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FOREWORD:

This Field Instruction Manual has been prepared for assisting social work students, faculty, and field instructors in understanding, policies and procedures governing the field instruction component of the Social Work Program at Talladega College. This revision from November 2023 replaces and supersedes any earlier versions.

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Land Acknowledgement: All education takes place on Indigenous land. The Talladega College Social Work Department is located on the occupied land of the Muscogee/Creek Nation, who have persisted here in Alabama from before recorded history to the present day. We pay our respects to the Elders of the Muscogee/Creek Nation both past and present.

Black Lives Matter Statement: Swayne Hall, the heart of the Talladega College campus, was built by the labor of enslaved Black people. It must also be recognized that our school would not be here if not for the dedication and sacrifices of formerly enslaved Black people. We stand in solidarity with the Black Lives Matter Movement, with our Black and Brown faculty, staff, students, field instructors, friends, and with all who have experienced racism and other forms of injustice.

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SOCIAL WORK PROGRAM HISTORY, VISION, MISSION, AND GOALS

Introduction

As conceived by the Department of Social Work, Field along with classroom-based instruction and assignments are complementary and mutually supportive components of an integrated professional social work education curriculum. While it is vitally important to teach and conceptualize social work knowledge, value and skills in the classroom, field instruction ought to be viewed as the heart of social work education. As such, students must be provided opportunities to apply, and fully integrate, practice theories, concepts, and principles in diverse settings with, and on behalf of, individuals, families, groups, organizations, and communities.

For undergraduate students, the principal goal of field instruction is to prepare them for generalist practice guided by the core competencies, domains, and behaviors. BSW students are expected to engage all client systems at the entry-level of practice within the micro, mezzo and macro levels of social work practice. The BSW curriculum also prepares the students for graduate level work in an MSW program.

For undergraduate students, the field practicum is intended to provide learning experiences that enable them to practice as generalists. Field practicum assignments in the undergraduate program ought to teach students to (1) demonstrate the ability to practice independently, (2) intervene with client systems of all sizes, and (3) effectively intervene in situations where there is a significant risk to the physical and/or emotional well-being of the client. Students in the advanced year must demonstrate the capacity to intervene in complex situations at all levels of social work practice.

Mission of Department of Social Work

The mission of the Talladega College Social Work Program is to:

- Prepare students for competent and effective professional social work practice as generalist practitioners by providing appropriate knowledge, values, and skills to serve individuals, families, groups, organizations and communities;
- Develop professionals who promote social justice, dignity and worth of the individual, the importance of human relationships, human rights, and scientific inquiry, and who are characterized by integrity, competence, and services; and
- Produce leaders and advocates in policy development and service delivery for human rights and social, economic, and environmental justice within a global context.

Vision:

The Talladega College Social Work Department will be a premier social work education program in Northeast Alabama, developing competent and effective social work professionals to meet the needs of individuals, families, groups, organizations, and communities, and to serve those who are the most vulnerable and oppressed in society.

Talladega College Social Work Program Goals:

1. To prepare students for effective, competent and ethical professional social work practice through immersion in the values and ethics of the social work profession including respect and acceptance of all individuals with regard to age, class, color, culture,

disability, ethnicity, family structure, gender, gender identity and expression, marital status, national origin, race, religion, sex and sexual orientation.

2. To provide students with a generalist's knowledge of social work that is broad in scope including: scientific inquiry for research-informed practice and practice-informed research; theory; values and ethics; the history, purpose and philosophy of the profession; and special understanding of practice settings, contexts, and clientele.
3. To educate students to understand and embrace diversity in the world and to be committed to the promotion of human rights and social and economic justice through policy analysis, formulation and development, service delivery and through leadership in the development of a nurturing and supportive environment for all people, applying strategies of advocacy and social change, especially for those who are marginalized.
4. To foster student development and utilization of relational, cognitive, political and professional skills appropriate to generalist practice, while being able to apply critical thinking within the context of professional social work practice with individuals, families, groups, organizations and communities.
5. To create and support an environment that values, models and promotes lifelong learning, professional development, and active participation in the professional community.
6. To grow the undergraduate social work program to better meet the increasing needs of society and develop innovative and adaptive methods of educating new social work professionals.

CRITERIA AND PROCESS FOR STUDENT PLACEMENT, AGENCIES, AND INSTRUCTORS

Placement Process and Criteria: Students who are completing Social Work Practice III and have met the program requirements for entering Field are expected to make a formal application to the college Director of Field Education during the semester prior to their anticipated agency placement. In addition to the Application for Field Placement (Appendix A) each student will complete the Student Educational Needs Assessment (Appendix B), the Student Statement of Understanding (Appendix E), and the Student Agreement (Appendix F). The student is responsible for getting these materials to the Director of Field Education and for scheduling an interview as outlined in the Practice III course assignment schedule. Students are encouraged to come to this meeting with clearly defined learning goals for the field instruction component. The conference time is then used to consider the learning needs of the student and the college expectations of the field experience.

The students identify three appropriate agencies in which to interview from an agency list provided by the Director of Field Education. However, decisions about actual placement of a student are based on which agency can provide the best setting and educational circumstances to meet the learning needs of the individual student. As the field instructor plays a vital role in the teaching and evaluation of the student, students will not be allowed to do field instruction in the same agency where they are employed, except in rare circumstances when that agency best meets the student's learning needs. Should the placement be at the agency of employment, specific planning must occur between the student, field instructor, and Director of Field Education to assure that learning needs and work needs are clearly defined and that the accountability structure for each role is in place prior to placement.

Once three agencies have been approved by the college Director of Field Education, each student is expected to schedule appointments to interview with the three assigned field instructors. The purpose of these interviews is to establish initial expectations for both the student and the instructor and for each to assess the potential for a positive learning experience. The agency-based field instructors complete the interviews with Talladega College students, complete the interview feedback form, and then provide the feedback information to the Director of Field Education and provide notification of the students selected for field placement in order of preference.

The Director of Field Education approves placement offers and notifies the field instructors of placement approvals. The field instructor has the right to accept or reject the placement. If accepted, the field instructor notifies the student to formally offer placement. The student can either accept or reject the placement. Should the placement be accepted by both parties, the student telephones the assigned field instructor to verbally accept the placement and to establish a time and date to begin the field placement. Each student will be expected to sign two agreements detailing their commitment to the field instruction course: Student Agreement (Appendix F); and Student Statement of Understanding (Appendix E). The University and the Agency will sign an agreement regarding the role of each in the field education of the student: Agency-University Agreement (Appendix G). Final agreements for enrollment in SW 444 should be completed prior to the field semester.

Enrollment in Field requires that the student make a C or better in all social work courses. If the student wishes to change placement sites, the Director of Field Education will review the student's reason for the request; mid-term evaluation scores; agency, theory, and the self evaluation papers; and will consult with the student and field instructor to determine an appropriate placement. Final decision-making must be completed by the end of the semester.

Agency Criteria: It is essential that this "practice arena" be able to provide experiences which can fully implement the objectives of the course. Each placement will be individually planned to best meet the learning needs of the student while having the following common elements inclusive of the 9 Social Work Competencies and various Practice Behaviors (CSWE 2015).

Each agency should:

1. Be recognized as an integral part of the social service community.
2. Possess legal sanction to operate and identifiable accountability to the community.
3. Provide direct client services to allow students to engage in the generalist intervention model.
4. Provide opportunities for student participation in staffing and other meetings to observe and experience the decision and policy making process.
5. Provide opportunities for student participation in in-service training sessions and other activities which allow for identification with the profession.
6. Provide opportunities for the student to participate in a variety of treatment modalities and services with micro, mezzo, and macro client systems from diverse cultural backgrounds.
7. Offer professional and staff support to assist the student with expectations of the agency and the learning experiences.
8. Express interest in hiring graduates with a bachelor's level degree.

Field Instructor Criteria: Experienced direct service providers with professional social work credentials/licensure recognized by the school and community will be used to teach field instruction and supervise students. Social workers selected as field instructors will have:

1. A minimum of two years post-graduation from an accredited social work program
2. A demonstrated commitment to the knowledge, values, skills, and ethics of the social work profession
3. The ability to oversee the day to day work of the student and to guide learning activities by selection and evaluation of student assignments
4. The ability to structure one-hour weekly supervision conferences for teaching and overseeing assigned tasks with the student; to participate in formal mid-term and final evaluation conferences with the student and field placement director, including completion of evaluation forms required by the college
5. Commitment to participate in field instructor training approximately two weeks before the beginning of the semester, field seminars when available, and other training opportunities provided by the college to enhance the ability to teach students

****In order to utilize agencies which provide services for under-served and vulnerable populations which do not have a professionally trained and licensed social worker, a master level professional who is actively involved with the agency (i.e. a part of the governing board or**

a contracted consultant) and is credentialed or licensed may substitute with approval by the college Director of Field Education.

PURPOSE OF FIELD INSTRUCTION

The Talladega College Social Work Department understands that Field is the signature pedagogy of Social Work education. Social work practice, as its name would suggest, is not merely an academic endeavor. Those who earn degrees in this field are not referred to as social thinkers or social feelers, but rather as social workers. To be certain, a great deal of thought and emotion are expected of students throughout their course work at Talladega College, but the ultimate goal for every student is the transformation of intellectual and social-emotional learning into professional action.

Therefore, just as emerging doctors learn to treat patients during clinical rounds and emerging educators are evaluated as student teachers, all emerging social workers are required to participate in a field practicum emphasizing application of social work competencies and refinement of generalist social work practice behaviors.

