

University of North Alabama Field Manual Table of Contents

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UNA DEPARTMENT OF SOCIAL WORK HISTORY AND CURRENT STATUS

The Department of Social Work was established in 1974 and has been fully accredited by the Council on Social Work Education since that time. The Department offers the Bachelor of Social Work (BSW) degree program, approved by the Alabama Commission on Higher Education. The program consists of a 42 hour required Social Work curriculum, a

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

NONDISCRIMINATION POLICY

The Department of Social Work upholds the policy of nondiscrimination established by the University of North Alabama and stated in the University Bulletin/Handbook:

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

The University of North Alabama reserves the right to refuse admission to any applicant whose presence is deemed detrimental to the institution or its students.” Additionally, the Social Work Program has established a policy of nondiscrimination, which prohibits discrimination against students and clients on the basis of race, ethnicity, national origin, age, religion, gender identity, sexual orientation, marital status, socio-economic status, disability, or other aspects of diversity.

The Department adheres to the Equal Opportunity policy as stated in the University Faculty Handbook , section 3.1: “It is the policy of the University of North Alabama to afford equal opportunities in education and in employment to qualified persons regardless of age, color, creed, disability, national origin, race, religion, or sex in accordance with all applicable federal and state constitutions, laws, and valid regulations.”

INTRODUCTION TO FIELD INSTRUCTION/FIELD INTERNSHIP

Field Instruction/Field Internship in Social Work I&II (SW 432 and SW433) are courses taken concurrently in the last semester of the student’s enrollment in the Social Work Department.

Field education is the signature pedagogy for social work. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. (CSWE EPAS 2015)

Field Instruction is an integral part of academic preparation in the Social Work program. The primary objective of this curriculum area is to provide generalist practice learning opportunities for students to integrate and refine by application, knowledge, values, skills and cognitive/affective processes, which are the basis of the Social Work competencies identified by the Social Work Department.

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

In planning the Field Instruction/Internship program for our students, particular emphasis is placed on the student's need for the right to individualization in areas of professional development and growth. Every possible effort is made to maximize the student's participation in the Field learning experience, including student input in the assignment to a particular agency setting as well as in the evaluation process. The student's professional interests are a significant part of the educational assessment, which guides the department in placement planning. Agency assignment is the responsibility of the Director of Field Instruction/Internship.

The chief objective of Field Instruction/Field Internship is to provide the student with an opportunity to engage actively in actual professional tasks, which complement as well as reinforce classroom learning in preparation for beginning generalist Social Work practice. The Field experience provide students the opportunity to integrate and refine by application, knowledge, values, skills and cognitive/affective processes, and the mastery of Social work competencies.

In addition, it is to enhance the student's ability to evaluate his or her own practice effectiveness as an ongoing process. The content of the Field Instruction/Internship program is consonant with t

EPAS, social work practice competence consists of nine interrelated competencies and

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

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and

alienation. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation.

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

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

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

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

- 23) critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- 24) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- 25) use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- 26)

Communities

Social workers understand that evaluation is an ongoing component of the dynamic and

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

NASW CODE OF ETHICS
Preamble and Purpose

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

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

The first Section, "Preamble," summarizes the social work profession's mission and core values.

The second section, "Purpose of the NASW Code of Ethics," provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice.

Importance of Human Relationships

Integrity

Purpose

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The NASW Code of Ethics serves six purposes:

1. The Code identifies core values on which social work's mission is based.

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

Ethical decision making is a process. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. Social workers should take into consideration all the values, principles, and standards in this Code that

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

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this Code of Ethics are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this Code, Roosessss ofescalof social v

PREREQUISITES FOR FIELD INSTRUCTION/INTERNSHIP

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

The semester prior to entering Field Instruction/Internship

ELIGIBILITY FOR FIELD INSTRUCTION/INTERNSHIP
IN SOCIAL WORK

Students admitted into the Department of Social Work's Field Instruction/Internship program

POLICY FOR TERMINATING STUDENTS FROM THE SOCIAL WORK PROGRAM

Students enrolled in the Department of Social Work are expected to conduct themselves professionally, to follow the principles of the NASW Code of Ethics, and to understand that grades earned in order to meet academic requirements are not the only indication of students' ability to become professional social workers.

To maintain the integrity of the Department's professional social work program and to adequately discharge professional responsibility as social work educators, the Department of Social Work has developed a termination policy which addresses both academic issues and professional concerns which would necessitate termination from enrollment in the Program. Termination for academic reasons is closely related to academic policies and standards established by the University, while termination for professional concerns focuses on appropriate conduct and behavior in accordance with the principles of the social work profession. Termination may occur prior to matriculation, during the process of matriculation, or at any point following successful matriculation into the Department's professional program.

