Field Instruction Manual

Social Work Program
University of South Alabama
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I. Introduction

Introduction

Field Instruction is a vital component of baccalaureate social work education at University of South Alabama. It is in the field that academic knowledge, values, ethics, and skills are integrated with real world experience in a planned way to produce competent social workers. USA’s Field Instruction program is truly a partnership that includes the University, Social Work faculty, agency and community social workers and social work students who engage in a collaborative learning experience that provides integrative learning and prepares students as professional social workers. It is through the coordinated efforts of the educational partners that Field Instruction at USA is made into an effective learning experience for the undergraduate social workers who will join us in the profession.

The program’s Field Instruction Manual is designed as a resource for faculty, agency administrators, agency field instructors and students. The Manual provides the reader with information related to the mission of USA, the mission and goals of the BSW Program at USA, and the purpose and objectives of Field instruction. The Field Manual includes a summary of information related to BSW curriculum, the liberal arts perspective, and the professional foundation. This document also includes the structure of the BSW Field Instruction program and the qualifications and responsibilities of the professionals who deliver Field Instruction to our students. Field Instruction policies and procedures, the selection of agencies and agency field instructors, field operations, and the evaluation of students are all a part of this manual. Appended to this Manual are Field Instruction forms and a link to the NASW Code of Ethics.

USA Mission Statement

The University of South Alabama was chartered in 1963 by the State of Alabama as a comprehensive, coeducational institution of higher education. The University serves a major center of high quality and accessible undergraduate, graduate and professional education for metropolitan Mobile, the State of Alabama, the Gulf Coast region, and the southeastern United States. The University mission actively embraces the functions of teaching, research, public service and health care through which it vigorously pursues the preservation, discovery, communication and the application of knowledge. As it grows and develops, the University will focus its strengths to produce programs of interdisciplinary excellence that address the special needs of the
people it serves. Undergraduate education is designed to promote the growth of the individual to think critically and analytically, to communicate effectively, to acquire information and apply it to problem-solving, and to understand the context of global complexity and diversity in which knowledge is applied. The University is committed to the education of the whole person-the creative person. To accomplish this, a wide range of curricular and co-curricular opportunities for students to expand their cultural, physical and emotional awareness are provided. The University’s environment must encourage and foster the qualities expected of leaders, such as integrity, service, stewardship, involvement and respect for individuals, as well as an appreciation for diversity. Graduate education provides students with increasing levels of challenge and opportunities for independent investigation, creative achievement, the advancement of knowledge, and participation in traditional and new forms of scholarly activity in a broad range of discipline-based and interdisciplinary programs. These programs will prepare students for new, as well as traditional, professional and academic careers.

Scholarship is an important aspect of the mission of the University and the responsibility of every faculty member. The University of South Alabama will provide quality research and scholarly activity in all areas of its academic programs and community service activities, as illustrated by the work of its faculty in business, education, engineering, mathematics, science, fine arts, humanities, and health sciences. To advance scholarship the University will provide appropriate instructional and investigative facilities within an atmosphere of academic freedom and shared governance.

Because of its location and commitment to the community, the University’s academic health center is an important resource for accomplishing its mission. The University is dedicated to the education of physicians, health scientists, allied health professionals, and professional nurses who will provide the community and the region with the highest quality health care. To promote improved health care in its service region through research, teaching, and outreach programs, its hospitals and clinics will offer the latest scientific and medical technology possible.

The University is further dedicated to the promotion of lifelong learning and to the enhancement of access to education for a variety of individuals and communities. Thus, it will continue to develop programs that meet the needs of its evening, weekend, off-campus, and special program clients who seek both credit and non-credit learning experiences on campus and at the USA Brookley campus site. The USA Baldwin County campus will provide degree programs and other learning opportunities required by the rapidly growing population in Baldwin County.
The University of South Alabama's programs of education, research, public service, and health care are all founded upon the basis of a reciprocal relationship between the institution and the community it serves. Instruction, research, scholarship, public service, and health care that enhance the economic development of the State and improve the quality of life and health of its citizens are integral and essential parts of its mission as a comprehensive, metropolitan university.

**Mission of the BSW Program**

The program mission for Social work at the University of South Alabama is to prepare competent, effective entry level social work professionals to address the social welfare needs of the Gulf Coast and Southwest Alabama regions. The program has a strong commitment to provide professional leadership to the region in terms of social work education, service to the community and in scholarly endeavors. In order to be attuned to the community context of social work in this region, the program is committed to promoting well being through the exploration of both urban and rural community practice, the foundations of the social work profession, the person-in-environment perspective, liberal arts preparation, diversity, poverty, social and economic justice, and a strong value base for practice.

**BSW Program Goals**

The BSW program goals are derived from its mission statement. The goals for the program at USA are as follows:

1. Program graduates will be prepared for competent, entry level generalist professional social work with diverse groups and populations-at-risk in both urban and rural communities and effectiveness in enhancing human well-being.
2. Program graduates will be able to employ critical thinking skills and research knowledge in order to ethically evaluate policy and practice and advocate for change in organizations and communities, and add to social work knowledge.
3. Program graduates will be capable of integrating social work knowledge, values and skills into entry level ethical social work practice with systems of all sizes with an emphasis on the needs of the Gulf Coast and Southwest Alabama.
4. Program graduates will have the demonstrated capacity to identify with the profession and take an active role in professional leadership.
5. The program faculty will be active in service to the broader Mobile and Southwest Alabama community, and social work profession and contribute to the social work knowledge base of the profession.
II.  BSW Curriculum

BSW Curriculum Overview

ADMISSION POLICY

Students who want to major in social work are admitted to the pre-professional social work major and remain in the pre-professional major until they meet requirements to be admitted into the social work major. This policy is applicable to all students: new freshmen, transfer students, and students changing their major. Students must meet the following criteria before admittance to the social work major:

- Have a 2.60 overall GPA in courses taken at USA
- Have completed a minimum of 60 credit hours
- Have completed EH 101 & 102 with grade of C or better
- Have completed the BLY requirement with a grade of C or better
- Have completed the math requirement
- Have completed the statistics requirement
- Have completed SW 200, SW 212, and SW 214 with a grade of C or better
- Meet all requirements specified by the program for demonstrating behavior consistent with the NASW Code of Ethics
**FRESHMAN and SOPHOMORE YEARS - Pre-professional Social Work**

Name________________________________________________________ Student Number J00______________ Date of Evaluation ____________________ Advisor Signature __________________________________________

<table>
<thead>
<tr>
<th>Written Composition</th>
<th>Humanities &amp; Fine Arts (no more than 6 hrs. in one discipline)</th>
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<tbody>
<tr>
<td>EH 101 English Composition I (min gr. C)</td>
<td>Fine Arts Elective (ARH 100, ARH 103, ARH 123, ARS 101, DRA 110, MUL 101)</td>
</tr>
<tr>
<td>EH 102 English Composition II (min gr. C)</td>
<td>Literature elective* (EH 215, 216, 225, 226, 235, or 236)</td>
</tr>
<tr>
<td></td>
<td>2nd Lit to complete sequence OR Humanities/FA/Literature elective if HY seq completed.</td>
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<tr>
<th>Natural Sciences &amp; Math</th>
<th>Additional Major, College, &amp; USA requirements</th>
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<tbody>
<tr>
<td>MA 110 or higher</td>
<td>CA 110 Public Speaking</td>
</tr>
<tr>
<td>BLY 101 and lab (4 cr. hrs.)</td>
<td>Foreign Language I</td>
</tr>
<tr>
<td>Lab Science (4 cr. hrs.)</td>
<td>Foreign Language II</td>
</tr>
<tr>
<td>ST 210 Stat Reasoning &amp; App.</td>
<td>CIS 150 Intro to Comp Applications or passing score on CPE</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>History/ Social &amp; Behavioral Sciences (no more than 6 hrs. in one discipline)</th>
<th>Total Credits: 67 for freshman, 65 for transfer students</th>
</tr>
</thead>
<tbody>
<tr>
<td>History elective* (HY 101, 102, 135, or 136)</td>
<td>CA 100 New Student Seminar (freshmen only)</td>
</tr>
<tr>
<td>SY 109 Intro to Sociology</td>
<td>SW 200 Intro to Social Work (min gr. C)</td>
</tr>
<tr>
<td>PSY 120 Intro to Psychology</td>
<td>SW 212 Intro to Social Welfare (min gr. C)</td>
</tr>
<tr>
<td>ECO 216 Macroeconomics OR AN 100 Intro to Cultural AN OR 2nd HY to complete sequence</td>
<td>SW 214 Soc Wrk Skills &amp; Fld Exp (min gr. C).</td>
</tr>
</tbody>
</table>

*Must have one history elective and one literature elective. In addition, you must choose a second history or literature to complete a two-part sequence. (Part I & II of same subject.) Lit seq:______ or HY seq:______

Only 64 hours can be transferred into USA from a Community or Junior College.
ADMISSION PROCEDURES FOR ENTRANCE INTO SOCIAL WORK MAJOR

Students who have completed the specified requirements must make application for admission to the social work major. The application will be reviewed by the BSW program faculty and the student will be notified in writing regarding the faculty decision. Once admitted to the major, the Social Work program will administratively change the student's major from the pre-social work major to the social work major. The student will need to meet with an advisor to sign a form indicating his/her understanding and acceptance of the criteria for continuing as a social work major. Those criteria include:

- Maintain a 2.50 GPA in social work courses
- Maintain an overall 2.60 GPA at USA
- Demonstrate acceptable professional conduct, personal integrity and emotional stability requisite for effective social work practice.
- Demonstrate identification with the profession of social work
- Demonstrate behavior consistent with Code of Ethics for the National Association of Social Workers.

Students who have not been admitted to the major may not enroll in SW 302, SW 310, SW 401, SW 402, SW 412 or SW 414.

More detailed information regarding the Social Work Program as well as the application to the Social Work Major can be found at http://www.southalabama.edu/syansw/socialwork.html

Students completing BSW requirements may complete at SY minor with one additional SY course or may choose another minor.

Acceptable Course Substitutions

Biology (Human): BLY 101 or BLY 121, BLY 102 or BLY 122, any BLY with Anatomy and Physiology title.

Statistics: ST 210 or any PSY, BUS, or Education Statistics course.

Research Methods: SY 381 and SY 382. A research methods course in another discipline may be substituted with program approval.

SW Elective: SY 372, SW 340, SW 350, SW 360, SW 420. Other transfer credits with program approval.

SW Transfer: All SW transfer credits must be approved by the program.
Generalist Practice

BSW students at the University of South Alabama are prepared for entry level practice and use the generalist model of practice. The generalist model is based on systems theory and uses a problem solving method. BSW social workers are prepared to work with multiple systems including individuals, families, groups, organizations and communities. The field instruction assignments that our BSW students have in the agencies should offer them the ability to apply their knowledge, values, and skills with multiple systems in order to help them achieve their learning objectives, and prepare them for entry level social work practice.

The undergraduate social work program at USA uses a definition of generalist practice that is consistent with the principles of generalist social work practice found in the literature, the definition used by the Association of Baccalaureate Social Work Program Directors, the needs of the Greater Mobile and Southwest Alabama Region, and the goals and objectives of the social work program. The BSW program at USA defines generalist practice as:

**Generalist practice in social work is multi-system, involving the promotion of human well-being through work with individuals, families, groups, organizations and communities. This method is based on a problem-solving framework and is multi-theory in that it bases the practice approach on an analysis of problems and situations, thus basing interventions on the problem(s). Generalist practice stems from a strong base of social work, knowledge, values, ethics, and skills. It is based on a person-in-environment perspective and is sensitive to diversity, the community, and issues of social and economic justice.**

Field students know this definition and are expected to use its principles to guide their practice while in field instruction.

Field Instruction

Field Instruction at USA is an integral component of the academic program and curriculum. The purpose of Field Instruction is to provide an integrative learning experience that engages the student in practice that is educationally directed, and is supervised by a professional social worker. The Field Instruction experiences should provide students with educationally directed opportunities to apply classroom learning in the field setting. While enrolled
in field students are enrolled in a concurrent social work Senior Seminar that helps them to integrate their classroom and field learning.

Field instruction is designed as a one semester block placement of 436 clock hours and is required of all BSW students. This translates to 30-32 hours per week during the semester. The student is normally in the final semester of course work prior to graduation and is concurrently enrolled in SW 412 Field Instruction and a 3 credit capstone Senior Seminar (SW 414). The Senior Seminar assists the students with integration of classroom and field content. The Field Instruction placement is designed to provide a directed experience within a social agency setting/program in which students apply the knowledge; values and skills they have learned in a real world setting. Students are not admitted to field if they have not successfully completed all required social work courses and completed the application process. Prior to entry in to field instruction, students must have professional liability insurance and attend an orientation seminar presented by the BSW program. The primary point of contact for field instruction is the BSW program Field Coordinator.

The Field Instruction experiences should be diverse in terms of agencies, settings, clientele, and interests of students. The educational experience is directed by the BSW program in collaboration with the agency. Students have input into their field placement, but the agency and the specific assignment are ultimately selected by the BSW program.

Field Instruction assists students in making the transition from student to entry level professional and socializes them to the profession by employing supervised practical experiences as vehicles to expand upon prior course content. The student who successfully completes field instruction should be prepared as an entry level professional social worker who can ethically apply him/her self to working with multiple systems. The field instruction experience must provide an opportunity for students to work with diverse and oppressed populations using a generalist method.