The primary function of social work field instruction is to “learn by doing”. Each student is placed in a community agency which has the appropriate legal and professional sanctions to provide social services to clients in need. Field instruction is organized around the need to help students:

- Approach the generalist intervention model in an orderly and disciplined manner; Helping or Change Process Engagement, Data Collection, Assessment, Planning, Intervention, Evaluation, Termination/Follow Up
- Build on their own unique experiences and capabilities as applied in the field setting
- Integrate new learning into their social work practice
- Function adequately within the social service delivery system
- Work responsibly and with sensitivity to people from different backgrounds, cultures, races, religions, and lifestyles, following the NASW Code of Ethics and meeting the CSWE Competencies and Practice Behaviors
- Evaluate the use of self and systems in the helping process

To meet CSWE Educational Policy B2.2.9, before field placement can be finalized, the agency field instructor must complete the Agency Information form (Appendix C), and the Field Instructor Information form (Appendix D) to document the “credential and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master’s degree in social work from a CSWE accredited program and have two years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective” (CSWE 2015, p 13), and professional social work supervision of the student in field placement.

AGENCY, STUDENT, AND UNIVERSITY ROLES

Agency Role: The role of the agency in field instruction is to provide the student educational experiences which are planned to promote the development of professional and personal maturity and to bring the capacity for thinking, feeling, and doing into balance. It is essential that the student sees their role primarily as a student pre-professional – “one who is learning.”

Learning activities will provide opportunities for the student to integrate classroom knowledge with practice experience, meeting the CSWE Competencies and Practice Behaviors. This beginning level of professional development requires a respect for the knowledge base and willingness to invest in learning the theoretical framework.

Field Instructor Role: A professional social worker who is directly accountable to the field agency will serve as the student's field instructor. The field instructor's role is to be an educator working with the student “to practice and refine the nine core competencies of social work through the accompanying practice behaviors by applying the processes and theories learned in all previous social work course material for the purpose of generalist social work practice.” The field instructor is expected to coordinate and direct the student's agency learning experience. Students need exposure to the total structure and range of services of the agency to understand its function, professional and supportive roles of the staff, the client population, and method of delivering service. Students also need exposure to clients from diverse cultural and ethnic groups and opportunities to observe the effects of institutional discrimination against women and other minorities. It is appropriate to utilize an agency “task supervisor.” A task supervisor must be approved by the Director of Field Education and is another designated agency professional who, under the knowledge, supervision, and direction of the field instructor, may assign tasks to the student. Such tasks can include observing, assisting, or working with other agency related professionals in their daily work in order to enhance overall learning experiences and opportunities in meeting student learning needs. The agency field instructor maintains responsibility for weekly supervision with the student as well as the overall learning experience and outcomes in the agency setting.

The Field Instructor provides opportunities for the student to:

1. Work with increasingly complex tasks while functioning as a team member providing direct and/or indirect services to clients. Students should begin as observers with simple tasks such as completing a summary recording of an interaction. As the student progresses, she/he will provide service under the direction of a team member. Finally, the student will be responsible for the planning, provision of helping service to clients, completion of appropriate documentation, and evaluation of the success of the interaction/intervention.
2. Be involved in direct services to clients from the full range of cultural, racial, and socioeconomic groups served by the agency.
3. Participate in the social work process to work with a client system toward change, engagement, data collection, assessment, planning, intervention, evaluation, termination, and follow-up.
4. Experience the various intervention modalities utilized in the agency and collaborate with other disciplines providing services for clients.

5. Complete summary and process recordings in addition to whatever recordings are required by the agency. Relate the agency services to governmental policies concerned with funding and accountability issues.
6. Participate in staffing and in-service training where possible, as well as informal interactions with professional staff to work on development of a professional identity; deal with the risks involved in the process of integrating “knowing”, “understanding”, and “doing.”
7. Participate in the evaluation process to objectively assess your own practice.

Social Work Program Role: The role of the Social Work Program is to provide the student opportunities and assignments to evaluate their progress in integrating the competencies and practice behaviors and toward making appropriate use of self within the generalist practice of social work. The student can expect the social work faculty to select appropriate agencies and field instructors, to develop professional liaison relationships with each, and to provide appropriate information to facilitate the student’s field learning. The Director of Field Education has responsibility for:

1. Curriculum design and development of appropriate educational tasks.
2. Directing the Integrative Seminar.
3. Developing, collaborating, and presenting annual mandatory field instructor training. Field instructor training is to take place approximately two weeks prior to the beginning of the semester annually, and as needed in the event field instructor and/or field agency changes are made after the initial annual training is conducted.
4. Arrangement of meetings, seminars, workshops to coordinate university expectations with agency opportunities for student’s learning, teaching content from the professional foundation areas, and evaluating every aspect of field education.
5. Recruitment and decision-making regarding selection of agencies and field instructors for student placement.
6. Coordinating placement of students with field instructors.
7. Provision of appropriate information about students assigned to field instructors to assist in the orientation to the field experience.
8. Acting as collaborator with or consultant to field instructors as they track a student’s progress.
9. Acting as a mentor for students in relation to their adjustment to the field experience.
10. Provision of opportunities for students to evaluate their field experience.
11. Assigning a grade for the student’s performance, in consultation with the field instructor.
12. On-going evaluation and development of the overall field component.
13. Working in consultation with the Social Work Department Chair, the Social Work Advisory Council, field agency/field instructors, and field students to maintain an up-to-date Field Manual outlining all policies relevant to Field Education at Talladega College.

TEACHING METHODOLOGY

Field Instruction consists of multiple hours per week for 15 weeks for a minimum of 415 total placement hours in a local social service agency. Learning activities are directed by a professional social worker directly accountable to the agency. The field instructor works in collaboration with the college Director of Field Education to assess and plan the student's learning needs. The initial focus is on agency structure for service delivery. The student is oriented to the agency by the field instructor and support staff to understand the role of social work in linking people to resources, services, and opportunities. The student becomes aware of the client population's needs as served by the agency. Content from the Introduction to Social Work course and the Social Welfare Policy class supports this understanding, as does the content from HBSE I and II. Content from Practice I, II, and Research becomes applicable as the student participates in agency activities and interactions with the field instructor and support staff.

The Integration Seminar, conducted on campus by the Director of Field Education or designated faculty, is used to clarify understanding and to make formal connections between conceptual material and practice experiences. The student demonstrates their level of competency through weekly log entries which process the "new learning" experiences through discussions in the integrative seminar, through the formal written assignments, and agency and case presentations. While becoming aware of how service delivery within the agency relates to content from academic courses the student begins to focus on being able to identify and assess interactions of clients within their environment. This is initially done by observing a professional social worker interviewing clients. As the student understands agency policy, client needs, and agency services she or he begins to collect data, make assessments under the direction of the field instructor, set goals, and employ a plan for services. The student begins to provide services under the direction of the field instructor. As the student actively participates in service delivery, she or he completes detailed recordings of the activity. About this same time the Director of Field Education and the field instructor meet at the agency with the student for a mid-term evaluation, Talladega College Field Evaluation (Appendix P). When the student clearly demonstrates knowledge of the agency, responsible work behavior, awareness of self, use of supervision, use of social work values, and skills for purposeful interaction they are able to work alone with clients utilizing the scheduled supervision hour with the field instructor for feedback and greater learning about self.

Students begin to focus on specific interests by assessing what personal learning goals need further attention using Student Educational Needs Assessment (Appendix B). Recordings of work with clients is continued throughout this time. Depending on the interest of the student and the agency, special assignments may be developed to meet individual learning objectives. Final evaluations are done at the agency to review the same areas as mid-term using Talladega College Field Evaluation (Appendix P). This provides the student a visible assessment of the level of learning since mid-term. The last written assignment is a self evaluation paper using Self- Evaluation Paper Guidelines (Appendix O) to specifically assess the student's learning as it relates to field objectives. Both of these evaluation tools focus on the values and ethics of practice, as well as knowledge and skills.

Integrative Seminar

The integrative seminar meets on campus each week for three hours and is not counted in the total placement time. Activity relates to the learning needs of the students. The semester begins with an orientation about the process of field instruction. This involves discussions about the structure of agency systems and the rationale for the structured field assignments. The seminar begins relating course content to specific agency activity with heavy emphasis on policy, human behavior, and practice content. This leads to a dialogue about emotional and physical safety in the field placement and the process of supervision. Social work interns begin formal presentations about their agencies and cases within the agencies which generally coincides with agency midterm evaluations.

Shortly after mid-semester, group cohesion begins to develop which provides support and peership. The focus shifts to time and stress management, human diversity issues, ethical dilemmas, and other topics encountered in the “real world” of social work. The seminar leaders, which includes the Director of Field Education and students, utilize activities and exercises designed to assist the student in understanding how they learn, copes with stress, and deals with authority. Students use the rest of the semester to refine their understanding of agency functioning and to integrate course content for problem solving and linkage to resources for specific clients.

The Latin term for the word seminar means “to seed.” The integrative seminar is designed to give the senior social work student an opportunity to reflect upon academics as one demonstrates actual performance in the field. The seminar is not a lecture-type class. The Talladega College Director of Field Education will provide a formal structure for the seminar in the form of assignments and feedback, but the students will do most of the work. “To seed” one’s self implies active participation in the learning process. This involves an active exchange of ideas and experiences to test practice knowledge, values, and skills. It can be a support group wherein each student is nurtured through critical or negative learning experiences. Each student should be able to use the seminar to learn how to accept and respond to criticism and to be critical of others in a constructive manner.