Academic reasons for termination from the Department of Social Work include, but are not limited to:

1. Failure to meet scholastic standards established by the University (overall 2.0 Grade Point Average on all work attempted) as specified in the ~~§~~
2. Failure to meet scholastic standards established by the Department of Social Work (overall 2.0 Grade Point Average on all work attempted and 2.6 Grade Point Average in Professional Social Work courses) as specified in the ~~§~~
~~§~~
3. Failure to maintain required quality points standards as specified in the ~~§~~
~~§~~ and ~~§~~ ~~§~~
4. Failure to comply with University policies relating to academic warning, probation, suspension and appeal, as specified in the Academic Procedures and Requirements section of the ~~§~~

Professional reasons for termination from the Department of Social Work include, but are not limited to, the following areas of inappropriate behavior and conduct:

1. Felony conviction during educational program
2. Evidence of criminal or unlawful activity during educational program
3. Active substance abuse in the classroom, service learning environment, and/or field practicum setting

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

After reviewing potential field agency setting, the student will be referred to an agency to be interviewed regarding placement. Following the pre-placement interview, the student, agency representative and the Director of Field Instruction will make a determination as to the appropriateness of the placement. Agency assignment is the responsibility of the Director of Field Instruction/Internship.

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

Criteria for Selecting Field Settings

The field setting must have a social service program with standards and philosophy acceptable to the community, the profession and the Department of Social Work at the University of North Alabama. The field setting should provide the opportunity for students to engage in generalist practice experiences with individuals, groups, organizations and/or communities reflective of the

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

EDUCATIONAL AFFILIATION AGREEMENT

BE IT AGREED THAT _____ located at _____ and the University of North Alabama will enter into arrangements for the use of agency facilities and supervisory personnel for social work training of students from the University. This agreement will continue until it may be terminated by either or both parties.

BE IT FURTHER AGREED that all such arrangements will be consistent with the agency's policies as well as the policies and plan for Field experience for Department of Social Work students as conducted by the University of North Alabama. (See syllabus for detailed plan).

BE IT FURTHER AGREED in addition that:

- A. The University will not attempt to exercise any authority in relation to agency programs and procedures. The only control function by the University will be through consultations between the University Field Education Coordinator and the agency Supervisor in order to satisfy requirements for proper student learning experiences and proper reports concerning the progress of students.
- B. Students assigned to the agency will be under the administrative authority of the agency regarding rules, regulations, policies and procedures.

BE IT FURTHER AGREED that the assignment of any student or agency Supervisor may be terminated for just cause and upon notification and consultation between the agency and the University.

BE IT FURTHER AGREED that this arrangement for off-campus field work experience for social work students is designated to be mutually beneficial to both the agency and the University of North Alabama and that both parties will continually strive for ideas and incentives that will result in a better social work training program.

LEARNING AGREEMENT

To ensure clarity and direction in the Field placement experience, each student and Supervisor, in conjunction with the faculty liaison, should jointly formulate a learning agreement for the entire semester. It is expected that this agreement will be reviewed for adjustment after the Mid-Term evaluation.

The learning agreement should specify:

1. The period of time covered and days of placement;
2. The basic educational goals individualized in accordance with student needs and policy of the Department of Social Work;
3. Task assignments in fulfillment of educational goals;
4. The student's responsibility in the Field placement;
5. The agency Supervisor's responsibility in the Field placement;
6. Agency Supervisor's signature (including date) and student's approval of the Learning Agreement.

Two (2) copies of the Learning Agreement should be forwarded to the student's faculty liaison two weeks after the beginning of the Field placement experience. The two week period of time gives all parties involved sufficient time to develop a clear picture of agency resources, student's need and interests.

Through mutual discussion, this Learning Agreement develops as a contract against which both student and agency accountability can be assessed. It is also an attempt to establish specific tasks and objectives that are in harmony with those of the UNA Department of Social Work and for fulfilling the criteria of evaluation.