Through on-site supervision and structured observation, students engage in supervised generalist practice activities that focus on the development of engagement, data collection, documentation, and assessment skills with individuals, families, groups, organizations, and community systems represented in the agency. Students should have the opportunity to work with their own cases and apply their generalist knowledge and skills in working with multi-level systems. Students should receive at least one hour per week of on-site structured supervision by the designated Agency Field Instructor, as well as additional supervisory contacts by that individual on an as needed basis.
Examples of Field Instruction Activities

The following field instruction activities are designed to help facilitate the student's initial socialization process to the social work profession, to expand knowledge of and beginning application of generalist practice, and to provide initial orientation to social work with agencies and programs serving urban and rural populations.

1. Demonstrate ability to carry out appropriate professional social work duties as assigned by the field instructor.
2. Employ engagement, planning, intervention, assessment, and termination skills with multi-level systems (individuals, families, groups, organization and community).
3. Carry primary responsibility for at least one agency case.
4. Conduct interviews with multi-level systems.
5. Data collection & assessments of multi-level systems.
6. Appropriate recording & documentation of records.
7. Active participation in staff meetings, client reviews or case staffing, and staff development activities.
8. Demonstrate application of the generalist method of social work
9. Demonstrate social work values and ethics consistent with the NASW Code of Ethics.
10. Co-plan/Co-facilitate an agency or community task group.
11. Attend organizational and/or community task group activities.
12. Attend Board of Director’s meetings and/or other policy-making groups.
13. Attend professional, interagency, community, or policy-making groups on a local, state, or federal level.
14. Participate in a professional social work educational meeting, activity, or conference.
15. Engage in appropriate use of weekly supervision with Agency Field Instructor.
16. Involvement in activities related to diversity, populations-at-risk, and social and economic justice.

This list is not exhaustive, but it is intended to stimulate ideas for developing placement activities. The seminar for Agency Field Instructors that is conducted each year covers specific examples of appropriate field experiences for the students and stimulates discussion about what other field instructors have done that has proven effective. It is highly recommended that Agency Field
Instructors attend this annual training. Discussion about other appropriate student learning experience in field may also be discussed with the program Field Coordinator or Field Liaison.

In conjunction with Field Instruction, students attend a weekly integrative Senior Seminar, taught by a full time faculty member that provides an opportunity to examine, discuss, and analyze their field instruction experiences in relation to professional foundation concepts and theories previously learned in the class room. Specific written and oral field seminar assignments are incorporated in the student’s learning process to facilitate the integration of academic content with practice experiences and are a significant component of the field instruction and student field performance evaluation. Students will usually use examples from their agency experience in completing the Seminar assignments.

The Agency Field Instructor should provide structured supervision to the student for at least one hour per week and field instructors are encouraged to discuss any concerns with the Field Coordinator or Field Liaison as they arise so that they may be addressed promptly. Students can expect their respective Faculty Field Liaison to have regular contact with their agency through personal and onsite visits, telephone contacts, skype contacts and/or email contacts. Formal Field consultations are usually conducted near mid-term to discuss the mid term evaluation and at the end of the semester.

Additional liaison contacts may occur should problems/needs arise. Student field performance is formally evaluated twice during the semester, once at midterm and again at the end of the semester and either the Field Coordinator or a Field Liaison representative from USA should be present for these evaluations. The evaluation is conducted using an evaluation form based on program objectives. This form is included in this manual. Both the Agency Field Instructor and the student (and possibly the Field Consultant) provide feedback to the Faculty Field Liaison to aid in the evaluation process. Course grades for Field Instruction are determined by program faculty based on information collected during the evaluation meeting.

**Educational Outcomes for Field instruction**

USA has identified ten expected educational outcomes with thanks to Syracuse University for permission to reprint and use for the program’s purpose (2010) that flow from the overall BSW program competencies for its students and they will be evaluated on their ability to demonstrate that these competencies have been obtained. The expected practice behaviors for field are:

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

- Comes prepared for work
- Is dressed appropriately for agency setting
- Accurately explains professional role within internship setting to all key individuals
- Reliable in completing assigned tasks
- Adaptable and flexible in managing assigned tasks
- Treats colleagues with genuineness, respect and appropriate boundaries
- Is able to function with appropriate independence
- Regularly attends scheduled supervision prepared with questions/concerns for supervisor
- Accurately verbalizes own strengths and challenges during supervision
- Demonstrates a willingness to modify specific behavior based on feedback from supervision
- Accurately communicates to supervisor challenges with client and discloses practice errors
- Seeks out opportunities within the agency to increase skills and knowledge
- Utilizes self care techniques to avoid compassion fatigue, secondary trauma and burnout

2. Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

- Demonstrates an awareness of own personal values
- Demonstrates an awareness of professional values
- Applies social work ethical values and principles
- Articulates personal values that have been challenged and how they may conflict with professional value
- Identifies ethical dilemma and uses and appropriate process to reach and ethical decision
- Demonstrates honesty and integrity in practice
- Practices within area of competence
- Follows agency confidentiality guidelines
- Practices with informed consent from clients
- Apprises supervisor of any conflicts of interest

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

- Writes accurate comprehensive client assessments
- Writes clear, concise recommendations and/or discharge plan for client
- Prioritizes goals logically within treatment plan
- Articulates the rationale for use of boundaries such as self disclosure with clients
- Uses an analytical approach for effective decision making

4. Engage diversity and difference in practice.

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

- Articulates personal biases during supervision
- Articulates the specific cultural differences between clients, or between client and student
- Articulates when personal biases or personal values may impact working with diverse groups
- Seeks to understand client’s individual experience of their own diversity within unique cultural contexts
- Views self as a learner and engages clients and colleagues as informants of their own experience
- Develops interventions and goals that are consistent with clients worldview

5. Advance human rights and social and economic justice.

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

- Recognizes and articulates when systemic oppression and discrimination affects clients
Can develop an effective plan for advocacy to address social justice issues
Is objective, effective and productive in advocacy efforts

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

- Takes initiative to locate readings and/or other resources to improve practice
- Critically analyzes readings and other resource information
- Appropriately applies theories and/or concepts from readings and/or other resources to practice
- Identifies opportunities within the agency to practice informed research

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

- Demonstrates a strengths perspective in work with client systems
- Critiques and applies knowledge to understand person and environment
- Utilizes a bio/psycho/social/spiritual perspective to understand the functioning of individuals, families and groups
- Utilizes appropriate human behavior theory to guide intervention

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

- Articulates the federal/state/local policies and laws that impact the client system and the agency
- Identifies when advocacy for policy change is needed
- Identifies potential strategies to promote policy change
9. Respond to contexts that shape practice.
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.
  o Provides effective cross-systems advocacy
  o Follows agency policies
  o Articulates how current mezzo and macro issues impact client systems.
  o Articulates how current macro issues impact agency systems

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations and communities.
  o Develops a mutually agreed-on focus of work with client system
  o Demonstrates use of effective communication skills with clients
  o Demonstrates use of engagement skills with client system
  o Accurately identifies presenting issues and/or needs of the client system
  o Accurately collects and interprets client system information
  o Accurately identifies client strengths and challenges
  o Develops mutually agreed-on goals and objectives for client and social worker
  o Identifies multiple appropriate intervention strategies to assist client in meeting goals
  o Selects most appropriate intervention strategy to assist client in meeting goals
  o Implements intervention strategies based on comprehensive assessment and goal plan with individuals, families, groups, organizations and community
  o Effectively negotiates, mediates and advocates for client
  o Makes referrals and follows up to ensure service delivery
  o Facilitates appropriate transitions and endings
  o Objectively evaluates outcome of interventions
  o Uses knowledge gained from previous intervention to inform future practice
  o Collaborates with the client to evaluate progress toward goals

III. The Structure of Field Instruction
Program Administration and Personnel

Field Instruction will provide students with the opportunity to integrate academic knowledge, values, ethics and skills from the classroom in a context of educationally directed field experiences. The USA Field Instruction Coordinator is responsible for the administration of Field Instruction for the BSW program. Field Instruction is a cooperative enterprise involving students, faculty, and agency field instructors. This section describes the roles of the persons directly involved in the delivery of Field Instruction including: the Field Instruction Coordinator, Faculty Field Liaison, Agency Field Instructors, and Field Instruction Consultants. A brief description of the responsibilities of each role follows below:

- **Field Instruction Coordinator**
  The Field Instruction Coordinator is a USA Social Work program faculty member and is the primary person responsible for administration of Field Instruction. Responsibilities for the Field Instruction Coordinator include: identification; development; and approval of agencies/programs and sites, placement of students in field agencies, evaluation of students in Field Instruction, supervision of Faculty Field Liaison and Field Instruction Consultants, providing field orientation for students, teaching Field Instruction Seminars, and evaluation of the Field Instruction program. The Field Coordinator is responsible for coordinating and/or delivering training for Agency Field Instructors. The Field Instruction Coordinator also carries responsibility for classroom instruction. The Field Instruction Coordinator works under the supervision of the BSW Program Director and in cooperation with all members of the social work faculty.

- **Faculty Field Liaison**
  The Faculty Field Liaison is a faculty member of the USA Social Work program. The responsibility of the Field Liaison is to visit agency and/or field sites to monitor students’ progress and evaluate their performance and learning experiences available at the agency or field site. The Faculty Field Liaison works closely with the Agency Field Instructor, the students, and the Social Work program to insure that learning and growth occur for the students, and that students are appropriately socialized into the profession. Faculty Field Liaisons report to the Field Instruction Coordinator.

**Minimum Qualifications:** Must have the MSW plus two years practice experience in social work post degree.
- **Agency Field Instructor**
  The Agency Field Instructor is the representative of the agency, program or site who provides direct supervision for the students in field placement. The Agency Field Instructor provides learning experiences for the students in the agency in which he or she is employed. The Faculty Field Liaison works directly with the Agency Field Instructor to monitor and evaluate the performance of students under supervision. While the Field Liaison is the primary point of contact for the Agency Field Instructor, the Field Instruction Coordinator is an important resource for questions and concerns that may arise.

  **Minimum Qualifications:** Must have the BSW or MSW plus two years post BSW or MSW practice experience.

- **Field Instruction Consultant**
  It is the policy of the BSW program that students in field who are preparing to be professional social workers are best able to be socialized to learn knowledge, values, and skills from members of the social work profession. Thus, the great majority of placements will be with agency instructors who are professional social workers.

  In a limited number of cases, agencies or programs that offer valuable learning experiences for our students may not have professional social workers employed on staff. For example, some community based agencies that work with especially vulnerable, oppressed, and/or diverse populations may fall into this group. In such instances, the BSW program may decide, based on the potential value of the educational experience, to place students in this setting for their field instruction.

  When students are placed in setting in which professional social work supervision is not available, a Field Instruction Consultant will be assigned by the program to provide Field Instruction. The Field Instruction Consultant may be:

  1. Faculty member of the USA Social Work program.
  2. BSW or MSW member of the professional community who volunteers to perform the role and is acceptable to the agency and the school.
  3. BSW or MSW who is employed in another department of the agency/program where the student has been assigned.
  4. BSW or MSW member of the Advisory Committee of the USA Social Work program who is acceptable to the agency and the school.
The Field Instruction Consultant will coordinate supervision of the student with the agency personnel responsible for the student and the Faculty Field Liaison. The supervision provided should be regular and information from this supervision should be incorporated into the evaluation of student performance.

**Minimum Qualifications** - Must have the BSW or MSW plus two years post BSW or MSW practice experience in social work.

**Field Instruction Sites and Settings**

Students will receive field instruction in an Agency Field Site/Setting or Field Unit approved by the BSW program. Definitions of these entities are as follows:

1. **Agency Field Site/ Setting**
   The Agency Field site or setting is a community agency that will provide practical generalist practice field experiences, instruction, and supervision for students. The Agency Field Instructor is a representative of this agency. The Field Instruction Coordinator is responsible for development and approval of the Field instruction sites and the Agency Field Instructors. The Field Instruction Coordinator assists students in the selection of an approved field placement. The students, Agency Field Instructor, Field Liaison, and the Field Instruction Coordinator are involved in the planning and execution of Field Instruction for students.

2. **Field Unit**
   A Field Unit is an agency based entity operated and supervised by the Social Work program where several students or more are placed. It is housed within an agency or program in the community. The Field Unit is a collaborative effort between the BSW program and an agency/program that includes the provision of serves to a targeted population. The Field Unit provides practical generalist practice field experiences, instruction, and supervision for students.

**Responsibilities of Persons Involved in Field Instruction**

**Field Instruction Coordinator**
The Field Instruction Coordinator has the primary responsibility for providing leadership and coordination for all Field Instruction activities of the program. The Field Instruction Coordinator represents the BSW program's Field Instruction Program to the community and has the following responsibilities:

1. Provide leadership for the Social Work program and faculty with regard to Field Instruction.
2. Initiate and supervise the student application process for Field Instruction.
3. Design and plan appropriate generalist practice learning experiences for students in field by selecting agencies that meet the learning needs of the students.
4. Approve Faculty Field Liaison and Field Construction Consultants, supervise, and coordinate their activities.
5. Act as a liaison between the program and field students.
6. Resolve problems which arise within the Field Instruction placements.
7. Plan and coordinate ongoing training for Agency Field Instructors, Field Liaisons, and Field Consultants who are to be involved in Field Instruction.
8. Assist the Agency Field Instructor, Faculty Liaison, and Consultant in assessing students’ educational needs and shaping the students’ learning experiences.
9. Assess Field Instruction as a program to insure continuous quality improvement and that field learning experiences are consistent with a generalist method.
10. Monitor Field Instruction policies and recommend appropriate changes to the faculty.
11. Update the USA Field Manual and field forms.
12. Orient students to Field Instruction.
13. Provide instruction to students as a member of the social work faculty.
14. Assists students with socialization to the profession and encourages continuing education activities.
15. Provides final field instruction grades to students based on data gathered from evaluations and site visits.