The student is expected to provide services for larger systems, i.e. families or groups, and to involve themselves in increasingly more responsible tasks, such as interfacing with other action and target systems. Written assignments include case presentations, case summary recordings, and a Major Integration Paper (Appendix R). The students must utilize the Talladega College conceptual framework for practice and integrate knowledge, values, and skills from all professional foundation areas to discuss the client, worker, agency, provision of service, and professional issues which might impact at any level.

The integration seminar increasingly becomes a forum for processing ethical dilemmas and applying critical thinking to practice situations. During the semester, the seminar shifts focus to planning for employment, licensure, and graduate school. Aggressive efforts are made to develop a resume, contact agencies for job opportunities, and complete the college’s placement process, all while continuing to share agency experiences. The seminar also addresses preparatory steps for students planning to take the State Licensure Exam, prior to or following graduation, and assisting those seeking graduate school placement in pursuit of a Master’s

degree in social work. Evaluations follow the same procedure as in Field using the Talladega College Field Evaluation (Appendix P), which rates self-awareness, identification with and commitment to the values and ethics of the profession, professional skills, working with client systems, functioning with the agency, and community involvement. During both field placement semesters, students are expected to be active on campus and in their community through attendance and participation in activities such as NASW meetings or events, and Talladega College Social Work Club meetings, events, or projects. The objective is to expose students to a variety of professional social workers in the community and to create visible evidence of the activities of social work majors on campus. It also provides students with leadership opportunities on campus and in the community. Other professional meetings, conferences, and events can substitute for NASW involvement if approved by the Director of Field Education.

ORIENTATION TO THE AGENCY

The student is responsible for learning the agency programs, policies, and services. The field instructor will provide orientation to the physical setting, introduction to staff members, and acquainting the student with agency resources. The student should take the initiative to obtain access to:

1. Agency manuals, brochures, and flow charts which define purposes, procedures, and role of staff members
2. Description of services provided by the agency
3. Description of client population
4. Description of the agency's role within the social work community The field instructor may include this information in the student's orientation to the field placement. If not, the student is responsible to ask as soon as possible.

The following practical things should be decided upon during the orientation period:

1. Field placement schedule
2. Specific assignment of a workspace
3. Introduction to staff
4. Tour of the physical plant and instructions for use of telephone, fax, copy machines, etc.
5. Dress code
6. Expected behavior

FACILITATING THE LEARNING PROCESS

Learning is individual and personal. It is an active process through which behavior is changed through the student's personal experiences. The field instructor can assist the student to make the mental connection between a behavior and the desired outcome, therefore, allowing the student opportunities to take on new identities as an emerging professional. Since actual learning can only be inferred, the field instructor can monitor the written and verbal communications and the behaviors utilized in the interactions with clients to identify and reinforce desired behaviors.

Feedback from the field instructor can also assist learning by identifying and correcting mistakes before they become a habit. Other ways to assist learning include:

1. Dialogue with the student about how academic concepts relate to actual practice. Field instructors are to review student assignments prior to students turning them in for grading in Seminar class. Students and Field Instructors should discuss timeframes for completing assignments, referencing the Seminar assignment schedule due dates to accommodate the Field Instructor's, student, and Seminar schedules and allow adequate time for review of and amendments to the student's work/assignment.
2. Exposing the student to the total social work process making sure to provide feedback about the student's performance
3. Assigning cases with potential for change to provide the student opportunities to develop intervention skills
4. Allowing the student to participate in as many tasks as the agency allows in the provision of service, such as making home visits, referrals, collaboration, and recordings

ASSESSMENT AND EVALUATION

Team members involved in the student's learning provide on-going assessment of the student's progress. The field instructor meets weekly with the student to evaluate specific tasks relevant to student development as a professional in the agency and community, to provide appropriate supervision and consultation, and to assess the student's ongoing progress toward student learning goals and objectives, social work competencies, and practice behaviors. During the weekly supervision (minimum of 1 hour required) the following will occur:

- The student is responsible to develop an agenda for each supervisory meeting defining how he/she expects to utilize the time. The field instructor may add to this agenda as needed in order to fully meet the above expectations.
- The field instructor reviews the activity section of the weekly log during this time and signs it as documentation that the student has shared with the field instructor. This not only documents the student's weekly activities, supervision agenda, and discussion, but also serves as verification of the hours completed.
- The field instructor or a designated team member evaluates each written assignment before the student turns it into the college seminar leader. It is essential that the written work coming out of an agency accurately reflects the student's activity and the agency's function/role in the situation. At mid-term and end of the semester the student, the field instructor, and the Director of Field Education will meet at the agency to evaluate the student's progress with both individual and program goals, which will be accomplished during field work. Due to meeting all placement criteria students should advance through the field experience with minimum difficulty. Experience indicates the first three weeks of a new placement are the most stressful. The student will require more structure and support during this time. If for any reason the student is unable to continue through the field process as defined, the field instructor should inform the Director of Field Education and both work with the student to assess the problem and the potential for successful completion of the placement. At mid-term and end of the semester the student, field instructor, and Director of Field Education will meet at the agency to evaluate the student's progress with both individual and program goals. Utilizing the appropriate Evaluation tool:
 - The student should complete a draft self-evaluation
 - The field instructor will complete a draft evaluation of the student
 - The student and field instructor will meet to discuss, compare, and negotiate evaluation ratings and comments in preparation for the evaluation meeting with the Director of Field Education
 - In accordance with the field seminar assignment schedule, a mid-term evaluation meeting and a final evaluation meeting will be conducted at the agency with the Director of Field Education, the student, and the field instructor
 - Other designated agency personnel may be called upon to assist in the evaluation process when appropriate, such as a task supervisor, other agency social worker, or other designated staff working with the student on a regular basis as part of their field placement

The Field Educational Policy and Accreditation Standards (CSWE, EPAS, 2015)

Educational Policy 2.2—Signature Pedagogy:

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

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

Competency 1: Demonstrate Ethical and Professional Behavior

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

Competency 2: Engage Diversity and Difference in Practice

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

oppress, marginalize, alienate, or create privilege and power. Social workers: apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; present themselves as learners and engage clients and constituencies as experts of their own experiences; and apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

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

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing the science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers: use practice experience and theory to inform scientific inquiry and research; apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

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

and advocate for policies that advance human rights and social, economic, and environmental justice.

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

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

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the broader practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers: collect and organize data, and apply critical thinking to interpret information from clients and constituencies; apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including

individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to intervene with clients and constituencies effectively. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers: critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers: select and use appropriate methods for evaluation of outcomes; apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; critically analyze, monitor, and evaluate intervention and program processes and outcomes; and apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Reference: "2015 Educational Policy and Accreditation Standards." Council on Social Work Education (CSWE) - Accreditation, 2015 EPAS, CSWE

FIELD PRACTICUM HOURLY REQUIREMENTS

According to the Council of Social Work Education all accredited Social Work Programs must provide a minimum of 400 hours of field education at the baccalaureate level and 900 hours at the master's level (CSWE, Accreditation Standard 2.2.5, pg. 13). At Talladega College, we surpass these guidelines in our BSW program, requiring students to complete a minimum of 415 hours of field placement education.

For Field the student will spend approximately multiple hours per week for fifteen weeks in field placement to accumulate a total minimum of 415 hours.

Each semester every student is responsible to develop a typical weekly schedule with the help of the field instructor and is due during the second class period, Class, Work, and Field Instruction Schedule (Appendix H). A copy should be given to the Director of Field Education and the field instructor. All schedule changes should be forwarded using the same procedure. The work pattern can be flexible but should include three consecutive half days of at least four hours each. The student is expected to set up an accepted schedule with the field instructor and maintain this schedule in the same way as the professional staff of the agency following agency policy. **If illness or emergency occurs it's the student's responsibility to notify the agency prior to any absence and to arrange make-up time with the field instructor.**

If there are opportunities to attend appropriate meetings/workshops the student may substitute these hours for the regular schedule. Problems regarding work overload or inappropriate work should be immediately identified to the field instructor and discussed within the framework of the student's learning goals. In the rare event that the student and field instructor are unable to agree on appropriate tasks, the college Director of Field Education is available to join the discussions so that all three might work together to make plans appropriate to the student's learning needs, as well as the needs of the agency and the requirements of the college. Students in field placement observe all official college holidays and should plan for them in the scheduled time. The student and field instructor may decide together about how to handle agency holidays not recognized by the college based on agency personnel working on said holidays.

Caution: Total hours at the agency are required regardless of agency, college, and personal holiday schedules.

ADDITIONAL POLICIES AND PROCEDURES

Employed Social Worker Field Practicum Option

On rare occasions, it is possible that students may have a practicum placement at the agency that employs them, providing the educational experience is a “new learning arena” of social work knowledge, values, and skills. This learning must be clearly reflected in a detailed educational plan involving the integration of content specific, goal oriented, and clearly measurable objectives consistent with the expectations for social work interns doing field work. The time spent in preparation, performance of activities, supervision, and evaluation is counted toward the required hours for the field practicum.

Change in Field Practicum

Any student enrolled in the social work program may seek a change in their field practicum when problems unrelated to the student’s performance make the continuation in the field agency an issue. It is the function of the college’s Director of Field Education and the student’s field instructor to determine whether the problem is performance or non-performance. Examples of some non-performance problems are:

- Inadequate agency resources to support field placement. For example, lack of student office space, lack of clients leading to students lack of cases, insufficient supervisory time, loss of field instructor due to illness, change of jobs, etc. • Learning experiences in agency are too narrow. For example, lack of opportunities to work with individuals, families, and groups or to assume multiple intervention roles: counselor, broker, and advocate.
- Misplacement error based on paper credentials of students and field placement. For example, agency learning experiences are too advanced for the student or the converse. It is more of a problem of an unanticipated mismatch than a difficulty in student performance.
- Agency reorganization. For example, during the academic year the agency substantially changes its administrative structure which creates a chaotic situation for the student and/or the changes adversely affect available learning opportunities.
- Personality or ideological clash between field instructor and student. For example, both the student and field instructor are committed to the social work professional, clients and the generalist model, but on a day to day interpersonal level either one or the other is not able to get past the issues on which they clash and it is blocking their ability to achieve “goodness of fit” and enjoyment of field instruction.