PREPARING THE LEARNING AGREEMENT

The intention of the form is to set up "learning and doing" objectives for field work that are individualized for each student, that focus on training the student for generalist practice through the mastery of Social Work Competencies, that are feasible in the agency and are attainable within the school semester. The student is responsible for the preparation and the Field Placement Supervisor is expected to be involved to the extent that is mutually agreeable. The student is expected to initiate working on the preparation of the agreement with the Field Placement Supervisor. The student needs to make three copies of the Learning Contract form: one to keep, one for the Field Placement text

- Community resources and making referrals;
- General social work practice method, i.e. establishing relationships, collecting data, making assessments, interventions, evaluation and termination;
- Integrating and applying academic knowledge and theory to actual social work situations

17. Procedures for intake, termination and evaluation (COMPETENCIES 5,9)
18. Participation in group processes and community engagement (COMPETENCIES 6,10)
19. Opportunities for evidence based- research and engagement to evaluate practice effectiveness (COMPETENCIES 4,9)
- 20.

3. Maintain mature behavior;
4. Be on time for work;
5. Follow instructions of agency Supervisor; however, question those details which are not clear;
6. Refrain from criticism of agency personnel and policies
7. Expand understanding and meaning of agencies policies and procedures;
8. Participate fully in activities planned, including conferences, seminars and community organization and planning applicable to the agency function;
9. Respect consumers of services, agency personnel and other students by maintaining professional and ethical behavior;
10. With agency sanction, use initiative and creativity in assignments;
11. Call the agency prior to the beginning of the agency's workday if unable to report for work;
12. Maintain sensitivity to others' values, culture and lifestyles;
13. Reinforce the Field experience with outside readings of research materials, social work journals and library resources.

POLICY ON CONFIDENTIALITY

Students undertaking Field placements or other activities involving direct contact with clients assume professional responsibilities. These include the closest adherence to the principles of confidentiality so that the privacy of the privileged information to which students are exposed is totally safeguarded. The following statements embody social work policies designed to achieve this confidentiality:

1. Students must take initiative and responsibility for knowing the confidentiality policies of agencies in which they are placed and for abiding by them.
2. Outside of the agency and the Field Integrative Seminar, no information regarding specific clients and families and other adults is to be revealed. This includes names of clients and clinical background information by which they might be identified.
3. Within seminar/class names of specific clients, families or adults should not be stated. A pseudonym or third person reference should be substituted.
4. The Field Integrative Seminar itself is to be considered an area of confidentiality. Clinical information and reactions of classmates is not to be discussed with anyone other than the student's Field liaison.
5. No piece of written work should contain actual names of clients. Correct identifying information can be added to copies intended for agency use at the time the student inside the agency is submitting the material to the agency.
6. For community or professional presentation or for written material distributed outside of a class for which it was prepared, clinical or case material must be altered so that there is no possibility that the persons involved can be identified. This includes specific details and circumstances as well as names.
7. Students are personally responsible for the safety and protection of any clinical information or records they may have in their possession. This must never be placed anywhere that unauthorized persons might view it.
8. Students are expected to use tact and discretion when representing agencies which provide them with training experiences. Agencies provide exposure to their programs as a service to students and the Department of Social Work.

FIELD INSTRUCTION/INTERNSHIP SYLLABUS

UNIVERSITY OF NORTH ALABAMA
DEPARTMENT OF SOCIAL WORK
Fall 2018

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

Instructor: Mrs. Kimberly Wright
Office: Stevens Hall, Room 543
Telephone: 256- 765-4145
Campus Mail: Box 5153
Email: kgporter@una.edu

Instructor: Dr. Joy Borah
Office: Stevens Hall, Room 541
Telephone: 256- 765-4391
Campus Mail: Box 5029
Email: jsborah@una.edu

Office Hours

Mrs. Wright 's Office Hours:

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

Dr. Borah's Office Hours:

Available by Appointment

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

I. COURSE DESCRIPTION:

SW 432 & 433 - Field Instruction/Internship offer an experiential learning opportunity for students to integrate and refine by application, knowledge, values, skills and cognitive/affective processes which are attained from the Social Work curriculum. The Field Internship experience and seminar provide an opportunity for the Field students to critically

This course builds on the program's focus of training students for generalist practice through the mastery of social work competencies. Generalist practice is the application of an eclectic knowledge base grounded in liberal arts and the person and environment construct. Generalist practice incorporates a wide array of methods and skills to develop practice behaviors for prevention and intervention with individuals, families, groups, communities and organizations. Generalist practice is committed to promoting and advocating for human and social well-being, respecting diversity and adhering to professional values and ethics.

