



Department of Social Work

Bachelor of Science in Social Work Program (BSSW)
and
Master of Social Work Program (MSW)

Field Education Handbook

2023-2024

Table of Contents

MESSAGE FROM DIRECTOR OF FIELD EDUCATION	4
INTRODUCTION TO THE FIELD EXPERIENCE	5
<i>Experiential Learning Placements</i>	5
FIELD EDUCATION CURRICULUM	6
STRUCTURE OF THE FIELD OFFICE	13
ADMISSION TO FIELD EDUCATION.....	16
SELECTING FIELD SETTINGS (BSSW AND MSW STUDENTS).....	19
PLACING STUDENTS	20
MONITORING STUDENTS (BSSW AND MSW STUDENTS).....	25
SUPPORTING STUDENT SAFETY (BSSW AND MSW STUDENTS)	27
EVALUATING STUDENT LEARNING.....	28
EVALUATING FIELD SETTING EFFECTIVENESS (BSSW AND MSW STUDENTS)	30
FIELD INSTRUCTOR CRITERIA AND EXPECTATIONS (BSSW AND MSW PROGRAMS).....	31
STUDENT EXPECTATIONS AND POLICIES (BSSW AND MSW STUDENTS)	34
<i>NASW Code of Ethics</i>	34
<i>Background Clearance</i>	34
<i>Discrimination and Sexual Harassment</i>	36
FIELD PLACEMENTS IN EMPLOYMENT SETTINGS (BSSW AND MSW STUDENTS).....	36
RESOLUTIONS OF PROBLEMS IN FIELD.....	37
APPENDIX A BSSW FACULTY OBSERVATION OF STUDENT APPLYING TO FIELD	40
APPENDIX B BSSW ADDITIONAL COURSE REQUEST	41
APPENDIX C BSSW FIELD PRACTICUM AGREEMENT.....	42
APPENDIX D MSW FIELD PRACTICUM AGREEMENT	49
APPENDIX E BSSW LEARNING AGREEMENT	56
APPENDIX F MSW PRACTICUM I LEARNING AGREEMENT	61
APPENDIX G MSW GENERALIST PRACTICE LEARNING AGREEMENT	62
APPENDIX H MSW SPECIALIZED LEARNING AGREEMENT	68
APPENDIX I BSSW FIELD PLACEMENT/PRACTICUM ASSESSMENT INSTRUMENT	72
APPENDIX J MSW PRACTICUM I FIELD EVALUATION.....	79
APPENDIX K MSW GENERALIST PRACTICE FIELD ASSESSMENT.....	80
APPENDIX L MSW SPECIALIZED PRACTICE FIELD ASSESSMENT.....	87
APPENDIX M FIELD LIAISON FIELD SETTING EVALUATION.....	93
APPENDIX N STUDENT FIELD SETTING EVALUATION	95
APPENDIX O EMPLOYMENT BASED FIELD PLACEMENT AGREEMENT	98
APPENDIX P FIELD PRACTICUM WEEKLY TIME SHEET.....	100

APPENDIX Q FIELD EDUCATION PLAN FOR REMOTE LEARNING 101

Message from Director of Field Education

Field education is the signature pedagogy of social work education and an essential part of the MSW program's curriculum. Field education prepares students for professional social work practice.

Field practicum is an experiential learning process that allows students to engage in social work practice in agency settings working directly with individuals, families, groups, organizations and communities. This experiential learning placement provides students with a variety of opportunities to integrate their classroom learning with real social work practice from a student learner position. Students develop practice knowledge and skills utilizing evidence-based interventions and self-assessment to evaluate their own practice. Students' focus during this learning experience will be on the development of professional skills and competence in practice.

Field education is a partnership between the student, the field placement agency and the Department of Social Work's Field Office. The Field Office faculty are committed to the quality of every student's experiential learning placement. The Field Office assists students in the location of appropriate agency settings that will provide learning opportunities for generalist and specialized practice with populations coping with health and behavior health issues. The Field Office serves as student advocates and liaisons between the University and the field placement agency.

Field seminar is a supportive resource to help students understand and conceptualize their development of skills and competence in practice. Field seminars create a peer-learning environment where students can share their experiences through guided discussions. Field seminar assignments are designed assist students in connecting their classroom learning with their practicum learning experiences.

The Department of Social Work Field Education Handbook includes important information, expectations and policies of the Field Program. Students should read thoroughly for a complete understanding of the program and use it as a reference throughout the field experience.

Introduction to the Field Experience

Experiential Learning Placements

Institutions of higher education have recognized the importance of experiential learning in tandem with the knowledge that students acquire in the classroom. Social work has a long history of using field practicum experiences in the integration of theoretical concepts and principals learned in the classroom. Practice integration in the classroom can include role-play, detailed discussions of "real life" situations and practice of evidence based intervention methods with classmates. These practices are foundational to the development of social work skills and help students understand the helping process. However, "real-life interactions with individuals are a necessary part of social work education.

Successful social workers' most fundamental instrument or tool in the helping process is the professional, disciplined, and effective use of self. Proficiency in use of self involves recognizing and articulating how one's own strengths and limitations may either help or hinder the helping process. Students develop the effective use of self throughout the practicum experience. Students are exposure to a variety of instructional methods that include guided reading assignments, didactic lectures in seminar, supervisory sessions, role-plays (and other experiential learning activities), professional observation with critical feedback and "hands on" activities in social service agencies.

BSSW Students

Students will be required to complete a minimum of 400 hours of experiential learning in *SW 490 Practicum in Social Work* during their last semester in the BSSW program. Students are placed in one field setting for the duration of the semester.

MSW Students

Regular Program students are required to complete 900 hours of experiential learning. The first placement starts the first semester and includes 100 face-to-face hours in social services agencies during their first semester, in *SW 590 Field Practicum I*. In Field Practicums II-V students complete a minimum of 800 hours in one field setting over each consecutive semester.

Advanced standing students are required to complete a minimum of 600 hours of experiential learning. In Field Practicums II-IV students are placed in one field setting over each consecutive semester.

Field Education Curriculum

BSSW Field Education Curriculum

The UAB BSSW Program's linear and developmental curriculum design provides a coherent and integrated curriculum for both the classroom and field through the progression of didactic coursework focused on generalist social work practice, the inclusion of service-learning courses, and the assimilation of admission procedures into key transition points between curriculum areas.

The BSSW Social Work Field Education Program represents the culmination of the BSSW curriculum. It includes the field practicum experience and its concurrent field practicum seminar. This is a full-time, one-term field practicum that serves as a capstone course integrating academic knowledge with generalist practice experience. Students complete the Social Work Field Education Program during the last term of their fourth year of the BSSW plan of study. Students in the BSSW Social Work Field Education Program students have opportunities to put their didactic and service-learning experiences into actual social work practice with real clients under the guidance of Field Instructors in agency settings. The BSSW Social Work Field Education Program is the vehicle that allows students to connect theories and concepts learned in the classroom to the practice experiences they gain in the field.

There are two field education courses that comprise the Social Work Field Education Program:

- *SW 490 Practicum in Social Work*
- *SW 494 Practicum Seminar*

Upon successful completion of the Social Work Field Education Program courses, students are eligible for graduation and conferred with a BSSW degree from UAB.

There are two primary goals of these courses:

1. Provide the opportunity for social work field students to utilize knowledge, values, skills, and cognitive and affective process acquired while taking courses in the other two curriculum areas (i.e., the Social Work Foundation and the Professional Social Work Program).
2. Help social work field students to hone practice skills to achieve competence for beginning-level professional generalist social work practice.

SW 490 Practicum in Social Work is a nine-credit hour course focused on integrating social work knowledge and values with applying professional social work skills. This course provides the context within which students move from the academic arena into the “real-world” practice arena. Students are placed in practicum settings under the supervision of a Field Instructor who guides their competency-based learning experience. Through the practicum course, students learn to practice with sensitivity to cultural and ethnic diversity and to abide by professional social work behaviors and, values as outlines in the NASW Code of ethics. During the practicum, students learn how to practice social work first by observing agency-based social work activities. Students then begin to engage in various social work tasks alongside their Field Instructor and other agency personnel. Finally, students are challenged to work as independently as possible in their agency, functioning as if they were bachelor-level social work employees in their practicum agency setting.

SW 494 Practicum Seminar is a three-credit hour integrative seminar that must be taken concurrently with *SW 490 Practicum in Social Work*. The seminar course reviews basic social work tools that will enhance the students' work with client systems by providing opportunities to increase their knowledge of the social work profession, practice collegiate collaboration for the benefit of clients, and engage in strategies for problem-solving. The seminar course provides students with a forum for exchanging ideas and information acquired from the field practicum settings and the Field Instructors. This forum creates the opportunity to integrate and synthesize the students' current and prior social work educational experiences from across the BSSW Program's integrated and developmental curriculum. The seminar course provides opportunities for students to process their field experiences and reinforce their practice skills and values, connecting the competency-based knowledge gained in the classroom with the applications in the field. The course also requires students to examine the principles of social work practice and further develop their critical thinking and reflection skills.

MSW Field Education Curriculum

The MSW Social Work Field Education Program is comprised of the following courses:

- *SW 590 Field Practicum I*
- *SW 591 Field Practicum Seminar I*
- *SW 690 Field Practicum II*
- *SW 691 Field Practicum III*
- *SW 692 Field Practicum IV*
- *SW 693 Field Practicum Seminar II*
- *SW 694 Field Practicum Seminar III*
- *SW 695 Field Practicum Seminar IV*
- *SW 698 Field Practicum V*

The Field Education curriculum is divided into three parts: Generalist Practice Field Courses, Field Bridge Courses and Specialized Practice Field Courses.

Generalist Practice Field Courses

There are two generalist practice field courses:

- *SW 590 Field Practicum I* is a 2-credit hour course that lays the foundation for generalist social work practice, equipping students with beginning knowledge and application of core social work competencies. The practicum experience provides opportunities to practice social work skills with individuals, families, groups, organizations, and communities. This experience is designed for students to develop the knowledge, skills and abilities needed to be successful in upper-level field placements in the specialized curriculum. This course provides the opportunity for students to examine the principles of social work practice and to develop critical thinking skills and cognitive/affective processes to facilitate engagement with client populations. The generalist practice field education curriculum addresses concepts of social justice and at-risk populations, and of intersectionality and privilege in the field practicum and in the corresponding field seminar course. Students are placed in a wide range of practice settings, most of which serve at risk and marginalized communities.
- *SW 591 Field Practicum Seminar I* is the concurrent weekly seminar/lab taken in conjunction with *SW 590 Field Practicum I*. The seminar helps students integrate the social work knowledge and values they are learning while participating in a field placement. This course provides the opportunity for students to examine the principles of social work practice and to develop critical thinking skills and cognitive and affective processes to facilitate engagement with client populations. Seminar assignments help students learn more about professional conduct and behavior, safety and integration of theories and practice in everyday settings. Seminar instructors provide information, reading, and assignments pertaining to generalist practice competencies, especially relating to professional ethics and values, difference and diversity, assessment, engagement, and evaluation. These lectures, readings, and assignments are further supported by discussions that take place during the professional development and consultation portion of each class session.

SW 590 and SW 591 are required for full-time and part-time Regular Program students.

There are two primary goals of these courses:

1. To provide students the opportunities to begin acquiring and demonstrating the knowledge, skills, values, and cognitive/affective processes needed for generalist practice.
2. To examine, apply, and integrate knowledge, theories, concepts, and skills relating to social work practice with individuals, families, groups, and organizations.

Field Bridge Courses

There are two field bridge courses

- *SW 690 Field Practicum II* is a 4- or 6-credit hour (depending on the plan of study) course that provides opportunities for students to strengthen and augment knowledge, values, and skill bases acquired in the classroom through applying evidence-based theory and other theory-based methods to situations found in actual

professional practice. Students participate in activities that allow them to further develop their generalist practice skills with populations coping with health and behavior health issues. This field practicum paired with *SW 693 Field Practicum Seminar II* represents a generalist practice field experience within a specialized practice setting, thus serving as a “bridge” between the generalist field practice experience and the more specialized field experiences that follow. Students will demonstrate knowledge in evidence-based interventions for individuals addressing health and behavioral health conditions and apply that knowledge in conducting interviews, assessments, development of treatment plans, and evaluating their practice. Students will manage personal and professional values and use their understanding of human behavior and diversity to advocate for clients at all systems levels.

- *SW 693 Field Practicum Seminar II* is a 1-credit hour course that must be taken concurrently with *SW 690 Field Practicum II*. This course is a weekly blended seminar taken in conjunction with *SW 690 Field Practicum II*. Together, these two courses represent a generalist practice field experience within a specialized practice setting, thus serving as a “bridge” between the generalist field practice experience and the more specialized field experiences that follow. Assignments in this seminar encourage students to utilize critical thinking to analyze data and formulate plans that will improve practice, policy, and service delivery. Seminar sessions utilize lectures, focused discussion questions and interactive activities to help students integrate classroom knowledge and practice experience. Seminar assignments help students learn more about professional conduct and behavior, safety and integration of theories and practice in everyday settings. In this seminar, students will have opportunities to discuss and share their experiences, explore ways that they have integrated theories and practice in everyday settings, and evaluate how they have developed their identity as a social worker.

SW 690 and *SW 693* are required for full-time and part-time Advanced Standing and full-time and part-time Regular Program students.

There are two primary goals of these courses:

1. To provide students the opportunities to strengthen acquired generalist practice skills within in a specialized health and behavioral health practice context.
2. To serve as a transition between generalist and specialized practice.

Specialized Practice Field Courses

There are five specialized practice field courses:

- *SW 691 Field Practicum III* is a 4- or 6-credit hour course (depending on the plan of study) that provides opportunities for MSW students to strengthen and augment knowledge, values and skill bases acquired in the classroom through applying evidence-based theory and other theory-based methods to situations found in actual professional practice. Students participate in activities that allow them to develop

specialized practice skills with populations coping with a range of health and behavioral health issues. Students acquire knowledge on evidence-based interventions for individuals addressing health and behavioral health conditions and apply that knowledge to conduct interviews and assessments, develop treatment plans, and evaluate their practice. Students manage personal and professional values and use their understanding of human behavior, diversity, and social justice to advocate for clients.

- *SW 692 Field Practicum IV* is a 4- or 6-credit hour course (depending on the plan of study) that provides opportunities for MSW students to strengthen and augment knowledge, values and skill bases acquired in the classroom through applying evidence-based theory and other theory-based methods to situations found in actual professional practice. Students participate in activities in approved agencies that allow them to develop specialized practice skills with populations coping with a range of health and behavioral health issues. Students acquire knowledge on evidence-based interventions for individuals addressing health and behavioral health conditions and apply that knowledge to conduct interviews and assessments, develop treatment plans, and evaluate their practice. Students manage personal and professional values and use their understanding of human behavior, diversity, and social justice to advocate for clients.
- *SW 694 Field Practicum Seminar III* is a 1-credit hour course that must be taken concurrently with *SW 691 Field Practicum III*. Assignments in this seminar encourage students to utilize critical thinking to analyze data and formulate plans that will improve practice, policy, and service delivery. Seminar sessions utilize lectures, focused discussion questions and interactive activities to help students integrate classroom knowledge and practice experience. Seminar assignments help students learn more about professional conduct and behavior, safety and integration of theories and practice in everyday settings. In seminar, students have opportunities to discuss and share their experiences, explore ways that they have integrated theories and practice in everyday settings, and evaluate how they have continued to develop their identity as a social worker within health and behavioral health practice contexts.
- *SW 695 Field Practicum Seminar IV* is a 1-credit hour course that must be taken concurrently with *SW 692 Field Practicum IV*. Assignments in this seminar encourage students to utilize critical thinking to analyze data and formulate plans that will improve practice, policy, and service delivery. Seminar sessions utilize lectures, focused discussion questions and interactive activities to help students integrate classroom knowledge and practice experience. Seminar assignments help students learn more about professional conduct and behavior, safety and integration of theories and practice in everyday settings. In seminar, students have opportunities to discuss and share their experiences, explore ways that they have integrated theories and practice in everyday settings, and evaluate how they have continued to develop their identity as a social worker within health and behavioral health practice contexts.
- *SW 698 Field Practicum V* is a 4-credit hour course that is a continuation of *SW 692 Field Practicum IV*. This course does not introduce any new content but rather simply provides students in one plan of study (Part-Time Regular Program) with the

additional semester needed to complete required field practicum hours at the designated reduced (part-time) pace. There is no seminar associated with this practicum experience.

SW 691, SW 692, SW 694 and SW 695 are required for full-time and part-time Advanced Standing students and full-time and part-time Regular Program students. SW 698 is required for part-time Regular Program students.

There are two primary goals of these courses:

1. To build competency related to specialized practice that provide students with knowledge, skills, values, and opportunities to apply critical thinking and reflection needed to work with clients and constituencies coping with health and behavioral health concerns
2. To provide the framework within which students examine, apply, and integrate knowledge, theories, concepts, and skills relating to social work practice with individuals, families, and groups.

Table 1 below shows the sequence of field courses across the four field semesters for full-time and the five field semesters for part-time Regular Program students. Table 2 below show the practicum sequence for full-time Regular Program students. Table 3 below shows the field practicum sequence for part-time Regular Program students

Table 4 below shows the sequence of field courses across the three field semesters for full-time and part-time Advanced Standing students. Table 5 shows the field practicum sequence. for full-time and part-time Advanced Standing students.

Table 1
Field Curriculum Overview
Regular Program

Field Semester	Field Courses
First Semester	590 Field Practicum I (2 credits) 591 Field Practicum Seminar I (1 credit)
Second Semester	690 Field Practicum II (Full-time: 6 credits, Part-time: 4 credits) 693 Field Practicum Seminar II (1 credit)
Third Semester	691 Field Practicum III (Full-time: 6 credits, Part-time: 4 credits) 694 Field Practicum Seminar III (1 credit)
Fourth Semester	692 Field Practicum IV (Full-time: 6 credits, Part-time: 4 credits) 695 Field Practicum Seminar IV (1 credit)
Fifth Semester	698 Field Practicum V (Part-time only: 4 credits)

Table 2
Full-time Regular MSW Program
Field Practicum Sequence

Practicum sequence	Field Practicum I	Field Practicum II-IV
	Practicum I completed at placement assigned by Field Office.	Practicum II-IV completed at one placement , separate from Practicum I.
Hours: 901 Total	100 hours	901

Table 3
Part-time Regular MSW Program
Field Practicum Sequence

Practicum sequence	Field Practicum I	Field Practicum II-V
	Practicum I completed at placement assigned by Field Office.	Practicum II-V completed at one placement , separate from Practicum I.
Hours: 900 Total	100 hours	800

Table 4
Field Curriculum Overview
Advanced Standing Program

Field Semester	Field Courses
First Semester	690 Field Practicum II (Full-time and Part-time: 4 credits) 693 Field Practicum Seminar II (1 credit)
Second Semester	691 Field Practicum III (Full-time and Part-time: 4 credits) 694 Field Practicum Seminar III (1 credit)
Third Semester	692 Field Practicum IV (Full-time and Part-time: 4 credits) 695 Field Practicum Seminar IV (1 credit)

Table 5
Advanced Standing Program
Field Practicum Sequence

Practicum sequence	Field Practicum II	Field Practicum III & IV
	Practicum II-IV completed at one placement.	

Hours: 600 Total	200 hours	400 hours
------------------	-----------	-----------

Structure of the Field Office

The Field Office will support all aspects of experiential learning. The office will:

- receive, review and approve student applications to field practicum
- match students with field placement site
- approve field placement sites
- approve Field Instructors
- provide orientation and ongoing training for Field Instructors
- provide field orientation for both BSSW and MSW students
- provide student field advisement
- monitor and support students in field placements

The Field Office works with Field Instructors and agencies to enhance communication, mitigate difficulties, and advocate for students' success in while participating in experiential learning activities. The Field Office assess all incoming students to determine their level of readiness, particularly in relation to their capacity to function in the field. This information along with application responses help determine a sound match with a field placement site and Field Instructor. The Field Office will include the following: Director of Field Education who performs the responsibilities of MSW Field Coordinator, a BSSW Field Coordinator and Credentialed Course Instructors who instruct field practicum courses, field seminar courses and/or act as Field Liaisons.