Request to Terminate Field Practicum (Procedure)

1. The college Director of Field Education and student discuss the problem. The student may have another member of the faculty present if desired.
2. The college Director of Field Education, the student intern, and the agency-based field instructor discuss the problem and explore alternative solutions. At this point, it is the field instructor’s responsibility to inform the Director of Field Education of the difficulties. If a solution is not found within the agency a decision to terminate the placement is made

by the agency-based field instructor in consultation with the university Director of Field Education.

3. The student is expected to complete the termination process in the initial placement which includes administrative requirements of the agency, as well as termination contacts with assigned clients. The original field instructor is also expected to submit a summary of the student's field experience to date, which is shared with the student and becomes part of the school record. The student may submit a response to the field instructor's evaluation. **In rare situations, an agency may unilaterally request that a student be terminated from the placement. If this is due to concern about the student's suitability for that particular setting or for social work practice in general then the university Director of Field Education must be involved in order to review the situation to provide the student with due process and to develop further plans.
4. The student and Director of Field Education determine whether or not replacement is advisable and if so, explore options for another placement. A decision to replace the practicum site is then made.

Procedure for Replacements

Replacement is initiated by the Director of Field Education who selects and facilitates the most suitable replacement. An interview with the new field instructor and agency is required. Information about the previous situation is openly shared and discussed. It may be necessary for the student to put in additional or extended time in the new placement to make up for earlier time and teaching missed. These arrangements are negotiated by the student, the Director of Field Education, and the new field instructor.

Administrative Termination of Field Practicum (Procedures)

A request for the consideration of termination from the field may be initiated by the field instructor, the agency executive director, social work faculty, or the student. Administrative termination of the field practicum of any student enrolled in Field Instruction I or II may take place after consultation and approval of the Social Work Department Chair. The student is notified of the termination by the Director of Field Education or Social Work Department Chair.

In all cases a written statement which documents the issues and/or concerns is to be prepared by the person initiating the action.

At the request of an agency field instructor:

A student may be removed from the field placement agency for documented unethical and/or unprofessional conduct or for lack of progress in attaining field instruction learning objectives. The student will be apprised orally and in writing of the specific nature of the concerns about her or his behavior, lack of progress in learning, or unsatisfactory performance. In an effort to arrive at a resolution of the situation, a meeting will be held with, at minimum, the student, the field instructor, and the Director of Field Education. The student's advisor will be informed and may be included as appropriate. The purpose of this meeting is to ascertain the facts, give all parties involved an opportunity to raise their concerns, and to explore possibilities for resolution of the problem. The possibilities include:

- Continuation in the agency with a specific plan (including time limits) for correction in the areas identified as deficient
- Removal from the agency for documented cause resulting in a failing grade
- Removal from the agency without grade penalty and replacement in another agency to complete the course requirements In the event the situation is not resolved as a result of this meeting the matter will be referred to the Social Work Department Chair. Serious obstacles to the student's learning in the agency may be addressed through a request for removal by the student.

The following steps would be taken:

- The student will discuss the situation with the field instructor
- If the issue remains unresolved the student will consult the Director of Field Education to discuss the issues and the rationale for the requested move
- If the matter is still not resolved, the Director of Field Education will convene a meeting of the student, the field instructor, and the student's advisor. The purpose of such a meeting would be to ascertain the facts, to give all involved parties an opportunity to voice their concerns, and to serve as a basis for decisions.

The Director of Field Education, with the student and the field instructor, will then proceed to make a decision in the matter. **Possibilities include:**

- Continuation in the agency with a specific plan (including time limits) for correction in the areas identified as deficient
- Removal from the agency for documented cause, resulting in a failing grade
- Removal from the agency without grade penalty and replacement in another agency to complete the course requirements

Professional Suitability and Professional Unsuitability

Talladega College, the college's social work department, the Director of Field Education, and the agency-based field instructors expect students to conduct themselves in an orderly and cooperative manner with respect and commitment to the social work profession's mission, purpose, and standards set forth in the NASW Code of Ethics. The students are also expected to adhere to the field agency's mission, purpose, and the standard of conduct set for in their agency's policies and procedures.

Attendance in the Field

Attendance in the field placement and the integrative seminar is mandatory. Per college's policy, Talladega College students are required to attend all of their classes (face-to-face, hybrid and/or virtual) on time and are responsible for all assigned course content, including assignments. Students are allowed one (1) unexcused absence per semester hour in each course each semester. For example, if a course is 3-credit hours, a total of 3 unexcused absences are allowed in that course.

Violation of NASW Code of Ethics

In instances where the student's problem is not primarily academic but has arisen because of a violation of professional ethics or behavior that is detrimental to the welfare of the student's client, the student may be terminated from field practicum and is also subject to dismissal from

the Social Work program by the Director of Field Education and Social Work Department Chair. Refer to the NASW Code of Ethics for complete information.

Academic Dishonesty

Talladega College does not tolerate academic dishonesty and has policies in place to address these issues. Academic dishonesty is essentially a violation of the NASW Code of Ethics and leads to the same consequences in regards to field instruction. Review the Academic Dishonesty Policy in the Talladega College Student Handbook. Violation of College Policies Talladega College has adopted rules, policies, and procedures that define rights, privileges, prohibited conduct, and procedures to be followed. Refer to the Talladega College Student Handbook for full knowledge of policies. Refer to the Talladega College Student Handbook for the Grievance Policy for Students Contesting Grades.

Confidentiality and Client's Rights

It is the responsibility of the student to become familiar with the agency protocol regarding these matters and to discuss with the field instructor and the university Director of Field Education how these are best observed by the student in compliance with the Social Work Code of Ethics. Clients deserve their right to confidentiality be upheld; therefore, violations of agency/client confidentiality will not be tolerated.

Continuance in the Program

Students who are unable to secure a satisfactory field placement for reasons relating to their inappropriateness or their lack of readiness for placement will be subject to termination from the program.

Student Statement of Agreement

This signed statement attests that the student has read and understands the content of the Social Work Field Instruction Manual. The statement is signed by the student prior to beginning field instruction. (Appendix F)

Sharing Sensitive Student Information

Relevant student information, written and oral, may be shared between involved parties (Social Work Chair, Director of Field Education, and Agency Field Instructor). This information will be shared to assist with appropriate field placements, to enable informed choice by field instructors, to protect clients, to protect students, and to facilitate the learning process. The college Director of Field Education may share relevant student information from oral and written communications and field seminars with field instructors. It is likewise expected that field instructors will share relevant information from field placement with the Director of Field Education. Students, the Director of Field Education, and field instructors will have knowledge of this policy before the placement begins. "Relevant Student Information" is defined as any information which will have direct impact on the field placement. Information is relevant if it may affect clients, field instructors, agency staff, or the learning process.

Examples:

1. A student who is placed or wanting to be placed in a sexual assault program but who has experienced sexual trauma themselves might be encouraged to consider this and/or share this info with the field instructor.
2. A student who is placed or wanting to be placed in a psychiatric hospital but who has a member of their family in a similar facility might be encouraged to consider this and/or share this info with the field instructor.
3. A student who has an illness or disability that will likely affect their performance in the field that information will likely need to be shared with the field instructor.

Life Experience/Work Experience

No field practice practicum credit is given for life experience or previous work experience.

Unsupervised Student Home Visits

Home visits are one of the most rewarding and rich learning experiences in social work field education; however, they can present potential dangers for students who are expected to complete them on their own without the help of a supervisor or colleague. For this reason, unsupervised home visits should be added to the student workload only after it is confirmed that the type of home visit is appropriate for a BSW level student (no counseling/clinical in nature) and after each of the following have been achieved:

- The student has completed any and all necessary college and/or agency safety training regarding home visit safety guidelines and practices
- The student has shadowed the field instructor, task supervisor, and/or colleagues on a number of relevant home visits
- The student has demonstrated and articulated comfort and readiness to practice home visit responsibilities on their own without supervisor accompaniment
- The agency has demonstrated and articulated comfort and readiness to give the student home visit responsibilities without supervisor accompaniment
- The agency has considered and documented a risk assessment for any and all scheduled home visits, only sending students on home visits deemed to be of very low risk
- The student has signed the Talladega College-Assumption of Risk, Release and Indemnification Agreement (Appendix X) so that informed consent of any potential dangers can be documented in the college and agency records
- The student and field instructor should discuss and process any concerns regarding unsupervised field visits during weekly supervision or as needed to ensure that any change in comfort/risk/expectations are considered and dealt with in an appropriate and timely manner
- Unsupervised home visits will not occur until explicitly approved by the Talladega College Director of Field Education

Student Transporting Clients and Use of Personal Vehicle

Talladega College students **should not** transport agency clients unless explicit consent has been given by the college director of field education and the agency field instructor or other designated agency administrator with such authority.