II. DEPARTMENTAL GOALS AND COURSE OBJECTIVES:

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

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

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

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

STUDENTS OUTCOMES/BEHAVIORS

Students will develop these behaviors:

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

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

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

Social workers:

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

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

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

STUDENTS OUTCOMES/BEHAVIORS

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

STUDENTS OUTCOMES/BEHAVIORS

Students will develop these behaviors:

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

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

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

STUDENTS OUTCOMES/BEHAVIORS

Students will develop these behaviors:

- 19) collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- 20) apply knowledge of human behavior and the social environment, person-in-environment, an

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

EDUCATIONAL METHODS:

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

F. Accommodation Statement

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical

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

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

Assignments I – IV

OUTLINE FOR ASSIGNMENT 1

AGENCY STRUCTURE AND POLICY ANALYSIS

Agency Purpose

Describe the agency in terms of its stated goals and objectives. When and how was the agency founded? What is its source of authority to function as a human services agency, i.e., law, charter?

Formal Organization

Describe the formal organizational structure of the agency, (Include a diagram). How does this structure initiate actions to achieve organizational goals for delivery of services? What is the function of the social worker in the agency? How do you perceive your role in the agency? Indicate where you fit into the

agency. Do you perceive these problems growing out of the client's situation and/or the client's feelings about the situation?

3. Identify one problem area with which you elected to work. Why was this area chosen? Was it done in consultation with the client and/or your Field Supervisor? Discuss the impact the problem has on the bio-psychological and social functioning of system. Identify and relate the theory that provides the framework for your assessment-i.e.... systems theory, crisis theory, ecological perspective, and strength perspective.
4. Indicate the overall goal you and the "system" wanted to reach in this process.
5. List some of the alternative ways to solve the problem and identify the one or more alternatives chosen as possible situations.
6. Name the steps you have taken, or plan to take, to accomplish the alternative action selected in #5 above. Also, identify the various tasks/activities necessary to reach the overall goal.
7. Specifically identify the generalist roles and the social work behaviors utilized in this problem-solving process. (#6). Specify which of the tasks/activities you associate with the generalist roles and social work behaviors.
8. Evaluate the overall effectiveness of your practice intervention and generalist roles/social work behaviors, identifying areas for growth in the aforementioned roles. Identify ethical issues/conflicts encountered. Discuss the cognitive – affective reactions experienced during resolution of dilemma (conflict handout)
9. Examine your preparation by the BSW curriculum to carry out the generalist social work roles/behaviors you encounter in your Field placement. Make suggestions as to how curriculum could be strengthened in preparation for Field Instruction/Internship.
 - A. Social Work Practice courses
 - B. Research in Social Work Practice
 - C. Human Behavior courses
 - D. Social Welfare Services, Programs and Policies
 - E. Diversity and Cultural Competence
 - F. Liberal Arts courses

OUTLINE FOR ASSIGNMENT 3

Evidence Based Practice Experience

1. Identify, describe and critically analyze a practice issue/situation encountered during your field placement experience. It may involve a community project, a group, a case or a research study you have been or are currently engaged with. Identify an agency policy related to the practice issue/situation.
2. Provide research evidence describing the prevalence and impact of the practice issue on your client system. Cite a minimal of 3 literary sources. (APA format).
3. Develop a plan of action (goals/objectives) to address the practice issue/situation that will influence the delivery of social services.
4. Identify tasks and activities (competencies and social work behaviors) necessary to achieve these goals/objectives.
5. How did you collaborate with the "client system" to meet the goals/objectives?
6. Analyze the effectiveness of your plan of action including social work behaviors portrayed. Were all your objectives met? In retrospect, were the objectives realistic?
7. What changes, if any, would you make in approaching a similar practice situation/issue?
8. Critically evaluate the effectiveness of your role as a professional generalist social worker relevant to the demonstration of the social work competencies.

OUTLINE FOR ASSIGNMENT 4

FINAL REPORT ON FIELD EXPERIENCE

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

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

IV. The Student:

- A. What did you learn about yourself as a professional generalist social worker from this experience? Relate your views on the professional context of practice, including justification of social work involvement and adoption and development of professional roles, boundaries, demeanor, values and ethics. Reflect on your mastery of the Social Work Competencies and identify areas of professional growth related to your cognitive - affective reactions in practice situations. .
- B. What experiences/courses outside the BSW program influenced your professional development during your Field placement? Elaborate.
- C. Discuss how the courses within the BSW program supported you in the development of mastery of social work competencies and behaviors and your performance as a Field Intern?
 1. Practice courses
 2. Research
 3. Policy
 4. Human Behavior
 5. Diversity and Cultural Competence
 6. Social Work electives
 7. Other courses

V. Recommendations:

Reflect on the Department of Social Work's mission and goals, briefly relate your agency's effectiveness as a Field Education Setting. Based on the overall evaluation of your Field Instruction/Internship placement, would you recommend that it continue to be used as a field setting?

SW 432/433 - FIELD INSTRUCTION I & II
Field Instruction Seminar
WEEKLY LOG

Student's Name: _____ Monday 's Seminar Date: _____

Field Agency: _____

C. Implications for Professional Growth:

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

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

D. System's Perspectives:

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

E. Field Agency /supervision/ staffing/meeting:

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

FIELD INSTRUCTION EVALUATION

The Field Supervisor is to provide two written evaluations of the student's performance at the agency. The dates for submission of the evaluation will be forwarded to the agency Supervisor at the beginning of placement. After the agency Supervisor has completed the student's evaluation, it should be discussed with the student and the student should be given a copy of the evaluation. The Supervisor should obtain the student's signature on the evaluation before it is forwarded to indicate the student's review of the evaluation. Any areas of conflict between the agency Supervisor and student which cannot be resolved by mutual agreement should be noted by the student and the Supervisor. The student may append a notation of exception to the evaluation.

For the sake of consistency and to facilitate the evaluation process, the Field faculty has developed two evaluation forms which should be utilized by the Supervisor in evaluating the student.

The Mid-Term evaluation form identifies areas of the student's orientation to the agency setting and initial adjustment to the assigned work tasks. The final evaluation is more comprehensive and covers one total spectrum of the entire Field experience.

Any problems or concerns which cannot be resolved between student and Supervisor should be directed to the faculty member serving as a liaison to the agency. If the issue cannot be resolved at that level, the agency Supervisor and/or faculty Field liaison should refer the problem to the Director of Field Instruction and then to the Chair of the Department of Social Work.

The student, in turn, has the opportunity to evaluate his/her Field Instruction placement and appropriate feedback is given to the Field Supervisor by the assigned faculty Field liaison.

UNIVERSITY OF NORTH ALABAMA
SOCIAL WORK DEPARTMENT

1. Understanding of the organizational context of practice, including purpose and goals of agency, services provided, service eligibility and agency limitations. (Competency 5)
0) ____; 1) ____; 2) ____; 3) ____; 4) ____; 5) ____; N/A ____

2. Understanding of the community context of practice, including service to cultural diverse populations and/or groups (women, ethnic groups, etc.), unique characteristics of region and community, the predominant problems, issues and concerns of service population and the degree of community relationship to identified concerns. (Competency 2)
0) ____; 1) ____; 2) ____; 3) ____; 4) ____; 5) ____; N/A ____

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

Rating	Score	Grade
0	Not suitable for the profession	
1	14 or Below	F
2	28 - 15	D
3	42 - 29	C
4	56 - 43	B
5	70 - 57	A

A. Please indicate the student's continuing educational needs and recommendations, as well as any additional comments that would add to the understanding of the student's performance.

B. Please address ways the Field Instruction program can be strengthened to aid in students' orientation to agency environments.

Date _____

Signature of Field Supervisor

I have read and discussed this evaluation with my Field Supervisor.

Date _____

Signature of Student

To The Student:

If you disagree with this evaluation in any manner please indicate your specific concerns.

FINAL EVALUATION OF STUDENT'S FIELD PERFORMANCE

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

5.2	assesses how social welfare and economic policies impact the delivery of and access to social services	1	2	3	4	5	na
5.3	applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	1	2	3	4	5	na

Comments:

Competence #6:	Intern engages with individuals, families, groups, organizations, and c	ommunities .
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6.1	applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	1	2	3	4	5	na
6.2	uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	1	2	3	4		

FINAL OVERALL EVALUATION:

Please check one of the following at the final evaluation.

This intern has excelled in field placement by performing above expectations for interns. If an appropriate position were open at this agency, for a beginning level social worker, this intern would be considered among the top candidates for this position.

This intern has met the expectations of the field placement. This intern is ready for beginning level social work practice.

This intern is not yet ready for beginning level social work practice.

This intern is not yet ready for beginning level social work practice, and has demonstrated serious problems in performance, and perhaps should be encouraged to pursue another major.

Comments/elaboration:

Signature of Agency Field Instructor _____

Agency _____ Date _____

Er **gmbb**

My agency supervisor and faculty supervisor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

I agree with the evaluation
I do not agree with evaluation

Intern's Signature _____ Date _____

FIELD SUPERVISOR'S EVALUATION OF SOCIAL WORK PROGRAM