The Faculty Liaison

While the Agency Field Instructor provides the day-to-day supervision of the student at the field site, the Faculty Field Liaison works with the Field Instruction Coordinator to discharge the following responsibilities:

1. Insures that the Field Instruction setting and the student continue to be an appropriate match in terms of educational development for the student.
2. Coordinates with the Agency Field Instructor in providing educational experiences and activities which exemplify Generalist Practice with diverse populations.
3. Monitors and evaluates students' performance in Field with the Agency Field Instructor.
4. Responds to any student’s supervisory issues other problems that may arise.
5. Assists students with socialization to the profession.
6. Participates in Field Instruction training.
7. Assists in the development and evaluation of the curriculum for Field Instruction.

**Agency Field Instructor**

The Agency Field Instructor is responsible for the day-to-day student supervision, and provision of educationally directed field experiences. The Agency Field Instructor performs the following functions:

1. Designs and plans opportunities for participation in Generalist Practice within an agency setting or program.
2. Orient students to the agency’s mission and objectives, its auspices and funding, structure policies, and procedures.
3. Assists students in understanding the legislation and policies which affect delivery of services within the agency.
4. Provides students with opportunities to interact with agency clients, diverse and oppressed populations, and to observe and analyze the client's behaviors.
5. Assists students in acquisition of research skills and information about research efforts including program and practice evaluation within the assigned agency.
6. Assists students with socialization to the profession and encourages continuing professional education.
7. Provides on-going feedback to students regarding their performance.
8. Evaluates students’ performance in Field Instruction utilizing the appropriate criteria provided by the Social Work program.
9. Attends Field Instructor Training.
10. Participates in the evaluation of the Field Instruction Program.

**Field Instruction Consultant**

In agencies in which a professional social work field instructor is not available, a faculty member or another professional social worker who meets the program requirements for field supervision may serve as a Field Instruction Consultant. The responsibilities of the Consultant are as follows:
1. Maintain (at minimum) weekly face to face, telephone and/or email contact with the Agency Field Instructor and field student.
2. Explain and clarify Generalist Practice concerns as they relate to the specific agency in which the Field Instruction occurs.
3. Provide appropriate feedback to the student during supervision meetings which includes, but is not limited to, reviewing and approving the learning contract as well as the use of process recordings to effectively review the mastery of skills during the placement experience.
4. Review the Professional Codes of Ethics and appropriate professional behavior with the student as applied to the agency setting.
5. Assists students with socialization to the profession and encourages continuing professional education activities.
6. Maintain appropriate documentation of the supervision for submission to the Field Coordinator.
7. Be involved in the student evaluation process.
8. Attend Agency Field Instructor training.

IV. Selection of Field Agencies and Instructors

Selection of Field Instruction Agencies

The BSW program at USA selects sites for Field Instruction that offer experiences for generalist social work practice with diverse populations. Field agencies must be willing to provide professional social work supervision for the student. Students must be provided with challenging opportunities to test and apply the knowledge, skills and values learned in the academic setting in a practical social welfare context. Agencies must demonstrate that they can provide quality generalist experiences for students and that the agency is committed to the delivery of services to oppressed populations, populations-at-risk, and other disadvantaged groups.

Process of Selection for Field Instruction Agencies

To be approved as a Field Instruction Agency, each agency must first be reviewed by the program. In some cases agencies may request this review and in other cases the program may recruit agencies. Part of this review is to determine that appropriate field experiences can be provided by the agency. No field agency is approved by the program without an on-site visit by the Field Coordinator.
Requests for review as a Field Instruction Agency should originate with the Field Coordinator. Each agency will then be evaluated based on the following criteria:

1. The agency must be able to provide students with opportunities for professionally supervised generalist practice with individuals; families; groups; communities; and organizations. The opportunity for students to work with diverse populations is very important.

2. The agency must provide a qualified Agency Field Instructor with sufficient time to provide student supervision. Agencies that do not have a qualified Agency Field Instructor must agree to permit additional supervision of the field student by a Field Consultant.

3. Physical resources necessary for the student to carry out his/her responsibilities must be provided by the agency. Examples of resources include a workspace; access to a phone; and learning resource materials such as books; articles; videos; training and workshops.

4. Agencies must support a policy of non-discrimination and no agency will be approved if the agency engages in discriminatory practices.

5. The agency environment must be conducive to the practice of professional social work.

Procedure for Field Instruction Agencies

After an agency is approved as a Field Instruction site agency supervisors, in cooperation with the BSW program, will develop a set of supervised learning experiences with the students. These learning experiences will allow students to practice generalist social work with multiple systems. The learning experiences will relate to the student learning contract (see appendix) and consist of:

1. Social Work values and ethics.
2. Diversity.
3. Promotion of social and economic justice.
5. Human behavior and the social environment.
6. Social welfare legislation, policy, and services.
7. Generalist social work practice.
8. Research and evaluation.
9. Special learning objectives for the student.

Contractual Agreement with Field Instruction Agencies

The approval of Field Instruction agencies is finalized with the establishment of a contractual agreement between the agency and the BSW program. All Field
Instruction agencies must sign off on a Memorandum of Agreement with the USA social work program (see appendix). The Memorandum of Agreement should be signed by the relevant agency and USA administrators. The purpose of this agreement is to:

1. Identify services and resources that USA agrees to provide the agency and student.
2. Identify services and resources that the agency agrees to provide to the student and the University.
3. Formalize the agreement between USA and the agency to provide Field Instruction.
4. Clarify any conditions of the agreement.

Field Instruction Placements in Exceptional Circumstances

In special circumstances students may be placed in and contracts developed for exceptional circumstances (see appendix). There are two types of situations that are recognized by the BSW program as potentially valuable and for which exceptional placement arrangements may be developed. Special or exceptional circumstances exist when considering placement outside of the USA geographic service area and when a field placement is requested in an agency in which the student is employed.

1. Field Placements in geographic areas outside USA’s usual service area.
   a. The placement provides educational experiences that are otherwise unavailable in the USA service area.
   b. The agency meets all other requirements for approval as a field agency.
   c. Field Liaison supervision can be arranged.

2. Field Instruction placement in a student’s employing agency.
   a. The duties and supervision differ substantially from the student’s current job.
   b. A contract is established between the agency, student, and USA that clearly identifies the student’s Field Instruction duties and the Agency Field Instructor.
   c. The objectives of USA’s goals of Field Instruction course are achievable in the agency.

Selection of Agency Field Instructors

Supervision by a professional social worker is critical to quality Field Instruction, and the BSW program requires that the student have an agency supervisor with a minimum of two years post BSW or MSW practice experience in social work.
In situations in which the student is not directly supervised by a supervisor who meets these minimum qualifications, the program also requires the student to be supervised by a Field Consultant.

Qualifications for Agency Field Instructors

Agency Field Instructors for the BSW program are approved based on the following criteria:

1. Educational Requirements
   a. BSW from a CSWE accredited program and two years’ experience;
   b. or an MSW from a CSWE accredited program.

2. Experience Requirements
   a. Two years post degree supervised practice experience.
   b. For those who lack either the requisite degree or requisite experience, additional supervision with a Field Consultant is required.
   c. Priority will be given to Agency Field Instructors who meet the degree and experience requirements.

3. Evaluative Criteria for Approval of Agency Field Instructors

   Agency Field Instructors for the BSW program will agree to the following:
   a. Knowledge (either knowing or learning) of the generalist method and ability to assist students in learning it in the agency.
   b. Commitment to the social work profession, values, and ethics.
   c. Understanding of cultural competency and willingness to assist students in increasing their knowledge of cultural competency and applying it in the agency.
   d. Participation in Field Instruction training provided by the program.
   e. Willingness to be evaluated by students, field liaisons/consultants, and Field Coordinator.

Application Process for Approval as an Agency Field Instructor

Persons wanting to be approved as Agency Field Instructors for the BSW program must complete the application process during the semester prior to that in which Field Instruction will take place. The Field Coordinator will review the following information submitted by potential Field Instructors and make a
decision based this information. The applicant will receive written notification of approval.

1. Completed application for Agency Field Instructor (see appendix)
2. Information provided which determines proof of all undergraduate and graduate degrees.
3. A reference letter from a professional social worker addressing the applicant’s professional knowledge of generalist practice; competence; commitment to social work; and social work ethics.

Field Instruction Contracts

When a student is placed, Agency Field Instructors must sign a Field Instruction Contract. This is a document that identifies the learning objectives, activities and outcome for the student. This contract includes the following:

1. Identification of the agency and the expectations for student educational experiences.
2. The Field Instructor for the student.
3. The student learning objectives for field instruction.

Field Instruction Training and Workshops

To develop quality Field Instruction, the BSW program offers ongoing training to Agency Field Instructors. Through ongoing training, field instructors can best learn the program’s expectations for students and develop educationally directed, coordinated, and monitored field experiences.

Field Instruction training will cover topics such as field policies, the BSW curriculum, research issues, and CSWE accreditation policies. Additional topics will address practice skills with multi-systems, social work values and ethics, diversity, and current professional issues critical for students entering the profession of social work.

V. Students: Policies and Procedures for Student Field Instruction

General Policy for Application for Field Instruction

Field Instruction is one of the most rewarding educational experiences for a social work student. However, it is a serious professional undertaking, over and above the requirements of a traditional academic class. Students are working
with real people with real problems and it is important to insure that students are well prepared for the tasks assigned to them in order to protect clients, students, agencies, and the social work program. To insure that students are fully prepared to enter Field Instruction, only students who have met the following criteria will be considered for Field Instruction:

1. Have completed or current enrollment in all required prerequisite courses.
2. Have been approved by the Field Coordinator.
3. Have completed the application for Field Instruction.

In order to create a successful field placement assignment, full disclosure must be provided to the Field Instruction Coordinator. It is the student’s responsibility to provide any information that may affect a successful placement. Examples of such information may include (but is not limited to): not successfully completing a course required as a prerequisite for Field Instruction, having a criminal background conviction history, or a disability which requires specific accommodation at the workplace. This information must be provided to the Field Coordinator at the earliest possible opportunity. Failure to do so may affect continuation of the field placement.

**Procedures for Application for Field Instruction**

Each semester, the Field Instruction Coordinator will conduct a group meeting for all students who plan to enter Field Instruction for the following semester. The purpose of this meeting will be to outline procedures for application and to answer questions related to Field Instruction. Subsequent to this meeting students should follow the application procedure outlined below.

Students who plan to enter Field Instruction must follow and complete all procedures outlined in this section. Selection of a quality Field Instruction agency/setting takes time and it is important that all guidelines are met for the application process in order to insure a good placement in a timely manner. Completion of the entire application process is a prerequisite for Field Instruction. A student who fails to follow this procedure within the time frame specified is not eligible for Field Instruction for the following semester.

The application process for Field Instruction is as follows:

1. Students wishing to apply for Field Instruction begin the process through a group meeting with the Field Instruction Coordinator. At this meeting, the student and the Field Instruction Coordinator will use the Four Year Curriculum for the Social Work Program form to
document that the student has met all course requisites prior to the semester in which he/she will register for Field Instruction. No student will be considered for Field Instruction unless that student has been approved by the Field Coordinator.

2. Students complete the “Application for Field Instruction” (see Appendix). The data on this application will assist the program in matching the student to an appropriate field placement.

3. Students must prepare a professional resume (see Appendix for suggestions on resume preparation).

4. Students must sign the “Release of Information” form (see Appendix). No information will be given to an agency about the student until the release form is signed.

5. Students should submit the “Field Application,” resume, and “Release of Information” form to the Field Instruction Coordinator by the established due date.

6. The Field Coordinator may schedule an individual meeting with the student to further discuss the student’s interests.

7. The Field Coordinator contacts a Field Instruction site to discuss a potential placement for the student.

8. The Field Coordinator will notify students in writing as to the field site selected. The notification will include specific information regarding the agency’s location, the assigned Agency Field Instructor, and the contact information.

9. When the student receives the information regarding their placement, an interview should be arranged with the Agency Field Instructor. For the interview, the student should provide the Agency Field Instructor with a copy of the Field Instruction Learning Contract, the student’s resume, and the Agency Information Sheet to sign and return to the Field Coordinator.

10. During the interview, the student should ask about any pre-placement requirements of the agency. Examples may include orientation meetings, physicals, criminal background checks, inoculations, TB or drug tests, or specific training such as CPR or First Aid. The student should make arrangements to complete these requirements prior to the beginning of the placement.

11. All preliminary paperwork should be completed by the end of the semester before the students begins field placement. Prior to beginning field placement, the Field Instruction Coordinator should have on file the following:
   a. Approval for Field Instruction based on documentation of completed meeting with Field Coordinator.
   b. Application for Field Instruction.
   c. Release of Information form.
   d. Resume.
12. Students begin Field Instruction in the agency only after they have attended an orientation seminar conducted by the BSW program at the beginning of the semester (normally scheduled on the first day of classes). Students who do not attend this orientation may not start Field Instruction until the Field Coordinator is contacted and an orientation is arranged.

**Policy Regarding Change of Field Instruction Assignment**

The social work program will make a concerted effort to provide the best placement for the student. Students should be aware that a placement decision is based on a number of factors such as available supervision, geography, and ability of agency to meet student needs. Student preference will be one of the factors considered in assigning a placement.