Due to the dangers associated with transporting clients, particularly if the student and/or client(s) are minors, students who are allowed to transport clients must understand: they are taking on full liability for themselves and the client(s) transported in the event of an accident; the student, or their parent if they are a minor has signed the Talladega College- Assumption of Risk, Release and Indemnification Agreement (Appendix X) so that informed consent of any potential dangers can be documented in the college and agency records; and transporting clients can only happen with explicit consent as mentioned.

Title IX

All students and field instructors are responsible for having read and understood the college's responsibilities regarding Title IX as articulated in the student manual. Refer to the Talladega College Student Handbook for the Title IX policy.

PAPERWORK AND ASSIGNMENTS

Field Instruction

1. Class, Work and Field Instruction Schedule (Appendix H)
2. Student Agreements (Appendices E and F)
3. Student Logs (Appendix J)
4. Learning Contract: Goals and Objectives (Appendix I)
5. Case Paper and Presentation (Appendix L)
6. Attendance (Required: All Integrative Seminar classes) More than three absences could result in termination from field.

Evaluation

Evaluation is an on-going process within the field agency and in the integrative seminar. Both the agency-based field instructor and the Talladega College Director of Field Education will provide feedback to the student regarding her/his performance levels. There will be two formal agency evaluation periods where the student, field instructor, and Director of Field Education will meet together: 1) the first at mid-term, 2) at the end of the semester. Both student and field instructor independently complete the evaluation form (Appendix P) and then meet together to compare, discuss, and when appropriate negotiate the ratings. The outcome of the evaluation conference is presented to the Director of Field Education and becomes a part of the student's school record. This same process is applied during the final evaluation.

The final course grade will be based on:

Agency instructor's evaluation of student's work performance	30%
Director of Field Education evaluation of performance re: personal learning goals & objectives	10%
Quality of student's written assignments	30%
Progress demonstrated in log entries	15%
Quality of student's attendance and participation in seminar, presentations, and other assigned activities and tasks i.e. class facilitation, group sessions	15%
	100%

GRADING PROCEDURES FOR FIELD INSTRUCTION

A student in the undergraduate social work program is expected to maintain a 2.5 or above grade point average of all course work. In the field practicum, grades for each student are recommended by the agency field instructor. The college Director of Field Education is ultimately responsible for assigning and registering the student's grade in the course. Grading is done on the alphabetical system as follows:

- A: Excellent or superior performance in most field work, field practicum tasks, integrative seminar assignments, and overall course expectations.
- B: Good performance with potential for some superior performance is evident.
- C: Acceptable and adequate social work knowledge, values, and skills are demonstrated in field work and the integrative seminar.
- D: Unacceptable undergraduate performance in social work field instruction.
- F: Failure to adequately perform in field instruction. This grade is given in consultation with the agency field instructor, and the student is counseled since this grade can have serious consequences related to the student continuing in social work.
- I: The grade of Incomplete presupposes that the student is doing acceptable fieldwork, is adequately performing in social work field instruction, and has accomplished at least most of the course expectations; but because of illness or another emergency situation beyond the student's control, the course requirements cannot be fulfilled by the end of the semester.
- WP: The grade of Withdrawn Passing indicates that the student chose to withdraw from the field and was passing the course at the time of the decision.
- WF: The grade of Withdrawn Failing indicates that the student chose to withdraw from the field and was failing the course at the time of the decision.

APPENDICES

- A. APPLICATION FOR FIELD PLACEMENT
- B. STUDENT EDUCATIONAL NEEDS ASSESSMENT
- C. AGENCY INFORMATION FORM
- D. FIELD INSTRUCTOR INFORMATION
- E. STUDENT STATEMENT OF UNDERSTANDING
- F. STUDENT AGREEMENT
- G. AGENCY-COLLEGE AGREEMENT
- H. CLASS,WORK, AND FIELD INSTRUCTION SCHEDULE
- I. LEARNING CONTRACT GOALS AND OBJECTIVES WITH LEARNING CONTRACT WORKSHEET
- J. STUDENT LOG FORM
- K. STUDENT LOG ASSIGNMENT
- L. CASE PAPER & PRESENTATION GUIDELINES
- M. MAJOR INTEGRATION PAPER
- N. FIELD INSTRUCTOR'S EVALUATION OF THE TALLADEGA COLLEGE SOCIAL WORK PROGRAM
- O. DIRECTOR OF FIELD EDUCATION EVALUATION BY STUDENT
- P. STUDENT EVALUATION OF FIELD EXPERIENCE
- Q. TALLADEGA COLLEGE-ASSUMPTION OF RISK, RELEASE AND INDEMNIFICATION AGREEMENT

APPLICATION FOR FIELD PLACEMENT (APPENDIX A)

Please Type or Print: Name _____ Age _____ Classification _____

Phone _____

Address _____

City ST Zip _____

Do you own a car? _____ If not, how do you plan to get to your placement?

Do you have a valid driver's license? _____ If Yes, In What State? _____

Have you ever been convicted of a felony? _____

If yes, please define the charge and the judgment.

Have you ever been charged with an ethical violation? _____

If yes, please define the charge and the judgment.

Semester you plan to take field placement? _____

Will you have completed all program requirements by the semester you plan to take field placement? _____ If not, define the basis for your application for field.

Will you have completed all program requirements for enrollment in SW 444/SW 460 by this date? If not, define the basis for your application for field.

Semester you expect to graduate _____

APPLICATION FOR FIELD PLACEMENT (APPENDIX A)

Describe campus activities you have participated in since becoming a student at Talladega College:

Describe paid or volunteer work experience within the past three years

Special skills, interests, hobbies

What are your plans following graduation?

What are your long term plans for your social work career?

Why did you choose to go into social work?

APPLICATION FOR FIELD PLACEMENT (APPENDIX A)

In what two agencies are you interested in doing field placement? (Interest does not guarantee placement)

American Red Cross Every day Red Cross volunteers provide critical services such as helping victims of fires, floods, storms and other disasters; staffing blood drives; supporting members of the military and their families; and providing lifesaving training in CPR and water safety.	The Area Agency on Aging and Disability (AAA) is designated by the State of Alabama to develop and administer an Area Plan providing a comprehensive and coordinated service delivery system for older Alabamians and disabled Alabamians in the 10 county service area.	Enhabit is focused on providing dignity and comfort to patients at the end of life. Hospice is more than just symptom and pain management; it is a philosophy of care designed to treat every physical, spiritual and emotional need of a patient and their loved ones.	Calhoun County Drug Court program is designed for first time offenders in which the offender's crimes are directly related to their drug addiction.
Alabama Extension takes the university to the people. As educators, we are partners in every county, bringing practical ways to better our homes, farms, people, and communities. Our research extends knowledge and improves lives.	Interfaith Ministries provides a place for people in our community to serve each other. Hundreds of volunteers donate their time and talents to make these programs possible. From the volunteer drivers delivering meals to the elderly, to the city jail staff who launder the towels used by the Open Door clients who use the facilities each week, Interfaith Ministries is bringing the community together to help each other and care for each other.	The Right Place A 501(c)(3) non-profit charitable organization dedicated to assisting homeless and low-income individuals and families in securing safe, decent, affordable shelter.	The Presbyterian Home for Children recognizing the changing needs of children with their caregivers and young adults who are transitioning to adulthood, provides a faith-based safe haven through programs that nurture, educate, and equip them to become the fully functioning persons whom God created them to be.
The Talladega College Title IX Office Students in this position would assist the Title IX Coordinator who is the Talladega College administrator who oversees Talladega College's compliance with Title IX. The Title IX Coordinator is responsible for administrative response to reports and Formal Complaints of Sexual Harassment. The Title IX Coordinator is available to discuss the grievance process, coordinate supportive measures, explain Talladega College's policies and procedures, and provide education on relevant issues.	DeAngelo's Hope Dedicated to creating safe, stable, and nurturing environments for all children to reduce the impact of adverse childhood experiences (ACEs) and assist families with their healing journey.	East Central Alabama UCP is dedicated to serving individuals, age birth to adulthood, with developmental and physical disabilities, including autism, cerebral palsy, down syndrome, spina bifida, or any other identified delay of 25% or more.	Other:

APPLICATION FOR FIELD PLACEMENT (APPENDIX A)

Specify the reasons you have interest in these agencies or settings.

What do you perceive your role as an intern to be?

What do you think you will be doing in those agencies?

What courses have you had to prepare you for placement at these agencies?

What do you see as your strengths?

Your weaknesses?

Describe your ability to work effectively with others, especially those who are different.

APPLICATION FOR FIELD PLACEMENT (APPENDIX A)

What are your personal expectations of and goals for your field placement?

Include any specific limitations and/or preferences which concern you.

Cumulative Grade Point Average _____

Grade Point Average in Social Work Courses _____

I consent to this application being released to the field instructors and agencies at which I will interview and be considered for field placement. I understand the field coordinator will share relevant and sometimes sensitive personal and educational information about me with the field instructor and agency for the purpose of securing an appropriate educational experience. I do hereby acknowledge that I have provided accurate and truthful information about myself in this field application.

Student's Signature Date _____

Date of Interview with the Field Coordinator _____

These agencies have been approved for interview:

Signature of Field Director _____ Date _____

STUDENT EDUCATIONAL NEEDS ASSESSMENT (APPENDIX B)

NAME: _____ DATE: _____

APPLYING FOR: SW 444/ SW460 PLACEMENT FOR: FALL _____ SPRING _____

Below you will find brief statements describing knowledge, skills, values or attitudes which are expected of the beginning generalist social work practitioner. Use the rating scale continuum to evaluate your own educational needs at the present time. After you circle the number you deem appropriate, briefly explain your choice.

- 1. To demonstrate awareness of a professional value system in verbal and written interchange.**

Unable	0	1	2	3	4	5	6	7	8	9	10	Very able
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Explain:

- 2. To demonstrate in interaction the acceptance of the rights of individuals and groups who have different physical characteristics, different beliefs, different lifestyles or different cultural background than self.**

Unable	0	1	2	3	4	5	6	7	8	9	10	Very able
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Explain:

- 3. To demonstrate respect for the rights of privacy and confidentiality.**

Unable	0	1	2	3	4	5	6	7	8	9	10	Very able
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Explain:

- 4. To demonstrate respect for each person's right to share in society's resources.**

Unable	0	1	2	3	4	5	6	7	8	9	10	Very able
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Explain:

- 5. To demonstrate beginning understanding of human interaction in social relationships.**

Unable	0	1	2	3	4	5	6	7	8	9	10	Very able
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Explain:

STUDENT EDUCATIONAL NEEDS ASSESSMENT (APPENDIX B)

- 6. To be able to identify the dynamics of given situations and to be able to evaluate their significance to the functioning of focal systems.**

Unable	0	1	2	3	4	5	6	7	8	9	10	Very able
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Explain:

- 7. To be able to recognize the function of both formal and informal systems and to be able to interact with each in a way that meets desired goals.**

Unable	0	1	2	3	4	5	6	7	8	9	10	Very able
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Explain:

- 8. To be able to demonstrate an understanding of society's institutions' impact both positively and negatively, the functioning of individuals, families, small groups and large groups.**

Unable	0	1	2	3	4	5	6	7	8	9	10	Very able
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Explain:

- 9. To be able to demonstrate engagement (presentation of self as helper) skills.**

Unable	0	1	2	3	4	5	6	7	8	9	10	Very able
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Explain:

- 10. To demonstrate ability to establish working relationships with client system.**

Unable	0	1	2	3	4	5	6	7	8	9	10	Very able
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Explain:

- 11. To demonstrate effective verbal and non-verbal communication skills.**

Unable	0	1	2	3	4	5	6	7	8	9	10	Very able
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Explain:

STUDENT EDUCATIONAL NEEDS ASSESSMENT (APPENDIX B)

- 12. To demonstrate effective written communication skills.**

Unable	0	1	2	3	4	5	6	7	8	9	10	Very able
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Explain:

13. To demonstrate an understanding of the generalist social work approach and an ability to work within a specific model.

Unable	0	1	2	3	4	5	6	7	8	9	10	Very able
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Explain:

14. To be able to demonstrate advocacy skills and to demonstrate the ability to offer those skills to the most powerless populations.

Unable	0	1	2	3	4	5	6	7	8	9	10	Very able
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Explain:

15. To demonstrate skill in linking clients with appropriate resources.

Unable	0	1	2	3	4	5	6	7	8	9	10	Very able
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Explain:

16. To be able to recognize conflict with and between systems and to facilitate its resolution.

Unable	0	1	2	3	4	5	6	7	8	9	10	Very able
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Explain:

17. To demonstrate the ability to develop and evaluate new resources as a response to assessed needs.

Unable	0	1	2	3	4	5	6	7	8	9	10	Very able
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Explain:

STUDENT EDUCATIONAL NEEDS ASSESSMENT (APPENDIX B)

18. To be able to demonstrate assessment of problem skills

Unable	0	1	2	3	4	5	6	7	8	9	10	Very able
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Explain:

19. To be able to demonstrate data collection skills.

Unable	0	1	2	3	4	5	6	7	8	9	10	Very able
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Explain:

20. To be able to show ability to negotiate agreements with client systems regarding specific tasks completion.

Unable	0	1	2	3	4	5	6	7	8	9	10	Very able
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Explain:

21. To be able to recognize necessary factors in selection and development of action systems.

Unable	0	1	2	3	4	5	6	7	8	9	10	Very able
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Explain:

22. To be able to demonstrate the ability to evaluate own efforts at skilled intervention.

Unable	0	1	2	3	4	5	6	7	8	9	10	Very able
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Explain:

23. To demonstrate ability to identify organizational policy and structure both formal and informal.

Unable	0	1	2	3	4	5	6	7	8	9	10	Very able
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Explain:

STUDENT EDUCATIONAL NEEDS ASSESSMENT (APPENDIX B)

24. To demonstrate skills for developing and modifying agency policy as a response to commitment to quality social service delivery.

Unable	0	1	2	3	4	5	6	7	8	9	10	Very able
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Explain:

41

25. To demonstrate awareness of their own opportunity to affect policy for the benefit of the client system.

Unable	0	1	2	3	4	5	6	7	8	9	10	Very able
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Explain:

26. To demonstrate a knowledge of existing resources.

Unable	0	1	2	3	4	5	6	7	8	9	10	Very able
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Explain:

27. To demonstrate the ability to identify appropriate resources in specific situations and to make the indicated referrals in a skillful manner.

Unable	0	1	2	3	4	5	6	7	8	9	10	Very able
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Explain:

28. To exhibit knowledge of the interactional nature of the social service agencies both within the social service community and the larger community.

Unable	0	1	2	3	4	5	6	7	8	9	10	Very able
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Explain:

29. To demonstrate professional integrity as a sanctioned member of an agency staff.

Unable	0	1	2	3	4	5	6	7	8	9	10	Very able
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Explain:

STUDENT EDUCATIONAL NEEDS ASSESSMENT (APPENDIX B)

30. To be able to assess own development of social work competencies in a skillful manner.

Unable	0	1	2	3	4	5	6	7	8	9	10	Very able
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Explain:

31. To be able to evaluate, whether goals set and methods of intervention chosen have been effective.

Unable	0	1	2	3	4	5	6	7	8	9	10	Very able
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Explain:

32. To demonstrate an interest in continued learning that recognizes the impact of constant change in society upon the knowledge base available to social workers.

Unable	0	1	2	3	4	5	6	7	8	9	10	Very able
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Explain:

AGENCY INFORMATION FORM (APPENDIX C)

Name _____ Phone (____) _____
Street Address _____
_____ City _____
_____ State _____ Zip _____

Agency Director _____
Contact Person _____
Phone (____) _____
Field Instructor _____
Phone (____) _____
Field Supervisor _____
Phone (____) _____
(Person designated by agency to provide Social Work supervision)

1. The field practicum program places senior undergraduate students. Please indicate the number of students your agency could accommodate: _____

2. Do you have any placement opportunities for evenings or weekends? Yes _____ No _____ If yes please describe and note hours: _____

3. Do you have any financial resources available to practicum students? Yes _____ No _____ If yes, please check: Stipends _____ How many? _____ Amount _____ Work Study _____ How many? _____ Amount _____ Other _____ How many? _____ Amount _____

4. Is your agency accessible to students with disabilities? Yes _____ No _____

5. Transportation: Are students required to use their own cars? _____ Are students reimbursed for their own car use? _____

6. Please specify any meetings or seminars that students are REQUIRED to attend and when these are scheduled

7. Client population: Age range _____ Economic status _____

Ethnicities: _____ Asian American _____ African American _____ Hispanic American _____ Native American _____ Other _____

8. Please check the specific focus of the agency program and services: _____ Aging _____ Chemical Dependencies _____ Child Welfare _____ Mental Health _____ Developmental Disabilities _____ Criminal Justice _____ Rural Health _____ Family Services _____ Health/Medical _____ School Social Work _____ Multi-ethnic Training _____ Juvenile Justice _____ Women & Mental Health _____ Physical Disabilities _____ Other, please specify _____

9. Please describe your agency and the available practicum experiences, including primary intervention methods, community and organizational services, practice methodologies, geographical area served, and funding sources: (complete on back of form)

Signature & Date _____
(Please attach resumes of field instructors, field supervisors, and agency brochures or informational material)

Location _____

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

[illegible]

STUDENT STATEMENT OF UNDERSTANDING (APPENDIX E)

Prior to beginning a field placement, all students are expected to know the contents of the current Social Work Field Instruction Manual.

Students are requested to sign the following statement to that effect: I have read and understand the contents of the Social Work Field Instruction Manual, including the specific items listed below:

1. The process for securing a field instruction practicum
2. The integration of fieldwork with coursework
3. Attendance and participation expectations
4. A weekly log of agency hours and a description of activities and tasks
5. The evaluation and grading process
6. Semester expectations
7. The time frame for turning in the Learning Contract
8. The differing roles and responsibilities of the Field Director, the Field Instructor, the Field Supervisor, and Task Supervisors (as applicable)
9. Special situations: changes in field practicums; the procedure for termination & discontinuance; and the grievance procedure
10. NASW Code of Ethics

YOU ARE ELIGIBLE FOR FIELD INSTRUCTION WHEN YOU UNDERSTAND THE AFOREMENTIONED AS EVIDENCED BY YOUR SIGNATURE.

Signature & Date_____

STUDENT AGREEMENT (APPENDIX F)

In consideration of enrollment in SW 444 & SW 460, I understand and agree to abide by the following responsibilities in order to fulfill field education requirements.

1. Upon acceptance of the field placement to assist in the adjustment to that agency by providing information on my background, experience, interests and goals for this learning experience.
2. Assume all costs incurred while taking this course, including transportation and malpractice insurance.
3. Be punctual and demonstrate mature behavior within all agency activity regarding regular and/or emergency tasks as assigned by my field instructor, including maintenance of records and reports.
4. Wear appropriate attire within the agency and for assigned activities.
5. Conduct myself in a manner that demonstrates adherence to professional ethics and values and my awareness of my role as a representative of the social work profession, the agency and The Talladega College Social Work Department.
6. Submit all written assignments to field instructor(s) and/or college faculty on time and in neat form, as directed for each assignment. Late assignments may have points deducted or not be accepted for a grade.
7. Keep a log of agency/seminar activity.
8. Notify the agency if unable to report for work and arrange with the field instructor to make up for absence.
9. Participate with the field instructor and college faculty in on-going and planned evaluations of my performance and level of professional skill development.
10. Participate in the on-going seminar to demonstrate integration of "knowing" and "doing." I understand that attendance in seminar is required: that I am responsible to personally notify the leader if illness prevents my attendance: that I may be asked to document illness: that I can be administratively terminated following the third absence.
11. Accept the responsibility to seek clarification from the agency field instructor, college field coordinator, college faculty or any other professional or support staff involved in my field education, concerning learning expectations and to schedule a conference to mutually plan appropriate educational activities.
12. Maintain active participation in professional social work activities i.e. community workshops, committee work, other professional social work activities.
13. Maintain accurate records of time worked in the agency and be responsible for completion of the required fifteen week commitment, ensuring that a minimum of 415 hours is completed.
14. Be involved in on-going self-evaluation in order to fully develop personal and professional growth and identification with the social work profession. This includes maintenance of records of supervision, progress notes related to personal learning goals, and the safe-keeping of evaluation documentation. I understand that failure to comply with the above may result in my being denied continued placement within the agency and/or my receiving an incomplete or failing grade.

I understand that it is my responsibility to seek clarification of expectations, both in the agency and in the integrative seminar.

Date & Student Signature

AGENCY--COLLEGE AGREEMENT (APPENDIX G)

This agreement is to recognize the cooperative nature of field placement between The Social Work Department of Talladega College and the agencies who accept our students for the practicum experience.

Agreement between: Talladega College

Department of Social Work

627 Battle St W, Talladega, AL 35160

Responsibilities of the Talladega College Social Work Department

The Department will:

1. provide the Agency with a field instruction manual which states the objectives and policies of the Social Work Department and the content of the field placement courses.
2. provide the Agency with information about the student's academic background, work and volunteer experience, learning goals for field instruction, and career goals, as well as personal interests and skills.
3. cooperate with the Students and the Agency to assign student(s) and to set the direction for learning goals and objectives. (The Agency makes the final decision regarding acceptance of a student.)
4. provide performance evaluation forms for students, to be completed by the Agency Field Instructor at mid-term and at the semester's end.
5. provide a field coordinator for on-going assessment/consultation with the Agency Field Instructor regarding the student's progress.
6. provide at least one workshop per semester and at least one seminar for Field Instructors and College Faculty to review goals and objectives, plan for any needed changes and to enhance the professional interactions between Agency and Faculty personnel. C.E.U.'s will be given to meet the criteria of the Alabama Board of Social Work Certification.
7. provide a weekly seminar on campus for all field placement students to integrate the field experience with previous course content.
8. assume the responsibility for evaluating the overall performance of the student and assigning the semester grade in consultation with the field instructor.
9. assume the responsibility for final approval of all Agencies and Field Instructors participating in the field placement component of the Social Work Department.
10. observe rules of confidentiality as understood within the framework of social work education in all matters related to field instruction.

Responsibilities of the Agency

The Agency will:

1. provide a Field Instructor who meets the qualifications defined by the College in accordance with standards set forth by the Council of Social Work Education.
2. grant the Field Instructor the necessary time to fulfill responsibilities as defined in this agreement and in the manual, including time to attend the college seminars for Field Instructors when available.
3. agree to provide a work area and appropriate resources to enhance the student's learning.

The Field Instructor will:

1. be available to the student to provide on-going evaluations of their field experience in accordance with Agency standards for supervision. At least one hour per week will be scheduled to evaluate performance and assess learning goals.
2. complete the written evaluation of the student's performance at mid-term and semester's end and participate in the formal evaluation process.

AGENCY--UNIVERSITY AGREEMENT (APPENDIX G)

3. plan work tasks to meet learning objectives and coordinate those experiences for the student(s) that will:
 - a. meet the educational goals and objectives.
 - b. enhance the student's knowledge of the social work profession and the development of skills required for the generalist practice of social work.
 - c. orient the student to the overall purpose and function of the agency and to the client population and the full range of services provided by the agency.
 - d. orient the student to other systems which are involved in service provision for clients.

Should a student demonstrate continuing problems adapting to the Agency expectations, the Field Instructor will notify the Field Director and consult together regarding the conditions of continued placement.

The Agency is vital to the Senior Social Work student's learning experience. The Agency Field Instructor plays a key role in the practical education of these students. Talladega College recognizes the interdependent relationship on behalf of the Department and the students. Both the Agency and the College enter into this agreement with the intention of cooperating with the other in meeting the educational needs of the Student and fulfilling the conditions of this agreement. Each agrees to promote the interests of the profession of Social Work as well as the functions of the Agency within the community.

For the Agency		For the College	
Title	Date	Director of Field Education	Date
Title	Date	Chair, Social Work Department	Date

CLASS, WORK, AND FIELD INSTRUCTION SCHEDULE (APPENDIX H)

Name _____ Agency _____
Cell/Home Phone _____ Agency Phone _____
Field Instructor _____ Contact Number _____

Students please fill out this form weekly for your Field Instructor so they are aware of your projected schedule.

TIME	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8:00							
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							

Date & Student Signature

Date & Field Instructor Signature

LEARNING CONTRACT: GOALS AND OBJECTIVES (APPENDIX I)

Your course work has prepared you with a multitude of "academic education." To make the absolute most out of this field instruction experience, take time to develop some very specific learning goals for yourself. You will need to set tasks for yourself utilizing the Core Competencies to exemplify your ability to complete the established goals within each category. You will also need to determine the resources you will employ and a realistic time frame for each of the goals and tasks to be completed. Utilize your "Student Educational Needs Assessment" tool to help in determining appropriate goals for yourself and actual behaviors you will need to reach your goals in the blank sections at the end of the worksheet.

You may not have an opportunity to complete each goal and task within your agency, depending upon the limitations placed by your field placement and the policies and clientele with which you are working. You will then need to determine other means by which to accomplish these goals and tasks. This may include other social work or NASW activities, shadowing your fellow classmates, and/or other volunteer services.

In addition to the goals set under each competency category, you need to develop at least two goals with your Field Instructor in each of the following areas:

- A. Utilizing Professionalism and Resources
- B. Application of Theory in Practice
- C. Enhancing Interpersonal Skills and the Utilization of Authority

The following outline is an example:

Utilizing Professionalism and Resources

A. Goal: Enhancing Interpersonal Skills and Utilization of Authority

Tasks:

1. Observe field instructor do intakes
2. Make summary notes of intakes I observe and discuss my observation with my field instructor
3. Read field instructor's intake notes
4. Ask for an explanation regarding anything I'm not clear about
5. Read intakes from other cases
6. Do part of an intake with my field instructor assisting me
7. Do my own intake with supervision
8. Complete documentation in agency approved format and assigned timeline
9. Get feedback

Resources: Field Instructor, case records, other agency staff, clients.

Time Frame: Cannot all be end of spring semester

LEARNING CONTRACT: GOALS AND OBJECTIVES (APPENDIX I)

Talladega College Department of Social Work

Field Placement Learning Contract

Student Name and Contact Information	
Primary Field Instructor Name and Contact Information	
Field Placement Agency and Address	
Task Supervisor (if applicable) and Contact Information	
Director of Social Work Field Education Name and Contact Information	Trace Fleming-Trice, LICSW-S (she/her) ttrice@talladega.edu 678-231-5953
Instructions (please read carefully)	1. The student completes the top of this document. 2. The student and the field instructor then agree on three or more agency or placement specific activities or products the student will complete that will demonstrate their competency for each practice behavior and enter these into the space provided. They may choose the suggestions or create their own under the "other" category. Agreement is indicated by posting the agreement date under the "Date Added" category. 3. The student and the field instructor then print this document and sign and date in the space designated as "Learning Contract" on the final page of this document. 4. The student submits this to the Director of Social Work Field Education for review, approval and signature/date if no changes are needed. 5. All parties should keep a copy of this document each time it is changed and/or signed and dated. 6. At the end of the semester, field instructors will evaluate the student's level of competency demonstrated. Field instructors will enter their evaluation ratings for the student in the appropriate column on the far right using the numerical rating scale provided at the bottom of each page. 7. The student and the field instructor then print this document and sign and date in the space designated as "___ Semester Evaluation" on the final page of this document. 8. The student submits this to the Director of Field Education for review, signature and date. 9. All parties should keep a copy of this document each time it is changed and/or signed and dated. This document is intended to be added to as needed when approved by the Director of Social Work Field Education.

LEARNING CONTRACT: GOALS AND OBJECTIVES (APPENDIX I)

Competency 1: Demonstrate Ethical and Professional Behavior <i>Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.</i>					
Practice Behaviors	Activities or products: How will you demonstrate that you are competent in each practice behavior?	Date Added	Date Completed	Semester Evaluation	
				Midterm	Final
1.1 Makes 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	☐ Review client file(s) and determine if a strengths based approach is evident. ☐ Review confidentiality policies/forms and maintain client confidentiality ☐ Identify real or potential ethical dilemmas and apply ethical problem solving. ☐ Identify examples of ethical practice in supervisory sessions. ☐ Other: ☐ Other:				
1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	☐ Keep daily journal and/or weekly logs and share with field instructors. ☐ Meet with field instructor and identify strengths and areas for further development. ☐ Solicit feedback from field instructor and other relevant professionals. ☐ Identify and manage one's own personal reactions to clients as reflected in interactions and supervisory sessions ☐ Other: ☐ Other:				
1.3 Use supervision and consultation.	☐ Complete Safety checklist with field instructor and submit to faculty liaison by due date. ☐ I will prepare an agenda for supervision. ☐ I will take initiative in scheduling weekly supervision.				

	☐ I will bring my learning contract for review once a month during supervision. ☐ I will integrate feedback from supervision into my practice and review how this is going with my supervisor.				
1.4 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication	☐ Dress appropriately. ☐ Adhere to work schedule. ☐ Communicate respectfully with colleagues and clients. ☐ Follow agency protocol. ☐ Other: ☐ Other:				
1.5 Use technology ethically and appropriately to facilitate practice outcomes	☐ Follow agency policies regarding technology ☐ Identify uses of technology. ☐ Other: ☐ Other:				
1.6 Use supervision and consultation to guide professional judgment and behavior	☐ Meet with field instructor regularly and make constructive use of supervision. ☐ Consult with field instructor regarding questions, concerns, and to obtain feedback ☐ Other: ☐ Other:				

Field Instructor's Comments for First Semester:

Field Instructor's Comments for Second Semester:

LEARNING CONTRACT: GOALS AND OBJECTIVES (APPENDIX I)

Competency 2: Engage Diversity and Difference in Practice *Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.*

Practice Behaviors	Activities or products: How will you demonstrate that you are competent in each practice behavior?	Date Added	Date Completed	Semester Evaluation	
				Midterm	Final
2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	☐ Conduct an assessment or other client interview and identify elements of human diversity that have shaped life experiences for that client system ☐ Discuss with field instructor how you believe your clients' experiences have shaped behaviors ☐ Read about the importance of difference in shaping life experience and discuss with field instructor ☐ Identify ways that clients are diverse and how approaches to working with individuals vary based on diversity Read article(s) on diverse population served by the agency and discuss with field instructor how this knowledge can be applied ☐ Demonstrate application in interactions with clients ☐ Learn from clients about their stories and identify ways they may be oppressed/ marginalized/alienated ☐ Discuss with field instructor power and privilege as it relates to the population served ☐ Other: ☐ Other:				
2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences	☐ Incorporate appropriate questions in interviews with clients in order to understand the unique story of that client ☐ Conduct a group or community survey ☐ Conduct a needs assessment with a client group ☐ Attend a community meeting or event with a diverse group ☐ Other:				

	☐ Other:				
2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	☐ Identify personal biases and ways to manage these in discussion with field instructor. ☐ Attend training or read relevant materials to manage influence of personal biases and values ☐ Interview other social workers in the agency to determine strategies of managing influences of biases ☐ Record in journal reflecting on how differences shape life experiences – your own and client ☐ Discuss with field instructor how your own experiences with diversity have shaped your life experiences and how that will help you better understand client systems ☐ Read literature about and/or interact with diverse group(s) that may be challenging ☐ Attend a training related to diversity ☐ Other: ☐ Other:				

Field Instructor's Comments for First Semester:

Field Instructor's Comments for Second Semester:

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice <i>Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.</i>					
Practice Behaviors	Activities or products: How will you demonstrate that you are competent in each practice behavior?	Date Added	Date Completed	Semester Evaluation	
				Midterm	Final
3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system	☐ Attend relevant legislative session and/or lobby for legislation that advances social and economic justice ☐ Advocate for an individual client or family ☐ Explain rights to clients ☐ Review agency policies and practices to determine how they advance these justice issues				

levels	and how they might be changed ☐ Educate others about justice issues ☐ Read about oppression and discrimination and discuss with field instructor ☐ Attend a workshop/training program on oppression and discrimination ☐ Discuss with field instructor your experiences with oppression and discrimination ☐ Identify a client who you believe may have experienced oppression or discrimination and discuss with field instructor ☐ Attend legislative session and promote legislation relative to a human rights or justice issue ☐ Write letter to someone in a position to make change relative to above ☐ Advocate for client access to service ☐ Other: ☐ Other:				
3.2 Engage in practices that advance social, economic, and environmental justice	☐ Advocate for an individual client or family ☐ Honor clients' rights ☐ Treat each client with respect ☐ Identify justice issues and intervention strategies in work with clients ☐ Treat each client with respect be nonjudgmental ☐ Review agency policies and practices to identify how they advance social and economic justice and/or how they might be enhanced ☐ Identify and participate in organizations that advance social and economic justice ☐ Assist in writing proposal or advocating for a program, service, or policy that relates to the above ☐ Review state or national NASW or other organizations' political action statements and legislative priorities and participate in at least one activity toward influencing policy ☐ Attend a meeting where policy action is discussed ☐ Educate others about needed policy action ☐ Other: ☐ Other:				

Field Instructor's Comments for First Semester:

Field Instructor's Comments for Second Semester:

LEARNING CONTRACT: GOALS AND OBJECTIVES (APPENDIX I)

Competency 4: Engage in Practice-informed Research and Research-informed Practice <i>Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.</i>					
Practice Behaviors	Activities or products: How will you demonstrate that you are competent in each practice behavior?	Date Added	Date Completed	Semester Evaluation	
				Midterm	Final
4.1 Use practice experience and theory to inform scientific inquiry and research	☐ Complete a literature review related to client system(s) served ☐ Analyze client data from the agency ☐ Other: ☐ Other:				
4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	☐ Read research related to the agency's area of practice/models of service or intervention or client system(s) ☐ Review agency outcome data ☐ Review research related to agency ☐ Review or suggest research related to assessment, prevention, and intervention with client systems ☐ Discuss/present research at agency meeting or in training group ☐ Evaluate practice using single subject design or program evaluation frameworks ☐ Other: ☐ Other:				
4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery	☐ Read research related to agency and suggest application to agency practice/policy ☐ Review agency outcome data and analyze how it can be used to improve practice/policy/delivery ☐ Other: ☐ Other:				

Field Instructor's Comments for First Semester:

Field Instructor's Comments for Second Semester:

LEARNING CONTRACT: GOALS AND OBJECTIVES (APPENDIX I)

Competency 5: Engage in Policy Practice <i>Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.</i>					
Practice Behaviors	Activities or products: How will you demonstrate that you are competent in each practice behavior?	Date Added	Date Completed	Semester Evaluation	
				Midterm	Final
5.1 Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	☐ Identify one or more policies at the local, state, and/or federal level that impact agency services ☐ Identify one or more proposed policy changes that will have an impact on service delivery and/or access to social services ☐ Other: ☐ Other:				
5.2 Assess how social welfare and economic policies impact the delivery of and access to social services	☐ Review agency policies and policies that have an impact on the client system served ☐ Discuss impact of policies and policy changes with field instructor ☐ Review any recent changes in agency or legislative policy that has an impact on clients ☐ Assist in policy development ☐ Attend training on policy ☐ Identify proposed legislation that will have an impact on the client system served and analyze how the policy will affect the client system ☐ Other: ☐ Other:				
5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human	☐ Review agency policies and policies that have an impact on the client system served ☐ Discuss impact of policies and policy changes with field instructor ☐ Review any recent changes in agency or				

rights and social, economic, and environmental justice	legislative policy that has an impact on clients ☐ Attend training on policy ☐ Identify proposed legislation that will have an impact on the client system served and analyze how the policy will affect the client system ☐ Lobby for a particular legislative action and/or take action to advocate for policy change ☐ Participate in lobbying or political strategies related to policy action ☐ Review state or national NASW or other organizations' political action statements and legislative priorities and participate in at least one activity toward influencing policy ☐ Educate others about needed policy action ☐ Other: ☐ Other:				
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Field Instructor's Comments for First Semester:

Field Instructor's Comments for Second Semester:

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities <i>Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including: individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.</i>					
Practice Behaviors	Activities or products: How will you demonstrate that you are competent in each practice behavior?	Date Added	Date Completed	Semester Evaluation	
				Midterm	Final
6.1 Apply knowledge of human behavior and the social	☐ Identify different approaches to engagement with clients and constituencies based on agency context and understanding of human behavior				

environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	☐ Build effective practice relationship with clients and constituencies ☐ Identify theories relevant to understanding behaviors of clients and/or relevant to selecting appropriate change strategies ☐ Apply a selected theory to a client situation ☐ Demonstrate understanding of person and environment in presenting a case at a staffing ☐ Identify ways that clients are diverse and how approaches to working with individuals vary based on diversity ☐ Read article(s) on diverse population served by the agency and discuss with field instructor how this knowledge can be applied ☐ Educate others concerning updated research, new technologies, or pending policy/legislative actions ☐ Other: ☐ Other:				
6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	☐ Use reflective responses, simple encouragement, empathic responses and demonstrate other active listening skills in interviews with clients ☐ Demonstrate active listening skills in meetings and in interactions with colleagues ☐ Identify and communicate client feelings ☐ Begin "where the client is" ☐ Demonstrate appropriate non-verbal communication ☐ Observe and identify examples of empathy in other workers' interactions with clients and discuss with field instructor ☐ Observe and identify examples of interpersonal skills in other workers' interactions with clients and/or colleagues and discuss with field instructor ☐ Other: ☐ Other:				

Field Instructor's Comments for First Semester:

Field Instructor's Comments for Second Semester:

LEARNING CONTRACT: GOALS AND OBJECTIVES (APPENDIX I)

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities <i>Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.</i>					
Practice Behaviors	Activities or products: How will you demonstrate that you are competent in each practice behavior?	Date Added	Date Completed	Semester Evaluation	
				Midterm	Final
7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	☐ Conduct assessment with an individual ☐ Conduct family assessment ☐ Conduct group assessment ