobby, and front desk policies.
- Conduct an in-service for staff about an ethical decision making framework for child welfare or mental health.
- Other:

**Promote children, adolescent and family self-sufficiency and self-determination.**

- Seek out consultation from co-workers and field instructor on a regular basis.
- Read an article related to understanding self-sufficiency and self-determination with clients and discuss in supervision.

- Attend treatment meetings and actively participate on behalf of client system’s ability to be self-sufficient.

- Other: 

**Demonstrate professional demeanor in behavior and appearance as well as oral, written and electronic communications.**

- Attend staff meetings as scheduled; increase participation.

- Before each supervision session, prepare a written agenda.

- Take suggestions and feedback from field instructor, modify behavior accordingly, and make field instructor aware of changes.

- Accompany another staff member on a home visit or other client-related outing, then reflect on boundary issues.

- Participate in group supervision along with other interns and field instructor.

- Develop and follow a self-care plan related to internship stress.

- Talk to field instructor about self-disclosure and how much or how little personal information should be revealed.

- Find out agency’s policy on self-disclosure.

- Be punctual and prepared in keeping appointments with clients,
colleagues, staff, and community contacts.

- Keep field instructor informed about school-related events and deadlines; go over the field manual with field instructor and make a plan about schedule, time off, sick days, etc.

- Maintain documentation of issues discussed in supervision, as well as assignments, advice, and work deadlines.

- Read an article about ethical issues related to professional boundaries; share insights with field instructor.

- Learn the agency’s policy about client confidentiality and protecting client information.

- Learn how ethical dilemmas are addressed and documented at the agency.

- In supervision, practice articulating thoughts and opinions using the professional language of the agency.

- Receive feedback on written and oral work and make necessary modifications.

- Review social media policy. If agency does not have a social media policy discuss social media use in supervision.

- Other:

  Use reflection and self-regulation to manage personal values and maintain professionalism in specialized practice with children, adolescents, and families who are impacted by mental health problems or are involved in
the child welfare system.

- ☐ Use at least one supervision hour to discuss personal values, biases, and life experience.
- ☐ Have supervisor probe for counter-transference reactions from client experiences.
- ☐ Shadow a social worker or other member of the team to a visit/session and discuss insight with supervisor.
- ☐ Other: 

**Use technology ethically and appropriately to facilitate practice outcomes.**

- ☐ Review social media policy. If agency does not have a social media policy discuss social media use in supervision.
- ☐ Be familiar with ethical standards that address dilemmas related to the use of digital and social technology in social work (e.g. ASWB Model Regulatory Standards for Technology, NASW/ASWB Standards for Technology in Social Work Practice, NASW Code of ethics. Discuss an ethical dilemma in field related to technology.
- ☐ Write a personal digital and social technology policy that reflects your professional use of social and digital technologies in social work practice that could be shared with a client to let them know how to contact you and your policies about the use of technology with clients.
- ☐ Search for information about yourself on the internet including websites, social media accounts and other online resources, and review the content, including words and images, for quantity, quality and accuracy. Discuss what you find with your field instructor and how this
impacts your professional digital presence.

- **Other:**
  
  **Use supervision and consultation to guide professional judgment and behavior.**

- Before each supervision session, prepare a written agenda.
- Take suggestions and feedback from field instructor, modify behavior accordingly, and make field instructor aware of changes.
- Participate in group supervision along with other interns and field instructor.
- Talk to field instructor about self-disclosure and how much or how little personal information should be revealed.
- Find out agency’s policy on self-disclosure.
- Be punctual and prepared in keeping appointments with clients, colleagues, staff, and community contacts.
- Keep field instructor informed about school-related events and deadlines; go over the field manual with field instructor and make a plan about schedule, time off, sick days, etc.
- Maintain documentation of issues discussed in supervision, as well as assignments, advice, and work deadlines.
- In supervision, practice articulating thoughts and opinions using the professional language of the agency.
- Receive feedback on written and oral work and make necessary modifications.
- Bring to supervision session a question about an aspect of ongoing work.
- Review existing treatment plans and determine how theories may be incorporated into them.
- Use feedback from supervision to evaluate one's own practice.
- Other: 

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<tr>
<th>activities:</th>
<th>midterm</th>
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<tr>
<td>Recognize the importance of diversity and difference in shaping life differences in specialized practice settings with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.</td>
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- Discuss in supervision specific biases and assumptions related to the client population.
- Utilize journaling to self-reflect personal beliefs or values about groups that are different than you and assess how that might impact interactions with various clients.
- Attend a cultural event in the community and reflect in supervision on the experience.
- Identify different cultural frameworks used by colleagues in a discussion of their best practices in regard to cultural competency.
- Learn the agency’s policies and practices when working with clients (and family members) who do not speak English, who have a hearing or visual impairment or any other challenging condition.
- Talk to clients about their own culture; when relevant, talk with clients about your own cultural influences.
- Discuss with supervisor how the agency promotes, celebrates, or ignores diversity in its written materials physical space, décor, etc.
- Attend an open community meeting such as an open alcoholics anonymous meeting and journal or reflect about the experience.
- Shadow other social workers/professionals when they meet with client systems and discuss how differences were handled.
- Interview staff members to learn the history of the agency context, such as the different racial and ethnic population shifts in the community that the agency serves.
- In supervision, identify one societal or institutional barrier resulting in different experiences between clients and staff.
- Expand the use of engagement skills to include understanding of culturally specific norms, customs, and values.
• Search for articles about an issue of diversity that is important to you and re-tweet with a comment. Consider focusing your tweet on how the article supports or does not support the dignity and worth of the person.