In most situations, the Agency Field Instructor and the student will reach an agreement regarding the assignment to the agency for Field Instruction. If both the student and the Field Instructor agree to the placement, the Field Instruction Contract is completed, signed and returned to the Field Coordinator.

If there are concerns about the suitability of the field assignment, these should be expressed to the Field Coordinator. A decision as to whether an alternative site should be selected will be made by the Field Coordinator. If, after the student has discussed the placement with the Field Coordinator, she/he is dissatisfied with the placement decision, the student has the option of requesting another assignment through the following procedure:

1. After completing the application interview with the prospective Agency Field Instructor the student must, within three working days, submit a written request to the Field Coordinator for a new assignment which includes a rationale for the request. Failure to request an alternative placement in a timely manner is considered as acceptance of the placement.
2. The Field Coordinator will meet with the student to try and resolve the placement assignment issue.
3. If the assignment is not resolved, the student may meet with the BSW Program Director to attempt resolution.

If the student is placed in an alternate site, the process for completing the placement process should be followed as outlined above.
At times, unforeseen circumstances arise which necessitate a change in assignment after it has been completed, such as change in employment status of the Agency Field Instructor. If this occurs, the student should contact the Field Coordinator immediately so that another field assignment may be developed.

**Field Instruction in an Agency in Which the Student is Employed**

To insure a quality, educationally directed field experience, it is the policy of the BSW program that students complete Field Instruction at an agency in which he/she is not employed. This policy was developed in conformity with accreditation standards which constrain the program for giving credit for life experience.

In special circumstances the BSW program may grant an exception to this policy. The major consideration will be that the agency of employment is capable of providing a new; different; meaningful; and educationally directed learning experience for the student. The assignment should be significantly different from the student’s current job assignment and should also clearly meet the guidelines for choice of Field Instruction sites and Agency Field Instructors specified in this manual. The foremost concern in approving such placements will be that they provide clear opportunities for Generalist Practice, are educationally focused as opposed to being centered on provision of agency services, provide quality supervision and offer excellent educational experiences.

It is incumbent on the Agency and the student to demonstrate that the following criteria are met for a Field Instruction placement within one’s place of employment:

1. The Field Instruction site clearly affords the opportunity for Generalist practice as defined by the program.
2. The placement assignment offers a **significant change** from previously assigned duties within the agency, with **different populations, different supervision, and/or different focus**.
3. The agency must have an employee who is not the student’s work supervisor to serve as an Agency Field Instructor.
4. The agency must be approved as a Field Instruction site by the BSW program and meet all criteria for Field Instruction Agencies outlined in this manual.
5. The agency will grant the time sufficient for the student to complete Field Instruction activities, including the Senior Seminar Course, as specified within this manual.
6. The agency will grant time to the Agency Field Instructor to participate in Field Instruction training provided by the social work program at
USA. Time will also be granted by the agency for the Agency Field Instructor to meet with the student on a weekly basis for supervision of field.

7. The student is responsible for the submission of documentation for approval to the Field Coordinator. The student must complete the USA Request for Field Placement in Place of Employment form explaining how the above criteria will be met. The documentation should outline how he/she plans to comply with the above criteria and must have the agency sign off. The chief administrator of the agency must attest to the plan’s feasibility, and identify the Agency Field Instructor.

8. The Agency Field Instructor must attend Field Instruction training offered through USA’s Social Work department prior to the start of the placement.

Agencies may engage in creative management to afford such an opportunity to a student-employee. An example might be that student who works in the Child Protection office at DHR would be assigned to Adoption or Foster Care services for Field Instruction, with different populations and different lines of supervision. The agency must sign an agreement to protect the employed student from his/her work responsibilities while on Field Instruction time in the agency.

**Evaluation of Student Performance in Field**

**Examination of Expected Educational Outcomes**

Evaluation of the student’s performance in field examines not only the specified course-related education outcomes, but also the competencies and practice behaviors identified in the student’s field learning contract. The two formal evaluation contacts with the Field Liaison assess the extent to which the student has achieved her/his learning competencies in field during the semester. Students are evaluated based achievement of outcomes, competencies and practice behaviors. Course grading is outlined in the SW 412 syllabus on a traditional A - F scale. A minimum grade of C is required in the course for the student to complete the program. A minimum grade of C is also required in SW 414 Senior Seminar, the course that is taken concurrently with SW 412.

**Procedure for Evaluating Agency Based Field Instruction**

Either a Faculty Liaison or the Field Coordinator will make formal contact with the agency through personal onsite visit, skype technology, telephone consultation or via email the agency at least two times during the semester; once at the midpoint of the semester and once during the final two weeks of placement. The liaison will also make contact in the initial three weeks of the semester via
telephone contact or via email to determine how the field experience is progressing.

The Field Liaison’s contact is to conduct an evaluation of the student’s midpoint progress toward his/her competencies. USA utilizes the BEAP, Baccalaureate Education Assessment Project, instrument for field evaluation instruments. Prior to that visit, the Agency Field Instructor should complete the Mid Semester Evaluation Form (see Appendix). The student, field instructor and Field Liaison discuss the results of the evaluations during the Field Liaison’s contact. The midterm evaluation is concluded with an on-site visit with the Field Instructor except in cases of remote placements.

At the mid-term contact, the Field Liaison will discuss with the student his/her application of theory and knowledge from curriculum content within the field setting. The Field Liaison will assess the student’s progress based on the interview and oral application, and will determine a mid-term grade and submit it to the Field Coordinator. The Field Liaison will document the mid-term contact on the Field Documentation form (see Appendix). All documentation of the contact is due to the Field Coordinator within two weeks of the contact. If specific problems are noted at the time of the mid-term contact, a developmental plan will be developed by the Field Liaison, the Agency Field Instructor and the student to address the areas of concern. If the problem (s) are serious enough the Field Coordinator may also be involved. A copy of the developmental plan of correction will be attached to the Field Documentation form submitted to the Field Coordinator, with copies to the student and the Agency Field Instructor.

The purpose of the second formal contact by the Field Liaison is the overall evaluation of student performance and meeting of objectives in field. The general procedure is the same as for the mid-term evaluation contact. Documentation of the exit evaluation is due to the Field Coordinator by the last class day.

While two formal contacts represent the minimum expectation, as many contacts as necessary may be conducted for any student. If any problems are noted in the student’s field performance at any time the Field Coordinator should be contacted as soon as possible. Problems are best addressed at the earliest opportunity.

**General Policies for Students in Field Instruction**

Prior to the first day of Field Instruction, the student should carefully review all policies and procedures identified in this manual. These guidelines are presented to insure that Field Instruction students will have an educationally directed;
coordinated; and professionally supervised learning experience. Questions regarding policies and procedures should be directed to the Field Coordinator.

**Schedules for Field Instruction**

A fixed weekly time schedule for students reporting to Field Instruction must be completed. Field Instruction schedules should be reviewed and agreed to by the Agency Field Instructor, the Field Coordinator, and the student. The schedule for Field Instruction should be submitted to the Field Instruction Coordinator by the first week of classes.

Field Instruction must be carried out during times when professional social work services are delivered and professional supervision is available. A field instruction orientation will be held on the first day of class each semester and students must attend this orientation prior to reporting to their Field Instruction site. Students who fail to attend this orientation session will not be allowed to begin Field Instruction and should contact the Field Coordinator to arrange for an orientation.

Students in Field Instruction should adhere to the schedule which they file with the Field Coordinator. Students may not obtain credit for working lunch hours unless the written approval of the Field Coordinator has been obtained. Some agencies will occasionally require student involvement in activities which occur outside the usual workday. Field students may obtain credit for hours spent in Field Instruction outside the usual agency hours if the hours provide appropriate educational content which is documented by the Agency Field Instructor with written approval by the Field Coordinator.

Students will not receive credit for time driving to the Field Instruction site or from the site to their home. No time should be recorded for activities within the agency considered “non-professional activities” (such as clerical work). Students are encouraged to attend professional meetings and will receive credit for time in attendance at them, with the permission of the Agency Field Instructor prior to attendance at such meetings.

Students will keep a Weekly Time Sheet (see Appendix) that reflects actual time in Field Instruction activity. Time sheets should be signed by the student and the Agency Field Instructor prior to submission to the BSW program office or the time sheets are not considered valid. Students are responsible for obtaining the Agency Field Instructor’s signature.

Students must submit the Weekly Time Sheet the day of each Senior Seminar. No white out or correction tape is to be used on a time sheet. If an error occurs, the student should correct it by putting one line through the error and initialing
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The Agency Field Instructor should initial any corrections made near the error. Any alteration of a time sheet without the Agency Field Instructor’s signature is a major violation of Field Instruction policy and may result in termination of Field Instruction. Any reporting of hours which the student did not actually work is an equally major violation and may result in termination of Field Instruction.

No faxed copies of time and activity sheets should be submitted to the program. Only original copies of time sheets and activity sheets will be accepted.

**Background and Medical Checks required by Field Agency**

Criminal background checks are required by some agencies before beginning a field placement. Other requirements such as tuberculosis testing, drug testing and CPR training may also need to be met. It is the student’s responsibility to pay for any testing and/or training that is required and not provided by the agency. Criminal background checks typically cost approximately $50.00. If a student foresees difficulty with any of these requirements he/she should report this to the Field Coordinator before an agency assignment is made and alternative arrangements will be explored.

**Holidays**

Students in Field Instruction will not be awarded hours for University holidays. Students must complete the entire 436 clock hours within semester. Any exception to this policy must be negotiated with the Agency Field Instructor and the Field Coordinator.

**Absences**

Students in Field Instruction will be expected to adhere to the schedule that has been negotiated at the beginning of the semester and approved by the Field Coordinator. If the student anticipates that he/she will not be present at the agency during the scheduled time, the Agency Field Instructor should be contacted beforehand. Generally acceptable excuses for absences include health reasons, family emergencies, and religious reasons. Students should provide documentation to substantiate the reason for their absence from Field Instruction.

Absences should be recorded on the student’s time sheets with appropriate explanation. The Agency Field Instructor should promptly notify the Field Coordinator regarding unexplained absences of a student. Attendance at Field Instruction is expected and students have no sick time or vacation time. Any time which is missed must be made up and students who do not accrue requisite
number of hours for field by the last day of finals will receive an incomplete in the course.

Extra Hours

Students will, on occasion, work more than the proscribed number of hours during the week. These hours can be credited against the total Field Instruction time requirement. However, students must have prior approval by the Agency Field Instructor before working extra hours for credit.

Professional Dress

Students are considered professional social workers and are expected to dress in a professional manner. This means dress that is more formal than that expected on a university campus. Students will adhere to formal dress codes required by their placement agency. Questions concerning professional dress should be directed to the Field Coordinator.

Travel Related to Field Instruction

It is the student's responsibility to provide transportation to and from the site of Field Instruction. Any transportation concerns should be discussed with the Field Coordinator at the pre-placement interview. The BSW program does not reimburse students for travel related to Field Instruction. The student may receive reimbursement from the agency for agency related travel if the agency makes such provision and the reimbursement should be consistent with the agency reimbursement for regular staff. The students should determine if agency-related travel expenses are reimbursed by the agency at the time of the initial interview. It is the policy of the BSW program that students not transport agency clients in their personal vehicles. This policy may be waived according to Agency needs through communication with the Field Coordinator and processing of documentation of waiver and indemnification agreements through the USA Attorney's office. No transportation of clients in personal vehicles is allowed until this paperwork is completed in its entirety.

Personal Safety in Field Instruction

Personal safety of students who are in Field Instruction and the safety of client systems is an important concern. Information on the personal safety of students will be provided at the initial Field Instruction orientation and students should discuss safety issues with their Agency Field Instructor. Students who are assigned to agencies whose clients are potentially dangerous should participate in agency based training which addresses personal safety.
Students who make field visits should carefully review agency policies regarding safety and self-protection. If at any time, the student finds him or herself in a situation which poses personal threat to safety, the student should exit that situation as soon as possible and contact the Agency Field Instructor and Field Coordinator immediately.

**Professional Behavior**

The Field Instruction student is expected to act as a professional social worker and in accordance with agency policies and procedures. For references on professional behavior, refer to the NASW Code of Ethics [http://www.socialworkers.org](http://www.socialworkers.org). Students should discuss questions about professional behavior with the Agency Field Instructor, Faculty Liaison, and/or Field Coordinator.

**Serious or repeated violations of agency policy or behavior incompatible with the NASW Code of Ethics could result in:** (1) *disciplinary action*, (2) suspension, and/or (3) termination from Field Instruction.

Students will be asked to discuss field experiences in the Senior Seminar. Identities of client systems or colleagues should not be revealed in these discussions. Students are bound by the rules of the NASW Code of Ethics and should be knowledgeable and should act accordingly.

Students should understand, that while in Field Instruction, they are in the role of student/learner and do not have the same status as an agency employee. If the student encounters situations of organizational conflict in the agency, he/she should maintain a neutral position and should avoid becoming involved in intra-agency conflicts. These situations should be discussed either in the Senior Seminar, or if confidentiality issues area concern, with the Field Coordinator. If a conflict is encountered between agency policy and either University policy or social work code of ethics, this should be immediately discussed with the Field Coordinator.

**Liability Insurance**

The USA Social Work program requires all students in Field Instruction to be covered by liability insurance which covers students and faculty in Field Instruction. No student may participate in Field Instruction without liability coverage, and students may not begin field until liability coverage is effective. If a student is notified of potential involvement in a liability situation, this must be
reported immediately to the Field Coordinator. All USA faculty members and Field Liaisons must also be covered by liability insurance.