Director of Field Education Responsibilities:

- Oversight of the Field Office
- Provide training for Field Instructors and Field Liaisons
- Coordinate approval process for Field Agencies and Field Instructors
- Perform responsibilities of MSW Field Coordinator

BSSW and MSW Field Coordinator Responsibilities:

- Monitoring student process in field practicum
- Make initial approval site visits to Field Agencies
- Instruct field practicum and seminar courses
- Act as Field Liaison
- Instruct field practicum and seminar courses
- Provide orientation for field students
- Provide orientation for Field Instructors
- Review and distribute applications to field practicum
- Interview and matching MSW students

Field Liaison Responsibilities

Role of Field Liaison

A Field Liaison is assigned to each student. The Liaison will maintain contact with the Field Instructor and field agency and monitor student progress over the placement period. The Field Liaison is responsible for arranging and convening the Field Liaison Conference. The liaison will review and discuss in detail with both the student and the Field Instructor any student performance-related issues, ethical practice and/or impaired behavior. If needed a corrective action will be developed and reviewed weekly. In addition, the liaison will maintain regular contact with field office.

Field Liaison Conferences

For *SW 490 Practicum in Social Work*, the agency Field Instructor, the student, and the Field Liaison meet at least three times during the semester in a Field Liaison conference. The initial conference is to review the negotiated learning agreement and to discuss specific concerns of any of the participants. The second conference is held to discuss the midterm progress report and to set learning priorities for the remainder of the practicum experience. The third conference is to address the final evaluation of the student's performance in the field. At least two Field Liaison conferences should be face-to-face. Field Liaisons have the option to use Zoom for the other conference. Field Liaison conferences and interchanges beyond the required number are encouraged to facilitate open communication and to exchange pertinent information.

For *SW 590 Field Practicum I*, the agency Field Instructor, the student, and the Field Liaison will meet at least one time during each placement period in a field liaison conference. The conference is to review student progress, discuss concerns of any of the participants and address the end of the semester evaluation of the student's performance in the field. This visit should be face-to-face. Field Liaison conferences and interchanges beyond the required number are encouraged to facilitate open communication and to exchange pertinent information.

For *SW 690 Field Practicum II*, *SW 691 Field Practicum III*, *SW 691 Field Practicum IV* and *SW 695 Field Practicum V*, the agency Field Instructor, the student, and the Field Liaison will meet at least two times during each placement period in a Field Liaison conference. The initial conference is to review the negotiated learning agreement and to discuss specific concerns of any of the participants. The second conference is to discuss student progress, set learning priorities for the next semester and address the end of the semester evaluation of the student's performance in the field. At least one visit should be face-to-face, Field Liaisons have the option to use Zoom for the other visit. Field Liaison conferences and interchanges beyond the required number are encouraged to facilitate open communication and to exchange pertinent information.

Off-site Field Instructor Responsibilities

All BSSW students must receive supervision from a Field Instructor who has a BSW or MSW degree from a CSWE-accredited program with a minimum of two years of post-degree social work practice experience. All MSW students must receive supervision from a

Field Instructor who has a BSW or MSW degree from a CSWE-accredited program with a minimum of two years of post-degree social work practice experience. When the field office identifies a quality field setting that does not employ a qualified Field Instructor the student's assigned Field Liaison will provide off-site field instruction. If a qualified Field Instructor takes a leave of absence or departs from a field setting, the student's assigned Field Liaison will provide off-site field instruction. . All Field Liaisons hold an MSW degree from a CSWE-accredited program with a minimum of two years of post-degree social work practice experience.

The Off-site Field Instructor and is responsible for following activities:

- Meeting with the student monthly.
- Being available by phone or email for questions between meetings.
- In order to reinforce the social work perspective, the Field Liaison reviews the student's learning agreement during the monthly meeting. The Field Liaison and student discuss the learning activities for each competency. The Field Liaison is responsible for infusing social work values, ethics, and theoretical concepts and principles into the student's learning experiences.
- The Field Liaison may assign additional learning activities to the student to ensure competency attainment.
- The Field Liaison is responsible for addressing any concerns regarding competency attainment with the student and Task Supervisor.

Task Supervisor Responsibilities

When off-site field instruction for a student is required, the field placement agency must provide an on-site Task Supervisor who has an advanced degree or a level of experience in the field that allows for supervision of the student. This person should provide regular weekly supervision and be available to answer questions and support the students' learning experience on-site.

The Task Supervisor is responsible for the following activities:

- Meeting with the student weekly
- Directing day to day activities
- Oversee completion of Learning Agreement and tasks assignments
- Providing student training and ensuring student compliance with agency policies and procedures
- Oversight of the care and/or treatment of agency consumers
- Completion of student evaluations
- Participate in site visits with Field Liaison

Admission to Field Education

BSSW Students

To be admitted to the BSSW Social Work Field Education Program, students must meet the following criteria:

- Fully accepted to the BSSW Professional Program
- Completion of all courses in the Social Work Professional Program with a grade of C or better in each course
- Cumulative social work GPA of 2.5 or higher
- Cumulative undergraduate GPA of 2.25 or higher
- Certification from a College of Arts and Sciences Academic Advisor that the academic criteria to apply have been met
- Recommendation by the social work faculty through review of classroom conduct and comporment in any or all the social work courses taken as part of the Social Work Professional Program.

Students apply to the BSSW Social Work Field Education Program while enrolled in SW 422 Social Work Practice II. In order to ensure only students who have met the criteria are admitted to field, the Field Coordinator obtains a list of all students currently enrolled in SW 422, the final practice course before beginning field placement. Students enrolled in this course are provided information about the Field Education Program and instructions on how to apply in the first week of the semester they are enrolled in SW 422 Social Work Practice II. During February (Spring Semester) and September (Fall Semester), students should submit their Field Education Program applications via the University's learning management system, Canvas.

If a student meets all of the above criteria and successfully completes the BSSW field application, they will be admitted into the Social Work Field Education Program, becoming a social work field student, and allowed to take courses in the BSSW Field Education Program curriculum area.

BSSW Field Education Application

The application consists of:

1. Student information
 - a. Includes identifying information, transportation information, and health insurance information.
2. Personal History Form
 - a. Includes questions about employment problems, legal problems, and other areas of concern. All information is confidential.
3. Field Placement Interest Form

- a. Includes questions about work and volunteer experiences, areas of social work practice interest. Students will select three social work practice settings and/or populations of interest. While these preferences will be taken into consideration, the final determination of placement is ultimately the responsibility of the BSW Field Coordinator. The Field Coordinator will attempt to place a student but cannot guarantee the student's first, second, or third preference for a field placement.
4. Submitting a photocopy of the student's driver's license, auto insurance, and medical insurance
5. Submitting a resume
6. Verification & Completion Form
 - a. Students acknowledge they are aware of the requirements for Field Practicum and sign electronically.

Separately, the Field Coordinator collects faculty observation forms from instructors in *SW 322 Social Work Practice I* and *SW 422 Social Work Practice II*. The goal of these forms is to provide the BSSW Field Coordinator with a record of a student's ability to demonstrate professional behavior in the classroom. (Appendix A)

Additionally, the Field Coordinator reviews the Certification from a College of Arts and Sciences Academic Advisor that the academic criteria to apply have been met. The Field Coordinator uses the Advisor's Certification to confirm the student's GPA and their completion of all coursework required to apply for admission to field. Any student wishing to take one additional course while in field placement must make a formal request to the BSSW Field Coordinator using the Additional Course Request for Field Placement (Appendix B). This request is then reviewed by the Field Coordinator for approval. If students do not meet the required criteria, they will be notified in writing via email and advised to apply again when they meet all criteria. Students have the right to appeal and follow the grievance procedures as stated in the Student Handbook and UAB Undergraduate Catalog.

Evaluation of Dispositional Criteria

The BSSW Field Coordinator reviews all student application materials and notifies the student regarding their acceptance status. The BSSW Field Coordinator is responsible for granting admission to field. Students are admitted to field only if they have met all admission criteria and successfully satisfied all application requirements.

Once a student submits their application, they sign up for a Student-Field Coordinator initial meeting using the Sign-Up Genius link provided in the application instructions. At this meeting, each student and the Field Coordinator review all of the various documents to evaluate the student's learning needs and to discuss both the student's interest and concerns regarding the placement site selection. Based on this information, the student and the Field Coordinator collaboratively select a prospective placement site.

MSW Students

All students admitted into the MSW program are eligible for field placement. Students apply for admission to the field program upon acceptance into the MSW program. MSW program admission includes the following requirements:

- Academic transcripts with GPAs.
- Two recommendation letters signed by the recommendation writer.
- A professional resume.
- A personal statement about their path to social work and professional goals.
- A formal academic writing sample.
- International students will be required to submit TOEFL or similar English proficiency scores if their undergraduate degrees are from countries where English is not the official language.

Additional admissions requirements established by the UAB Graduate School include completion of a Bachelor's degree (or higher) with a minimum GPA of 3.0 (on a four-point scale) in junior and senior-level course work. The GRE is not required.

Students go through the initial application process that begins by completing an initial MSW Field Application that is then reviewed by the MSW Field Coordinator.

MSW Field Education Application

The application consists of:

1. Student information
 - a. Includes identifying information, transportation information, and health insurance information.
2. Personal History Form
 - a. Includes questions about employment problems, legal problems, and other areas of concern. All information is confidential.
3. Field Placement Interest Form
 - a. Includes questions about work and volunteer experiences, areas of social work practice interest. Students will select three social work practice settings and/or populations of interest. While these preferences will be taken into consideration, the final determination of placement is ultimately the responsibility of the MSW Field Coordinator. The MSW Field Coordinator will attempt to place a student but cannot guarantee the student's first, second, or third preference for a field placement.
4. Submitting a photocopy of the student's driver's license, auto insurance, and medical insurance
5. Submitting a resume

6. Verification & Completion Form

- a. Students acknowledge they are aware of the requirements for Field Practicum and sign electronically.

Once a student submits their application, they should sign up for a Student- MSW Field Coordinator initial meeting using the Sign-Up Genius link provided in the application instructions. At this meeting, each student and the MSW Field Coordinator review all of the various documents to evaluate the student's learning needs and to discuss both the student's interest and concerns regarding the placement site selection. Based on this information, the student and the MSW Field Coordinator collaboratively select a prospective placement site.

Selecting Field Settings (BSSW and MSW Students)

Policies:

Field-setting selection is based on a field agency's ability to provide learning experiences (generalist practice for BSSW and MSW students; specialized practice for MSW students) that meet the educational needs of students, to provide appropriate supervision of students, and to participate in the field education process.

Procedures:

When selecting a potential field setting, the Field Office first provides the field setting with the Field Agency Criteria and Expectations information detailed below. The Field Office then arranges a meeting at the field setting to evaluate if the potential field setting meets the criteria and expectations. If the Field Office evaluation finds that the potential field setting does meet all criteria and expectations, the agency and the Department of Social Work sign the UAB Field Practicum Agreement.

Criteria:

Field settings must meet all criteria and expectations outlined below.

The UAB Department of Social Work has worked with many community agencies to provide quality field education. The following is a list of requirements for each field setting:

Field Agency Criteria and Expectations

- Agree to all requirements and responsibilities delineated in the UAB BSSW Field Practicum Agreement (BSSW Students). Appendix C
- Agree to all requirements and responsibilities delineated in the UAB MSW Field Practicum Agreement (MSW Students). Appendix D

- An established credible community agency that provides social service and employs social workers.
- Provides a range of generalist practice opportunities for students that will facilitate students' development of values, knowledge, skills, and cognitive and affective processes, as well as the development of professional self. (BSSW Students)
- Provides a range of generalist and specialized practice opportunities for students that will facilitate students' development of values, knowledge, skills, and cognitive and affective processes, as well as the development of professional self. (MSW Students)
- Meets and maintains accepted professional standards for the practice of social work.
- Provides an orientation for students to the practices, policies and procedures of the agency. This orientation must include safety and crisis training.
- Provides qualified BSW or MSW (BSSW students) or MSW (MSW Students) supervision for student(s) assigned to the agency.
- Furnishes the space, materials and/or equipment required to execute agency functions (e.g., workspace, telephone).
- Negotiates with Director of Field Education or Field Liaison to provide learning experiences deemed appropriate to meet the educational needs of students.
- Allow the Director of Field Education or Field Liaison, when warranted, access to agency records to evaluate student performance.
- Recognizes the importance of integrating the student into the setting as an intern and not as a substitute for an employee position.

Placing Students

BSSW Students

Policies:

Each placement in field education is made on an individual basis and takes into consideration: the student's previous experience; future goals and professional interests; the learning experiences provided by the agency; geographic location; stipend requirements; and special needs. Though field experience varies with agency specific circumstances, school expectations and criteria must be met. The BSSW Field Coordinator is responsible for placing BSSW students in approved field settings. The BSSW Field Coordinator uses the information from the student field application and interview to evaluate the students' interests, prior experiences and professional goals in order to assign the student an appropriate field placement. All field placements must continue to meet the

field agency responsibilities outlined in the BSSW Field Agreement and detailed in the Field Agency Criteria and Expectations to assure appropriate learning activities are provided to students.

Students locating their own placement

On occasion, a student may be familiar with a particular agency and want to complete the field practicum experience at that site. Students should discuss this with the BSSW Field Coordinator at the field applicant interview. It is the responsibility of the Field Coordinator to evaluate any new placement site and to make the determination if said site is appropriate for BSSW field placement.

Placement sites outside the greater Birmingham area

In most instances, placement settings are located within the greater Birmingham area. Students should plan to complete their field placement in Jefferson county or a surrounding county. Placements in Alabama that are outside the usual geographic area are possible but cannot be guaranteed. Out-of-state placements are rare. Such considerations involve particular student needs, the availability of appropriate supervision, UAB Department of Social Work's budgetary and faculty time constraints, and agency's ability to meet the requirements delineated in the Agency Field Agreement. Any student with extenuating circumstances is advised to discuss the situation with the BSSW Field Coordinator as soon as possible before applying to field.

Procedures:

Interview with the prospective agency Field Instructor

Once a student has been admitted to field, the BSSW Field Coordinator will assign a prospective field placement to the student. The BSSW Field Coordinator contacts the prospective placement agency representative. If the representative agrees to consider hosting a student for field placement, the BSSW Field Coordinator notifies the student by email to arrange an interview with the prospective agency Field Instructor. The student should ask for site location, directions and parking arrangements, as needed. The student should regard this interview as comparable to a professional job interview and dress in business attire, demonstrating a professional demeanor. Additionally, in keeping with professional interviews, the student should take a copy of his or her resume to present to the Field Instructor, and a small pad and pen for note taking, if needed.

The overall purpose of the interview is to determine if the student and the agency are a good match. Some field placements are competitive, and students will be accepted based on the interview. The student should research their assigned agency, be prepared to respond to the prospective Field Instructor's inquiries about experiences and preparation for practicum, the student's goals for the practicum experience, and what the student plans to do following graduation.

Students who need help with interviewing skills should discuss with the BSSW Field Coordinator and consider participating in a mock interview with UAB Career Services.

Follow-up discussion

The student is responsible of notifying the BSSW Field Coordinator that the interview has been completed. The BSSW Field Coordinator will follow up with the prospective agency Field Instructor to confirm if the student is a good match for the agency. If all parties agree, the placement is finalized. The student is then responsible for completing any agency requirements and finalizing their schedule before field placement begins.

If the prospective agency Field Instructor is not satisfied that the placement constitutes a good match for the student due to professionalism, behavioral , ethical, or criminal background concerns, specific feedback will be given to the student. The student will be expected to take appropriate corrective action to prepare for a subsequent placement assignment. This may include but is not limited to, discussion with the BSSW Field Coordinator about placement options; discussion about the feedback given and corrective actions recommended; referrals to the Career Center for either mock interviews or resume review. If the student determines that the placement is not a good match, the Field Coordinator will meet with the student to discuss any concerns and explore options for another placement. The student will be assigned a second prospective field agency and will follow the interview and follow-up discussion procedures.

The final determination of placement sites is the ultimate responsibility of the BSSW Field Coordinator. The BSSW Field Coordinator will attempt to place a student but cannot guarantee the student's first or second preference for a field placement agency.

Criteria:

The BSSW Field Coordinator uses the information from the student field application and interview to evaluate the students' interests, prior experiences and professional goals in order to assign the student an appropriate field placement. All field placements must continue to meet the field agency responsibilities outlined in the BSSW Field Agreement and detailed in the Field Agency Criteria and Expectations to assure appropriate learning activities are provided to students.

MSW Students

Policies:

Each placement in field education is made on an individual basis and takes into consideration: the student's previous experience; future goals and professional interests; the learning experiences provided by the agency; geographic location; stipend requirements; and special needs. Though field experience varies with agency specific circumstances, school expectations and criteria must be met. The MSW Field Coordinator is responsible for placing MSW students in approved field settings. The MSW Field Coordinator uses the information from the student field application and interview to evaluate the students' interests, prior experiences and professional goals in order to assign the student an appropriate field placement. All field placements must continue to meet the field agency responsibilities outlined in the MSW Field Practicum Agreement and detailed in the Field Agency Criteria and Expectations to assure appropriate learning activities are provided to students.

Students locating their own placement

On occasion, a student may be familiar with a particular agency and want to complete the field practicum experience at that site. Students should discuss this with the MSW Field Coordinator at the field applicant interview. It is the responsibility of the Field Coordinator to evaluate any new placement site and to make the determination if said site is appropriate for MSW field placement.

Placement sites outside the greater Birmingham area

In most instances, placement settings are located within the greater Birmingham area. Students should plan to complete their field placement in Jefferson county or a surrounding county. Placements in Alabama that are outside the usual geographic area are possible but cannot be guaranteed. Out-of-state placements are rare. Such considerations involve particular student needs, the availability of appropriate supervision, UAB Department of Social Work's budgetary and faculty time constraints, and agency's ability to meet the requirements delineated in the Agency Field Agreement. Any student with extenuating circumstances is advised to discuss the situation with the MSW Field Coordinator as soon as possible before applying to field.

Procedures:

MSW Regular Program Students

Interview with the prospective agency field instructor

Once a student has been admitted to field, the MSW Field Coordinator will assign a prospective field placement to the student for Field Practicum I. When placing Field Practicum I students, the MSW Field Coordinator seeks opportunities that will broaden their professional experience and address core knowledge in developing basic social work skills. The MSW Field Coordinator contacts the prospective placement agency representative. If the representative agrees to consider hosting a student for field placement, the MSW Field Coordinator notifies the student by email to arrange an interview with the prospective agency Field Instructor.

While the student is in Field Practicum I, the MSW Field Coordinator will assign a prospective field placement to the student for Field Practicums II-IV for full-time students and II-V for part-time students. The MSW Field Coordinator contacts the prospective placement agency representative. If the representative agrees to consider hosting a student for field placement, the MSW Field Coordinator notifies the student by email to arrange an interview with the prospective agency field instructor.

The overall purpose of both interview is to determine if the student and the agency are a good match. Some field placements are competitive, and students will be accepted based on the interview. The student should research their assigned agency, be prepared to respond to the prospective instructor's inquiries about experiences and preparation for practicum, the student's goals for the practicum experience, and what the student plans to do following graduation.

Students who need help with interviewing skills should discuss with the MSW Field Coordinator and consider participating in a mock interview with UAB Career Services.

Follow-up discussion

The student is responsible for notifying the MSW Field Coordinator that each interview has been completed. The MSW Field Coordinator will follow up with the prospective agency Field Instructor to confirm if the student is a good match for the agency. If all parties agree, the placement is finalized. The student is then responsible for completing any agency requirements and finalizing their schedule before field placement begins.

If the prospective agency field instructor is not satisfied that the placement constitutes a good match for the student due to professionalism, behavioral, ethical, or criminal background concerns, specific feedback will be given to the student. The student will be expected to take appropriate corrective action to prepare for a subsequent placement assignment. This may include but is not limited to, discussion with the MSW Field Coordinator about placement options; discussion about the feedback given and corrective actions recommended; referrals to the Career Center for either mock interviews or resume review. If the student determines that the placement is not a good match, the MSW Field Coordinator will meet with the student to discuss any concerns and explore options for another placement. The student will be assigned a second prospective field agency and will follow the interview and follow-up discussion procedures.

The final determination of placement sites is the ultimate responsibility of the MSW Field Coordinator. The MSW Field Coordinator will attempt to place a student but cannot guarantee the student's first or second preference for a field placement agency.

MSW Advanced Standing Students

Interview with the prospective agency Field Instructor

Once a student has been admitted to field, the MSW Field Coordinator will assign a prospective field placement to the student for Field Practicums II-IV. The MSW Field Coordinator contacts the prospective placement agency representative. If the representative agrees to consider hosting a student for field placement, the MSW Field Coordinator notifies the student by email to arrange an interview with the prospective agency field instructor. The student should ask for site location, directions and parking arrangements, as needed. The student should regard this interview as comparable to a professional job interview and dress in business attire, demonstrating a professional demeanor. Additionally, in keeping with professional interviews, the student should take a copy of their resume to present to the field agency instructor, and a small pad and pen for note taking, if needed.

The overall purpose of the interview is to determine if the student and the agency are a good match. Some field placements are competitive, and students will be accepted based on the interview. The student should research their assigned agency, be prepared to respond to the prospective instructor's inquiries about experiences and preparation for practicum, the student's goals for the practicum experience, and what the student plans to do following graduation.

Students who need help with interviewing skills should discuss with the MSW Field Coordinator and consider participating in a mock interview with UAB Career Services.

Follow-up discussion

The student is responsible of notifying the MSW Field Coordinator that the interview has been completed. The MSW Field Coordinator will follow up with the prospective agency field instructor to confirm if the student is a good match for the agency. If all parties agree, the placement is finalized. The student is then responsible for completing any agency requirements and finalizing their schedule before field placement begins.

If the prospective agency's Field Instructor is not satisfied that the placement constitutes a good match for the student due to professionalism, behavioral, ethical, or criminal background concerns, specific feedback will be given to the student. The student will be expected to take appropriate corrective action to prepare for a subsequent placement assignment. This may include but is not limited to, discussion with the MSW Field Coordinator about placement options; discussion about the feedback given and corrective actions recommended; referrals to the Career Center for either mock interviews or resume review. If the student determines that the placement is not a good match, the MSW Field Coordinator will meet with the student to discuss any concerns and explore options for another placement. The student will be assigned a second prospective field agency and will follow the interview and follow-up discussion procedures.

The final determination of placement sites is the ultimate responsibility of the MSW Field Coordinator. The MSW Field Coordinator will attempt to place a student but cannot guarantee the student's first or second preference for a field placement agency.

Criteria:

The MSW Field Coordinator uses the information from the student field application and interview to evaluate the students' interests, prior experiences and professional goals in order to assign the student an appropriate field placement. All field placements must continue to meet the field agency responsibilities outlined in the MSW Field Practicum Agreement (Appendix D) and detailed in the Field Agency Criteria and Expectations to assure appropriate learning activities are provided to students.

Monitoring Students (BSSW and MSW Students)

Policies:

BSSW and MSW students are expected to integrate the knowledge and skills learned in the classroom with their field practicum experience. The student gradually develops their identity as a professional social worker and learns the values and ethics of the profession. This individualized process of development is significantly facilitated by the Field Instructor through the supervisory experience.

Procedures:

Role of the Field Liaison

A Field Liaison is assigned to each BSSW and MSW student. The liaison maintains contact with the Field Instructor and field agency and monitors student progress over the placement period. The Liaison is responsible for arranging and convening the Field Liaison conference. The liaison will review and discuss in detail with both the student and the Field Instructor any student performance-related issues, ethical practice and/or impaired behavior. If needed a corrective action will be developed and reviewed weekly. In addition, the liaison will maintain regular contact with field office.

Field Liaison Conference

For BSSW Field Practicum SW 490, the Field Instructor, the student, and the Field Liaison meet at least three times during the semester in a Field Liaison conference. The initial conference is to review the negotiated learning agreement and to discuss specific concerns of any of the participants. The second conference is held to discuss the midterm progress report and to set learning priorities for the remainder of the practicum experience. The third conference is to address the final evaluation of the student's performance in the field. At least two Field Liaison conferences should be face-to-face. Field Liaisons have the option to use Zoom for the other conference. Conferences and interchanges beyond the required number are encouraged to facilitate open communication and to exchange pertinent information.

For MSW Field Practicum I, SW 590 the Field Instructor, the student, and the Field Liaison will meet at least one time during each placement period in a field liaison conference. The conference is to review student progress, discuss concerns of any of the participants and address the end of the semester evaluation of the student's performance in the field. This visit should be face-to-face.

For MSW Field Practicum II-IV, SW 690, 6901 & 692 the agency field instructor, the student, and the field liaison will meet at least two times during each placement period in a field liaison conference. The initial conference is to review the negotiated learning agreement and to discuss specific concerns of any of the participants. The second conference is to discuss student progress, set learning priorities for the next semester (for Practicum II and III) and address the end of the semester evaluation of the student's performance in the field. At least one visit should be face-to-face. Field Liaisons have the option to use Zoom for the other visit. Conferences and interchanges beyond the required number are encouraged to facilitate open communication and to exchange pertinent information.

Criteria:

Field Instructors are expected to offer the student meaningful learning opportunities to develop and demonstrate the core social work competencies, and to provide supervision and support throughout the field placement experience. This will ensure that students a) receive the most appropriate learning opportunities in a supportive environment and b)

meet standards outlined in the CSWE nine core competencies. The Field Liaisons continuously evaluate student learning and appropriateness of placement to provide learning opportunities through the monitoring process. The Director of Field Education is available to support Field Liaisons in this monitoring process and to make decisions regarding appropriateness of placement when warranted.

Supporting Student Safety (BSSW and MSW Students)

Policies:

The Field Office, field agencies, and students must work together to create a safe environment. When a safety concern is indicated by a field agency, the Field Instructor, the Field Liaison or student, or the Director of Field Education will address these concerns immediately. If a solution cannot be reached or it is deemed that the field agency cannot provide a safe environment for the student, the student will be removed from the placement and the Department of Social Work will no longer place students at that agency.

Student safety must be addressed in the Field Office-led field orientation, during the field agency orientation, and during Field Liaison conferences.

Procedures:

Field Orientation

The Field Office details safety with students during Field Orientation at the beginning of each semester of field practicum. This presentation includes safety issues in the community, during home visits, within the agency building, with particular clients prone to violent behavior, and the security of personal belongings.

Promoting Student Health and Wellness

During Field Orientation, UAB resources for health and wellness are shared with students. These resources include Student Counseling Services, Disability Support Services, Office of Student Assistance and Support, Blazer Kitchen and Student Health Services. The Field Office can make referrals to these campus resources when a student concern is raised.

Agency Safety

Each agency is responsible for orienting field students to the safety policies and procedures of the setting during the agency orientation, as well as in supervision. Each student is responsible for discussing safety concerns with his or her Field Instructor. It is important to discuss guidelines for prevention, as well as crisis or safety plans.

If a student believes they are at personal risk within the agency or community setting, the student should discuss their concerns immediately with the agency Field Instructor. If this solution fails to resolve the concerns in a reasonable manner, the student must immediately contact their Field Liaison or Field Coordinator.

Field Liaison Conferences

Field Liaisons assess for student safety during their agency visits. Field Liaisons are responsible for addressing any student safety concerns with the Field Instructor and Director of Field Education.

Professional Liability Coverage

The University charges students a fee that will cover the cost of the student's professional liability coverage by the University of Alabama at Birmingham Professional Liability Trust Fund. Students may purchase additional student liability coverage through NASW.

Field Education Plan for Remote Learning

This plan is designed to address temporary disruption to students' social work field placements due to national or local events such as communicable diseases, natural disasters, and/or civil unrest. This plan should be used only if students are advised/required by their field agency, the university, and/or the local, state or federal government to restrict travel and stay home, or if health and safety concerns warrant a need for field placement remote learning. In efforts to fulfill the student's hour requirements and educational competencies during field placement disruptions, Field Instructors and students are provided a list of learning activities that can be completed remotely, including through electronic rather than face-to-face means.

Criteria:

Safety concerns will be addressed immediately upon notification. If a solution cannot be reached or it deemed that the field agency cannot provide a safe environment for the student, the student will be removed from the placement and the Department of Social Work will no longer place students at that agency.

Evaluating Student Learning

BSSW Students

Policies:

An essential element of a successful Field Practicum includes monitoring, critical feedback, and formal evaluation. During this placement Field Instructors monitor and direct student activities through the learning agreement, weekly conferences, participation in Field Liaison Conferences and midterm and final evaluations.

Procedures:

Learning Agreement

Students complete a learning agreement during the first two weeks they are in field practicum. The Learning Agreement is a guide to direct and monitor the student's learning. Completion is a joint process and negotiated agreement between the student, the Field Instructor, and the Field Liaison. It outlines learning activities the student will complete while in field to promote their successful development of the nine social work competencies

This agreement identifies the process and content of student learning and provides the basis for evaluating the student's performance at midterm and final. (Appendix E)

Field Liaison Conference

During the first Field Liaison Conference, the Field Liaison, Field Instructor and student review the learning agreement and plan for learning activities. During the second Field Liaison Conference, the Field Liaison, Field Instructor and student review discuss the midterm evaluation and plan for the rest of the semester. At the final Field Liaison conference, the final field evaluation is discussed, as well as future life-long learning goals.

Evaluation

Field Instructors complete a final evaluation at the midterm and end of the semester. The evaluation is completed using the Field Placement/Practicum Assessment Instrument (FPPAI) created by the Social Work Education Assessment Project (SWEAP). The FPPAI will be provided electronically through SWEAP and are completed online. (Appendix I)

Criteria:

Students must score in the passing range on the final field evaluation to complete the assignment in their field practicum course. The passing range for the BSSW Generalist Practice Field Evaluation used in SW 490 Field Practicum is 144-240. This indicates that students showed either competent, superior or mastered performance in each of the nine competency areas.

MSW Students

Policies:

An essential element of a successful Field Practicum includes monitoring, critical feedback, and formal evaluation. During this placement Field Instructors monitor and direct student activities through the learning agreement, weekly conferences, participation in Field Liaison Conferences, and end-of-semester evaluations.

Procedures:

Learning Agreement

Students complete a Learning Agreement each semester they are in field practicum. The Learning Agreement is a guide to direct and monitor the student's learning. Completion is a joint process and negotiated agreement between the student, the field instructor, and the faculty liaison. It outlines learning activities the student will complete while in field to promote their successful development of the nine social work competencies This agreement identifies the process and content of student learning and provides the basis for evaluating the student's performance at the end of the semester.

SW 590 Learning Agreement (Appendix F)

MSW Generalist Practice Learning Agreement (Appendix G)

MSW Specialized Practice Learning Agreement (Appendix H)

Field Liaison Conference

In Practicum I, the Field Liaison, Field Instructor and student discuss the final evaluation and the students upcoming new placement for Field Practicum II. During the last Field Liaison conference in Practicum II and III for full-time students and Practicums II, II and IV for part-time students, the Field Liaison, Field Instructor and student discuss the semester evaluation and renegotiation of the student's learning agreement. At the end of Practicum IV for full-time students and Practicum V for part-time students, the final field evaluation is discussed, as well as future life-long learning goals.

Evaluation

Field Instructors complete a final evaluation each semester. In Practicum I, the final evaluation form will be provided to the Field Instructor and uploaded in the *SW 590 Field Practicum I* Canvas course by the student (Appendix J). In Practicum II, the MSW Generalist Practice Field Assessment forms will be provided electronically through SWEAP and are completed online (Appendix K). In Practicums II-V, the MSW Specialized Practice Final Practice Field Assessment forms will be provided electronically through SWEAP and are completed online (Appendix L).

Criteria:

In Practicum I, students must receive the rating of "Satisfactory" on a minimum of 11 of the 15 progress indicators to complete the assignment in their field practicum course.

In Practicums II-V, students must score in the passing range to complete the assignment in their field practicum course. The passing range for the Generalist Practice Field Assessment used in Practicum II is 144-240. This indicates that students showed either competent, superior or mastered performance in each of the nine competency areas. The passing range for the Specialized Practice Field Assessment used in Practicums III-V is 90-150. This indicates that students showed either competent, superior or mastered performance in each of the nine competency areas.

Evaluating Field Setting Effectiveness (BSSW and MSW Students)

Policies:

Field Liaisons evaluate all field placement settings at the end of each semester. Students are given the opportunity to evaluate their field placement setting at the end of each semester.

Procedures:

This Field Liaison evaluation includes an evaluation of the field agency and Field Instructor. The Director of Field Education sends Field Liaisons a link to the evaluation in Qualtrics. (Appendix M)

Students are given the opportunity to evaluate their field placement setting at the end of each semester. This includes an evaluation of the field agency, the Field Instructor, and the field liaison. The Director of Field Education sends students a link to the evaluation in Qualtrics. (Appendix N)

Field settings are evaluated on a yearly basis. Student and Field Liaison evaluations will be aggregated, and areas of concern noted for both sets of evaluations. The Field Office, including the Director of Field Education, Field Coordinators and Field Liaisons, will meet to review any concerns. Where the Field Office identifies concerns that may potentially affect the student experience, the Director of Field Education or designee will meet with an agency representative and develop a plan to address the specific concern. The Field Office will also address recurring concerns. In the case where the concerns are sufficiently serious or recurring, the Field Office will take appropriate action, including but not limited to terminating the relationship with the specific field setting.

Criteria:

The Director of Field Education will review all feedback to ensure each setting is meeting a minimum threshold of effectiveness. If problems are identified, the Field Office will address concerns and take any necessary remedial steps to adjust the current setting. If remedial actions are found to be unsuccessful in effecting change, the setting may not be used for future field placements.

Field Instructor Criteria and Expectations (BSSW and MSW Programs)

The Field Office ensures that all Field Instructors meet the required credentials and practice experience. The Field Instructor carries the primary responsibility for planning, implementing, and evaluating the student's educational program. It is the policy of the Social Work Field Education program that all Field Instructors must hold a) a MSW degree from a CSWE-accredited program and b) have a minimum of two years of post-degree social work practice experience.

It is the policy of the BSSW Field Education Program that Field Instructors for BSSW students must hold the following required qualification:

- A BSW or MSW degree from a CSWE-accredited program
- Two years of post-social work degree (BSW) practice in social work

It is the policy of the MSW Field Education Program that Field Instructors for MSW students must hold the following required qualification:

- An MSW degree from a CSWE-accredited program
- Two years of post-social work degree (MSW) practice in social work

As part of the BSSW and MSW Field Practicum Agreements, the field setting agency is responsible for providing a Field Instructor who meets the required qualifications by verifying the credentials of a Field Instructor employed in that field setting.

Duties of Field Instructors:

- Participate in Field Instructor orientation and training
- Assist the student in the development of an individualized learning agreement.
- Participate in Field Liaison Conferences. (see Student monitoring and Student evaluation section for additional information)
- Complete periodic reviews of student progress.
- Notify the Director of Field Education /Liaison of any problems regarding students and their responsibilities and to work toward the resolution of any such problems.
- Provide face-to-face supervision at least one hour per week for students.
- Document weekly supervision content and student responses to feedback, new information, and plans for follow-up.

The Field Office ensures that all Field Instructors meet the required Field Instructor credentials and practice experience. The Field Instructor carries the primary responsibility for planning, implementing and evaluating the student's educational program. It is the policy of the BSSW Social Work Field Education program that all Field Instructors must hold a) a BSW or MSW degree from a CSWE-accredited program and b) have a minimum of two years of post-degree social work practice experience. Individuals who do not meet the above minimum requirements will not be approved as a Field Instructor.

The exception to this policy would be on rare occasions in which it is believed a student would be best served being placed at an agency (i.e., due to opportunity or unique niche experience and matched interests) in which there is no appropriate credentialed instructor. In this event, the field setting must assign the student a Task Supervisor and the Field Liaison will provide off-site field supervision.

Role of Off-site Field Instructor

When the Field Office identifies a quality field setting that does not employ a qualified Field Instructor with an MSW, the student's assigned Field Liaison will provide off-site field instruction. If a qualified Field Instructor takes a leave of absence or departs from a field setting, the student's assigned Field Liaison will provide off-site field instruction. All Field

Liaisons for MSW students are required to have an MSW degree from a CSWE-accredited program with a minimum of two years of post-degree social work practice experience.

The Field Liaison will take on a secondary supervisory role and is responsible for following activities:

- Meeting with the student monthly
- Being available by phone or email for questions between meetings
- In order to reinforce the social work perspective, the Field Liaison reviews the student's learning agreement during the monthly meeting. The Field Liaison and student discuss the learning activities for each competency. The Field Liaison is responsible for infusing social work values, ethics, and theoretical concepts and principles into the student's learning experiences.
- The Field Liaison may assign additional learning activities to the student to ensure competency attainment.
- The Field Liaison is responsible for addressing any concerns regarding competency attainment with the student and Task Supervisor.

Field Liaisons provide off-site field instruction at least once time per month. The off-site field instruction sessions are held either individually or in a group, depending on the number of students requiring reinforcement of the social work perspective at their field setting. Off-site field instruction is held either online via Zoom or in-person, depending on student location and need.

Role of Agency Task Supervisor

When an agency requires off-site supervision for a student, they must have an on-site Task Supervisor who has an advanced degree or a level of experience in the field that allows for supervision of the student. This person should provide regular weekly supervision and be available to answer questions and support the students' learning experience on-site. The Task Supervisor is responsible for the following activities:

- Meeting with the student weekly
- Directing day to day activities
- Oversee completion of Learning Agreement and tasks assignments
- Providing student training and ensuring student compliance with agency policies and procedures
- Oversight of the care and/or treatment of agency consumers
- Completion of student evaluations
- Participate in site visits with Field Liaison

Field Instruction Orientation and Training:

The Field Education Program elects to combine orientation and training. Virtual Field Instructor training is offered the week prior to the beginning of the Fall and Spring semesters of each academic year via Zoom. Full-time faculty members in the Field Office facilitate the training. New and returning Field Instructors are invited to attend. As part of the criteria for Field Instructors, the training is required. The training is held synchronously

and is recorded. Social Work continuing education credits are provided to attendees. The virtual training is recorded and disseminated to all Field Instructors whether they attended synchronously or not. If a Field Instructor is unable to attend and requests additional training, the Field Office provides that. Training includes an overview of the UAB Department of Social Work's programs and curricula, the general duties and responsibilities of Field Instructors and their role as teacher at the field site. Additionally, Field Instructors are given instructions on assisting students with learning agreements, helping students identify strengths and needs and completing midterm and final evaluations.

Continuing Dialogue with Field Settings and Field Instructors:

The Social Work Department also sponsors periodic continuing education opportunities for area social workers who seek continuing education credits to maintain Alabama social work licensure, for students who desire knowledge to augment their education, and for members of the helping professions within our urban community. Field instructors are invited to attend free of charge.

Student Expectations and Policies (BSSW and MSW Students)

Comportment

Students are expected to comply with their respective practicum agency's personnel policies and procedures regarding attendance, punctuality, personal demeanor, appearance, signing in/out, and scheduling, plus policies regarding personal safety, sexual harassment, and discrimination. Additionally, students are expected to conduct themselves within the boundaries of the NASW Code of Ethics (2017) and any other code(s) adopted by the practicum setting.

Confidentiality

Students need to pay very close attention to the NASW Code of Ethics (2017) guidelines on confidentiality and the field placement agency's policies on confidentiality. They must also sign the "Statement of Confidentiality" form that will be provided by the Field Office.

NASW Code of Ethics

The NASW Code of Ethics (2017) articulates the professional value base and serves as the guide for ethical social work practice that upholds professional integrity and enhances competence. The essential values include respect for the dignity and inherent worth of the individual and their right to self-determination; recognition of the centrality of human relationships to well-being and the helping process; and a strong commitment to social justice including serving people in need and improving social problems.

Background Clearance

Applicants who have a criminal history need to be aware that a background clearance maybe requested prior to entering field placement and that a criminal history may affect your ability to obtain a social work license and limit field placement opportunities.

Please note: Field Education students who have a criminal history need to be aware that an increasing number of field agencies are requiring student interns to complete a background clearance and/or drug screens. A criminal history may affect one's ability to obtain a social work license and/or limit field placement opportunities in Alabama. For additional information regarding criminal background and licensure, see Alabama Board of Social Work Examiner's website <http://socialwork.alabama.gov/>.

Transportation

Students are responsible for transportation to and from their field agency and may not count their commute time as hours in placement. Many field placements offer community-based services and require students to use a personal vehicle for home or community visits. Students should be informed during the interview process of any such requirements, including whether or not mileage reimbursements are available.

Field hours, leave, and compensatory time

All students are expected to complete the required field hours over the course of the semester to receive academic credit. Field Instructors determine student work-schedules and assignments, including client contacts or caseload, attendance at meetings and conferences, and research projects. The delivery of quality client services is the main concern when considering student requests regarding their schedule. Field Instructor should approve any modifications in student schedules or assignments prior to such occurrences.

Students do not earn personal leave or sick leave during their practicum experience. Any make-up-time from regular practicum schedules must be negotiated with their Field Instructor. Students may and usually do, however, accumulate more than the prescribed field hours.

All compensatory hours ("comp time") must be scheduled and approved by the Field Instructor. Students may not accumulate compensatory hours to use as a block at the end of their semester placement, in effect finishing placement prior to the end of the semester.

Additionally, to ensure continuity in client service, students may be expected to work a sufficient number of hours during UAB's academic breaks. Academic break schedules must be negotiated with Field Instructors.

Tracking Field Hours

Students track their field hours using the Field Placement Time Sheet. Time sheets are completed weekly and uploaded into Canvas in the Field Practicum course. Depending on each individual placement, students may complete learning activities in the following ways: in-person at the field placement agency or remote/virtual assigned by the field placement agency. Students cannot count time driving to/from work or during lunch breaks. For agency-assigned learning activities, both in-person and remote/virtual, students list the date of the activity and then provide detail about the activity and hours worked. When a student's work is completed each week, they use the time sheet to total the number of

weekly and semester hours at the bottom, sign and then obtain their Field Instructor's signature.

Jury Duty Policy

Students will follow the Jury Duty Policy of the Field Agency.

Military/Reserve Duty Policy

Students will follow the Military/Reserve Duty Policy of the Field Agency.

Discrimination and Sexual Harassment

There shall be no discrimination on the basis of sex, race or other protected classification in the assignment, acceptance and activities of students in the program established by this agreement.

Title IX

The University of Alabama at Birmingham is committed to providing an environment that is free of bias, discrimination, and harassment. If you have been the victim of sexual discrimination, harassment, misconduct, or assault we encourage you to report the incident. UAB provides several avenues for reporting. For more information about Title IX, policy, reporting, protections, resources and supports, please visit <http://www.uab.edu/titleix> for UAB's Title IX Policy and UAB's Equal Opportunity and Anti-Harassment Policy.

Reasonable Accommodations

If you are registered with Disability Support Services (DSS), please make an appointment with your instructor to discuss accommodations that may be necessary. If you have a disability but have not contacted DSS, please call 934-4205 or visit DSS at 516 Hill University Center. Students with disabilities must be registered with DSS and provide an accommodation request letter before receiving accommodations in this class.

Field Placements in Employment Settings (BSSW and MSW Students)

Policy about Field Placements in Employment Settings:

Students may use places of employment as field placement settings. For a student to complete a field placement in an organization in which the student is employed, there must be a clear division and a substantive difference between the student's regular employment duties and the field practicum tasks in line with their learning agreement. The student must also be assigned a Field Instructor who is not the student's employment supervisor.

When applying to the BSSW or MSW Field Education program, if a student is interested in using their current place of employment as a field placement, the Field Coordinator discusses the above program policies with the student. The Field Coordinator then contacts the prospective placement agency representative and if the representative agrees to consider hosting a student for field placement, the Field Coordinator schedules a meeting with the agency representative and prospective agency Field Instructor. At that meeting,

the requirements for employment-based field placement and the student's learning agreement are discussed. A practicum work schedule is also developed that delineates the times and days the student will be engaged in practicum activities as well as the regular work schedule for the student. An Employment Based Field Placement Agreement must be completed and signed by the Field Coordinator, Field Instructor and the student. This Employment Based Field Placement Agreement is shared with the student, Field Instructor and the student's Field Liaison. (Appendix O)

Ensuring Separate Assignments from Employment:

All students are required to complete a Learning Agreement that links their practicum activities to the CSWE competencies and practice behaviors. The Field Coordinator reviews the Learning agreement to ensure that the activities, roles and responsibilities for the practicum experience is different from the activities, roles and responsibilities of the student's regular job duties. The Learning Agreement is shared with the student's Field Liaison. There must be a clear division and a substantive difference between the student's regular job duties and the field practicum. The Field Liaison reviews the Learning Agreement with the student and the Field Instructor during the Field Liaison conferences to ensure ongoing separation of student's regular job duties and the field practicum learning activities.

Ensuring Separate Supervision from Employment:

The agency must provide documentation in the Employment Based Field Placement Agreement that students' field instructor is different from their supervisor in their employment setting. This Employment Based Field Placement Agreement is shared with the student, Field Instructor and the student's Field Liaison. The Field Liaison reviews the agreement with the student and the Field Instructor during the Field Liaison conferences to ensure ongoing separation of student's employment supervision and field placement supervision by the Field Instructor.

Resolutions of Problems in Field

Placement Disruption

Disruptions in placement usually are limited to either the inability of the agency to continue to provide suitable learning opportunities or a health-related or personal circumstance that prohibits the student from completing requirements of field practicum. Agency-related circumstances result in expedited efforts to secure an alternative placement for the student with the expectation that the student will be able to complete the field practicum component as scheduled within the semester. Short-term health-related or personal circumstance issues must necessarily be addressed on an individual basis with the expectation of facilitating the student's completion of the field practicum component in a timely manner. However, personal circumstances or health-related disruptions that interfere with the

scheduled period of the practicum may result in repeating a practicum experience or a grade of incomplete.

Performance Improvement and Remediation Plan for Field Placement (PIRP)

Students are expected to behave in an appropriate and professional manner at all times. This expectation requires students to dress professionally, to communicate professionally, to accrue necessary field hours, to show appropriate respect for administrators, faculty, staff, students, and clients, to abide by the NASW Code of Ethics and all policies of UAB, the Department of Social Work, and the field agency. There are times when a student may warrant concerns in Field Placement, as evidenced by failure to meet the minimum number of required hours, failure to demonstrate the competencies at an acceptable level, or failure to progress in the field experience as a professional. Student performance-related issues, unethical conduct and/or inappropriate behavior will be reviewed and by the Field Office and discussed in detail with both the student and the agency Field Instructor. In these cases, a PIRP will be developed between the agency Field Instructor, the Field Liaison, and the student.

The Performance Improvement and Remediation Plan will outline specific areas needing improvement; actions to be taken by the student, agency Field Instructor, and Department of Social Work's Field Office; and a target date for these actions to occur. Once the dates for the PIRP have passed, a follow-up meeting with the student, agency Field Instructor, and Field Office will be set to assess student progress in areas needing improvement. At that time, the plan can be deemed:

1. Completed, with no further action needed
2. Continue, to allow student further time to address areas needing improvement
3. Not followed

Should the student fail to follow the PIRP as outlined, a formal request to terminate the student from the field placement is initiated. The student then meets with the Director of Field Education and the BSSW Program Director (BSSW students) or the MSW Program Director (MSW students) to discuss next steps, up to and including termination from the field program.

Termination from Placement

A decision to terminate a student from a placement setting is generally based on the student's inadequate performance, unethical conduct, or inappropriate behavior. Termination from placement can be initiated by either the agency Field Instructor (or by the agency's representative) or the Field Office, including the Field Liaison and/or the Director of Field Education. Student performance-related issues necessitate the initiator's specification of concern.

Termination from placement can happen in one of two ways:

1. The student does not follow the Performance Improvement and Remediation Plan for Field Placement (PIRP)

2. The student displays conduct that is so egregious they require termination from field placement without completing a PIRP.

Termination Procedure

Requests for placement termination can be initiated by either the agency Field Instructor (or by the agency's representative) or the Field Office, including the Field Liaison and/or the Director of Field Education. Prior to formally requesting a student's termination from placement, the agency Field Instructor, Field Liaison, Director of Field Education, and student discuss the concerns to ensure all perspectives are included and an accurate assessment of the student's performance has been made. When possible, all parties explore options for correcting the concerns. If a student did not follow their PIRP or if a solution cannot be found within the existing agency setting, the formal request is initiated. The following steps are followed:

1. The student will be terminated from the existing placement immediately after clients' continuation of services is assured (this may include student terminating with clients, if warranted).
 - a. If this is the student's first termination from a field placement, the Director of Field Education will make one of the following determinations.
 - i. To reapply for field placement after taking remedial action and successfully eliminating conditions or factors that led to termination of the student's placement prior to reapplying for field placement.
 - ii. To be terminated from the field program; or
 - iii. To initiate disciplinary action against the student in accordance with UAB policies governing student nonacademic misconduct. Violations of this nature, such as the commission of felonies, generally result in dismissal from the university.
 - b. If a student is terminated from a second field placement, this will result in termination from the BSSW Program (BSSW students) or the MSW program (MSW Students).
2. The Director of Field Education meets with the student to discuss the findings. Following this meeting, the student receives a written letter indicating the findings and outcome. The written document includes notifying the student of his or her right to appeal and reference to the University's appeal policies and procedures.

Appendix A BSSW Faculty Observation of Student Applying to Field

Faculty Observation of Student Applying to Field

Student: _____ Faculty rater: _____

Course: _____ Grade to date/Final Grade: _____

The following statements indicate characteristics of an emerging social work professional. Please rate the student on a scale of 1 to 4.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Student demonstrates an ability to relate to people with warmth and empathy, communicating feeling appropriately.	4	3	2	1
2. Student demonstrates an ability to handle problems in daily living; to appropriately deal with stress and reality.	4	3	2	1
3. Student demonstrates the ability to accept constructive criticism and suggestion in good faith by persons qualified to provide feedback.	4	3	2	1
4. Student demonstrates the ability to express thoughts with clarity in both written and verbal form	4	3	2	1
5. Student demonstrates an ability to discipline self as demonstrated by the consistent completion of individual and group assignments, class attendance, punctuality and consistent adherence to deadline and guidelines	4	3	2	1

If student received a 1 or 2 rating, please explain:

Other comments about student's readiness for Field Placement:

Appendix B BSSW Additional Course Request

Additional Course Request for Field Placement

Per the BSSW Student Handbook, students must have completed the prerequisite coursework for SW 490.

Any student wishing to take one additional course while in field placement must make a formal request to the BSSW Field Coordinator. This request should be attached to the Field Application Packet. Field Coordinator will review the request and will notify student of determination during the Student-Field Coordinator initial meeting.

Please note, students are not allowed to take SW 422 at the same time as field placement.

The student should fill out this form and attach a formal letter.

Student name: _____

Application date: _____

Additional course requesting: _____

The formal letter attached should be typed and address the following:

1. Explain why an additional course is needed.
2. State how and when course will be taken (online, evening, etc.).
3. State plan for achieving success in Field while taking additional coursework. Detail other responsibilities outside of field and reflect time management strategies that will be employed.

Appendix C BSSW Field Practicum Agreement

SOCIAL WORK EDUCATION PROGRAM
DEPARTMENT OF SOCIAL WORK
COLLEGE OF ARTS AND SCIENCES
UNIVERSITY OF ALABAMA AT BIRMINGHAM

BSSW FIELD PRACTICUM AGREEMENT

This agreement is made and entered into this date _____
by and between

Agency name

hereinafter referred to as “the Agency”, and the Board of Trustees of the University of Alabama on behalf of the Social Work Education Program at the University of Alabama at Birmingham, hereinafter referred to as “The University”.

PURPOSE

The purpose of this agreement is to outline the basic responsibilities of the parties involved in the provision of field practicum experiences for the University’s BSSW social work students.

The field practicum experience is an integral component in the social work education curriculum. The field practicum engages students in social work practice under the supervision of a Bachelor’s or Master’s level social worker. The field practicum provides students with a variety of opportunities to apply their academic learning in agency settings where professional social workers actually work with clients, patients, or students.

GENERAL AGREEMENT

It is agreed and understood that the Agency will serve as a social work field practicum site for the University’s BSSW social work students, in such number and at such time as the parties herein mutually agree, and that, reciprocally, the University will provide faculty and/or staff for necessary instruction of students and coordination of student field practicum learning activities.

UAB SOCIAL WORK EDUCATION PROGRAM
BSSW FIELD PRACTICUM AGREEMENT

RESPONSIBILITIES OF THE UNIVERSITY

1. To develop the curriculum program and policy guidelines for field education;
2. To prepare students academically for generalist social work (BSSW) practice in agency settings;
3. To maintain documentation substantiating the fact that students in the field practicum carry personal health insurance and professional liability coverage; and, for students who will be driving in the course of their field practicum assignments, to maintain documentation of that they possess valid drivers' licenses and automobile insurance coverage;
4. To provide a Field Director to facilitate field practicum placements and coordinate field practicum experiences in relationship to the University's BSSW social work curriculum content;
5. To ensure the availability of the Field Director to assist the Agency's Field Instructor (s) in designing appropriate learning experiences for students and in addressing issues which may arise relating to students' performance of practicum activities and/or students' failure to meet the professional standards of the Agency;
6. To provide a weekly Field Practicum Seminar/lab in which students in the field practicum have opportunities to discuss issues and experiences which occur during the course of their field practicum experiences;
7. To provide the Agency with information regarding academic semester schedules, learning objectives for students, and procedures for completing students' mid-course reviews and final performance evaluations;
8. To conduct timely liaison visits with Agency staff and student(s) in practicum to coordinate, monitor and evaluate field learning assignments and student performance.

UAB SOCIAL WORK EDUCATION PROGRAM
BSSW FIELD PRACTICUM AGREEMENT

RESPONSIBILITIES OF THE AGENCY

1. To meet and maintain accepted professional standards for the practice of social work;
2. To provide an orientation for students to the practices, policies and procedures of the agency;
3. To provide BSSW students assigned to the Agency with supervision from agency Field Instructors with a minimum of two years' experience; said supervision being defined as face-to-face contact between the student(s) and agency field instructor for at least one hour each week;
4. To negotiate with the student and the Field Director/Liaison those learning experiences deemed appropriate to the educational needs of the students and then make those experiences available to the students;
5. To furnish the space, materials and/or equipment required to execute agency functions (e.g., work space and telephone);
6. To provide periodic reviews of student progress as requested by the University's BSSW education program;
7. To notify the University's Field Director/Liaison of any problems regarding students and their responsibilities and to work toward the resolution any such problems;
8. To allow the University's Field Director/Liaison, when warranted, to have access to records of the Agency's clients and/or patients, that students have had contact with, in order to evaluate student performance. No records or record contents will be removed from the agency; and any discussion of patients/clients will preserve confidentiality.

UAB SOCIAL WORK EDUCATION PROGRAM
BSSW FIELD PRACTICUM AGREEMENT

RESPONSIBILITIES OF THE AGENCY

9. University agrees that for purposes of Family Educational Rights and Privacy Act (FERPA), Agency will be considered a University official with a legitimate educational reason to have access to limited personally identifiable information from student records, hereinafter (“Student Information”) as described below. University agrees to provide authorized representatives of Agency limited Student Information and only that which is reasonably necessary for participation in the affiliation. No other Student Information will be provided. Agency acknowledges and agrees that Student information provided by University, or others on behalf of University, that directly relates to any University student, including, but without limitation, academic information (e.g., coursework, grades, degrees earned, performance in other external rotations); professional information, (e.g., licenses obtained, suspension, revocation); training and/or certifications (e.g, CPR, OSHA/Bloodborne pathogen); health information (e.g., Hepatitis, TB Testing); health and other insurance information and, the results of any criminal background check and/or drug testing/treatment information is Student Information and is protected by FERPA. Agency represents and certifies that it will (1) protect the confidentiality of all Student Information; and will not, except with the written consent of the student, (2) use Student Information for any purpose other than to carry out the purposes of this agreement; or (3) disclose Student Information except to authorized individuals within its organization who have a legitimate need to know Student Information in order to carry out the purposes of this agreement.

10. Agency represents and certifies that is will (1) protect the confidentiality of all student information, and will not, except with the written consent of the student, (2) use student information for any purpose other than to carry out the purposes of this agreement; or (3) disclose student information except to authorized individuals within its organization who have a legitimate need to know student information in order to carry out the purposes of this agreement.

UAB SOCIAL WORK EDUCATION PROGRAM
BSSW FIELD PRACTICUM AGREEMENT

THE AGENCY AND THE UNIVERSITY MUTUALLY AGREE:

1. Students' participation in the practicum shall be under the direction and/or supervision of a qualified BSW or MSW who is in good standing with the agency and has a minimum of three years' experience with the Agency.
2. The Agency and the University recognize that, in order for professional liability coverage to be provided for activities pursuant to this Agreement, it is necessary for each to have access to normal investigative information for specific incidents that may give rise to a claim being filed against either party. Therefore, each party will notify the other of such events and mutually cooperate with the other in the investigation and/or processing of such claims.
3. That regular contact will be maintained between the University's Field Director/Liaison and the Agency's Field Instructor(s) to review the progress of the program.
4. There shall be no discrimination on the basis of sex, race or other protected classification in the assignment, acceptance and activities of students in the program established by this agreement.

UAB SOCIAL WORK EDUCATION PROGRAM
BSSW FIELD PRACTICUM AGREEMENT

TERMS

This agreement may be modified by mutual consent at any time. Such consent shall be in writing and evidenced by the signature of the appropriate parties of the original agreement.

This agreement shall become effective on _____

and shall continue from year to year thereafter unless and until terminated by written notice signed by the authorizing official of the Agency or the authorizing official of the University as the case may be. Adequate notice of intent to terminate the agreement shall be given by both parties so as not to disrupt the education of students or programs of the Agency.

UAB SOCIAL WORK EDUCATION PROGRAM
BSSW FIELD PRACTICUM AGREEMENT

ATTEST:

THE BOARD OF TRUSTEES OF THE
UNIVERSITY OF ALABAMA FOR THE
UNIVERSITY OF ALABAMA
AT BIRMINGHAM

UAB Chief Financial Officer

Date _____

Kecia M. Thomas, Ph. D.
Dean, College of Arts and Sciences

Date _____

Ronald O. Pitner, Ph. D.
Chair, Department of Social Work

Date _____

Mary J. Carroll, MSW
Field Director

Date _____

SOCIAL SERVICE AGENCY

Agency Name

Authorizing Official's Name

Authorizing Official's Signature

Date _____

Appendix D MSW Field Practicum Agreement

SOCIAL WORK EDUCATION PROGRAM
DEPARTMENT OF SOCIAL WORK
COLLEGE OF ARTS AND SCIENCES
UNIVERSITY OF ALABAMA AT BIRMINGHAM

MSW FIELD PRACTICUM AGREEMENT

This agreement is made and entered into this date _____
by and between

Agency name

hereinafter referred to as “the Agency”, and the Board of Trustees of the University of Alabama on behalf of the Social Work Education Program at the University of Alabama at Birmingham, hereinafter referred to as “The University”.

PURPOSE

The purpose of this agreement is to outline the basic responsibilities of the parties involved in the provision of field practicum experiences for the University’s MSW social work students.

The field practicum experience is an integral component in the social work education curriculum. The field practicum engages students in social work practice under the supervision of a Master’s level social worker. The field practicum provides students with a variety of opportunities to apply their academic learning in agency settings where professional social workers actually work with clients, patients, or students.

GENERAL AGREEMENT

It is agreed and understood that the Agency will serve as a social work field practicum site for the University’s MSW social work students, in such number and at such time as the parties herein mutually agree, and that, reciprocally, the University will provide faculty and/or staff for necessary instruction of students and coordination of student field practicum learning activities.

UAB SOCIAL WORK EDUCATION PROGRAM
MSW FIELD PRACTICUM AGREEMENT

RESPONSIBILITIES OF THE UNIVERSITY

1. To develop the curriculum program and policy guidelines for field education;
2. To prepare students academically for advanced social work (MSW) practice in agency settings;
3. To maintain documentation substantiating the fact that students in the field practicum carry personal health insurance and professional liability coverage; and, for students who will be driving in the course of their field practicum assignments, to maintain documentation of that they possess valid drivers' licenses and automobile insurance coverage;
4. To provide a Field Director to facilitate field practicum placements and coordinate field practicum experiences in relationship to the University's MSW social work curriculum content;
5. To ensure the availability of the Field Director to assist the Agency's Field Instructor(s) in designing appropriate learning experiences for students and in addressing issues which may arise relating to students' performance of practicum activities and/or students' failure to meet the professional standards of the Agency;
6. To provide a weekly Field Practicum Seminar/lab in which students in the field practicum have opportunities to discuss issues and experiences which occur during the course of their field practicum experiences;
7. To provide the Agency with information regarding academic semester schedules, learning objectives for students, and procedures for completing students' mid-course reviews and final performance evaluations;
8. To conduct timely liaison visits with Agency staff and student(s) in practicum to coordinate, monitor and evaluate field learning assignments and student performance.

UAB SOCIAL WORK EDUCATION PROGRAM
MSW FIELD PRACTICUM AGREEMENT

RESPONSIBILITIES OF THE AGENCY

1. To meet and maintain accepted professional standards for the practice of social work;
2. To provide an orientation for students to the practices, policies and procedures of the agency;
3. To provide MSW students assigned to the Agency with supervision from agency Field Instructors with a minimum of three years' experience; said supervision being defined as face-to-face contact between the student(s) and agency field instructor for at least one hour each week;
4. To negotiate with the student and the Field Director/Liaison those learning experiences deemed appropriate to the educational needs of the students and then make those experiences available to the students;
5. To furnish the space, materials and/or equipment required to execute agency functions (e.g., work space and telephone);
6. To provide periodic reviews of student progress as requested by the University's MSW education program;
7. To notify the University's Field Director/Liaison of any problems regarding students and their responsibilities and to work toward the resolution any such problems;
8. To allow the University's Field Director/Liaison, when warranted, to have access to records of the Agency's clients and/or patients, that students have had contact with, in order to evaluate student performance. No records or record contents will be removed from the agency; and any discussion of patients/clients will preserve confidentiality.

UAB SOCIAL WORK EDUCATION PROGRAM
MSW FIELD PRACTICUM AGREEMENT

RESPONSIBILITIES OF THE AGENCY

9. University agrees that for purposes of Family Educational Rights and Privacy Act (FERPA), Agency will be considered a University official with a legitimate educational reason to have access to limited personally identifiable information from student records, hereinafter (“Student Information”) as described below. University agrees to provide authorized representatives of Agency limited Student Information and only that which is reasonably necessary for participation in the affiliation. No other Student Information will be provided. Agency acknowledges and agrees that Student information provided by University, or others on behalf of University, that directly relates to any University student, including, but without limitation, academic information (e.g., coursework, grades, degrees earned, performance in other external rotations); professional information, (e.g., licenses obtained, suspension, revocation); training and/or certifications (e.g, CPR, OSHA/Bloodborne pathogen); health information (e.g., Hepatitis, TB Testing); health and other insurance information and, the results of any criminal background check and/or drug testing/treatment information is Student Information and is protected by FERPA. Agency represents and certifies that it will (1) protect the confidentiality of all Student Information; and will not, except with the written consent of the student, (2) use Student Information for any purpose other than to carry out the purposes of this agreement; or (3) disclose Student Information except to authorized individuals within its organization who have a legitimate need to know Student Information in order to carry out the purposes of this agreement.

10. Agency represents and certifies that is will (1) protect the confidentiality of all student information, and will not, except with the written consent of the student, (2) use student information for any purpose other than to carry out the purposes of this agreement; or (3) disclose student information except to authorized individuals within its organization who have a legitimate need to know student information in order to carry out the purposes of this agreement.

UAB SOCIAL WORK EDUCATION PROGRAM
MSW FIELD PRACTICUM AGREEMENT

THE AGENCY AND THE UNIVERSITY MUTUALLY AGREE:

1. Students' participation in the practicum shall be under the direction and/or supervision of a qualified MSW who is in good standing with the agency and has a minimum of three years' MSW experience with the Agency.
2. The Agency and the University recognize that, in order for professional liability coverage to be provided for activities pursuant to this Agreement, it is necessary for each to have access to normal investigative information for specific incidents that may give rise to a claim being filed against either party. Therefore, each party will notify the other of such events and mutually cooperate with the other in the investigation and/or processing of such claims.
3. That regular contact will be maintained between the University's Field Director/Liaison and the Agency's Field Instructor (s) to review the progress of the program.
4. There shall be no discrimination on the basis of sex, race or other protected classification in the assignment, acceptance and activities of students in the program established by this agreement.

UAB SOCIAL WORK EDUCATION PROGRAM
MSW FIELD PRACTICUM AGREEMENT

TERMS

This agreement may be modified by mutual consent at any time. Such consent shall be in writing and evidenced by the signature of the appropriate parties of the original agreement.

This agreement shall become effective on _____

and shall continue from year to year thereafter unless and until terminated by written notice signed by the authorizing official of the Agency or the authorizing official of the University as the case may be. Adequate notice of intent to terminate the agreement shall be given by both parties so as not to disrupt the education of students or programs of the Agency.

UAB SOCIAL WORK EDUCATION PROGRAM
MSW FIELD PRACTICUM AGREEMENT

ATTEST:

THE BOARD OF TRUSTEES OF THE
UNIVERSITY OF ALABAMA FOR THE
UNIVERSITY OF ALABAMA
AT BIRMINGHAM

UAB Chief Financial Officer

Date _____

Kecia M. Thomas, Ph. D.
Dean, College of Arts and Sciences

Date _____

Ronald O. Pitner, Ph. D.
Chair, Department of Social Work

Date _____

Mary J. Carroll, MSW
Field Director

Date _____

SOCIAL SERVICE AGENCY

Agency Name

Authorizing Official's Name

Authorizing Official's Signature

Date _____

Appendix E BSSW Learning Agreement

UAB Department of Social Work

BSSW Learning Agreement

Student Name:

Semester:

Agency:

The Learning Agreement serves to articulate activities that support the CSWE's competencies as outlined in the 2015 Educational Policy and Accreditation Standards. The Agreement outlines Learning Activities the student will complete while in field to promote their successful development of the nine competencies.

This Agreement is negotiated between the student, Field Instructor and Task Supervisor (where applicable), and provides the basis for evaluating the student's performance at midterm and final. Field Liaison support is available to support the development of this Agreement.

The Agreement should be completed no later than the 2nd week after the student's field placement begins.

Directions: There are 9 competencies with corresponding behaviors listed in the first column. In the second column, the student- in conjunction with their field instructor- should list the activities they will engage in to help them achieve competency.

The Learning Activities in **bold** are for all students. Students should review the BSSW Sample Learning Agreement to choose learning activities to complete their Agreement. Each behavior should have at least 1-2 activities.

Competency 1. Demonstrate Ethical Behavior and Professional Behavior	
Behaviors	Learning Activities
<ul style="list-style-type: none"> Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context. 	Read the NASW Code of Ethics in first two weeks in placement so that professional values guide practice decisions
<ul style="list-style-type: none"> Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. 	
<ul style="list-style-type: none"> Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. 	
<ul style="list-style-type: none"> Uses technology ethically and appropriately to facilitate practice outcomes. 	
<ul style="list-style-type: none"> Use supervision and consultation to guide professional judgement and behavior. 	Attend weekly supervisory conferences
Competency 2. Engage Diversity and Difference in Practice	
Behaviors	Learning Activities
<ul style="list-style-type: none"> Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. 	
<ul style="list-style-type: none"> Present themselves as learners and engage clients and constituencies as experts of their own experiences. 	Visit 10 social service agencies to learn about constituents
<ul style="list-style-type: none"> 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	
Behaviors	Learning Activities
<ul style="list-style-type: none"> Apply their understanding of social justice to advocate for human rights at the individual and system levels. 	

<ul style="list-style-type: none"> Apply their understanding of economic justice to advocate for human rights at the individual and system levels. 	
<ul style="list-style-type: none"> Apply their understanding of environmental justice to advocate for human rights at the individual and system levels. 	
<ul style="list-style-type: none"> Engage in practices that advance social, economic, and environmental justice. 	
Competency 4. Engage in Practice-Informed Research and Research-Informed Practice	
Behaviors	Learning Activities
<ul style="list-style-type: none"> Use practice experience and theory to inform scientific inquiry and research 	Develop and implement a research project with the help and approval of field instructor.
<ul style="list-style-type: none"> Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. 	Analyze qualitative and quantitative data as part of research project.
<ul style="list-style-type: none"> Use and translate research evidence to inform and improve practice, policy, and service delivery. 	Keep field instructor informed of research project progress and present findings at staff meeting
Competency 5. Engage in Policy Practice	
Behaviors	Learning Activities
<ul style="list-style-type: none"> Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. 	
<ul style="list-style-type: none"> Assess how social welfare and economic policies impact the delivery of and access to social service. 	
<ul style="list-style-type: none"> Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. 	
Competency 6. Engage with Individuals, Families, Groups, Organizations, and Communities	
Behaviors	Learning Activities
<ul style="list-style-type: none"> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. 	

<ul style="list-style-type: none"> • Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. 	
Competency 7. Assess Individuals, Families, Groups, Organization, and Communities	
Behaviors	Learning Activities
<ul style="list-style-type: none"> • Collect and organize data, and apply critical thinking to interpret information from clients and constituencies. 	
<ul style="list-style-type: none"> • 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. 	
<ul style="list-style-type: none"> • Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies 	
<ul style="list-style-type: none"> • 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	
Behaviors	Learning Activities
<ul style="list-style-type: none"> • Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. 	
<ul style="list-style-type: none"> • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. 	
<ul style="list-style-type: none"> • Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. 	Earn 10 CEU's by attending workshops and conferences related to field placement as approved by field instructor or SW Department.
<ul style="list-style-type: none"> • Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. 	
<ul style="list-style-type: none"> • Facilitate effective transitions and endings that advance mutually agreed-on goals. 	
Competency 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	

Behaviors	Learning Activities
<ul style="list-style-type: none"> Select and use appropriate methods for evaluation of outcomes. 	
<ul style="list-style-type: none"> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. 	
<ul style="list-style-type: none"> Critically analyze, monitor, and evaluate intervention and program processes and outcomes. 	
<ul style="list-style-type: none"> Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. 	

Field Instructor Signature:

Student Signature

Appendix F MSW Practicum I Learning Agreement

SW 590 Learning Agreement

Student's Name: _____

Placement Agency: _____

CSWE Competencies	Objective	Agency Learning Activities/Tasks Part I	Agency Learning Activities/Tasks Part II
Demonstrate Ethical Behavior Competency 1	1. Demonstrate ethical behavior in decision-making, managing personal values and through professional behavior		
Engage Diversity and Difference in Practice Competency 2	2. Demonstrate understanding of the importance of diversity and difference through the application of self-awareness, self-regulation in working with diverse clients and constituencies.		
Advance Human Rights and Social, Economic and Environmental Justice Competency 3	3. Demonstrate awareness and understanding of the need to advocate for social, economic and environmental justice at all system levels.		
Engage in Policy Practice Competency 4	4. Identifies social policy at the local, state, or federal level that impacts well-being, service delivery, and access to services for agency clients		
Engage with, Assess, Intervene with and Evaluate Individuals, Families, Groups, Organizations, and Communities Competency 6-9	5. Demonstrate emergence of foundational skills in engagement, assessment, intervening and evaluation with client populations.		

Appendix G MSW Generalist Practice Learning Agreement

UAB Department of Social Work

MSW Generalist Practice Learning Agreement

Student Name:

Semester:

Agency:

The Learning Agreement serves to articulate activities that support the CSWE's competencies as outlined in the 2015 Educational Policy and Accreditation Standards. The Agreement outlines Generalist Learning Activities the student will complete while in field to promote their successful development of the nine competencies.

This Agreement is negotiated between the student, Field Instructor and Task Supervisor (where applicable), and provides the basis for evaluating the student's performance at the end of the semester. Field Liaison support is available to assist in the development of this Agreement.

The Agreement should be completed no later than the 3rd week after the student's field placement begins.

Directions: There are 9 competencies with corresponding practice behaviors listed in the first column. In the second column, the student- in conjunction with their Field Instructor- should list the activities they will engage in to help them achieve competency.

The Learning Activities in **bold** are for all students. Students should review the MSW Generalist Practice Sample Learning Agreement to choose learning activities to complete their Agreement. Each behavior should have 1-2 activities.

In the last column, the student should indicate how they will be monitored to ensure they complete the activities listed in the second column. Monitoring choices are as follows:

1. Supervisory discussion
2. Observation
3. Presentation

The Student and Field Instructor will sign the Learning Agreement when completed.

Learning Agreements will be uploaded into Canvas

Competency 1. Demonstrate Ethical Behavior and Professional Behavior		
Behaviors	Learning Activities	Monitoring
<ul style="list-style-type: none"> Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate for health and/or behavioral health practice settings 	Refer to the NASW Code of Ethics so that professional values guide practice decisions	Supervisory discussion
<ul style="list-style-type: none"> Use reflection and self-regulation to manage personal values and maintain professionalism in for health and/or behavioral health practice settings 		
<ul style="list-style-type: none"> Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication appropriate for health and/or behavioral health practice settings 		
<ul style="list-style-type: none"> Uses technology ethically and appropriately to facilitate practice outcomes appropriate for health and/or behavioral health practice settings. 		
<ul style="list-style-type: none"> Use supervision and consultation to guide professional judgement and behavior appropriate for health and/or behavioral health practice settings 	Attend weekly supervisory conferences	Supervisory Discussion
Competency 2. Engage Diversity and Difference in Practice		
Behaviors	Learning Activities	Monitoring
<ul style="list-style-type: none"> Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice with individuals and/or families, groups, communities and/or organizations coping with health and/or behavioral health issues 		
<ul style="list-style-type: none"> Present themselves as learners to clients and constituencies coping with health and/or behavioral health issues. 		
<ul style="list-style-type: none"> Engage clients and constituencies coping with health and/or behavioral health issues as experts of their own experiences 	Visit other social service agencies to learn about constituents	Discussion

<ul style="list-style-type: none"> Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies coping with health and/or behavioral health issues. 		
Competency 3. Advance Human Rights and Social, Economic and Environmental Justice		
Behaviors	Learning Activities	Monitoring
<ul style="list-style-type: none"> Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels for populations coping with health and/or behavioral health. 		
<ul style="list-style-type: none"> Engage in practices that advance social, economic, and environmental justice for populations coping with health and/or behavioral health. 		
Competency 4. Engage in Practice-Informed Research and Research-Informed Practice		
Behaviors	Learning Activities	Monitoring
<ul style="list-style-type: none"> Use theory to inform scientific inquiry and research about populations coping with health and/or behavioral health issues. 		
<ul style="list-style-type: none"> Uses practice experience to inform scientific inquiry and research about populations coping with health and/or behavioral health issues 		
<ul style="list-style-type: none"> Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings about populations coping with health and/or behavioral health issues. 		
<ul style="list-style-type: none"> Use and translate research evidence to inform and improve practice, policy, and service delivery in health and/or behavioral health practice settings. 		
Competency 5. Engage in Policy Practice		
Behaviors	Learning Activities	Monitoring
<ul style="list-style-type: none"> Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services for populations coping with health and/or behavioral health issues. 		
<ul style="list-style-type: none"> Assess how social welfare and economic policies impact the delivery of and access to social service for populations coping with health and/or behavioral health issues 		

<ul style="list-style-type: none"> Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice for populations coping with health and/or behavioral health issues 		
Competency 6. Engage with Individuals, Families, Groups, Organizations, and Communities		
Behaviors	Learning Activities	Monitoring
<ul style="list-style-type: none"> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with <u>individuals/families/groups/organizations and communities</u> coping with health and/or behavioral health issues. 		
<ul style="list-style-type: none"> Uses empathy, reflection, and interpersonal skills to effectively engage diverse <u>individuals/families/groups/organizations and communities</u> coping with health and/or behavioral health issues. 		
Competency 7. Assess Individuals, Families, Groups, Organization, and Communities		
Behaviors	Learning Activities	Monitoring
<ul style="list-style-type: none"> Collect and organize data, and apply critical thinking to interpret information from <u>individuals/families/groups organizations and communities</u> coping with health and/or behavioral health issues. 		
<ul style="list-style-type: none"> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from <u>individuals/families/groups organizations and communities</u> coping with health and/or behavioral health issues. 		
<ul style="list-style-type: none"> Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within <u>individuals/families/groups/ organizations and communities</u> coping with health and/or behavioral health issues. 		
<ul style="list-style-type: none"> Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of <u>individuals/families/groups/organizations and communities</u> coping with health and/or behavioral health issues. 		
Competency 8. Intervene with Individuals, Families, Groups, Organizations, and Communities		

Behaviors	Learning Activities	Monitoring
<ul style="list-style-type: none"> Critically choose and implement interventions to achieve practice goals and enhance capacities of <u>individuals/families/groups/organizations and communities</u> coping with health and/or behavioral health issues. 		
<ul style="list-style-type: none"> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with <u>individuals/families/groups/organizations and communities</u> coping with health and/or behavioral health issues. 		
<ul style="list-style-type: none"> Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes for <u>individuals/families/groups/organizations and communities</u> coping with health and/or behavioral health issues. 		
<ul style="list-style-type: none"> Negotiate, mediate, and advocate with and on behalf of for <u>individuals/families/groups/organizations and communities</u> coping with health and/or behavioral health issues. 		
<ul style="list-style-type: none"> Facilitate effective transitions and endings that advance mutually agreed-on goals for <u>individuals/families/groups/organizations and communities</u> coping with health and/or behavioral health issues 		
<p>Competency 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>		
Behaviors	Learning Activities	Monitoring
<ul style="list-style-type: none"> Select and use appropriate methods for evaluation of outcomes with <u>individuals/families/groups/ organizations and communities</u> coping with health and/or behavioral health problems. 		
<ul style="list-style-type: none"> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of with <u>individuals/families/groups/organizations and communities</u> coping with health and/or behavioral health problems. 		
<ul style="list-style-type: none"> Critically analyze, monitor, and evaluate intervention and program processes and outcomes with <u>individuals/families/groups/organizations and communities</u> coping with health and/or behavioral health problems. 		
<ul style="list-style-type: none"> Apply evaluation findings to improve practice effectiveness with <u>individuals/families/groups/</u> 		

<u>organizations and communities</u> coping with health and/or behavioral health problems.		
--	--	--

Field Instructor Signature:

Date:

Student Signature:

Date:

Appendix H MSW Specialized Learning Agreement

UAB Department of Social Work

MSW Specialized Practice Learning Agreement

Student Name:

Agency:

Semester:

The Learning Agreement serves to articulate activities that support the CSWE's competencies as outlined in the 2015 Educational Policy and Accreditation Standards. The Agreement outlines Specialized Learning Activities the student will complete while in field to promote their successful development of the nine competencies.

This Agreement is negotiated between the student, Field Instructor and Task Supervisor (where applicable), and provides the basis for evaluating the student's performance at the end of the semester. Field Liaison support is available to support the development of this Agreement.

The Agreement should be completed no later than the 3rd week after the student's field placement begins. At the beginning of the final semester, the plan is updated to reflect changes and/or new opportunities.

Directions: There are 9 competencies with corresponding practice behaviors listed in the first column. In the second column, the student- in conjunction with their Field Instructor- should list the activities they will engage in to help them achieve competency.

Please note, Practice Behaviors for Competencies 6, 7, 8 and 9 are broken down into five areas: Individual, Family, Group, Organization and Community. Each behavior should have 1-2 activities.

In the last column, the student should indicate how they will be monitored to ensure they complete the activities listed in the second column. Monitoring choices are as follows:

4. Supervisory Discussion
5. Observation
6. Presentation

The Student and Field Instructor will sign the Learning Agreement when completed. Learning Agreements will be uploaded into Canvas.

Competency 1. Demonstrate Ethical Behavior and Professional Behavior		
Behaviors	Learning Activities	Monitoring
Demonstrate awareness of personal and professional values related to health-related stigma and oppression through self-reflection and self-regulation;		
Select and incorporate ethical decision-making frameworks that integrate social work values when working in health and behavioral health settings;		
Demonstrate and maintain competence in the NASW Code of Ethics; evidence-based knowledge for health and behavioral health diagnoses and treatment; and relevant legal and policy-related information for health and behavioral health settings;		
Advocate within the health and social service communities and as members of interprofessional teams on behalf of clients and constituencies coping with health and behavioral health problems; and		
Choose effective technology-mediated tools and practices for health care delivery and population and health programs and policies to promote health and health equity.		
Competency 2. Engage Diversity and Difference in Practice		
Behaviors	Learning Activities	Monitoring
Analyze how diversity and oppression affect clients coping with health and behavioral health issues and constituencies, such as families and advocacy groups;		
Apply cultural humility to manage the influence of stigma and bias when working with individuals with health and behavioral health conditions, and as issues related to health and mental health conditions intersect with other dimensions of diversity; and,		
Address the cultural and spiritual histories, values, and beliefs of clients coping with health and behavioral health problems and their families.		
Competency 3. Advance Human Rights and Social, Economic and Environmental Justice		
Behaviors	Learning Activities	Monitoring
Advocate for health and health equity as a human right for individuals and communities coping with health and behavioral health conditions;		
Engage individuals, their families, and groups coping with health and behavioral health conditions to become effective voices for their own human rights;		
Participate in system changes to promote health and health equity; and		
Work to eliminate structural barriers in systems of health care and discriminatory health and mental health policies.		

Competency 4. Engage in Practice-informed Research and Research-informed Practice		
Behaviors	Learning Activities	Monitoring
Understand and build knowledge central to maximizing health and well-being for clients and populations with health and behavioral health problems;		
Adopt, modify, and translate evidence-based practices for populations coping with health and behavioral health problems; and;		
Use practice experience, theories, including those to promote health, and critical thinking to inform scientific inquiry, both as it applies to improving practice and developing new knowledge through practice-relevant research.		
Competency 5. Engage in Policy Practice		
Behaviors	Learning Activities	Monitoring
Educate clients, their constituents, stakeholders, and coalitions about health and social policies that influence health and behavioral health systems;		
Apply critical thinking and evidence-based policymaking to analyze and formulate health and social policies that promote health equity and eliminate health disparities; and		
Advocate for health and social policies from local to the international level that enhance service delivery, access, and receipt of care in health and behavioral health settings.		
Competency 6. Engage with Individuals, Families, Groups, Organizations, and Communities		
Behaviors	Learning Activities	Monitoring
Apply knowledge of health and behavioral health conditions and treatment to effectively engage individuals, their families, diverse communities, social service and health organizations and/or interprofessional teams in treatment and services at the appropriate level of care;		
Plan engagement strategies and interventions based on culturally appropriate and evidence-based constructs of wellness, and health and behavioral health conditions; and		
Use relationship-building skills, collaborative skills, strength-based, and systems theory to engage individuals and families in appropriate levels of care, as well as engaging appropriate systems-of-care, including interprofessional teams, in maximizing treatment effectiveness.		
Competency 7. Assess Individuals, Families, Groups, Organization, and Communities		
Behaviors	Learning Activities	Monitoring

Use evidence-based assessment tools, methods and technology to collect and organize data to diagnose or support existing diagnoses and interpret information from individuals, their families, diverse communities, social service and health organizations and/or interprofessional teams coping with behavioral health conditions		
Use evidence-based assessment tools, methods and technology to understand, collect and organize data related to medical diagnoses and health assessments from medical and other specialized settings; and		
Conduct assessments that incorporate a strengths-based approach and resilience with recognizing health and behavioral health-related risk.		
Competency 8. Intervene with Individuals, Families, Groups, Organizations, and Communities		
Behaviors	Learning Activities	Monitoring
Identify appropriate evidence-based interventions and translate and implement interventions to achieve health and health equity for client systems;		
Work with client systems with sensitivity to their needs, preferences, and cultural constructs to maximize likelihood of successful participation in interventions for health and behavioral health conditions;		
Collaborate with and participate in interprofessional treatment teams across multiple systems-of-care as appropriate to achieve beneficial practice outcomes; and		
Monitor and modify interventions as needed to responded to individual, family and environmental challenges.		
Competency 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities		
Behaviors	Learning Activities	Monitoring
Plan and conduct evaluations to improve practice, programs and policies that affect clients and constituents coping with health and behavioral health conditions; and		
Use and translate evaluation outcomes to enhance the effectiveness and sustainability of practice, programs, and policies for populations coping with health and behavioral health conditions.		

Field Instructor Signature:

Date:

Student Signature:

Date:

Appendix I BSSW Field Placement/Practicum Assessment Instrument



Field Placement/Practicum Assessment Instrument (FPPAI)

Confidentiality Statement

The information you provide to SWEAP is valuable to the social work program that sent you this survey and educators nationally. Your feedback informs program improvement efforts.

Information collected through this instrument will be combined with similar information from social work programs around the country and maintained in a confidential database by SWEAP. Returning this survey indicates that you consent to have your data collected. Your participation to improve Social Work education is appreciated and voluntary.

Thank You.

Student's Name

Field Practicum Supervisor Education

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 Field/Practicum Student demonstrates their ability related to the performance of the practice behavior using the rating scale below. Please select your answer. Thank you.

Scale	Performance Measure	Description	Definition
5	Mastered Performance	The intern/student shows effective and innovative application of the knowledge, values, and skills related to the performance of the practice behavior.	Mastered: "somebody highly skilled at something." Mastered performance is demonstration of knowledge, values, and skills of the practice behavior at high levels.
4	Superior Performance	The intern/student shows superior application of the knowledge, values, and skills related to the performance of the practice behavior.	Superior: "surpasses competent in one or more ways." Superior performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included.
3	Competent Performance	The intern/student shows competent application of the knowledge, values, and skills related to the performance of the practice behavior.	Competent: "having enough skill or ability to do something well." 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.
2	Inadequate Performance	The intern/student shows beginning application of the knowledge, skills, or dispositions related to the performance of the practice behavior.	Inadequate: "failing to reach an expected or required level or standard." Inadequate performance is demonstration of knowledge, values, and skills where one or more of the components of the practice behavior are missing.
1	Lacking Performance	The intern/student has not demonstrated application of the knowledge, values and skills related to the performance of the practice behavior.	Lacking: "missing, not present or available." Lacking performance is the inability to demonstrate any of the components of the knowledge, values, or skills related to the practice behavior.

Competency 1 – Demonstrate Ethical and Professional Behavior

1. Intern makes ethical decisions by applying professional standards (i.e. the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics) as appropriate to context	1	2	3	4	5
	<input type="radio"/>				
2. Intern uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations	1	2	3	4	5
	<input type="radio"/>				
3. Intern demonstrates professional demeanor in behavior	1	2	3	4	5
	<input type="radio"/>				
4. Intern demonstrates professional demeanor in appearance	1	2	3	4	5
	<input type="radio"/>				
5. Intern demonstrates professional demeanor in oral communication	1	2	3	4	5
	<input type="radio"/>				
6. Intern demonstrates professional demeanor in written communication	1	2	3	4	5
	<input type="radio"/>				
7. Intern demonstrates professional demeanor in electronic communication	1	2	3	4	5
	<input type="radio"/>				
8. Intern uses technology ethically and appropriately to facilitate practice outcomes	1	2	3	4	5
	<input type="radio"/>				
9. Intern uses supervision and consultation to guide professional judgment and behavior	1	2	3	4	5
	<input type="radio"/>				

Comments

Competency 2 – Engage Diversity and Difference in Practice

22. Intern uses theory to inform scientific inquiry and research	1	2	3	4	5
	<input type="radio"/>				
23. Intern uses practice experience to inform scientific inquiry and research	1	2	3	4	5
	<input type="radio"/>				
24. Intern applies critical thinking to engage in analysis of quantitative research methods and research findings	1	2	3	4	5
	<input type="radio"/>				
25. Intern applies critical thinking to engage in analysis of qualitative research methods and research findings	1	2	3	4	5
	<input type="radio"/>				
26. Intern uses and translates research evidence to inform and improve practice, policy, and service delivery.	1	2	3	4	5
	<input type="radio"/>				

Comments

Competency 5 - Engage in Policy Practice

27. Intern identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	1	2	3	4	5
	<input type="radio"/>				
28. Intern assesses how social welfare and economic policies impact the delivery of and access to social services	1	2	3	4	5
	<input type="radio"/>				
29. Intern applies critical thinking to analyze policies that advance human rights and social, economic, and environmental justice	1	2	3	4	5
	<input type="radio"/>				
30. Intern applies critical thinking to formulate policies that advance human rights and social, economic, and environmental justice	1	2	3	4	5
	<input type="radio"/>				
31. Intern applies critical thinking to advocate for policies that advance human rights and social, economic, and environmental justice	1	2	3	4	5
	<input type="radio"/>				

Comments

Competency 6 - Engage with Individuals, Families, Groups, Organizations, and Communities

32. Intern 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
	<input type="radio"/>				
33. Intern uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	1	2	3	4	5
	<input type="radio"/>				

Comments

10. Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro level	1	2	3	4	5
	<input type="radio"/>				
11. Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the mezzo level	1	2	3	4	5
	<input type="radio"/>				
12. Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the macro level	1	2	3	4	5
	<input type="radio"/>				
13. Intern presents themselves as learners to clients and constituencies	1	2	3	4	5
	<input type="radio"/>				
14. Intern engages clients and constituencies as experts of their own experiences	1	2	3	4	5
	<input type="radio"/>				
15. Intern applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	1	2	3	4	5
	<input type="radio"/>				

Comments

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

16. Intern applies their understanding of social justice to advocate for human rights at the individual and system levels	1	2	3	4	5
	<input type="radio"/>				
17. Intern applies their understanding of economic justice to advocate for human rights at the individual and system levels	1	2	3	4	5
	<input type="radio"/>				
18. Intern applies their understanding of environmental justice to advocate for human rights at the individual and system levels	1	2	3	4	5
	<input type="radio"/>				
19. Intern engages in practices that advances social justice	1	2	3	4	5
	<input type="radio"/>				
20. Intern engages in practices that advances economic justice	1	2	3	4	5
	<input type="radio"/>				
21. Intern engages in practices that advances environmental justice	1	2	3	4	5
	<input type="radio"/>				

Comments

Competency 4 – Engage in Practice-informed Research and Research-informed Practice

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

34. Intern collects and organizes data, and apply critical thinking to interpret information from clients and constituencies	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
35. Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
36. Intern develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
37. Intern selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

Comments

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

38. Intern critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
39. Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
40. Intern uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
41. Intern negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
42. Intern facilitate effective transitions and endings that advance mutually agreed-on goals	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

Comments

[Show the scoring guide](#)

Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

43. Intern selects and uses appropriate methods for evaluation of outcomes	1	2	3	4	5
	<input type="radio"/>				
44. Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	1	2	3	4	5
	<input type="radio"/>				
45. Intern critically analyzes, monitors, and evaluates intervention and program processes and outcomes	1	2	3	4	5
	<input type="radio"/>				
46. Intern applies evaluation findings to improve practice effectiveness at themicro level	1	2	3	4	5
	<input type="radio"/>				
47. Intern applies evaluation findings to improve practice effectiveness at themezzo level	1	2	3	4	5
	<input type="radio"/>				
48. Intern applies evaluation findings to improve practice effectiveness at themacro level	1	2	3	4	5
	<input type="radio"/>				

Comments

Signatures

Field Practicum Supervisor Signature

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

Student Signature

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

THANK YOU FOR TAKING THE TIME TO ANSWER THE QUESTIONS.

Copyright Social Work Education Assessment Project - © - 2022

Grading Criteria for BSSW Field Course

Competency	Passing Score Range
Competency 1 - Demonstrate Ethical and Professional Behavior (9 items with scores 3-5)	27-45
Competency 2 - Engage Diversity and Difference in (6 items with scores 3-5)	18-30
Competency 3 - Advance Human Rights and Social, Economic, and Environmental Justice (6 items with scores 3-5)	18-30
Competency 4 - Engage in Evidence-Based Practice (5 items with scores 3-5)	15-25
Competency 5 - Engage in Policy Practice (5 items with scores 3-5)	15-25
Competency 6 - Engage with Individuals, Families, Groups, Organizations, & Communities (2 items with scores 3-5)	6-10
Competency 7 - Assess Individuals, Families, Groups, Organizations, & Communities (4 items with scores 3-5)	12-20
Competency 8 - Intervene with Individuals, Families, Groups, Organizations, & Communities (5 items with scores 3-5)	15-25
Competency 9 - Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities (6 items with scores 3-5)	18-30
Total Score (48 items with scores 3-5)	144-240

Appendix J MSW Practicum I Field Evaluation

SW 590 Field Practicum I Final Evaluation Assessment Field Instructor and Student

The Field Instructor and the student should jointly complete this form when the student is near completion of Field Practicum hours (100). Student should upload the completed form in Canvas.

Field Instructor
Student Name
Course Title and Number SW 590 Field Practicum I
Course Instructor

Please assess the student's progress to date by checking the appropriate column.

	Unsatisfactory	Satisfactory	Good	Excellent	N/A
Ability to seek, accept, act upon and give constructive feedback					
Ability to relate with co-workers					
Sensitivity to the needs of others					
Rapport with clients/constituents					
Verbal communication skills					
Written communication skills					
Seeks out resources within the organization and its affiliates					
Effective use of questions					
Effectiveness as a team member					
Ability to work independently					
Initiative/creativity					
Willingness to take on challenges					
Ability to integrate information					
Problem solving and decision-making ability					
Overall semester performance assessment					

Is there any aspect of the student performance or the experience that could be enhanced to ensure that the collaboration is mutually beneficial to both student and field agency?

Field Instructor Signature:
Student's Signature:

Date
Date

Appendix K MSW Generalist Practice Field Assessment



MSW GENERALIST PRACTICE FIELD ASSESSMENT FORM

Confidentiality Statement

The information you provide to SWEAP is valuable to the social work program that sent you this survey and educators nationally. Your feedback informs program improvement efforts.

Information collected through this instrument will be combined with similar information from social work programs around the country and maintained in a confidential database by SWEAP. Returning this survey indicates that you consent to have your data collected. Your participation to improve Social Work education is appreciated and voluntary.

Thank You.

Student's Name

Field Practicum Supervisor Education

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 Field/Practicum Student demonstrates their ability related to the performance of the practice behavior using the rating scale below. Please select your answer. Thank you.

Scale	Performance Measure	Description	Definition
5	Mastered Performance	The intern/student shows effective and innovative application of the knowledge, values, and skills related to the performance of the practice behavior.	Mastered: "somebody highly skilled at something." Mastered performance is demonstration of knowledge, values, and skills of the practice behavior at high levels.
4	Superior Performance	The intern/student shows superior application of the knowledge, values, and skills related to the performance of the practice behavior.	Superior: "surpasses competent in one or more ways." Superior performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included.
3	Competent Performance	The intern/student shows competent application of the knowledge, values, and skills related to the performance of the practice behavior.	Competent: "having enough skill or ability to do something well." 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.
2	Inadequate Performance	The intern/student shows beginning application of the knowledge, skills, or dispositions related to the performance of the practice behavior.	Inadequate: "failing to reach an expected or required level or standard." Inadequate performance is demonstration of knowledge, values, and skills where one or more of the components of the practice behavior are missing.
1	Lacking Performance	The intern/student has not demonstrated application of the knowledge, values and skills related to the performance of the practice behavior.	Lacking: "missing, not present or available." Lacking performance is the inability to demonstrate any of the components of the knowledge, values, or skills related to the practice behavior.

Competency 1 - Demonstrate Ethical and Professional Behavior

Intern makes ethical decisions by applying professional standards (i.e. the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics) as appropriate to context	1	2	3	4	5
	<input type="radio"/>				
Intern uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations	1	2	3	4	5
	<input type="radio"/>				
Intern demonstrates professional demeanor in behavior	1	2	3	4	5
	<input type="radio"/>				
Intern demonstrates professional demeanor in appearance	1	2	3	4	5
	<input type="radio"/>				
Intern demonstrates professional demeanor in oral communication	1	2	3	4	5
	<input type="radio"/>				
Intern demonstrates professional demeanor in written communication	1	2	3	4	5
	<input type="radio"/>				
Intern demonstrates professional demeanor in electronic communication	1	2	3	4	5
	<input type="radio"/>				
Intern uses technology ethically and appropriately to facilitate practice outcomes	1	2	3	4	5
	<input type="radio"/>				
Intern uses supervision and consultation to guide professional judgment and behavior	1	2	3	4	5
	<input type="radio"/>				

Comments

[Show the scoring guide](#)

Competency 2 - Engage Diversity and Difference in Practice

Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro level	1 ○	2 ○	3 ○	4 ○	5 ○
Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the mezzo level	1 ○	2 ○	3 ○	4 ○	5 ○
Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the macro level	1 ○	2 ○	3 ○	4 ○	5 ○
Intern presents themselves as learners to clients and constituencies	1 ○	2 ○	3 ○	4 ○	5 ○
Intern engages clients and constituencies as experts of their own experiences	1 ○	2 ○	3 ○	4 ○	5 ○
Intern applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	1 ○	2 ○	3 ○	4 ○	5 ○

Comments

[Show the scoring guide](#)

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

Intern applies their understanding of social justice to advocate for human rights at the individual and system levels	1 ○	2 ○	3 ○	4 ○	5 ○
Intern applies their understanding of economic justice to advocate for human rights at the individual and system levels	1 ○	2 ○	3 ○	4 ○	5 ○
Intern applies their understanding of environmental justice to advocate for human rights at the individual and system levels	1 ○	2 ○	3 ○	4 ○	5 ○
Intern engages in practices that advances social justice	1 ○	2 ○	3 ○	4 ○	5 ○
Intern engages in practices that advances economic justice	1 ○	2 ○	3 ○	4 ○	5 ○
Intern engages in practices that advances environmental justice	1 ○	2 ○	3 ○	4 ○	5 ○

Comments

[Show the scoring guide](#)

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

Intern uses theory to inform scientific inquiry and research	1	2	3	4	5
	<input type="radio"/>				
Intern uses practice experience to inform scientific inquiry and research	1	2	3	4	5
	<input type="radio"/>				
Intern applies critical thinking to engage in analysis of quantitative research methods and research findings	1	2	3	4	5
	<input type="radio"/>				
Intern applies critical thinking to engage in analysis of qualitative research methods and research findings	1	2	3	4	5
	<input type="radio"/>				
Intern uses and translates research evidence to inform and improve practice, policy, and service delivery.	1	2	3	4	5
	<input type="radio"/>				

Comments

[Show the scoring guide](#)

Competency 5 - Engage in Policy Practice

Intern identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	1	2	3	4	5
	<input type="radio"/>				
Intern assesses how social welfare and economic policies impact the delivery of and access to social services	1	2	3	4	5
	<input type="radio"/>				
Intern applies critical thinking to analyze policies that advance human rights and social, economic, and environmental justice	1	2	3	4	5
	<input type="radio"/>				
Intern applies critical thinking to formulate policies that advance human rights and social, economic, and environmental justice	1	2	3	4	5
	<input type="radio"/>				
Intern applies critical thinking to advocate for policies that advance human rights and social, economic, and environmental justice	1	2	3	4	5
	<input type="radio"/>				

Comments

[Show the scoring guide](#)

Competency 6 - Engage with Individuals, Families, Groups, Organizations, and Communities

Intern 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
	<input type="radio"/>				
Intern uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	1	2	3	4	5
	<input type="radio"/>				

Comments

[Show the scoring guide](#)

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

Intern collects and organizes data, and apply critical thinking to interpret information from clients and constituencies	1	2	3	4	5
	<input type="radio"/>				
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	1	2	3	4	5
	<input type="radio"/>				
Intern develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	1	2	3	4	5
	<input type="radio"/>				
Intern selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	1	2	3	4	5
	<input type="radio"/>				

Comments

[Show the scoring guide](#)

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

Intern critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies	1	2	3	4	5
	<input type="radio"/>				
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	1	2	3	4	5
	<input type="radio"/>				
Intern uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes	1	2	3	4	5
	<input type="radio"/>				
Intern negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies	1	2	3	4	5
	<input type="radio"/>				
<u>Intern</u> facilitate effective transitions and endings that advance mutually agreed-on goals	1	2	3	4	5
	<input type="radio"/>				

Comments

[Show the scoring guide](#)

Competency 9 - Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Intern selects and uses appropriate methods for evaluation of outcomes	1	2	3	4	5
	<input type="radio"/>				
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	1	2	3	4	5
	<input type="radio"/>				
Intern critically analyzes, monitors, and evaluates intervention and program processes and outcomes	1	2	3	4	5
	<input type="radio"/>				
Intern applies evaluation findings to improve practice effectiveness at the micro level	1	2	3	4	5
	<input type="radio"/>				
Intern applies evaluation findings to improve practice effectiveness at the mezzo level	1	2	3	4	5
	<input type="radio"/>				
Intern applies evaluation findings to improve practice effectiveness at the macro level	1	2	3	4	5
	<input type="radio"/>				

Comments

[Show the scoring guide](#)

Signatures

Field Practicum Supervisor Signature

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

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](#)

Copyright Social Work Education Assessment Project - © - 2022

Grading Criteria for MSW Generalist Practice Field Assessment

Competency	Passing Score Range
Competency 1 - Demonstrate Ethical and Professional Behavior (9 items with scores 3-5)	27-45
Competency 2 - Engage Diversity and Difference in (6 items with scores 3-5)	18-30
Competency 3 - Advance Human Rights and Social, Economic, and Environmental Justice (6 items with scores 3-5)	18-30
Competency 4 - Engage in Evidence-Based Practice (5 items with scores 3-5)	15-25
Competency 5 - Engage in Policy Practice (5 items with scores 3-5)	15-25
Competency 6 - Engage with Individuals, Families, Groups, Organizations, & Communities (2 items with scores 3-5)	6-10
Competency 7 - Assess Individuals, Families, Groups, Organizations, & Communities (4 items with scores 3-5)	12-20
Competency 8 - Intervene with Individuals, Families, Groups, Organizations, & Communities (5 items with scores 3-5)	15-25
Competency 9 - Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities (6 items with scores 3-5)	18-30
Total Score (48 items with scores 3-5)	144-240

Appendix L MSW Specialized Practice Field Assessment



MSW SPECIALIZED PRACTICE FIELD ASSESSMENT FORM

UAB COLLEGE OF ARTS AND SCIENCES

Department of Social Work

Student's Name

Directions: Please assess the MSW student's social work competence, which is defined as the ability to integrate and apply social work knowledge, values, and skills of social work in health and/or behavioral health practice settings. This assessment includes nine social work competencies, which are assessed by a set of behaviors that integrate knowledge, values, skills, and cognitive and affective processes. Use the following scale to rate the student's performance for each behavior.

Scale	Performance Measure	Description	Definition
5	Mastered Performance	The MSW student shows effective and innovative application of the knowledge, values, and skills related to the performance of the social work practice behaviors in Health and/or Behavioral Health Practice Settings.	Mastered: "somebody highly skilled at something." Mastered performance is demonstration of knowledge, values, and skills of the practice behavior at high levels.
4	Superior Performance	The MSW student shows superior application of the knowledge, values, and skills related to the performance of the social work practice behaviors in Health and/or Behavioral Health Practice Settings.	Superior: "surpasses competent in one or more ways." Superior performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included.
3	Competent Performance	The MSW student shows competent application of the knowledge, values, and skills related to the performance of the social work practice behaviors in Health and/or Behavioral Health Practice Settings.	Competent: "having enough skill or ability to do something well." 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.
2	Inadequate Performance	The MSW student shows beginning application of the knowledge, values, skills, or dispositions related to the performance of the social work practice behaviors in Health and/or Behavioral Health Practice Settings.	Inadequate: "failing to reach an expected or required level or standard." Inadequate performance is demonstration of knowledge, values, and skills where one or more of the components of the practice behavior are missing.
1	Lacking Performance	The MSW student has not demonstrated application of the knowledge, values and skills related to the performance of the social work practice behaviors in Health and/or Behavioral Health Practice Settings.	Lacking: "missing, not present or available." Lacking performance is the inability to demonstrate any of the components of the knowledge, values, or skills related to the practice behavior.

Competency 1 - Demonstrate Ethical and Professional Behavior

Practitioners in health and behavioral health settings respect the worth, dignity, and integrity of all people with acute and chronic health conditions across the life span, and advocate for self-determination, autonomy, access to services, and the ethical application of health and mental health-related technology. They recognize ethical issues in evidence-based practice and apply frameworks for decision-making that support the needs and right of individuals with health conditions and their families. To ensure ethical practice, they use self-reflection and self-regulation, supervision, consultation, and lifelong learning to address how their attitudes and biases about individuals and communities coping with health or behavioral health programs may influence their personal and professional values and behaviors. Social workers in health and behavioral health settings serve as interprofessional team members to ensure ethical care for individuals and populations coping with health and behavioral health issues.

MSW student demonstrate awareness of personal and professional values related to health-related stigma and oppression through self-reflection and self-regulation	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
MSW student select and incorporates ethical decision-making frameworks that integrate social work values when working in health and behavioral health settings	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
MSW student demonstrate and maintains competence in the NASW Code of Ethics; evidence-based knowledge for health and behavioral health diagnoses and treatment; and relevant legal and policy-related information for health and behavioral health settings	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
MSW student advocates within the health and social service communities and as a member of interprofessional teams on behalf of clients and constituencies coping with health and behavioral health problems	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
MSW student chooses effective technology-mediated tools and practices for health care delivery and population and health programs and policies to promote health and health equity	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

Comments

[Show the scoring guide](#)

Competency 2 - Engage Diversity and Difference in Practice

Social workers understand that, as a consequence of difference, a person with a health or mental health condition may experience stigma, barriers to receipt of appropriate and timely care, and increased likelihood of economic, social, and/or environmental marginalization. Social workers also understand how the manifestation of health and behavioral health conditions effects the extent to which a culture's structures and values, including social, economic, political and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power, both uniquely and as they interact with other dimensions of diversity. Social workers practice cultural humility and effectively work with diverse individuals coping with health and behavioral health problems and their caregivers, groups, and communities, with the goal of promoting health and health equity.

MSW student analyzes how diversity and oppression affect clients coping with health and behavioral health issues and constituencies, such as families and advocacy groups	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
MSW student applies cultural humility to manage the influence of stigma and bias when working with individuals with health and behavioral health conditions, and as issues related to health and mental health conditions intersect with other dimensions of diversity	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
MSW student addresses the cultural and spiritual histories, values, and beliefs of clients coping with health and behavioral health problems and their families	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

Comments

[Show the scoring guide](#)

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

Social workers work to advance human right and social, economic and environmental justice for clients and communities coping with health and behavioral health problems. Social workers understand the potential limitations for individuals with conditions that impair cognition and judgment, but remain committed to maximizing human rights, and social and economic justice. Social workers are committed to acting as advocates to promote social and economic justice for client systems coping with health and behavioral health issues, and wherever possible to support individuals and groups to become effective voices for their own human rights. Social workers understand and implement strategies to eliminate structural barriers in terms of systems of care and oppressive structural barriers, such as discriminatory social policies. They critically analyze how policies and programs promote health and health equity or perpetuate health disparities. As members of interprofessional teams, they engage other disciplines to recognize health disparities and structural barriers to health and ensure the rights of clients and constituents coping with health and behavioral health problems.

MSW student advocates for health and health equity as a human right for individuals and communities coping with health and behavioral health conditions	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
MSW student engages individuals, their families, and groups coping with health and behavioral health conditions to become effective voices for their own human rights	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
MSW student participates in system changes to promote health and health equity	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
MSW student works to eliminate structural barriers in systems of health care and discriminatory health and mental health policies.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

Comments

[Show the scoring guide](#)

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

Social workers in health and behavioral health settings consistently integrate scientific evidence into their practice, through translating and implementing evidence and evidence-based practices into diagnosis, treatment choices and decision-making, as well as through consistent use of rigorous evaluation methods to inform their practice with individuals and for programs. They identify critical gaps and promote the adoption of evidence-based practice in organizations working with clients coping with health and behavioral health problems. Social workers use both existing evidence in the empirical literature and evidence generated by the social worker to continuously guide and improve their practice. Social workers ground their use of evidence in relevant theories, particularly systems theory, and in [empirically-based](#) conceptual models, such as stages of change and harm reduction.

MSW student understands and builds knowledge central to maximizing health and well-being for clients and populations with health and behavioral health problems	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
MSW student adopts, modifies, and translates evidence-based practices for populations coping with health and behavioral health problems	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
MSW student uses practice experience, theories, including those to promote health, theories and critical thinking to inform scientific inquiry, both as it applies to improving practice and developing new knowledge through practice-relevant research	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

Comments

[Show the scoring guide](#)

Competency 5 - Engage in Policy Practice

Social workers understand how a vast array of policies at the local, state, national and global levels influence the design and delivery of services for health and behavioral health, including patient rights in treatment and legal systems, end-of-life decisions, temporary detention issues, advanced directives, and eligibility for general rights. They apply critical thinking to analyze the effects of policy on populations coping with health and behavioral health problems. They enhance the capacity of individuals and constituents to expand access to the intended benefits of health and social policies. Social workers are skilled at formulating arguments to support evidenced-based policy making to optimize health and health equity of all individuals across the life span. They also know how to engage with stakeholders and coalitions addressing key policy issues that affect populations coping with health and behavioral health problems.

MSW student educate clients, their constituents, stakeholders, and coalitions about health and social policies that influence health and behavioral health systems	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
MSW student applies critical thinking and evidence-based policymaking to analyze and formulate health and social policies that promote health equity and eliminate health disparities	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
MSW student advocates for health and social policies from local to the international level that enhance service delivery, access, and receipt of care in health and behavioral health settings	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

Comments

[Show the scoring guide](#)

Competency 6 - Engage with Individuals, Families, Groups, Organizations, and Communities

In working with a health and behavioral health population, social workers are able to engage with individuals and their families and promote their involvement in the treatment process and systems of care. To foster this engagement, social workers use the strengths-based approach and systems theory to identify appropriate levels of engagement beyond the individual or family, for example with support and treatment groups, social service and health organizations, and diverse communities. Social workers understand the effect that health and behavioral conditions and the associated evidence-based medical and psychosocial treatments have on individuals and families and are able to engage in informed and respectful practice. Social workers are aware and incorporate engagement strategies that are responsive to concerns and structures of diverse clients and constituencies. Social workers value principles of relationship-building and interprofessional collaboration to facilitate engagement with clients, constituencies and other professionals in maximizing the effectiveness of treatment with individuals and families in coping with health and behavior health issues.

MSW student applies knowledge of health and behavioral health conditions and treatment to effectively engage individuals, their families, diverse communities, social service and health organizations and/or interprofessional teams in treatment and services at the appropriate level of care	1	2	3	4	5
	<input type="radio"/>				
MSW student plans engagement strategies and interventions based on culturally appropriate and evidence-based constructs of wellness, and health and behavioral health conditions	1	2	3	4	5
	<input type="radio"/>				
MSW student uses relationship-building, collaborative skills, strength-based, and systems theory to engage individuals and families in appropriate levels of care, as well as engaging appropriate systems-of-care, including interprofessional teams, in maximizing treatment effectiveness	1	2	3	4	5
	<input type="radio"/>				

Comments

[Show the scoring guide](#)

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

Social workers utilize systems theory and a strength-based approach to effectively assess individuals and constituents coping with health and behavioral health conditions. They select appropriate assessment tools, methods and technology, and adapt them as needed to enhance their validity in working with diverse, vulnerable and at-risk groups. Social workers critically assess evidence related to medical and psychosocial treatment choices for both health and behavioral health conditions, and effectively communicate the results of the assessment to individuals and families. Social workers are also able to assess groups, organizations and communities in the larger practice context and incorporate theories and conceptual models about health and behavioral health treatment 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 to health and behavior health conditions may affect their assessment and decision-making.

MSW student uses evidence-based assessment tools, methods and technology to collect and organize data to diagnose or support existing diagnoses and interpret information from individuals, their families, diverse communities, social service and health organizations and/or interprofessional teams coping with behavioral health conditions	1	2	3	4	5
	<input type="radio"/>				
MSW student uses evidence-based assessment tools, methods and technology to understand, collect and organize data related to medical diagnoses and health assessments from medical and other specialized settings for individuals, their families, diverse communities, social service and health organizations and/or interprofessional teams	1	2	3	4	5
	<input type="radio"/>				
MSW student conducts assessments that incorporate a strengths-based approach and resilience with recognizing health and behavioral health-related risk	1	2	3	4	5
	<input type="radio"/>				

Comments

[Show the scoring guide](#)

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

Social workers in health and behavioral health practice settings promote health, empower clients to manage their acute or chronic conditions, and eliminate structural barriers to health disparities. They are knowledgeable about, critically analyze and apply evidence-based interventions as well as emerging practices that build on a comprehensive assessment of health and behavioral health conditions. They engage the client systems collaboratively in the treatment process, identify relevant evidence in the research literature, and translate and implement evidence-based interventions appropriate to the client system at the appropriate level of care (individual, family, groups, organization, communities). For this competency, social workers are able to identify appropriate evidence-based interventions and translate and implement them with client systems. For health and behavioral health populations, social workers are able to not just provide interventions directly, but also to collaborate with, and participate with interprofessional treatment teams – often across multiple systems-of-care—providing coordinated medical and psychosocial interventions.

MSW student identifies appropriate evidence-based interventions and translate and implement interventions to achieve health and health equity for individuals, their families, diverse communities, social service and health organizations and/or interprofessional teams coping with health and/or behavioral health issues	1	2	3	4	5
	<input type="radio"/>				
MSW student works with client systems with sensitivity to their needs, preferences, and cultural constructs to maximize likelihood of successful participation in interventions for health and behavioral health conditions	1	2	3	4	5
	<input type="radio"/>				
MSW student collaborates with and participates in interprofessional treatment teams across multiple systems-of-care as appropriate to achieve beneficial practice outcomes	1	2	3	4	5
	<input type="radio"/>				
MSW student monitors and modifies interventions as needed to <u>responded</u> to individual, family and environmental challenges	1	2	3	4	5
	<input type="radio"/>				

Comments

Competency 9 - Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers integrate sources of knowledge within the evaluation process, including theory, scientific evidence, input from clients and constituents, and awareness of broad societal trends. They value the role of clients and constituents as contributors to the evaluation process. Social workers use evaluation as a central process in guiding treatment decisions during interventions, for determining achievement of identified outcomes, and for program improvement for health and behavioral health populations. Social workers consistently incorporate evaluation as part of the treatment process for all client systems, using qualitative and quantitative methods as appropriate. They communicate evaluation findings and implications for improvement across micro, mezzo and macro levels of practice and policy in health and behavioral health settings.

MSW student plans and conducts evaluations to improve practice, programs and policies that affect individuals, their families, diverse communities, social service and health organizations and/or interprofessional teams coping with health and behavioral health conditions	1	2	3	4	5
	<input type="radio"/>				
MSW student uses and translates evaluation outcomes to enhance the effectiveness and sustainability of practice, programs, and policies for populations coping with health and behavioral health conditions	1	2	3	4	5
	<input type="radio"/>				

Comments

Signatures

Field Practicum Supervisor Signature

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

Student Signature

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

THANK YOU FOR TAKING THE TIME TO ANSWER THE QUESTIONS.

Save My Choices Above

Clicking "Submit and Finalize" on this survey indicates that you consent to have your data collected. Your participation to improve SW education is appreciated and voluntary.

Submit And Finalize My Responses Above

Copyright Social Work Education Assessment Project - © - 2022

Grading Criteria for MSW Specialized Practice Field Assessment

Competency	Passing Score Range
Competency 1 - Demonstrate Ethical and Professional Behavior (5 items with scores 3-5)	15-25
Competency 2 - Engage Diversity and Difference in (3 items with scores 3-5)	9-15
Competency 3 - Advance Human Rights and Social, Economic, and Environmental Justice (4 items with scores 3-5)	12-20
Competency 4 - Engage In Evidence-Based Practice (3 items with scores 3-5)	9-15
Competency 5 - Engage in Policy Practice (3 items with scores 3-5)	9-15
Competency 6 - Engage with Individuals, Families, Groups, Organizations, & Communities (3 items with scores 3-5)	9-15
Competency 7 - Assess Individuals, Families, Groups, Organizations, & Communities (3 items with scores 3-5)	9-15
Competency 8 - Intervene with Individuals, Families, Groups, Organizations, & Communities (4 items with scores 3-5)	12-20
Competency 9 - Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities (2 items with scores 3-5)	6-10
Total Score (30 items with scores 3-5)	90-150

Appendix M Field Liaison Field Setting Evaluation

FIELD LIAISON FIELD SETTING EVALUATION

Page 1 of 2

To be completed by the Field Liaison and returned to the Director of Field Education each semester on the day final grades are due.

Instructions: Complete the evaluation below on the field agency and the Field Instructor. If you choose “area of concern” for any statement, please describe in the comments section. The information you provide will help determine whether this agency is an effective field setting.

Field Liaison Name:

Semester:

Field Agency/Setting Name:

Field Instructor Name:

Field Liaison Signature:

Date:

Field Agency	Agree	Area of Concern
1. Agency provides an orientation for students to the practices, policies and procedures of the agency.		
2. Agency furnishes the space, materials and/or equipment required to execute agency functions.		
3. Agency provides qualified MSW supervision for student(s) or works with an off-site MSW to provide supervision.		
4. Agency provides a range of generalist and/or specialized practice opportunities in line with the social work competencies.		
5. Agency recognizes the importance of integrating the student into the setting as an in intern and not as a substitute for an employee position.		

Please list the number and explanation for any areas of concern:

FIELD LIAISON FIELD SETTING EVALUATION

Page 2 of 2

Field Instructor	Agree	Area of Concern
1. Field Instructor assists the student in the development of an individualized learning agreement to include generalist and/or specialized practice activities in line with the social work competencies.		
2. Field Instructor participates in field liaison conferences with student and Field Liaison.		
3. Field Instructor completes timely reviews of student progress at midterm and final.		
4. Field Instructor notifies the Director of Field Education /Liaison of any problems regarding students and works toward the resolution of any such problems		
5. Field Instructor provide face-to-face supervision at least one hour per week and is available to student outside of that time.		

Please list the number and explanation for any areas of concern:

Appendix N Student Field Setting Evaluation

STUDENT FIELD SETTING EVALUATION

FIELD AGENCY

Instructions: Students, please take a few minutes to reflect on your experience and the strengths and weaknesses of your field practicum agency/setting. The information you provide will help determine whether this agency is a good fit for future students. Your responses will only be shared with faculty in the Social Work Department.

Practicum Agency/Setting Name: _____

Would you recommend this practicum agency/setting for future students?

Check one: Yes _____ No _____

What information should be provided to future students prior to placement?

What advice would you give future students to enhance their learning experience?

Are there any concerns you have about this agency/setting that should be addressed before another student is placed?

FIELD INSTRUCTOR

Instructions: Students, please take a few minutes to reflect on your experience with your Field Instructor. The information you provide will help determine whether this agency is a good fit for future students. Your responses will only be shared with faculty in the Social Work Department.

Field Instructor Name: _____

Please check the most appropriate box for each statement below.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Comments
The agency site was a good match					
I was comfortable seeking out help from my Field Instructor					
I was comfortable in my work environment					
My Field Instructor was available					
My Field Instructor had an adequate knowledge base					
My Field Instructor was able to link social work knowledge and values to everyday task					
My Field Instructor made appropriate assignments					
My Field Instructor had effective communication skills					

FIELD LIAISON

Instructions: Students, please take a few minutes to reflect on your experience with your field liaison. The information you provide will help determine whether this agency is a good fit for future students. Your responses will only be shared with faculty in the Social Work Department.

Field Liaison Name: _____

Please check the most appropriate box for each statement below.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Comments
I was comfortable seeking out help from the liaison					
Liaison was available					
Liaison had an adequate knowledge base					
Liaison was able to link social work knowledge and values to everyday task					
Liaison was able to resolve difficulties					
Liaison had effective communication skills					

Appendix O Employment Based Field Placement Agreement

Employment Based Field Placement Agreement

This form will serve as an agreement between the UAB Department of Social Work and the Employing Agency regarding an employment- based field placement.

Name of Student: _____

Employing Agency: _____

The student is currently employed at this agency and will remain on employee status during the field placement. The following conditions are approved by the agency and the Department of Social Work as a means to protect the educational integrity of field placement.

The Employing Agency agrees to the following:

1. The agency will provide a qualified Field Instructor who is not an administrative supervisor for the student

Name of current supervisor _____ email _____

Name of proposed Field Instructor _____ email _____

2. The agency will ensure that there is a clear division and a substantive difference between the student's regular duties and the field practicum.

List the student's current job responsibilities:

List the tasks that will be different from those that the student has previously been responsible for and will apply to his/ her field placement hours:

3. The learning experiences will be drawn from a part of the agency that is different from the unit where the student acts as an employee.

4. The agency will demonstrate that field instruction is educationally focused rather than solely centered on agency services.
5. The student Learning Agreement will reflect that the activities, roles and responsibilities for the practicum experience is different from the activities, roles and responsibilities of the student's regular job duties.
6. The agency must ensure the availability of release time from regular duties for course and field instruction.

This agreement is made on this _____ day of _____, 20____ and will extend for a period of one year.

_____ Field Instructor

_____ Field Coordinator

_____ Student

Appendix P Field Practicum Weekly Time Sheet

Field Practicum Weekly Time Sheet

Student Name:

Week:

Dates:

Date:	Agency assigned, in-person or virtual/remote <u>OR</u> Competency # from Field Education Plan for Remote Learning	Activity:	Hours:
Weekly Total		Weekly Total	
Semester Total		Semester Total	

Student Signature/date:

Field Instructor Signature/date:

Appendix Q Field Education Plan for Remote Learning

Field Education Plan for Remote Learning

This plan is designed to address temporary disruption to students' social work field placements due to national or local events such as communicable diseases, natural disasters, and/or civil unrest.

This plan should only be used if students are advised/required by their field agency, the university, and/or the local, state or federal government to restrict travel and stay home, or if health and safety concerns warrant a need for field placement remote learning.

In efforts to fulfill the student's hour requirements and educational competencies during field placement disruptions, we are providing a list of learning activities that can be completed remotely, including through electronic rather than face-to-face means.

This activity list is intended to serve as a *resource* for Field Instructors and students.

For Field Instructors

Field Instructors should assign students remote field learning activities that closely support the field agency's service mission that can be completed in the case of a field disruption. The Field Office understands that many agencies have specific remote learning activities already in place. This plan is designed as a resource to aid in creating/supporting opportunities for learning for your students.

For Students

Students should work in partnership with their Field Instructor to develop plans for remote work that are most relevant to each student's learning goals and that closely support the field agency's service mission. All activities should be pre-approved by the Field Instructor.

This plan includes three attachments:

- A. Free Online Trainings for Social Work Students (pp. 9-12)
- B. Training Learning Reflection Assignment (p. 13)
- C. Case Studies (p. 14)

Examples of remote field learning activities are listed below by competency area. Please note, many activities have expected hours in parentheses.

Competency 1: Demonstrate Ethical and Professional Behavior

- Appropriate and timely use of email, virtual supervision and communication during uncertain times.
- Weekly supervision using Zoom or other teleconferencing applications. UAB students have free access to Zoom. For more information, please visit: <https://www.uab.edu/elearning/academic-technologies/zoom/students>
- Develop new workplan, including due dates, for written products to be submitted to field instructor for their approval and supervision while working remotely
- Select a standard in the NASW Code of Ethics. Reflect in writing on differences or points of tension between the Code and agency policy/procedure and/or services. (3-4 hours)
- Read literature on the Code of Ethics and write a summary about how it applies to social work practice (4-5 hours)

Review ethics-related case study identified by Field Instructor, OR reflect on personal experience regarding ethical quandary in field and respond in writing to factors that must be considered (3-4 hours)

Review history of NASW Code of Ethics. Reflect on its evolution to address gaps. Identify specific areas where gaps remain. Write a plan of action to reduce gaps (3-4 hours)

Review an ethical decision making model (sample: <https://www.naswma.org/page/100/Essential-Steps-for-Ethical-Problem-Solving.htm>) and use this to analyze an ethical dilemma from your agency (3-4 hours)

Identify Ted Talks, YouTube video's and podcasts related to social work practice. Write about personal reactions and how your learning applies to agency ethical and professional practice (3-4 hours)

Develop trainings or infographic that will benefit the agency (ex- self-care, ethics, professional behavior, etc.) (4-6 hours)

Reflect on the current COVID-19 crisis and compare your ethical and professional responsibilities with what your personal fears and concerns are. Create a 1-2 page discussion of how you would reconcile concerns for your own safety and your family's safety with the professional responsibility to be available to clients. (3-4 hours)

Examine and apply an ethical decision-making model to the steps being taken to mitigate the spread of the virus at the individual, local (agency), community, and State levels. (3-4 hours)

Complete online trainings related to demonstrating ethical and professional behavior in practice with individuals, families, groups, organizations and communities and provide a certification of completion and the Training Learning Reflection Assignment. *See Attachments A and B.*

Competency 2: Engage Diversity and Difference in Practice

Utilize self-reflection to think about how personal identities and biases may show up in practice (2-3 hours)

Apply a diversity and difference in practice lens through research and writing to current projects (2-3 hours)

Read and write a reflection on current literature related to diversity and difference (4-6 hours)

Write a reflection considering how your own intersecting identities impact your work and relationships within the field agency and with client/community groups being served. (3-4 hours)

Review the NASW Code of Ethics standards related to oppression, discrimination and marginalization. Suggest improvements. (3-4 hours)

In writing, identify the unique cultural composition of the client population served by the agency. Identify ways in which the agency meets the needs of the client population and identify how this could be improved. (3-4 hours)

Identify Ted Talks, YouTube videos and podcasts related to social work practice. Write about personal reactions and how your learning applies to diversity and difference in practice. (3-4 hours)

Complete online trainings related to engaging diversity and difference in practice with individuals, families, groups, organizations and communities and provide a certification of completion and the Training Learning Reflection Assignment. *See Attachments A and B.*

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

Complete writing assignment about strategies that promote social justice and human rights considering agency mission and practice. (2-3 hours)

Find an agency or organization that advocates for human rights and/or social, economic and environmental justice, Review the agency's website Write a summary of how their work could impact the work completed by your agency. (3-4 hours)

Create list of ways the field placement agency could advocate for social, economic, environmental justice and human rights in the agency's work. (3-4 hours)

Research a human rights issue of interest and write a summary how human rights organizations are working to ameliorate the condition (3-4 hours)

Identify Ted Talks, YouTube video's and podcasts related to social work practice. Write about personal reactions and how your learning applies to advancing human rights. (3-4 hours)

Complete online trainings related human rights and social, economic and environmental justice and provide a certification of completion and the Training Learning Reflection Assignment. *See Attachments A and B.*

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Continue research pertaining to current projects. (4-6 hours)

Develop focus group question or survey instruments related to a need in the field placement agency. (4-6 hours)

Develop research questions that emerge from work with the client system and agency setting. Discuss with Field Instructor and or Field Faculty member and identify resources that inform (or answer) the research question. (4-6 hours)

Research potential grant opportunities, compile a list of funding opportunities/resources and/or prepare aspects of the grant writing. (6-8 hours)

Conduct a literature review on a specific topic relevant to field placement (examples: effectiveness of an intervention, how interruption of services impacts mental health or economic stability, etc.) What recommendations would you make given what you have learned? (4-6 hours)

Identify 2 HBSE theories that inform the choice of interventions to best address the needs of a specific client population served within your field placement. Theory examples could include: systems, conflict, psychodynamic, developmental, behavioral, humanistic, etc. Write a 2-3 summary paper on how the two theories apply to social work practice at your field agency. (6-8 hours)

Complete online trainings related to research and practice with individuals, families, groups, organizations and communities and provide a certification of completion and the Training Learning Reflection Assignment. *See Attachments A and B.*

Competency 5: Engage in Policy Practice

Explore local, state and federal policies that impact the organization and/or the affected community, write a two-page summary. (4-6 hours)

Write a 700-word policy brief on the impact of the current COVID-19 crisis. Policy brief should summarize the issue, policy options to deal with it and recommendations on the best option. (5-6 hours) See link for details: <http://www.fao.org/3/i2195e/i2195e03.pdf>

Complete an analysis of two political candidate's plans for policy change. Compare the two. (3-5 hours)

Read social work voting toolkit (<https://votingissocialwork.org/#>) and develop a plan for implementation within the field placement agency (4-6 hours)

Research field placement agency funding sources and discuss the effect these policies have on access to services in a one to two-page reflection paper. Discuss your findings in supervision with your Field Instructor (4-6 hours)

Review most recent field agency strategic plan, if available. Identify ways in which the plan connects with agency practice and assists in fulfilling the mission and goals. Provide feedback and observations regarding positive progress towards these goals and potential areas of need. Document your findings in a one to two-page summary. (4-6 hours)

Review field agency policies and write a 2-3 page report with suggestions/recommendations where appropriate (e.g., agency safety policies, diversity and inclusion policies, policies related to the use of social media, utilization of technology, etc.) (4-6 hours)

Complete online trainings related to policy practice and advocacy and provide a certification of completion and the Training Learning Reflection Assignment. *See Attachments A and B.*

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities Direct Practice

Attend virtual meetings held by your field agency or community group related to your field placement agency's mission.

Teleconference with various service providers, participating in resource mapping, and develop a list of resources for clients with services offered, referral process, etc.

Utilize phone, video or other teleconferencing applications, which meet agency requirements regarding HIPAA and/or confidentiality standards, to engage with clients.

Contact clients to inform them of changes to regularly scheduled services, new policies and supportive services available in community.

Engage with field placement agency clients by phone as a check in on well-being, need for resources and/or stress related to the current crisis.

Indirect Practice

Review literature related to culture and cultural humility and write a 2-4 page paper about how it impacts your work in the field placement agency and how services are delivered. (4-6 hours)

Reflect in writing about how personal experiences, beliefs and identities impact your relationships in field placement. (3-4 hours)

Read an annual report from your field placement and provide analysis on what partnerships would be most beneficial to your field placement to meet the gaps of services that are not a part of your field placement's mission, however may be a need of the population served. Begin by completing research of local resources and creating a resource guide for staff to use. (6-8 hours)

Develop a survey or obtain survey data from your field placement in regards to barriers provided by the population served in order to seek out resources available. (6-8 hours)

Create fliers with information about local services for basic needs and support groups offered to help with healing after traumatic experiences. (4-6 hours)

Identify and document strategies to facilitate client engagement despite barriers to in-person services.

Write a summary of 2-3 pages or create a presentation. Share and discuss with your Field Instructor. (3-4 hours)

Work on crisis response policies, procedures, notifications, and education for your field placement agency (e.g., handouts, PowerPoints, webinars, PSAs, etc.) based on the crisis or event. (4-6 hours)

Review case study relevant to your field agency's practice for strengths, challenges and systemic factors impacting the engagement with client systems. Write a one-page reflection for each case study and/or discuss with your Field Instructor. How can your assessment of the case study help to inform your future practice in field? How might you apply what you have learned? *See Attachment C.*

Complete online trainings related to engagement with individuals, families, groups, organizations and communities and provide a certification of completion and the Training Learning Reflection Assignment. *See Attachments A and B.*

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

Direct Practice

Attend virtual meetings held by your field agency related to client system assessment. Examples may include case staffing, treatment team meetings and planning meetings.

Utilize phone, video or other teleconferencing applications, which meet agency requirements regarding HIPAA and/or confidentiality standards, to assess clients.

Conduct a phone, teleconference or other virtual assessment with agency clients concerning their well-being, need for resources, and/or stress related to the current crisis.

Indirect Practice

Conduct a virtual risk assessment of the strengths and needs of local communities using internet sources and resources with regards to whom is most impacted by natural disasters and public health emergencies. (4-6 hours)

Create an assessment instrument (survey, focus group questions, interview questions) to better understand community/client needs related to the COVID-19 pandemic. (6-8 hours)

Read about assessing community needs and resources. <https://ctb.ku.edu/en/assessing-community-needs-and-resources>. Based on your field placement agency's setting and community, create an assessment of community needs and resources in response to natural disasters and public health emergencies. (6-8 hours)

Review case study relevant to your field agency's practice for strengths, challenges and systemic factors impacting the assessment process. Write a one-page reflection for each case study and/or discuss with your Field Instructor. How can your assessment of the case study help to inform your future practice in field? How might you apply what you have learned? *See Attachment C.*

Complete online trainings related to assessment of individuals, families, groups, organizations and communities and provide a certification of completion and the Training Learning Reflection Assignment. *See Attachments A and B.*

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

Direct Practice

Attend virtual meetings held by your field agency related to client system intervention.

Examples may include case staffing, treatment team meetings and planning meetings.

Utilize phone, video or other teleconferencing applications, which meet agency requirements regarding HIPAA and/or confidentiality standards, to conduct essential interventions with clients by phone or video concerning their case management or clinical treatment needs.

Indirect Practice

Review effectiveness of evidence-based practice models/protocols and discuss ways that model could be implemented in field placement agency. (4-6 hours)

Review case study relevant to your field agency's practice for strengths, challenges and systemic factors impacting the intervention and or implementation of the intervention. Write a one-page reflection for each case study and/or discuss with your Field Instructor. How can your assessment of the case study help to inform your future practice in field? How might you apply what you have learned? *See Attachment C.*

Develop trainings that will benefit the field placement agency (e.g., Student orientation and onboarding materials, social work ethics, treatment innovation, etc.). (6-8 hours)

Read about creating and maintaining coalitions and partnerships. <https://ctb.ku.edu/en/creating-and-maintaining-coalitions-and-partnerships>. Based on your field placement agency's setting and community, create a proposal for a new partnership or coalition to address community responses to natural disasters and public health emergencies. (4-6 hours) Complete online trainings related to intervention with individuals, families, groups, organizations and communities and the Training Learning Reflection Assignment. *See Attachments A and B.*

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Direct Practice

Attend virtual meetings held by your field agency related to evaluation of practice with client systems. Examples may include case staffing, treatment team meetings and planning meetings. Utilize phone, video or other teleconferencing applications, which meet agency requirements regarding HIPAA and/or confidentiality standards, to evaluate practice with client systems.

Conduct follow up calls or video contacts with agency clients concerning their satisfaction with previous or current agency services.

Indirect Practice

Assess field placement agency process for seeking client feedback and make recommendations for improvement. Formulate 1-2 page written recommendations for improvement or expansion of current practices. Discuss with your Field Instructor. (3-4 hours)

Review literature on termination of relationships within the workplace setting (with agency staff, community partners, clients, etc.) Develop a one to two-page written summary. How can you apply what you have learned to your field placement? Discuss with your Field Instructor. (3 hours)

Think about and plan discussions for terminations with task groups, community members/clients, and field placement agency staff considering current circumstances. Write a 1-2 page report. (3-4 hours)

Identify 2 evaluation approaches you would use to evaluate the effectiveness of your interventions used with client systems. (3-4 hours)

Evaluate field placement agency crisis response policies, procedures, notifications, and education (e.g., handouts, PowerPoints, webinars, PSAs, etc.) based on the crisis or event. (4-6 hours)

Review case study relevant to your field agency's practice for strengths, challenges and systemic factors impacting the evaluation of intervention with client systems. Write a one-page reflection for each case study and/or discuss with your Field Instructor. How can your assessment of the case study help to inform your future practice in field? How might you apply what you have learned? *See Attachment C.*

Complete online trainings related to evaluating practice with individuals, families, groups, organizations and communities and provide a certification of completion and the Training Learning Reflection Assignment. *See Attachments A and B.*

Confidentiality and the Use of Technology

All students must comply with relevant laws, regulations, ethical standards, and organizational policies to ensure the confidentiality of clients. Students and agencies are encouraged to utilize the standards listed in the [Technology in Social Work Practice](#) guide to inform their use of technology. While each agency should develop their own protocols around the use of technology and confidentiality, the following best practices should be followed by all students:

Take reasonable steps to maintain appropriate boundaries when using personal phone numbers or other electronic communication. For example, consider temporarily hiding your caller ID through your phone's settings when making outgoing calls.

Position web cameras so that others can only see your face - all visible confidential data should be removed from camera view.

Conduct all sensitive conversations in a private space. Be mindful of the potential for family members or bystanders to overhear any portion of your discussions.

Note of Acknowledgement and Appreciation:

An expression of thanks to Case Western Reserve University, Samford University, University of Chicago, University of Denver, University of Georgia and the University of North Carolina who assisted in the development of this policy by sharing their plans and protocols for disruption in field placement activities.

Attachment A

Free Online Trainings for Social Work Students

Students must document completion of any online training on their weekly time sheet. This must include the title of the training and the number of hours earned. If certificates are given for completion, these should be turned in with their time sheet.

Students should complete a one-page written Learning Reflection on the training and turn it in with time sheet. The Learning Reflection assignment is worth one hour of field time. Instructions for the learning reflection are located in the Field Practicum course in Canvas. *See Attachment B. (1 hour)*

Please see the list of trainings below. Hours are listed.

Alabama Department of Public Health

Multiple broadcasts, many have psychosocial content. The “on demand” is here:

<http://www.alabamapublichealth.gov/alphtn/ondemand/index.html>

Hours vary 1-3 hours per program

Center for Disease Control and Prevention, Injury Prevention and Control: Division of Violence Prevention

- Connecting the Dots: Introduction to the Links between Multiple Forms of Violence

<https://vetoviolence.cdc.gov/apps/connecting-the-dots/node/4>

1 hour

- Preventing Adverse Childhood Experiences

<https://vetoviolence.cdc.gov/apps/aces-training/#!/#top>

1 hour

- Principles of Prevention

<https://vetoviolence.cdc.gov/apps/principles-of-prevention/>

1 hour

- STRYVE: Striving to Reduce Youth Violence Everywhere

<https://vetoviolence.cdc.gov/apps/stryve/>

1.5 hours

- Understanding Evidence

<https://vetoviolence.cdc.gov/apps/evidence/>

1 hour

Center for Financial Social Work

Free Resources (Webinars, eBooks, and Videos)

<https://financialsocialwork.com/resources>

Hours vary by course

Child Welfare Information Gateway Learning Center

Free trainings and resources related to Child Welfare

<https://www.childwelfare.gov/learningcenter/>

Hours vary

Children’s Aid Society of Alabama

Free live and recorded webinars

https://www.childrensaid.org/what_we_do/programs/apac/training_resources/webinars.html

All courses 1 hour

Colorado Department of Public Health and Environment
Suicide Risk Factors and Warning Signs (Course ID 1080982)

<https://www.train.org/colorado/welcome>

1 hour

ESRI Academy (through UNC Libraries)

Getting Started with GIS Web Course

<https://www.esri.com/training/catalog/57630434851d31e02a43ef28/getting-started-with-gis/>

3.5 hours

Human Rights Campaign

All Children, All Families Webinars

<https://www.hrc.org/resources/all-children-all-families-webinars>

1.5 hours per webinar

Mental Health Studies - Suicide, Violent Behavior, and Substance Abuse

<https://alison.com/course/mental-health-studies-suicide-violent-behavior-and-substance-abuse-revised>

4 hours

NC Area Health Education Centers

Opioid Education for Community Health Workers Online Series

<https://www.aheconnect.com/opioided/default.asp>

All courses 1 hour

National Association of Social Workers (NASW)

Code of Ethics Podcast Series:

History

<https://socialworkpodcast.blogspot.com/2018/01/Ethics2018-1.html>

Cultural Competence

<https://socialworkpodcast.blogspot.com/2018/01/Ethics2018-2.html>

Professional Affiliations

<https://socialworkpodcast.blogspot.com/2018/01/Ethics2018-3.html>

1.5 hours

Coronavirus (COVID-19)

Resources and free webinars to support social workers and free webinars.

<https://www.socialworkers.org/covid19>

Hours vary by course

National Child Traumatic Stress Network

Various trainings

<https://learn.nctsn.org/>

1.5 hours each

Prevent Child Abuse NC

- Recognizing and Responding to Suspicions of Child Maltreatment

<https://www.preventchildabusenc.org/recognizing-responding-online-course/>

2 hours

- What is Prevention?

<https://preventchildabusenc-lms.org/courses/wipcourse/>

1 hour

Substance Abuse and Mental Health Services Administration (SAMSA)

Training and Technical Assistance Related to COVID-19

<https://www.samhsa.gov/sites/default/files/training-and-technical-assistance-covid19.pdf>

Hours vary by training/webinar

UAB Pediatric Pulmonary Center

Pediatric Sleep Disorders modules

https://cmecourses.som.uab.edu/pluginfile.php/12916/mod_resource/content/10/PPC_Jan10_2018/home.html

6 hours

UC Davis Health: Children's Hospital

Parent Child Interaction Therapy (PCIT) Online Training:

<https://pcit.ucdavis.edu/pcit-web-course/>

11 modules, hours vary

UNC SSW Clinical Lecture Series (livestreaming available):

<https://cls.unc.edu/clinical-lecture-series/>

2 hours per lecture

UNC SSW Focus on Family and Disability Lecture Series (livestreaming available):

<https://cls.unc.edu/family-focus-and-disability-clinical-lecture-series/>

2 hours per lecture

US Department of Health and Human Services

Improving Cultural Competency for Behavioral Health Professionals (4 courses):

<https://thinkculturalhealth.hhs.gov/education/behavioral-health>

4-5.5 hours

US Department of Veterans Affairs

PTSD Continuing Education, over 30 trainings

https://www.ptsd.va.gov/professional/continuing_ed/all_offerings.asp

Hours vary by training

Westfield State University, Interdisciplinary Behavioral Health Collaboration (IBHC)

Free Online Integrated Behavioral Healthcare Training Modules (16 different modules on a variety of healthcare and specialized population topics)

<http://www.westfield.ma.edu/interdisciplinary-behavioral-health-collaboration/modules>

1 hour per module

Attachment B

Training Learning Reflection Assignment

The purpose of this assignment is for students to self-reflect and use critical thinking skills to describe, evaluate, and synthesize their learning from completing Online Trainings for Social Work Students. The paper should reflect on the nine social work competencies that are included as part of your field evaluation forms.

1. Answer the following questions about the learning experience(s) so that you are self-reflecting on how online training helped you to learn and grow in knowledge, skills and values connected with your field placement and the nine social work competencies:
 1. What? – What tasks or activities am I doing that connect with the online training? What did you learn? What were my initial expectations about this training? What specific skills or knowledge were you unfamiliar with?
 2. So What? – What did you learn in this training that connects with 1-2 of the 9 social work competencies? How does this learning relate to social work practice at your agency? What did you learn about the people or community connected with your agency? How was your learning different from what you expected?
 3. Now What? – How can you apply this learning in your future career as a social worker? What would you like to learn more about, related to this training, the nine competencies, and how would you do this? What information can you share with your peers about your learning? How can you educate or raise awareness about a population or social issues connected with this training?
2. Overall, you want to provide a response for each of the main/general questions (What? So What? & Now What?). You do not have to answer every specific question, but can use them to help focus your responses.
3. Write at least 300 words and no more than 500 words in one or two paragraphs, using Standard English. Do not use bullet points.

Attachment C

Case Studies

Alabama Higher Education Consortium on Child Welfare Case Studies

11 in-depth cases developed, in partnership, by a faculty representative from an Alabama college or university social work education program and a social worker, with child welfare experience, from the Alabama Department of Human Resources. These cases were designed for use in all levels of social work education and training.

Each case has a list of questions based on the 14 Child Welfare Competency Domain. Each Competency Domain includes Teaching Tools that can be assigned to students.

(12-16 hours each)

<https://socialwork.ua.edu/childwelfare/child-welfare-case-studies-and-competencies/>

New Directions on Social Work, Interactive Cases

Melinda Lewis, The University of Kansas, Series Editor

Each case has activities on engagement, assessment, intervention and evaluation with client systems.

6 interactive cases:

1. Brickville: Families and Communities Consider Transitions
2. RAINN: Rape Incest and Abuse National Network
3. Hudson City: An Urban Community Affected by Disaster
4. The Sanchez Family: Systems, Strengths and Stressors
5. Riverton: A Community Conundrum
6. Carla Washburn: Loss, Aging and Social Support

<http://routledgesw.com/caseStudies>

(6-8 hours each)