• Read NASW's Standards for Cultural Competence in Social Work Practice. Identify three ways you could use Twitter to develop culturally competent knowledge and skills as a social work student in the future as a social work practitioner.

• Create a public list of groups or organizations that focus on an area of diversity and difference in practice such as a list of LGBTQ advocacy agencies or bloggers who write about adolescent mental health in American society.

• Find out who in the agency is responsible for ADA compliance and interview that person about accessibility and accommodation issues.

• Other:

Understand the social, psychological, historical, political, and economic factors that influence child, adolescent, and family development.

• Interview staff members to learn the history of the agency context, such as the different racial and ethnic population shifts in the community that the agency serves.

• In supervision, identify one societal or institutional barrier resulting in different experiences between clients and staff.

• Attend a cultural event in the community and reflect in supervision on the experience.
Apply concepts to address oppression and privilege to specialized practice with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.

- Journal or reflect on how the concept of privilege can impact work with clients.
- Discuss in supervision specific biases and assumptions related to the client population and the stigma associated with the population.
- Utilize journaling to self-reflect personal beliefs or values about groups that are different than you and assess how that might impact interactions with various clients.
- Attend an event in the community related to child welfare or mental health and reflect in supervision on the experience.
- Talk to clients about their own culture; when relevant, talk with clients about your own cultural influences.
- Discuss with supervisor how the agency promotes, celebrates, or ignores diversity in its written materials physical space, décor, etc.
- Shadow other social workers/professionals when they meet with client systems and discuss how differences were handled.
- In supervision, identify one societal or institutional barrier resulting in different experiences between clients and staff.
- Search for articles related to the concept of privilege and discuss
this concept in supervision.

- Read NASW's Standards for Cultural Competence in Social Work Practice. Identify three ways you could use Twitter to develop culturally competent knowledge and skills as a social work student in the future as a social work practitioner.

- Create a public list of groups or organizations that focus on an area of diversity and difference in practice such as a list of LGBTQ youth advocacy agencies or bloggers who write about adolescent mental health in American society.

- Identify different cultural frameworks used by colleagues in a discussion of their best practices in regard to cultural competency.

- Expand the use of assessment and intervention to include understanding of culturally specific norms, customs, and values.

- Other:  

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<tr>
<th>2.1.3a Advance Human Rights and Social, Economic and Environmental Justice</th>
<th>Evaluation</th>
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<td><strong>Activities:</strong></td>
<td><strong>Midterm</strong></td>
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<tr>
<td>Engage in advocacy designed to seek the best interest and well-being of children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.</td>
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<td>- Participate in a community advocacy event.</td>
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- Attend a city council meeting and talk with council members about the needs of the community.
- Review a case and identify barriers caused by social injustice and discuss/develop a plan with supervisors on ways to advocate on client's behalf.
- Participate in a live Twitter Chat that addresses a social and/or economic justice issue such as the Mental Health Chat.
- Create a public list of advocacy organizations on Twitter related to social or economic justice issues such as poverty or health care disparities.
- Watch a documentary movie on a social justice issue and send out tweets with hashtags about the movie, focusing on the movie’s message and important facts from the movie.
- Find and attend a coalition meeting or task force related to the agency’s mission. Share insight with supervisor.

**Other:**

**Understand the processes related to the elimination of oppressive structural barriers for children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.**

- Find and review the agency’s mission statement and reflect on how it is related to larger issues of social, political, and economic justice.
- Assess whether indigent clients receive the same treatment as other
clients as it relates to the agency’s mission statement.

- Identify issues of persistent poverty, discrimination, and oppression that can be seen in relation to clients served by the agency.
- Discuss and gain understanding on how poverty and transportation issues affect treatment compliance.
- When suggesting a referral source to a client, make the call along with the client to experience the process; visit the site of the referral agency when possible.
- Write a letter to the editor regarding an issue that impacts the agency/clients and share with supervisor.
- Find out what demographic data the agency collects on clients and critique how and why this information is utilized in the agency.
- Choose a specific client population and describe five ways that social media can be used as an advocacy tool for this population. Give an example of current efforts to use social media for advocacy for this population.
- Other:  

**Recognize the role of children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system in global human efforts.**

- Participate in a community advocacy event.
- Attend a city council meeting and talk with council members about
- Review a case and identify barriers caused by social injustice and
discuss/develop a plan with supervisors on ways to advocate on client's
behal.
- Participate in a live Twitter Chat that addresses a social and/or
economic justice issue such as the Mental Health Chat.
- Find and attend a coalition meeting or task force related to the
agency’s mission.
- Identify issues of persistent poverty, discrimination, and oppression
that can be seen in relation to clients served by the agency.
- Create informal forum for client systems to discuss relevant
concerns.
- Other:

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<th>2.1.4a Engage in Practice-informed Research and Research-informed Practice</th>
<th>Evaluation</th>
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<td>Activities:</td>
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<tr>
<td>Understand how basic research concepts are used in direct practice.</td>
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<td>Research, and discuss in supervision, journal articles on issues that the agency addresses.</td>
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<td>Provide field instructor or colleagues with information regarding new practice skills and theoretical frameworks that have been learned in class.</td>
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<td>Find out what data the agency collects and how it is used.</td>
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<td>Find out what pre and post assessments the agency might use and determine why these tools were chosen and how the information is used.</td>
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<td>Read a social work journal (or other academic journal) and bring relevant articles to supervision for discussion.</td>
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<td>□</td>
<td>Interview staff members about how the agency has responded to the demand for evidenced-based practice approaches.</td>
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<td>□</td>
<td>Discuss possible research projects and opportunities available in the agency.</td>
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<td>□</td>
<td>Become familiar with the research literature related to population/field of practice in agency.</td>
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<td>□</td>
<td>Select an evidenced-based intervention that is effective for a problem that the client presents.</td>
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<td>□</td>
<td>Research the background of assessment tools that are used at the agency and discuss in supervision.</td>
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<td>Conduct a survey of the agency’s workers regarding some issue of interest to you and field instructor.</td>
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<td>Articulate why a particular intervention model is right for a specific</td>
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- Read assessments at the agency and analyze how they do or do not stress social/environmental factors.
- Design a survey tool that can be used to get client feedback about services.
- Other:

Identify the major evidence-based treatment models for children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.

- Interview staff members about their theoretical orientations and approaches.
- Discuss in supervision how a theoretical approach deepened the understanding of a client situation.
- Articulate why a particular intervention model is right for a specific situation.
- Select an evidenced-based intervention that is effective for a problem that the client presents.
- Interview staff members about how the agency has responded to the demand for evidenced-based practice approaches.
- Use feedback from supervision to evaluate one's own practice.
- Research, and discuss in supervision, journal articles on issues that
the agency addresses.

- Conduct a survey of the agency’s workers regarding some issue of interest to you and field instructor.
- Read the following articles: Social Media Policy in Social Work Education: A Review and Recommendations by Karpman & Drisko and Social Media Policies at US Medical Schools by Kind et al. Write a one page paper that compares and contrasts the similarities and differences between social media policies for the professions.
- Read a social work journal (or other academic journal) and bring relevant articles to supervision.
- Other:

### 2.1.5a Engage in Policy Practice

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<th>Activities:</th>
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<tr>
<td>Understand the frameworks for social welfare policy analysis for policies that affect children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.</td>
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- Choose one major social policy (housing, education, health care, etc.) and become deeply knowledgeable about it by reading, attending meetings, etc. |
- Visit institutions where the agency’s clients might also receive services or be referred, such as clinics, schools, courts, community |
action centers, recreation programs. Discuss observations.

- Learn how people apply for relevant services, such as food assistance, disability benefits, housing assistance, job programs, etc.
- Develop a list of contacts gained from collateral contacts and community involvement.
- Provide a presentation to the agency staff on a relevant policy that you have studied.
- Participate in lobbying efforts on local, state, or national levels.
- Research legislative history of an existing or proposed program.
- Contact legislative or bureaucratic decision makers to explain/advocate for policy.
- Attend a policy development meeting in your agency.
- Write a draft letter to a legislator or to an editor detailing your stance on legislation along with supportive information relevant to your stance. Share with your field instructor.
- Research a legislative issue and interview advocates both for and against the issue in order to learn more about the topic. Present information to agency.
- Attend professional conferences and workshops including NASW meetings.
- Attend advocacy day (examples include NASW state advocacy days, Washington, D.C. Fly-In, etc.).

- Other:  

**Use tools of economic and political analyses to assess the feasibility of policies and services for children, adolescents and families who are impacted by mental health problems or are involved in the child welfare system.**

- Discuss how social welfare programs (Social Security, Medicaid etc.) affect client systems at the agency.

- Learn how the states’ managed care systems and national affordable health care act will affect the agency and clients.

- Attend a city council meeting or other community meeting and bring relevant information back to field instructor.

- Provide a presentation to the agency staff on a relevant policy that you have studied.

- Participate in lobbying efforts on local, state, or national levels.

- Research legislative history of an existing or proposed program.

- Contact legislative or bureaucratic decision makers to explain/advocate for policy.

- Attend a policy development meeting in your agency.

- Research and track legislative initiatives that will impact the agency.
then create a fact sheet regarding the legislation to share with supervisor and staff.

- Write a draft letter to a legislator or to an editor detailing your stance on legislation along with supportive information relevant to your stance. Share with your field instructor.

- Research a legislative issue and interview advocates both for and against the issue in order to learn more about the topic. Present information to agency.

- Other:  

**Recognize how empirical data and social science theories are used in policy development and implementation.**

- Provide a presentation to the agency staff on a relevant policy that you have studied.

- Interview a staff person or read an agency report on finances to learn how the agency is funded and discuss in supervision how this impacts services.

- Research legislative history of an existing or proposed program.

- Attend a policy development meeting in your agency.

- Research and track legislative initiatives that will impact the agency then create a fact sheet regarding the legislation to share with supervisor and staff.

- Other:  


### 2.1.6a Engage with Individuals, Families, Groups, Organizations, and Communities

**Activities:**

- Understand how human diversity may influence engagement with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system from diverse backgrounds. Identify different cultural frameworks used by colleagues in a discussion of their best practices in regard to cultural competency.
- Talk to clients about their own culture; when relevant, talk with clients about your own cultural influences.
- Expand the use of assessment and intervention to include understanding of culturally specific norms, customs, and values.
- Develop a list of questions for clients at your agency about their digital communication preferences, such as email, texting, and video calls, which can be used on a referral questionnaire form or during the first session with a client.
- Other:

**Use evidence-based practice models and evidence-based intervention methods for engagement with children, adolescents, and families from diverse backgrounds who are impacted by mental health problems or are involved in the child welfare system**

- Be assigned more clients and conduct comprehensive assessments, develop treatment plans, establish rapport, and work towards discharge.

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- Write a comprehensive assessment summary that stresses social/environmental factors of the client situation.
- Conduct an individual interview and then a family interview and discuss with field instructor.
- Have field instructor observe an assessment interview and critique.
- Get feedback about whether or not assessments have the correct balance of strengths and problems.
- Observe assessment procedures: compare and contrast the process and results.
- Use DSM criteria to support a diagnostic impression of a client’s condition.
- Review client session with field instructor and discuss use of empathetic listening and response with client.
- Represent the agency at a community event.
- Learn the agency's eligibility criteria and the appropriate referral resources.
- Explain to client systems the relevant aspects of your internship (time limits, working under supervision, etc.).
- Attend multidisciplinary team meetings.
- ☐ Create opportunity for interdisciplinary activity (must include students from other professions: e.g. nursing, education, psychology).
- ☐ Identify agencies that are community partners and develop a resource directory.
- ☐ Observe several different social workers in their initial encounters with clients and discuss how engagement is achieved.
- ☐ Practice using interviewing skills and discuss in supervision.
- ☐ Make notes of miscommunications and misunderstandings that occur and analyze in supervision.
- ☐ Other: 

**Demonstrate familiarity with the Life Course Perspective when identifying effective social work engagement strategies for children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.**

- ☐ Use DSM criteria to support a diagnostic impression of a client’s condition.
- ☐ Identify high risk clients served by the agency and present possible prevention services.
- ☐ Conduct group session and discuss with supervisor.
- ☐ Discuss in supervision how presenting problems are related to underlying issues.
- Write a comprehensive assessment summary that stresses social/environmental factors and life course perspective of the client situation.
- Conduct an individual interview and then a family interview and discuss with field instructor.
- Have field instructor observe an assessment interview and critique.
- Get feedback about whether or not assessments have the correct balance of strengths and problems.
- Observe assessment procedures: compare and contrast the process and results.
- Rate yourself and have your field instructor observe and rate you on the following interview techniques: listening, observing, questioning, probing, uncovering, drawing out, commenting, clarifying, educating, suggesting, guiding, reassuring, reframing, paraphrasing, confronting, summarizing, using silence, and self-disclosing.
- Other: ☐

### 2.1.7a Assess Individuals, Families, Groups, Organizations, and Communities

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<tr>
<td>Use evidenced based practice models in order to assess children, adolescents, and families who are impacted by mental health problems or</td>
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are involved in the child welfare system.

- Use DSM criteria to support a diagnostic impression of a client’s condition.
- Identify high risk clients served by the agency and present possible prevention services.
- Conduct group session and discuss with supervisor.
- Discuss in supervision how presenting problems are related to underlying issues.
- Write a comprehensive assessment summary that stresses social/environmental factors of the client situation.
- Conduct an individual interview and then a family interview and discuss with field instructor.
- Have field instructor observe an assessment interview and critique.
- Get feedback about whether or not assessments have the correct balance of strengths and problems.
- Observe assessment procedures: compare and contrast the process and results.
- Rate yourself and have your field instructor observe and rate you on the following interview techniques: listening, observing, questioning, probing, uncovering, drawing out, commenting, clarifying, educating, suggesting, guiding, reassuring, reframing, paraphrasing, confronting, summarizing, using silence, and self-disclosing.
- Other:

**Understand appropriate theoretical foundations for assessment with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.**

- Write a comprehensive assessment summary that stresses social/environmental factors of the client situation.

- Conduct an individual interview and then a family interview and discuss with field instructor.

- Have field instructor observe an assessment interview and critique.

- Get feedback about whether or not assessments have the correct balance of strengths and problems.

- Observe assessment procedures: compare and contrast the process and results.

- Review existing treatment plans/assessments and discuss how theories are incorporated.

- Discuss with field instructor how particular conceptual frameworks, theories, models, or perspectives are applied within the agency.

- Other:

**Demonstrate an ability to include a variety of systems when developing assessment and treatment goals for children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.**
- Drive around the community from which most of your agency’s clients reside.
- Drawing on your knowledge of macro social work practice and through an observation of the community, make an informal assessment of the community’s needs and problems.
- Complete an ecomap on client system.
- Complete a genogram on client system.
- Create opportunity for interdisciplinary activity (must include students from other professions: e.g. nursing, education, psychology).
- Identify agencies that are community partners and develop a resource directory.
- Observe several different social workers in their initial encounters with clients and discuss how engagement is achieved.
- Other:

### 2.1.8a Intervene with Individuals, Families, Groups, Organizations, and Communities

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<tr>
<td>Use evidence based practice models in order to apply interventions with children, adolescents, and families from diverse backgrounds who are</td>
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impacted by mental health problems or are involved in the child welfare system.

- Be assigned more clients and conduct comprehensive assessments, develop a treatment plan, establish rapport, and work towards discharge planning.
- Achieve a sense of mastery with at least one method of intervention.
- Role play a client situation with supervisor and then exchange roles.
- Be the lead social worker on a case/family and deliver services from beginning to end.
- Co-lead and lead a group.
- Read and apply treatment manuals that the agency has available.
- Observe a social worker handle a crisis situation, such as facilitating a hospitalization or reporting child abuse; reflect in supervision.
- Participate in the development and planning of an agency community event/fundraiser.
- Develop a culturally sensitive intervention that utilizes a client's support network (religious leaders, elders, healers etc.).
- View webinars or online training related to specific intervention techniques.
- Discuss with field instructor how particular conceptual frameworks, theories, models, or perspectives are applied within the agency.

- Other:  

**Demonstrate advanced knowledge of child, adolescent, and family development theories and practices.**

- Be assigned more clients and conduct comprehensive assessments, develop a treatment plan, establish rapport, and work towards discharge planning.

- Achieve a sense of mastery with at least one method of intervention.

- Write a proposal that outlines a private Facebook group for a client population at your agency that incorporates best practices.

- Other:  

**Understand the influence of historical context, policies and diversity on intervention planning with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.**

- Be assigned more clients and conduct comprehensive assessments, develop a treatment plan, establish rapport, and work towards discharge planning .

- Discuss with field instructor how particular conceptual frameworks, theories, models, or perspectives are applied within the agency.

- Develop a culturally sensitive intervention that utilizes a client's
support network (religious leaders, elders, healers etc.).

- Present to agency staff how a relevant policy impacts services received by clients.
- Other: 📝

**Recognize the role of the social worker in the multi-disciplinary context.**

- Other: 📝

### 2.1.9a Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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<td><strong>Demonstrate the ability to identify, define, and measure appropriate client goals, program objectives, outcomes, and process indicators.</strong></td>
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<tr>
<td>□ Set concrete measureable goals with clients.</td>
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<tr>
<td>□ Check in with each client during each session to determine if progress toward goals is being made and/or if goals need to be revised.</td>
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<tr>
<td>□ Contact an outside agency or person when appropriate to determine if progress is being noticed in other settings.</td>
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<tr>
<td>□ Attempt to make contact with clients who fail to attend appointments and determine why this is the case.</td>
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<tr>
<td>□ Submit client goals to field instructor for refining the</td>
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</table>
measurability/achievability of the goals.

- Review and discuss with supervisor the case file system for a client served by the agency.

- Other:  

**Understand how research concepts are used in program evaluation.**

- Participate in or observe a program evaluation.

- Set concrete measurable goals with clients.

- Check in with each client during each session to determine if progress toward goals is being made and/or if goals need to be revised.

- Contact an outside agency or person when appropriate to determine if progress is being noticed in other settings.

- Attempt to make contact with clients who fail to attend appointments and determine why this is the case.

- Submit client goals to field instructor for refining the measurability/achievability of the goals.

- Review and discuss with supervisor the case file system for a client served by the agency.

- Other:  

**Recognize conclusions about how program effectiveness is drawn from evaluation data.**

250
• Review a case and identify the phases of treatment in the social work process.

• Set concrete measurable goals with clients.

• Check in with each client during each session to determine if progress toward goals is being made and/or if goals need to be revised.

• Contact an outside agency or person when appropriate to determine if progress is being noticed in other settings.

• Attempt to make contact with clients who fail to attend appointments and determine why this is the case.

• Submit client goals to field instructor for refining the measurability/achievability of the goals.

**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
### Personal/ Professional Growth Competency:

<table>
<thead>
<tr>
<th>Practice Behaviors:</th>
<th>Activities:</th>
<th>Midterm</th>
<th>Final</th>
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<tbody>
<tr>
<td><img src="image1.png" alt="Practice Behaviors" /></td>
<td><img src="image2.png" alt="Activities" /></td>
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</table>

### Learning Plan Complete

- [ ]

### OVERALL Task Supervisor Comments

### OVERALL Field Instructor Comments

### OVERALL Student Comments

### OVERALL Liaison Comments

### Signature for Learning Contract:

Student: [Click Here to sign Learning Contract]
Field Instructor: ([Field Instructor - name]):
Liaison: ([Field Liaison - name]):

**Signature for Midterm**

Student: [Click Here to sign Learning Contract]
Field Instructor: ([Field Instructor - name]):
Liaison: ([Field Liaison - name]):

**Signature for Final**

Student: [Click to sign Completed Document]
Field Instructor: ([Field Instructor - name]):
Signature certifies that student has completed the necessary 500 hours for field Liaison: ([Field Liaison - name]):
Task Supervisor: ([Task Supervisor - name]):

Student’s Grade (to be selected by the field instructor and verified by the liaison)
SW 595 Field Education II: Social Work Practice with Adults and Their Families/PAA

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 a 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. Learning Goals

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

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. The design and evaluation of evidence-based planning and management techniques.
M. Evidence-based approaches to practice and program evaluation and outcome studies.
N. Administrative supervision principles.
O. Administrative and management practice toward the amelioration of oppression and discrimination.

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 2.1.1b Demonstrate Ethical and Professional Behavior in social work practice at an advanced level with adults and their families.
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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.
APPENDIX D

UNIVERSITY OF ALABAMA POLICIES

Nondiscrimination Statement .................................................................................................................. 254
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The University of Alabama Harassment Policy ..................................................................................... 255
The University of Alabama Sexual Assault Policy ................................................................................ 256
Nondiscrimination Statement

UA complies with applicable laws prohibiting discrimination, harassment and retaliation, including but not limited to 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, as amended by the Jobs for Veterans Act of 2002 (VEVRAA), the Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA), the Age Discrimination Act of 1975, the Americans with Disabilities Act (ADA) of 1990, the ADA Amendments Act of 2008, and the Genetic Information Nondiscrimination Act of 2008. Consistent with those laws and UA’s Sexual Misconduct, Harassment and other policies, UA prohibits discrimination on the basis of genetic or family medical history information, race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, pregnancy, age, disability, protected veteran status or any other legally protected basis in admission or access to, or treatment of employment in, its programs and services. These prohibitions against discrimination apply to recruitment, application, selection, hiring, appointment, transfer, demotion, promotion, tenure, job assignments, classification, compensation, benefits, leaves of absence, sick leave or any other leaves, job training and development, tuition assistance, participation in UA-sponsored educational, social, and recreational programs, discharge, layoff, and/or any other term, condition or privilege of employment. Inquiries or concerns regarding UA’s Title IX or gender-related compliance may be directed to UA’s Title IX Coordinator, Ms. Beth Howard, 107 Burke Hall West, Box 870300, Tuscaloosa, AL 35487-0300, (205) 348-5496, gbhoward@ua.edu. All other inquiries and concerns related to discrimination, harassment, or retaliation, except those regarding Section 1557 of the Affordable Care Act discussed below, may be directed to Dr. Gwendolyn Hood, University Compliance Officer and Director of the Office of Equal Opportunity Programs, 107 Burke Hall West, Box 870300, Tuscaloosa, AL 35487-0300, (205) 348-5855 (Voice), (205) 348-5573 (TDD), ghood@aalan.ua.edu.

The University of Alabama Equal Opportunity Policy

UA provides equal opportunity in education and employment for all qualified persons regardless of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, pregnancy, age, genetic or family medical history information, disability, protected veteran status or any other legally protected basis. UA makes employment decisions based only on valid job-related requirements. UA does not discriminate on the basis of a physical or mental disability or an individual’s status as a disabled veteran or any other protected veteran with regard to application for employment and any terms and conditions of employment, provided the individual is qualified, with or without reasonable accommodations, to perform the essential functions of the job.
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 genetic information, race, color, religion, national origin, sex (which includes sexual orientation, gender identity, and gender expression), age, disability or veteran status in admission or access to, or treatment of employment in, its programs and services. 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 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 Office of the Provost.

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 Office of the Provost.

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.

1. **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.

2. **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 Office of the Provost.

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, 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.
The University of Alabama Sexual Assault Policy

A. Commitment

The University of Alabama ("the University" or "UA") is committed to providing an environment free from sexual misconduct which, among other things identified in Section C.1. and Appendix 1 to this Policy, includes gender-based assault, harassment, exploitation, dating and domestic violence, stalking, as well as discrimination based on sex, sexual orientation, gender identity, and gender expression, and related retaliation (collectively referred to as "Prohibited Conduct"). The University expects individuals who live, work, teach, study within, or visit this community to contribute positively to the environment and refrain from behaviors that threaten the freedom or respect that every member of our community deserves. Individuals who are found to be in violation of this Policy will be subject to corrective action up to and including termination from employment or expulsion from the University.

Among other things, this Policy defines Prohibited Conduct, prohibits related retaliation, provides reporting requirements for designated University employees, identifies reporting procedures for individuals who have knowledge of an alleged violation, explains the difference between a Title IX investigation and a criminal investigation, identifies the UA offices to whom a Complainant may report potential violations in confidence to obtain support services without an investigation, explains University accommodations, interim protective measures and support services, sets out procedures for addressing potential Prohibited Conduct, and details the University’s comprehensive prevention, education, and awareness plan.

For the full policy, please visit the University of Alabama’s Title IX page:
APPENDIX E

MISCELLANEOUS

Alabama State Board of Examiners Standards of Professional Conduct and Ethics .......................................................... 271
Council on Social Work Education ........................................................................................................................................ 271
NASW Code of Ethics ............................................................................................................................................................ 271
School of Social Work Policy Statement on Cultural Diversity .......................................................................................... 272
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: https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English.aspx. 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

Introduction

Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions as having a level of performance, integrity, and quality that entitles them to the confidence of the educational community and the public they serve. The Commission on Accreditation (COA) of the Council on Social Work Education (CSWE) is recognized by the Council for Higher Education Authority to accredit baccalaureate and master’s degree programs in social work education in the United States and its territories. The COA is responsible for formulating, promulgating, and implementing the accreditation standards for baccalaureate and master’s degree programs in social work, for ensuring the standards define competent preparation, and for confirming that accredited social work programs meet the standards. To this end, CSWE’s COA administers a multistep accreditation process that involves program self-studies and benchmarks, site visits, and COA reviews.

The accreditation review process provides professional judgments on the quality of a social work education program in an institution. These findings are based on applying the Educational Policy and Accreditation Standards (EPAS) promulgated by the Commission on Educational Policy (COEP) and the COA. The essential purpose of the accreditation process is to provide a professional judgment of the quality of the program offered and to encourage continual improvement. Moreover, systematic examination of compliance with established standards supports public confidence in the quality of professional social work education and in the competence of social work practice.

EPAS Revision Process

The COA and the COEP are responsible for revising the EPAS. The revision takes place in accordance with the CSWE bylaws, which mandate that the policy statement be reviewed by COEP “at periodic intervals not to exceed 7 years.” CSWE’s recognition by the Council for Higher
Education Authority also requires that accreditors have a process whereby standards are reviewed periodically by the COA.

The most recent standards review process took more than 5 years and resulted in three drafts issued for public review and comment. The intent of the COA and the COEP was to solicit feedback from as many constituents as possible in as many ways as possible. The COEP and the COA would like to thank the programs, individuals, organizations, and communities of interest that provided feedback on all of the drafts.

The educational policy, which details the new social work competencies for the 2015 EPAS, was developed by COEP and approved by the CSW Board of Directors on March 20, 2015. The accreditation standards were developed and approved by the COA on June 11, 2015. Programs that have reaffirmation reviews in October 2017 or later will use the 2015 EPAS to prepare their self-studies. Programs applying for candidacy in 2016 and beyond would use the 2015 EPAS for their benchmark documents.

For updated information about the 2015 EPAS, please visit www.cswe.org/Accreditation or send an email to accreditation@cswe.org.

July 2015

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

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

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, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional
community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes.

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

EPAS describe four features of an integrate curriculum design: (1) program mission and goals, (2) explicit curriculum, (3) implicit curriculum, and (4) assessment. The educational policy and the accreditation standards are conceptually linked to each other. Educational Policy describes each curriculum feature. Accreditation standards are derived from the Educational policy and specify the requirements used to develop and maintain and accredited social work program at the baccalaureate (B) or master’s (M) level.
In 2018 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students’ ability to demonstrate the competencies identified in the educational policy.

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognition and affective processes that include the social worker’s critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker’s competence is seen as developmental and dynamic, changing over time in relation to continuous learning.

Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes.

Using a curriculum design that begins with the outcomes, expressed as the expected competencies, programs develop the substantive content, pedagogical approach, and educational activities that provide learning opportunities for students to demonstrate competencies.

Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows programs are successful in achieving their goals. Assessment information is used to improve the educational program and the methods used to assess student learning outcomes.

Programs assess students’ demonstration of competence. The assessment methods used by programs gather data that serve as evidence of student learning outcomes and the demonstration of competence.
Understanding social work practice is complex and multi-dimensional, the assessment methods used by programs and the data collected may vary by context.

Social Work Competencies

The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent that underlying content and processes that inform the behaviors.

**Competency 1: Demonstrate Ethical and Professional Behavior**

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

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in behavior; appearance, and oral, written, and electronic communication;
- Use technology ethically and appropriately to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgment and behavior.
Competency 2: Engage Diversity and Difference in Practice

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

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

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

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

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- Engage in practices that advance social, economic, and environmental justice.

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

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

- Use practice experience and theory to inform scientific inquiry and research;
• Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
• Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation and the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, and implementation, and evaluation. Social workers:
• Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
• Assess how social welfare and economic policies impact the delivery of and access to social services; and
• Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:
• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
• Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

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

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

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

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Facilitate effective transitions and endings that advance mutually agreed-on goals.
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
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, and are informed by program context.

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.

Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting and program options. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local, regional, 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, practice, and research.

Accreditation Standard 1.0 – Program Mission and Goals

1.0.1 The program submits its mission statement and explains how it is consistent with the profession’s purpose and values.

1.0.2 The program explains how its mission is consistent with the institutional mission and the program’s context across all program options.

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

The explicit curriculum constitutes the program’s formal educational structure and includes the courses and field education used for each of its program options. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. Using a competency-based education framework, the explicit curriculum prepares students for professional practice at the baccalaureate and master’s levels. Baccalaureate programs prepare students for generalist practice. Master’s programs prepare students for generalist practice and specialized practice. The explicit curriculum, including field education, may include forms of technology as a component of the curriculum.

Educational Policy 2.0 – Generalist Practice

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

The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.

Accreditation Standard B2.0 – Generalist Practice

B2.0.1 The program explains how its mission and goals are consistent with generalist practice as defined in EP2.0.

B2.0.2 The program 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.

B2.0.3 The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.
Accreditation Standard M2.0 – Generalist Practice

M2.0.1 The program explains how its mission and goals are consistent with generalist practice as defined in EP2.0

M2.0.2 The program provides a rationale for its formal curriculum design for generalist practice demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.

M2.0.3 The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy M2.1 – Specialized Practice

Specialized practice builds on generalist practice as described in EP2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

The master’s program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, and cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization.

Accreditation Standard M2.1 – Specialized Practice

M2.1.1 The program identifies its area(s) of specialized practice (EP M2.1), and demonstrates how it builds on generalist practice.

M2.1.2 The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field.

M2.1.3 The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in area(s) of specialization.

M2.1.4 For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.
Educational Policy 2.2 – Signature Pedagogy: Field Education

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

Accreditation Standard 2.2 – Field Education

2.2.1 The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.

B2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

M2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.

M2.2.3 The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.

2.2.4 The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.

2.2.5 The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master’s programs.

2.2.6 The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program’s specified criteria.

2.2.7 The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.

2.2.8 The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.
B2.2.9 The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master’s degree in social work from a CSWE-accredited program and have 2-years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

M2.2.9 The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master’s students hold a master’s degree in social work from a CSWE-accredited program and have 2-years post-master’s social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

2.2.10 The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

2.2.11 The program describes how its field education program 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.

Implicit Curriculum

The implicit curriculum refers to the learning 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 and fair distribution 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 and the mission, goals, and context of the program.

**Educational Policy 3.0 – Diversity**

The program’s expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program’s institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

**Accreditation Standard 3.0 – Diversity**

3.0.1 The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.

3.0.2 The program explains how these efforts provide a supportive and inclusive learning environment.

3.0.3 The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.

**Educational Policy 3.1 – Student Development**

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students’ professional development.

To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master’s social work programs are presented with an articulated pathway toward specialized practice.

**Accreditation Standard 3.1 – Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation**

**Admissions**

B3.1.1 The program identifies the criteria it uses for admission to the social work program.
M3.1.1 The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master’s program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering master’s social work programs are not to repeat what has been achieved in their baccalaureate programs.

3.1.2 The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

M3.1.3 The program describes the policies and procedures used for awarding advanced standing. The program indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services, or covered under a memorandum of understanding with international social work accreditors.

3.1.4 The program describes its policies and procedures concerning the transfer of credits.

3.1.5 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.

Advisement, retention, and termination

3.1.6 The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.

3.1.7 The program submits its policies and procedures for evaluating student’s academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.

3.1.8 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. The program describes how it informs students of these policies and procedures.

Student Participation

3.1.9 The program submits its policies and procedures specifying students’ rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.

3.1.10 The program describes how it provides opportunities and encourages students to organize in their interests.

Educational Policy 3.2 – Faculty

Faculty qualifications including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program’s mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, 

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1 This and all future references to degrees from social work programs accredited by CSWE, include degrees from CSWE-accredited programs or recognized through CSWE’s International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.
values, and skills expected of professional social workers. Through their teaching, research, 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. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.

**Accreditation Standard 3.2 – Faculty**

3.2.1 The program identifies each full-and part-time social work faculty member and discusses their qualifications, competence, expertise in social work education and practice, and years of service to the program.

3.2.2 The program documents that faculty who teach social work practice courses have a master’s degree in social work from a CSWE-accredited program and at least 2-years of post-master’s social work degree practice experience.

3.2.3 The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master’s programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty’s teaching, scholarly, and service responsibilities.

B3.2.4 The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master’s degree in social work from a CSWE-accredited program, with a doctoral degree preferred.

M3.2.4 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.

3.2.5 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.

3.2.6 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.

3.2.7 The program demonstrates how its faculty models the behavior and values of the profession in the program’s educational environment.

**Educational Policy 3.3 – Administrative and Governance 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. Faculty and administrators exercise
autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program’s mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.

**Accreditation Standard 3.3 – Administrative Structure**

**3.3.1** The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program’s mission and goals.

**3.3.2** 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.

**3.3.3** 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.

**3.3.4** The program identifies the social work program director. Institutions with accredited baccalaureate and master’s programs appoint a separate director for each.

*B3.3.4(a)* The program describes the baccalaureate 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 in social work preferred.

*B3.3.4(b)* The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.

*B3.3.4(c)* The program describes the procedures for calculating the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.

*M3.3.4(a)* The program describes the master’s 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 master’s program director have a doctoral degree, preferably in social work.

*M3.3.4(b)* The program provides documentation that the director has a full-time appointment to the social work master’s program.
M3.3.4(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 specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master’s level. The program demonstrates this time is sufficient.

3.3.5 The program identifies the field education director.

3.3.5(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.

B3.3.5(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 post-baccalaureate or post-master’s social work degree practice experience.

M3.3.5(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 post-master’s social work degree practice experience.

B.3.3.5(c) The program describes the procedures for calculating the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, a minimum of 25% assigned time is required at the baccalaureate programs. The program demonstrates this time is sufficient.

M3.3.5(c) The program describes the procedures for calculating the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program at least 50% assigned time is required for master’s programs. The program demonstrates this time is sufficient.

3.3.6 The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.

Educational Policy 3.4 – 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 carry out the program’s mission and goals and to support learning and professionalization of students and program improvement.

Accreditation Standard 3.4 – Resources
3.4.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.
3.4.2 The program describes how it uses resources to address challenges and continuously improve the program.

3.4.3 The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.

3.4.4 The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.

3.4.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.

3.4.6 The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.

Assessment

Educational Policy 4.0 – Assessment of Student Learning Outcomes

Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice.

Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multi-dimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

Programs assess students’ demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used and the data collected may vary by context.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used.

Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.
Accreditation Standard 4.0 – Assessment

4.0.1 The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master’s social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:

- A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.
- At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.
- An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.
- Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students’ performance meets the benchmark.
- An explanation of how the program determines the percentage of students achieving the benchmark.
- Copies of all assessment measures used to assess all identified competencies.

4.0.2 The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.

4.0.3 The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely updates (minimally every 2-years) its findings.

4.0.4 The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.

4.0.5 For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.