**Disciplinary Policy**

Regrettably, instances occur in which the BSW program finds it necessary to take disciplinary action against students who are in Field Instruction. Disciplinary action may be taken to protect client systems, to ensure professional and ethical behaviors, or to correct problem behaviors which occur in field agencies. Disciplinary action taken will focus on correcting problem behaviors before invoking sanctions against the student. Problem behaviors may affect the grade for Field Instruction. Should problems become serious or repetitive, disciplinary actions could carry serious consequences. Students, as professionals in training, must be accountable for their own behaviors in Field Instruction.

Student behaviors which could result in disciplinary action are categorized as either major or minor rule violations. Major rules violations are extremely serious and are likely to result in the termination of Field Instruction. Serious ethical violations could result in termination from the BSW program as well. Repeated minor violations could also constitute justification for termination of Field Instruction.

**Minor Rules Violations**

2. Failure to notify supervisor of absences at earliest possible time.
3. Failure to observe assigned work schedule (tardiness, leaving early, long lunches).
4. Violations of agency or BSW program policy.
5. Excessive use of agency time for personal, non-work related activities.
6. Use of agency phone for personal calls.

**Major Rules Violations**

1. Violation of NASW Code of Ethics.
2. Unauthorized alteration of a time sheet or falsification of hours worked.
3. Failure to follow the Field Instruction Contract.
4. Repeated unauthorized absences or converting agency resources for personal use.
5. Excessive absence or tardiness.
6. Reporting to Field Instruction while impaired by non-prescription chemicals.
7. Acts which may endanger the safety of self or co-workers or clients.
8. Abusive or unruly conduct.
9. Sexual harassment or racial discrimination.
10. Reporting to field with impairment due to emotional or personal difficulties which impair the ability to perform work related tasks.

When rules violations are reported, the Field Coordinator, Faculty Liaison, and the Agency Field Instructor will meet with the student in order to identify the source of the problem and to suggest a developmental plan for corrective action. The Field coordinator will make a written summary of the meeting and will provide the Agency Field Instructor and the student with a written copy of any developmental plan for corrective action.

In the event the rules violations are serious or repetitive, and a more lengthy investigation is required to determine course of action, the student may be placed on field suspension until the investigation is completed. The Field Coordinator will conduct an investigation regarding the violations and will consult with the Agency Field Director, the BSW Program Director, and the student. The student, the Field Coordinator, and the Agency Field Instructor will meet with the student about the problem, and a written developmental plan of correction will be created for resolution. The Field Coordinator will make a written summary of this meeting. The student will be given a written statement notifying him/her of the developmental plan of correction prior to returning to field work. This written documentation will be reviewed by the BSW Program Director for approval.

Should violations continue after a suspension/investigation and plan of correction have taken place, the student may be terminated from field work. The Field Coordinator will meet with the student and discuss the continued violations. At this point, field instruction may be terminated. If termination is warranted, the student will be given a written statement of the reason for termination from Field Instruction.

Students may appeal disciplinary action in Field Instruction. Student appeals should be directed to the BSW Program Director.

Developmental Plans of Correction and Disciplinary Action

Substandard Performance and Violation of Rules

Regulation of professional conduct is critical in maintaining the integrity of the social work profession and student performance that is rated below the standard for successful completion of field instruction may result in a developmental plan for correction and/or disciplinary action. Students in the social work program are
members of the social work profession and are eligible for membership in its professional organizations, thus they are expected to conduct themselves as professionals in accordance with the Code of Ethics of the National Association of Social Workers. The students must also adhere to policies and procedures of the agency/organization in which they are doing their field instruction and the laws governing society in general.

The grades a student earns in the course of study are only one measure of their readiness for the social work profession. There may be occasion when a student behaves in a way that calls into question his/her ability to become a social worker. This behavior may require correction through disciplinary action, a developmental plan for correction, or termination. Examples of student behavior that might require review include, but are not limited to, violations of the NASW Code of Ethics, impairment due to substance abuse or mental illness, and conviction of a serious felony.

In keeping with the purpose of social work education, any disciplinary action is viewed as a process implemented to correct a problem, rather than as a method for punishment. When problems arise in the field instruction, they are addressed with the student, the Agency Field Instructor, Field Liaison, Field Coordinator and Program Director.

Student behaviors that may require correction include both major and minor rules violations. Major rules violations are serious in nature and may result in termination of the field instruction assignment. Repeated minor rules violations may also result in termination of the field instruction assignment in the event that the developmental plan of correction proves unsuccessful.

Students may be terminated from Field Instruction for behavior reasons related to academic evaluation of a student’s suitability for the profession when there is clear evidence of student behavior that is unacceptable.

Developmental Plans

The Agency Field Instructor, Field Liaison and the Field Coordinator are to be notified of any violations by a student. This notification must be written. Upon receipt of notice of either major or minor violations, a meeting with the student should be arranged. The Agency Field Instructor, Field Liaison and Field Coordinator will consult with the student to discuss the identified issues/problems and to develop a plan to resolve those problems. The developmental plan may contain the following:
1. Detailed description of the problem behavior.
2. Corrective or preventative actions that are time limited.
3. Needed skills and/or theory acquisition to prevent future difficulties.
5. Signatures of all participants.

The Field Coordinator makes a written report of the meeting and the student receives a copy, with a copy kept in the student’s record. The BSW program director may also be involved in this process in part or in its entirety.

**Probation and Termination**

Probation may be considered based on the severity of the violation; repeated violations; or the failure to reach an agreed developmental plan of correction. Students will be notified, in writing, that probation is part of the action taken and that field instruction may be terminated if future violations occur.

Students continuing to have major rules violations or multiple rules violations while under developmental plans of corrective action may face termination of field instruction. In such circumstances the Field Coordinator; Agency Field Instructor; and Field Liaison in consultation with the BSW Director, will meet with the student to discuss current rules violations. Options for resolution of the problem include 1.) continued probation, 2.) modified probation or 3.) immediate termination of the field instruction assignment.

In the event of a serious major violation that endangers a client system, agency staff, or the student, the Agency Field Instructor has the option of immediately suspending the student and simultaneously notifying the Field Coordinator of the action. Such suspensions should be followed up promptly with written documentation of the reasons for the suspension. This documentation should be submitted to the Field Coordinator who will immediately begin an investigation into the violations reported. The Field Coordinator, Agency Field Supervisor, Field Liaison and Program Director will make a determination of what course of action to take with regard to the specific violation after the investigation has been completed. The Field Coordinator, Field Liaison, Agency Field Supervisor and the student will be involved in a meeting to discuss the course of direction recommended. The possible outcomes include, but are not limited to:

1. A developmental plan of correction for the student to engage in.
2. Placing the student on probation and requiring an increased level of supervision during the course of the field placement in addition to a developmental plan or correction.
3. Termination of the student’s Field Instruction.
When a decision is made to terminate the field instruction of a student it must be communicated in writing and the student has the right to appeal the decision.

**Appeals**

The appeal is available as a review process to assist the student who is having problems in the field instruction assignment. A student who is terminated from Field Instruction may challenge the termination decision under the guidelines listed below:

1. All appeals must be presented in written form, within 7 working days of termination, identifying the problem/issue and reasons for disagreement with the decision.
2. The initial appeal is directed to the Field Coordinator. If the student is not satisfied with the response, the appeal is directed to the BSW Director.
3. The BSW Program Director meets with the student and the other relevant persons to fairly evaluate the merits of the student’s appeal.
4. Appeals relating to grades may be pursued through the established grade appeal procedure.

**Policy on Repeating Field Instruction**

Students who have been terminated from a field instruction assignment or made a grade of D or F must repeat Field Instruction. Reinstatement in Field Instruction is not automatic and students must reapply for admission to Field Instruction.

The application to the Field Instruction Coordinator for readmission follows the same guidelines students follow in the initial field application process. The application for a readmission to field must be accompanied by additional written documentation, including a written statement of how each of the problems/issues contributing to the failure to complete the original field placement has been corrected. This documentation will be reviewed by the Field Coordinator and the BSW Program Director.

Based on the reapplication, the Program Director will make a decision that will be reviewed with the student. If it is recommended that the student be admitted to field instruction, a development plan will be outlined and signed by the Field Coordinator, the BSW Program Director and the student. Students may appeal a denial for readmission through the appeals procedures outlined above.

*Students are permitted to repeat Field Instruction only once.*
References


Field Instruction Forms
Student Forms: Application
Student Application for Field Instruction  
SW 412: Field Instruction

Field Instruction is a supervised work experience in a community social service agency. Students will work under the supervision of a professional social worker (BSW/MSW) with at least two years post BSW experience. The internship period is for the full semester. Students must have the approval of the Field Placement Coordinator to enroll in SW 412: Field Instruction. The Field Coordinator will review this application as part of the admission to field process. Students must be approved for field one semester prior to the semester in which field instruction is requested. After the student has been assigned to a field agency, this application will be forwarded to the Agency Field Instructor.

I. Personal Data

Name _____________________________ Date __________

Local Address ________________________________________________________________

Telephone (___) ___________________________ hm (___) ___________________________ cell

Email Address _________________________________________________________________

Permanent Address _____________________________________________________________

Telephone (___) ___________________________

Will you have a car at your disposal for field placement?   ___ Yes  ___ No

Do you have a valid driver’s license?   ___ Yes  ___ No

Do you have medical insurance?   ___ Yes  ___ No

Person to be notified in case of emergency

Name________________________________________ Relationship _________

Address _______________________________________________________________________

Telephone __________________________ Alternate Telephone ________________________
II. Extracurricular Activities

A. Will you be involved in any extracurricular activities (campus activities, or paid employment) during the semester while you are completing Field Instruction work?
   _____ Yes _____ No

B. If yes, describe the activities in which you will be involved, the time you will need to commit to each activity, and the specific schedule of activities (if known). Students are encouraged to limit extracurricular activities during field.

III. Course Work

A. Will you have completed all required course work in your major and for your minor prior to entering your field instruction work?
   _____ Yes _____ No

B. If not, list the courses you have yet to take and your plan for completing them. Please note that students are encouraged to complete all course work prior to field instruction.

C. List your overall GPA _____ Social Work GPA _____
IV. Career Plans

A. Indicate your current thinking about your career plans and goals. What do you hope you will be doing immediately after successfully completing all BSW degree requirements?

B. What are your career goals as you perceive them five years/ten years into your professional career?

V. Self Assessment

A. List the strengths you believe you bring to and can contribute to the learning process and practice experiences you will engage in during this field placement.

B. Discuss any limitations related to your readiness for beginning this field instruction experience.
C. Discuss the learning opportunities you wish to have while in your field placement. Discuss the skill areas you expect to utilize and enhance during the field placement.

D. Indicate the requests you have about the client populations you wish to work with, or the type of agency based work you wish to gain experience with, and your reasons for these preferences. Note any geographic location preferred.

_________________________________________  __________________
Student's signature      Date
University of South Alabama
Department of Sociology, Anthropology, and Social Work
Social Work Program
Bachelor of Social Work Program

RELEASE OF INFORMATION FORM

I authorize the University of South Alabama, the Bachelor of Social Work Program, School Field Personnel and Field Education Coordinator to consult with field agencies in the development of the student's field instruction placement.

I release from any liability any and all individuals and organizations who provide information in good faith and without malice concerning my professional competence, values, legal history, oral and written communication skills, ethics, character, student records and other related information in the development of a field instruction assignment placement, and I hereby consent to the release of such information.

Acknowledgements:

_________________________________________  _____________________
Student’s signature                  Date

_________________________________________  _____________________
Witness                  Date

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Suggestions for Resume Preparation

1. Resume Essentials
   Before you write your resume, take some time and do a thorough self assessment on paper. Think about your skills and abilities in addition to your work experience and extracurricular activities.

2. Content
   Name, address, telephone, email address

   All your content information should go at the top of the resume.
   - Avoid nicknames.
   - Use a permanent address.
   - Use a permanent telephone number and include the area code.
   - Add your email address. Choose an email address that sounds professional. ssmith@yahoo.com instead of jeepman@yahoo.com

   Objective or Summary

   An objective tells potential employers the sort of work you are hoping to do.
   - Be specific about the job you want.
   - Tailor your objective to each employer you target/every job you seek.

   Education

   New graduates without a lot of work experience should list their educational information first. Alumni can list it after the work experience section.
   - Most recent educational information is listed first.
   - Include your degree (BSW), major, institution attended.
   - Add your grade point average (GPA) if it is higher than 3.0.
   - Mention academic honors

   Work Experience

   Briefly give the employer an overview of work that has taught you skills. Use action works to describe job duties. Include your work experience in reverse chronological order - that is, put your last job first and work backward to your first, relevant job. Include:
   - Title of position.
   - Name of organization.
   - Location of work.
• Dates of employment.
• Describe your work responsibilities with emphasis on specific skills and achievements.

Other information

You may want to add other professional information such as membership in professional organizations (NASW) or leadership experience in volunteer organizations such as the student social work club.

References

Ask people if they are willing to serve as references before you give their names to a potential employer.

Do not include reference information on your resume. Have an additional sheet of references typed and bring this to your job interview to have available if requested during the interview.

3. Resume Checkup
   Content

   • Run a spell check on your computer.
   • Have a friend do a grammar review.
   • Ask another friend to proofread.

   Design

   • Use white or off-white paper.
   • Use 8 ½ x 11 inch paper.
   • Print on one side of the paper.
   • Use a font size of 10 to 14 points.
   • Use non-decorative typefaces.
   • Choose one typeface and stick to it.
   • Avoid italics, script, and underlined words.
   • Do not use horizontal or vertical lines, graphics, or shading.
   • Do not fold or staple your resume.
   • If you must mail your resume, put it in a large envelope.
Receipt of Field Instruction Manual

This is to acknowledge that I understand that the USA Field Instruction Manual is available at http://www.usouthal.edu/syansw/pdf/field-instruction-manual.pdf and that I may receive a written copy of this manual upon request. I agree that it is my responsibility to read and adhere to all the policies that are included in the Field Manual. I also agree to abide by the policies outlined in the USA Social Work Student Handbook http://www.usouthal.edu/syansw/pdf/socialworkstudenthandbook.pdf.

____________________________            ____________________
Student Name       Date
University of South Alabama  
Social Work Program  
Student Field Instruction Learning Contract  
SW 412 Field Instruction

Student Name ________________________________

Field Agency ________________________________

Agency Field Instructor ______________________

Semester _________________________________

**Part I Introduction:**

The senior level field placement emphasizes generalist social work practice at the micro, mezzo, and macro levels. The Student Field Instruction Learning Contract is a formal plan between the student and the field instructor, which identifies the learning opportunities and practice behaviors that facilitate the attainment of the program competencies. The student will engage in learning activities related to the program competencies. More than one learning activity may be provided for each competency. The learning activities for the student may change during the semester as tasks are achieved, new ones are developed, and tasks are revised. Consequently, the contract is somewhat flexible. It must, however, address each of the ten core competencies of the social work program.

The **Student Field Instruction Learning Contract** correlates with the **Mid Term and Final Evaluation of Competencies**. The student is evaluated on practice behaviors demonstrated related to each of the ten core competencies of the program.

*This contract is submitted to the SW 414 instructor within the first 2 weeks of the field placement.*

**Describe briefly the program/ department of the agency in which you are placed:**
Describe how you will be oriented to the setting:

Student placement hours (days of the week and times):

Supervision plan (day of the week and time of regular formal supervision):

Indicate dates that agency is closed or other reasons for breaks in field hours:

PART II: Learning Contract Instructions: Reminder:

The generalist field experience emphasizes generalist social work practice at the micro, mezzo, macro levels. The SW 412 Field Instruction syllabus is available for further explanation.

Activity and Evaluation Method: Describe the opportunities/activities that will permit the student to demonstrate the program competencies (listed below). A good reference tool would be the social worker job description at your agency. Identify the evaluation methods that the Field Instructor will use to evaluate the student’s ability to demonstrate the indicated program competency.
Examples of evaluation methods include: field instructor observation (at case presentations, staff meetings, in group with clients, role plays), field instructor review of written materials (case notes, assessments, goal plans, journals, process recordings), direct discussions during supervision, formal or informal feedback from clients and colleagues.

**Program Competencies:**
1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice
6. Engage in research-informed practice and practice-informed research
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.

**Learning Contract Instructions:**

The student will identify which competency area is related to each activity or opportunity offered at the student’s placement agency. The student will complete the chart that identifies that competency and the activity that addresses the competency and the activity that addresses the competency and the evaluation method, which will be used to determine, is the student has met the competency. Each of the 10 program competencies must be addressed during the course of the semester.

**Competency 1:** Identify as a professional social worker and conduct oneself accordingly

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Activity and Evaluation Method</th>
<th>Date Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocate for client access to the services of social work</td>
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<tr>
<td>Practice personal reflection and self-correction to assure continual professional development</td>
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</tbody>
</table>
Attend to professional roles and boundaries

Demonstrate professional demeanor in behavior, appearance, and communication

Engage in career-long learning

Use supervision and consultation

**Competency 2:** Apply social work principles to guide professional practice

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Activity and Evaluation Method</th>
<th>Date Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize and manage personal values in a way that allows professional values to guide practice</td>
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</tr>
<tr>
<td>Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles</td>
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<td>Tolerate ambiguity in resolving ethical conflicts</td>
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<tr>
<td>Apply strategies of ethical reasoning to arrive at principled decisions</td>
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**Competency 3:** Apply critical thinking to inform and communicate professional judgment
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<tr>
<th>Practice Behavior</th>
<th>Activity and Evaluation Method</th>
<th>Date Achieved</th>
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</thead>
<tbody>
<tr>
<td>Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</td>
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<tr>
<td>Analyze models of assessment, prevention, intervention, and evaluation</td>
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<tr>
<td>Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues</td>
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</table>

**Competency 4:** Engage diversity and difference in practice

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<tr>
<th>Practice Behavior</th>
<th>Activity and Evaluation Method</th>
<th>Date Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</td>
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<tr>
<td>Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</td>
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<tr>
<td>Recognize and communicate the understanding of the importance of difference in shaping life experiences</td>
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<tr>
<td>View self as learner and engage those with whom they work as informants</td>
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**Competency 5:** Advance human rights and social and economic justice

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<thead>
<tr>
<th>Practice Behavior</th>
<th>Activity and Evaluation Method</th>
<th>Date Achieved</th>
</tr>
</thead>
</table>
Understand the forms and mechanisms of oppression and discrimination
Advocate for human rights and social and economic justice
Engage in practices that advance social and economic justice

**Competency 6:** Engage in research-informed practice and practice informed-
Research

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Activity and Evaluation Method</th>
<th>Date Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use practice experience to inform scientific inquiry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use research evidence to inform practice</td>
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</tbody>
</table>

**Competency 7:** Apply knowledge of human behavior and the social environment

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Activity and Evaluation Method</th>
<th>Date Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation</td>
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<tr>
<td>Critique and apply knowledge to understand person and environment</td>
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</table>

**Competency 8:** Engage in policy practice to advance social and economic well-being and to deliver effective social work services

<table>
<thead>
<tr>
<th>Practice Method</th>
<th>Activity and Evaluation Method</th>
<th>Date Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze, formulate, and advocate for policies that advance social well-being</td>
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</tbody>
</table>
Collaborate with colleagues and clients for effective policy action

**Competency 9:** Respond to contexts that shape practice

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<tr>
<th>Practice Behavior</th>
<th>Activity and Evaluation Method</th>
<th>Date Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services</td>
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<tr>
<td>Provide leadership in promoting sustainable changes in service delivery and practice to improve quality of social services</td>
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</table>

**Competency 10:** Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities

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<thead>
<tr>
<th>Practice Behavior</th>
<th>Activity and Evaluation Method</th>
<th>Date Achieved</th>
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</thead>
<tbody>
<tr>
<td><strong>Engagement:</strong></td>
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</tr>
<tr>
<td>1. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities</td>
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<tr>
<td>2. Use empathy and other interpersonal skills</td>
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<tr>
<td>3. Develop a mutually agreed-on focus of work and desired outcomes</td>
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<tr>
<td><strong>Assessment:</strong></td>
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<tr>
<td>1. Collect, organize, and interpret client data</td>
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<tr>
<td>2. Assess client strengths and limitations</td>
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<tr>
<td>3. Develop mutually agreed-on intervention goals and</td>
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<td></td>
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</table>
4. Select appropriate intervention strategies

**Intervention:**
1. Initiate actions to achieve organizational goals
2. Implement prevention interventions that enhance client capabilities
3. Help client resolve problems
4. Negotiate, mediate, and advocate for clients
5. Facilitate transitions and endings

**Evaluation:**
Social workers critically analyze, monitor, and evaluate interventions

Student Signature __________________________ Date ___________________

Agency Field Supervisor Signature Date

Field Coordinator Signature Date
University of South Alabama
SW 412: Field Instruction
Statement of Confidentiality
For Student Access to Client/Patient Service Records

I understand that, as a student social worker, I am bound by the National Association of Social Workers’ Code of Ethics. Specifically, during the course SW 412: Field Instruction, in which I will be assigned to the following agency to complete 436 clock hours of field instruction work.

__________________________________________
Agency Name

I understand that any and all information revealed to me – either directly by clients/patients, or through record reviews, or in discussions with my supervisor and other colleagues who serve clients/patients – must be considered confidential in nature. Client/patient information used for discussion and learning purposes during classroom exercises will be treated as confidential by not disclosing name or other identifying information. I will not discuss or disclose client/patient service information outside of my field placement agency setting without appropriate written client/patient authorization.

______________________________________________
Student’s Signature

______________________________________________
Date

Copy to:
Student Field Agency
REQUEST FOR FIELD PLACEMENT IN PLACE OF EMPLOYMENT

Student’s Name __________________________  Date __________

Name of Agency: ____________________________________________________________

Affiliation as a USA Field Agency: _____ Yes _____ No

Proposed Field Instructor: _________________________________________

Affiliation as a USA Field Instructor: _____ Yes _____ No

Degree: _____ BSW _____ MSW

Licensed: _____ Yes _____ No    If Yes, what level? _____

Years of work experience: _____

1. Please attach a summary describing the educational objectives and learning experiences of the proposed field instruction placement. Specify how the proposed educationally directed experience constitutes a significant change from the student’s previously assigned duties within the agency; with different populations; with different supervision; and a different setting.

2. Is the proposed field instructor an employee of the agency? __ Yes __ No

3. Is the proposed field instructor the student’s direct supervisor? __ Yes __ No

4. What will be the assigned schedule for field clock hours? ______________

5. Is the proposed field instructor willing to provide at least one hour per week of structured supervision? __ Yes __ No

6. All first time field instructors are required to attend an orientation regarding field policies and procedures prior to supervising a student. Is the proposed field instructor willing to attend the orientation? __ Yes __ No

7. All non affiliated agencies and/or field instructors must be approved to serve as a field placement site and/or a USA Bachelor of Social Work Program Field Instructor. Are parties willing to complete the appropriate affiliation application? __ Yes __ No
All required materials must be received prior to the school’s consideration of the placement proposal, including agency and proposed Field Instructor’s affiliation application if needed. A decision will be rendered in 30 days from receipt of all information.

_________________________________________  _____________________
Student                                      Date

_________________________________________  _____________________
Proposed Field Instructor                    Date

_________________________________________  _____________________
Agency Administrator                         Date

_________________________________________  _____________________
Current Supervisor                           Date
Student Forms: Field Reporting Forms
# Weekly Time Sheet
**SW 412: Field Instruction**

**Student Name:** ___________________________  **Week # _____**

**Agency:** ___________________________  **Supervisor:** ___________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Start Time</th>
<th>Lunch</th>
<th>End Time</th>
<th>Daily Hours</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**Hours this week**

**Hours last week**

**Hours to date**

**Comments:**

____________________________  _______________________

Student’s signature  Date

____________________________  _______________________

Agency Field Instructor’s signature  Date
### Student Name

Please indicate your education background (Mark all that apply)

- [ ] BA or BS in Human Services field
- [ ] BA or BS in Social Work
- [ ] ES
- [ ] MA in Liberal Arts field
- [ ] MA in Human Services Field
- [ ] MSW or MA/MS in Social Work
- [ ] MS
- [ ] PhD in Human Services Field
- [ ] PhD or DSW in Social Work
- [ ] Other

Please base your assessment of how well the BSW Field/Practicum Student demonstrates their ability related to the performance of the practice behavior using the rating scale below. Please circle your answer. Thank you.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Performance Measure</th>
<th>Description</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Mastered Performance</td>
<td>The intern/student shows effective and innovative application of the knowledge, values, and skills related to the performance of the practice behavior.</td>
<td>Mastered: &quot;someone highly skilled at something.&quot; Mastered performance is demonstration of knowledge, values, and skills of the practice behavior at high levels.</td>
</tr>
<tr>
<td>8</td>
<td>Superior Performance</td>
<td>The intern/student shows superior application of the knowledge, values, and skills related to the performance of the practice behavior.</td>
<td>Superior: &quot;surpasses competent in one or more ways.&quot; Superior performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included.</td>
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<tr>
<td>6</td>
<td>Competent Performance</td>
<td>The intern/student shows competent application of the knowledge, values, and skills related to the performance of the practice behavior.</td>
<td>Competent: &quot;having enough skill or ability to do something well.&quot; Competent performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included, but at the beginning or rudimentary level.</td>
</tr>
<tr>
<td>4</td>
<td>Inadequate Performance</td>
<td>The intern/student shows beginning application of the knowledge, skills, or dispositions related to the performance of the practice behavior.</td>
<td>Inadequate: &quot;failure to reach an expected or required level or standard.&quot; Inadequate performance is demonstration of knowledge, values, and skills where one or more of the components of the practice behavior are missing.</td>
</tr>
<tr>
<td>2</td>
<td>Lacking Performance</td>
<td>The intern/student has not demonstrated application of the knowledge, values and skills related to the performance of the practice behavior.</td>
<td>Lacking: &quot;missing, not present or available.&quot; Lacking performance is the inability to demonstrate any of the components of the knowledge, values, or skills related to the practice behavior.</td>
</tr>
<tr>
<td>0</td>
<td>Not Observed Performance</td>
<td>The intern/student has not had the opportunity to demonstrate the knowledge, values, and skills related to the performance of the practice behavior.</td>
<td>Observed: &quot;to see or notice something, especially while watching carefully.&quot; There was no observation of the performance of the practice behavior.</td>
</tr>
</tbody>
</table>

PROFESSIONAL SOCIAL WORK SKILLS & SUPERVISION

Utilizes effective supervision to improve professional and personal growth.  

<table>
<thead>
<tr>
<th>1 2 3 4 5 6 7 8 9 N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Demonstrates the effective use of consultation and supervision to guide ethical decision making in one’s own practice.  

<table>
<thead>
<tr>
<th>1 2 3 4 5 6 7 8 9 N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Works satisfactorily within the structure of an agency.  

<table>
<thead>
<tr>
<th>1 2 3 4 5 6 7 8 9 N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Exhibits professional social work practice habits. (exp., reliable, maintenance of days, hours, dress, timeliness, time management.)
Understands the agency's role in the community service delivery system.
Seeks necessary organizational change within an agency.
Incorporates the planned change model to specific agency tasks.

Do you have any other comments?

Show the scoring guide

PROFESSIONAL COMMUNICATION
Illustrates clarity in verbal communication.
Illustrates clarity in written communication.
Communicates effectively with diverse populations.
Communicates effectively with clients.
Communicates effectively with colleagues and supervisors.
Empathizes effectively with clients.

Do you have any other comments?

Show the scoring guide

SOCIAL WORK VALUES AND ETHICAL PRACTICE
Shows knowledge of social work principles, values, and ethics to guide behavior.
Demonstrates the effective use and integration of social work values and ethics to guide behavior.
Understands how personal principles, values, and ethics influence policy.
Analyze one's own practice in relation to social work standards.

Do you have any other comments?

Show the scoring guide

CRITICAL THINKING:
Demonstrates an understanding of the planned change process.
Applies critical thinking skills within the context of practice.
Applies planned change process skills within the context of practice.
Capable of developing strategies for assessing personal and professional growth.
Develops goals and objectives for assessing personal and professional growth.
Evaluates the processes and effectiveness of performance improvement.

Do you have any other comments?

Show the scoring guide

COMMUNICATIONS:
Illustrates clarity in verbal communication.
Illustrates clarity in written communication.
Communicates effectively with diverse populations.
Communicates effectively with clients.
Communicates effectively with colleagues and supervisors.
Empathizes effectively with clients.

Do you have any other comments?

Show the scoring guide

SOCIAL WORK VALUES AND ETHICAL PRACTICE
Shows knowledge of social work principles, values, and ethics to guide behavior.
Demonstrates the effective use and integration of social work values and ethics to guide behavior.
Understands how personal principles, values, and ethics influence policy.
Analyze one's own practice in relation to social work standards.

Do you have any other comments?

Show the scoring guide

CRITICAL THINKING:
Demonstrates an understanding of the planned change process.
Applies critical thinking skills within the context of practice.
Applies planned change process skills within the context of practice.
Capable of developing strategies for assessing personal and professional growth.
Develops goals and objectives for assessing personal and professional growth.
Evaluates the processes and effectiveness of performance improvement.

Do you have any other comments?
### DIVERSITY

<table>
<thead>
<tr>
<th>Domain</th>
<th>Score</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge of age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation in social work generalist practice.</td>
<td>1 2 3 4 5 6 7 8</td>
<td>N/O</td>
</tr>
<tr>
<td>Accepts human difference in social work generalist practice.</td>
<td>1 2 3 4 5 6 7 8</td>
<td>N/O</td>
</tr>
<tr>
<td>Respects differences in relation to age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation in social work generalist practice.</td>
<td>1 2 3 4 5 6 7 8</td>
<td>N/O</td>
</tr>
<tr>
<td>Practices without discrimination in relation to diversity in social work generalist practice. (e.g. Age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation).</td>
<td>1 2 3 4 5 6 7 8</td>
<td>N/O</td>
</tr>
<tr>
<td>Develops a positive worker/client relationship with diverse populations.</td>
<td>1 2 3 4 5 6 7 8</td>
<td>N/O</td>
</tr>
</tbody>
</table>

Do you have any other comments?

### HUMAN RIGHTS, SOCIAL & ECONOMIC JUSTICE & POLICY PRACTICE

<table>
<thead>
<tr>
<th>Domain</th>
<th>Score</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates understanding of significant social issues.</td>
<td>1 2 3 4 5 6 7 8</td>
<td>N/O</td>
</tr>
<tr>
<td>Understands the structural factors that create adversity for specific out-groups in society.</td>
<td>1 2 3 4 5 6 7 8</td>
<td>N/O</td>
</tr>
<tr>
<td>Advocates for the needs and concerns of diverse populations.</td>
<td>1 2 3 4 5 6 7 8</td>
<td>N/O</td>
</tr>
<tr>
<td>Advocates on behalf of clients who have been oppressed and discriminated against.</td>
<td>1 2 3 4 5 6 7 8</td>
<td>N/O</td>
</tr>
<tr>
<td>Develop and implement effective advocacy strategies and tactics in social work generalist practice.</td>
<td>1 2 3 4 5 6 7 8</td>
<td>N/O</td>
</tr>
<tr>
<td>Shows an understanding of the consequences of oppression and discrimination on attainment of social justice.</td>
<td>1 2 3 4 5 6 7 8</td>
<td>N/O</td>
</tr>
<tr>
<td>Understands the ways policy impacts social work generalist practice.</td>
<td>1 2 3 4 5 6 7 8</td>
<td>N/O</td>
</tr>
</tbody>
</table>

Do you have any other comments?

### RESEARCH

<table>
<thead>
<tr>
<th>Domain</th>
<th>Score</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develops research for evaluating social work generalist practice.</td>
<td>1 2 3 4 5 6 7 8</td>
<td>N/O</td>
</tr>
<tr>
<td>Critically analyzes empirically based research findings and apply them to generalist social work practice.</td>
<td>1 2 3 4 5 6 7 8</td>
<td>N/O</td>
</tr>
<tr>
<td>Utilizes program evaluation techniques to assess program effectiveness.</td>
<td>1 2 3 4 5 6 7 8</td>
<td>N/O</td>
</tr>
</tbody>
</table>

Do you have any other comments?

### HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT

<table>
<thead>
<tr>
<th>Domain</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>Understands social work theories and their application to professional social work practice. (Biological, Social, Cultural, Psychological, and Spiritual development)</td>
<td>1 2 3 4 5 6 7 8</td>
<td>N/O</td>
</tr>
<tr>
<td>Critiques and applies social work theories to guide the process of assessment, intervention, and evaluation.</td>
<td>1 2 3 4 5 6 7 8</td>
<td>N/O</td>
</tr>
</tbody>
</table>

Do you have any other comments?

### GENERALIST PRACTICE

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3/8/2012
Applies the knowledge and skills of generalist social work practice.  
1 2 3 4 5 6 7 8 | 9 N/O

Understands the planned change process, including assessment, planning, intervention, evaluation, termination, and follow-up.  
1 2 3 4 5 6 7 8 | 9 N/O

Able to assess oneself on personal generalist practice skills.  
1 2 3 4 5 6 7 8 | 9 N/O

Applies the strengths perspective in generalist social work practice.  
1 2 3 4 5 6 7 8 | 9 N/O

Do you have any other comments?

Show the scoring guide:

SOCIAL WORK PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Shows foundation knowledge of social work practice with individuals and families.  
1 2 3 4 5 6 7 8 | 9 N/O

Exhibits practice skills enabling them to help individuals enhance their well-being from a strengths based perspective.  
1 2 3 4 5 6 7 8 | 9 N/O

Applies entry level social work generalist practice with an ecological systems perspective.  
1 2 3 4 5 6 7 8 | 9 N/O

Understands the socialization process as it is reflected in the dynamics of individual and group behavior.  
1 2 3 4 5 6 7 8 | 9 N/O

Demonstrates knowledge of group processes, structure, and dynamics in social work generalist group practice.  
1 2 3 4 5 6 7 8 | 9 N/O

Demonstrates the ability to effectively facilitate groups.  
1 2 3 4 5 6 7 8 | 9 N/O

Understands the stages of group development as they apply to group process.  
1 2 3 4 5 6 7 8 | 9 N/O

Applies the generalist practice model to the culture and behavior of organizations.  
1 2 3 4 5 6 7 8 | 9 N/O

Demonstrates an understanding of client advocacy knowledge and skills at the macro level.  
1 2 3 4 5 6 7 8 | 9 N/O

Identifies the dynamics of change within organizational structures and communities.  
1 2 3 4 5 6 7 8 | 9 N/O

Recognizes the impact of social policy on agencies, workers and populations at risk.  
1 2 3 4 5 6 7 8 | 9 N/O

Do you have any other comments?

Show the scoring guide:

Individual Student Assessment Summary

Professional social work skills & supervision Section Total: 0
Professional communication Section Total: 0
Social work values and ethical practice Section Total: 0
Critical thinking Section Total: 0
Diversity Section Total: 0
Human rights, social & economic justice & policy practice Section Total: 0
Research Section Total: 0
Human behavior in the social environment Section Total: 0
Generalist practice Section Total: 0
Social work practice with individuals, families, groups, organizations, and communities Section Total: 0
Total FPPH Score: 0

Field Practicum Supervisor Signature

By typing your name below, you are "signing" this assessment.

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3/8/2012
Student Signature

By typing your name below, you are "signing" this assessment.

THANK YOU FOR TAKING THE TIME TO ANSWER THE QUESTIONS.

Submit And Finalize My Responses Above  Save My Choices Above

Contact Us
Becky Lohrner
Academic Advisor
BEAP Coordinator
Bachelor of Social Work Program
395 S. 1500 E., Rm 322
Salt Lake City, UT 84112-0260
Phone: 801-581-3571
Fax: 801-585-0483
Email: becky.lohrner@ccwtrc.unl.edu
# BPD The Association of Baccalaureate Education Assessment Project

**FP - Field/Practicum Placement Assessment Instrument & Exit**

## Student Name

Please indicate your education background (Mark all that apply)

- [ ] BA or BS in Human Services field
- [ ] BA or BS in Social Work
- [ ] BS
- [ ] MA in Liberal Arts field
- [ ] MA in Human Services field
- [ ] MSW or MA/MS in Social Work
- [ ] MS
- [ ] PhD in Human Services field
- [ ] PhD or DSW in Social Work
- [ ] Other

Please base your assessment of how well the BSW Field/Practicum Student demonstrates their ability related to the performance of the practice behavior using the rating scale below. Please circle your answer. Thank you.

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<td>7</td>
<td>Competent Performance</td>
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<td>6</td>
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<td>5</td>
<td>Lacking Performance</td>
<td>The intern/student has not demonstrated application of the knowledge, values and skills related to the performance of the practice behavior.</td>
<td>Lacking: &quot;missing, not present or available,&quot; Lacking performance is the inability to demonstrate any of the components of the knowledge, values, or skills related to the practice behavior.</td>
</tr>
<tr>
<td>0</td>
<td>Not Observed</td>
<td>The intern/student has not had the opportunity to demonstrate the knowledge, values, and skills related to the performance of the practice behavior.</td>
<td>Observed: &quot;to see or notice something, especially while watching carefully,&quot; There was no observation of the performance of the practice behavior.</td>
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</table>

### Professional Social Work Skills & Supervision

<table>
<thead>
<tr>
<th>Utilizes effective supervision to improve professional and personal growth.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates the effective use of consultation and supervision to guide ethical decision making in one's own practice.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>N/O</td>
</tr>
<tr>
<td>Works satisfactorily within the structure of an agency.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>N/O</td>
</tr>
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3/8/2012
<table>
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<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
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<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>N/O</th>
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<tbody>
<tr>
<td>Exhibits professional social work practice habits. (exp. reliable, maintenance of days, hours, dress, timeliness, time management.)</td>
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<tr>
<td>Understands the agency's relationship to their community delivery system.</td>
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<tr>
<td>Seeks necessary organizational change within an agency.</td>
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</tr>
<tr>
<td>Incorporates the planned change model to specific agency tasks.</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Do you have any other comments?

Show the scoring guide

**PROFESSIONAL COMMUNICATION**
- Illustrates clarity in verbal communication. 1 2 3 4 5 6 7 8 9 N/O
- Illustrates clarity in written communication. 1 2 3 4 5 6 7 8 9 N/O
- Communicates effectively with diverse populations. 1 2 3 4 5 6 7 8 9 N/O
- Communicates effectively with clients. 1 2 3 4 5 6 7 8 9 N/O
- Communicates effectively with colleagues and supervisors. 1 2 3 4 5 6 7 8 9 N/O
- Empathizes effectively with clients. 1 2 3 4 5 6 7 8 9 N/O

Do you have any other comments?

Show the scoring guide

**SOCIAL WORK VALUES AND ETHICAL PRACTICE**
- Shows knowledge of social work principles, values, and ethics to guide behavior. 1 2 3 4 5 6 7 8 9 N/O
- Demonstrates the effective use and integration of social work values and ethics to guide behavior. 1 2 3 4 5 6 7 8 9 N/O
- Understands how personal principles, values, and ethics influence policy. 1 2 3 4 5 6 7 8 9 N/O
- Analyze one's own practice in relation to social work standards. 1 2 3 4 5 6 7 8 9 N/O

Do you have any other comments?

Show the scoring guide

**CRITICAL THINKING**
- Demonstrates an understanding of the planned change process. 1 2 3 4 5 6 7 8 9 N/O
- Applies critical thinking skills within the context of practice. 1 2 3 4 5 6 7 8 9 N/O
- Applies planned change process skills within the context of practice. 1 2 3 4 5 6 7 8 9 N/O
- Capable of developing strategies for assessing personal and professional growth. 1 2 3 4 5 6 7 8 9 N/O
- Develops goals and objectives for assessing personal and professional growth. 1 2 3 4 5 6 7 8 9 N/O
- Evaluates the processes and effectiveness of one's own practice. 1 2 3 4 5 6 7 8 9 N/O

Do you have any other comments?

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Show the scoring guide

DIVERSITY
Demonstrates knowledge of age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation in social work generalist practice. 1 2 3 4 5 6 7 8 9 N/O
Accepts human difference in social work generalist practice. 1 2 3 4 5 6 7 8 9 N/O
Respects differences in relation to age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation in social work generalist practice. 1 2 3 4 5 6 7 8 9 N/O
Practices without discrimination in relation to diversity in social work generalist practice (e.g., age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation). 1 2 3 4 5 6 7 8 9 N/O
Develops a positive worker/client relationship with diverse populations. 1 2 3 4 5 6 7 8 9 N/O

Do you have any other comments?

Show the scoring guide

HUMAN RIGHTS, SOCIAL & ECONOMIC JUSTICE & POLICY PRACTICE
Demonstrates understanding of significant social issues. 1 2 3 4 5 6 7 8 9 N/O
Understands the structural factors that create adversity for specific out-groups in society. 1 2 3 4 5 6 7 8 9 N/O
Advocates for the needs and concerns of diverse populations. 1 2 3 4 5 6 7 8 9 N/O
Advocates on behalf of clients who have been oppressed and discriminated against. 1 2 3 4 5 6 7 8 9 N/O
Develops and implements effective advocacy strategies and tactics in social work generalist practice. 1 2 3 4 5 6 7 8 9 N/O
Shows an understanding of the consequences of oppression and discrimination on attainment of social justice. 1 2 3 4 5 6 7 8 9 N/O
Understands the ways policy impacts social work generalist practice. 1 2 3 4 5 6 7 8 9 N/O

Do you have any other comments?

Show the scoring guide

RESEARCH
Develops research for evaluating social work generalist practice. 1 2 3 4 5 6 7 8 9 N/O
Critically analyzes empirically based research findings and apply them to generalist social work practice. 1 2 3 4 5 6 7 8 9 N/O
Utilizes program evaluation techniques to assess program effectiveness. 1 2 3 4 5 6 7 8 9 N/O

Do you have any other comments?

Show the scoring guide

HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT
Understands social work theories and their application to professional social work practice (biological, social, cultural, psychological, and spiritual development). 1 2 3 4 5 6 7 8 9 N/O
Critiques and applies social work theories to guide the process of assessment, intervention, and evaluation. 1 2 3 4 5 6 7 8 9 N/O

Do you have any other comments?

Show the scoring guide

GENERALIST PRACTICE

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3/8/2012
Applies the knowledge and skills of generalist social work practice.  

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>N/O</th>
</tr>
</thead>
</table>

Understands the planned change process, including assessment, planning, intervention, evaluation, termination, and follow-up.  

<table>
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<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>N/O</th>
</tr>
</thead>
</table>

Able to assess one's own personal generalist practice skills.  

<table>
<thead>
<tr>
<th>1</th>
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Applies the strengths perspective in generalist social work practice.  

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Do you have any other comments?  

Show the scoring guide

**SOCIAL WORK PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES**

Shows foundation knowledge of social work practice with individuals and family systems.  

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Exhibits practice skills enabling them to help individuals enhance their well-being from a strengths-based perspective.  

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Applies entry-level social work generalist practice with an ecological systems perspective.  

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Understands the socialization process as it is reflected in the dynamics of individual and group behavior.  

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Demonstrates knowledge of group processes, structure, and dynamics in social work generalist group practice.  

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Demonstrates the ability to effectively facilitate groups.  

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Understands the stages of group development as they apply to group process.  

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Applies the generalist practice model to the culture and behavior of organizations  

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Demonstrates an understanding of client advocacy knowledge and skills at the macro level.  

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Identifies the dynamics of change within organizational structures and communities.  

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Recognizes the impact of social policy on agencies, workers and populations at risk.  

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Do you have any other comments?  

Show the scoring guide

**Individual Student Assessment Summary**

Professional social work skills & supervision Section Total:  

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Professional communication Section Total:  

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Social work values and ethical practice Section Total:  

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Critical thinking Section Total:  

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Diversity Section Total:  

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Human rights, social & economic justice & policy practice Section Total:  

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Research Section Total:  

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Human behavior in the social environment Section Total:  

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Generalist practice Section Total:  

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Social work practice with individuals, families, groups, organizations, and communities Section Total:  

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Total EPPAI Score:  

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**Field Practicum Supervisor Signature**

By typing your name below, you are "signing" this assessment.

85

https://beap.utah.edu/router.php?ID=USALFP201203011708438421  
3/8/2012
Student Signature

By typing your name below, you are "signing" this assessment.

THANK YOU FOR TAKING THE TIME TO ANSWER THE QUESTIONS.

Submit And Finalize My Responses Above  Save My Choices Above

Contact Us

Becky Lohrner
Academic Advisor
BEAP Coordinator
Bachelor of Social Work Program
395 S. 1500 E., Rim 322
Salt Lake City, UT 84112-0260
Phone: 801-581-3571
Fax: 801-585-0483
Email: becky.lohner@students.utah.edu
The Code of Ethics of the National Association of Social Workers was approved by the 1996 NASW Delegate Assembly and revised by the 1999 NASW Delegate Assembly.

The entire code of ethics may be accessed through this link:

http://www.socialworkers.org/pubs/codenew/code.asp
Student Evaluation of Field Instructor and Agency

Student Name: ____________________________  Date: ________________

Agency: _________________________________

Field Instructor: _________________________

For each item, please circle the rating that best describes your field placement experience. To help us evaluate field placements consistently, please use the following definitions of each rating.

1 - Poor Quality (below minimum expectations)
2 - Marginal Quality (barely met minimum expectations)
3 - Adequate Quality (generally met expectations)
4 - Above Average Quality (met expectations very well)
5 – Exceptionally High Quality (went well beyond expectations)

The items are based upon the explicit curriculum that is defined under Educational Policy 2.0 – The Social Work Curriculum and Professional Practice. The competencies that connect to each item are noted. Field education is evaluated based on the following criteria which demonstrates that the agency and Field Instructor are able to assist the student in the achievement of the program competencies.

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>The agency provides you with opportunities for generalist practice with individuals, families, groups, communities and organizations. 2.1.10 (a)-(d)</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2.</td>
<td>The agency provides you with a Field Instructor who meets with you for regularly scheduled supervision meetings. 2.1.1</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3.</td>
<td>You have the physical resources necessary to carry out your work. (work space, telephone etc.) 2.1.1</td>
<td>1 2 3 4 5</td>
</tr>
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<td>4.</td>
<td>Your agency supports a policy of non-discrimination and engages in non-discriminatory practices.</td>
<td>1 2 3 4 5</td>
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<tr>
<td></td>
<td>2.1.4</td>
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<td>---</td>
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<tr>
<td>5.</td>
<td>Your agency practices professional social work. 2.1.1, 2.1.3</td>
<td>1 2 3 4 5</td>
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<tr>
<td>6.</td>
<td>Your field instructor is knowledgeable of the generalist method of practice and is able to assist you in learning at your agency. B2.2</td>
<td>1 2 3 4 5</td>
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<td>7.</td>
<td>Your Field Instructor shows a commitment to the social work profession, including its values and ethics. 2.1.2</td>
<td>1 2 3 4 5</td>
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<tr>
<td>8.</td>
<td>Your Field Instructor understands cultural competency and has a willingness to assist you in increasing your knowledge of cultural competency and applying it to your agency setting. 2.1.4</td>
<td>1 2 3 4 5</td>
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<tr>
<td>9.</td>
<td>Your Field Instructor is willing to participate in evaluations with the Field Coordinator at midterm and at the end of the semester. 2.1.1, 2.1.3,</td>
<td>1 2 3 4 5</td>
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<tr>
<td>10.</td>
<td>Overall quality of Field Instructor</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>11.</td>
<td>Overall quality of Field Education provided by agency</td>
<td>1 2 3 4 5</td>
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Comments:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Signature: ____________________________
Date: ______________
Administrative Forms
Memorandum of Agreement for SW 412 - Field Instruction
University of South Alabama Social Work Program

Agency Name: _________________________ Date: ________________
Address: ______________________________ Telephone: __________

Name of Director: ______________________
Name of Supervisor of Students: _________________

By signing this agreement the University of South Alabama Social Work Program and _____________________ (Agency) agree to cooperate in the provision of field instruction to undergraduate students enrolled in the Social Work Program.

The University of South Alabama Social Work Program will:
1. Assume initial responsibility for selection of students to be placed.
2. Provide the agency with an opportunity to review any candidate and appropriate records for placement.
3. Provide a representative of the social work program as liaison between the social work program and the field instruction organization. The liaison will: (a) visit the student on site at least once each semester; (b) discuss with the supervisor of the placed student the progress of the student at least twice each semester; (c) be available to supervisor for immediate consultation regarding problems pertaining to student; (d) share with the direct supervisor information regarding university resources that might be made available to the organization or its members.
4. Provide a statement of general learning objectives applicable to field instruction.
5. Designate additional learning objectives that are applicable to instruction to the agency.
6. Have responsibility for the final determination of the placed student’s grades and credit hours earned.
7. Not assume any liability for students in field experience settings. Students are required, however, to purchase liability insurance through University of South Alabama prior to beginning the placement.

The agency will:
1. Provide the social work program with an up-to-date description of the service organization and the possible points of utilization of social work students consistent with the general and specific field instruction objectives.
2. Accept students in field placement without regard to race, sex, age, ethnic origin, religion, disability, or political beliefs.
3. Have the right to reject students offered for field placement for reasons relating to the student’s ability to function within the service organization.
and in response to the specific tasks and assignments associated with the field placement.

4. Provide field instruction that is consistent with the educational objectives of the University of South Alabama Social Work Program.

5. Provide a direct supervisor of a placed student who will:
   - Meet with the student to review the student’s work at least one hour every week.
   - Be familiar with texts and other course material utilized in the social work curriculum taught by the University of South Alabama.
   - Attend the scheduled meetings of field supervisors held at the University of South Alabama.
   - Prepare written reports on student progress including final evaluation report, consistent with the report forms provided by the social work program.
   - Be available for consultation with the faculty of the social work program regarding either individual students or the field work program generally.

6. Provide social work students opportunities to utilize organizational resources reasonably equivalent to those provided regular employees carrying similar responsibilities. This provision includes office space, telephone, clerical services, supplies, access to records, and access to clientele.

7. Allow the utilization of all de-personalized case records and other agency reports related to the organization’s services and its processes in University social work courses. In the case of all materials, other than those made available to the public, prior approval of the direct supervisor will be required before utilization in courses.

8. Certify that its administrative policies are in compliance with the Civil Rights Act, its amendments and executive orders with respect to students, staff, and clients. Recruitment, training, and evaluation procedures are conducted in a manner which will assure equitable treatment of students without regard to sex, age, race, creed, national origin or handicapping conditions and are designed to encourage the recruitment and participation of minority students and staff.

In the case of an expressed desire on the part of the placed student or field instruction organization to terminate prior to the ending of the field placement period, the following procedure will be affected:

1. A written request for termination from either the student or the direct supervisor must be submitted to the Field Instruction Coordinator.

2. A meeting will be called including the student, the direct field supervisor and the Field Instruction Coordinator to review the relevant facts.
3. The Field Instruction Coordinator will submit a review of the facts together with a recommendation for disposition to the Director of the Social Work Program, University of South Alabama.

4. The Director in consultation with the director of the field placement agency or his or her representative shall render a binding judgment.

This contract shall be operable from the date of signing. Amendments shall be made during this time only by mutual consent of ____________________(agency) and the Social Work Program of University of South Alabama.

Agency: ____________________ Date: ________________

________________________
Signature, Director of the Agency, Title

________________________ Date: ________________
Signature, Field Instruction Coordinator
Social Work Program – Univ. of South Alabama
University of South Alabama
Social Work Program

Agency Field Information Form

Date Completed: ______________

Agency Name: ____________________________________________________

Address: _________________________________________________________

_________________________________________________ Zip Code: ________

Phone: __________________________

FAX: __________________________

Email: _________________________

Name of Agency Director: ______________________________

Title: __________________________

Professional Discipline of the Director: ____________________________

Brief Description of Agency and Service Provided:
________________________________________________________
________________________________________________________
________________________________________________________

Brief statement about professional interest in field instruction:
________________________________________________________
________________________________________________________
________________________________________________________

Total number of social work students from University of South Alabama you can accommodate during a given semester:

Field Instruction ________
(Please have social workers that you have designated as field instructors fill out the additional form “Field Instructor Information.”)

Signature of Agency Director:

----------------------------------------------------------------------------------------------------------------------------------
University of South Alabama
Social Work Program

Field Instructor Information

Name: ________________________________________________________________

Agency: ______________________________________________________________

Agency Address: ______________________________________________________

Agency Telephone: __________________________ Fax: ______________________

E mail: ________________________________

Briefly Describe Your Present Position:

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Education:

<table>
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<tr>
<th>College</th>
<th>Degree/ Field of Degree</th>
<th>Date</th>
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Are you licensed to practice social work in Alabama? ________

If yes, at what level? _______________________________________

Do you have prior experience as a social work field instruction supervisor? If yes, please provide more detail.

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

99
Please list any special professional interests:
___________________________________________________________
___________________________________________________________
___________________________________________________________

Professional Associations or Professional Memberships:
___________________________________________________________
___________________________________________________________
___________________________________________________________

Signature ___________________________ Date_____________________
Field Contact Documentation Form

Student’s Name: __________________________________________

Purpose of Visit: __________________________________________
(Midpoint, Final Evaluation, or Corrective Action)

Date/Time of Visit: ________________________________________

Field Agency: ____________________________________________

Field Instructor: __________________________________________

Comments/Recommendation:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Faculty Liaison Signature ___________________________ Date

* If the visit requires a developmental plan of corrective action, the plan must be completed and signed by all parties. Copies should be provided to student, agency and Field Coordinator.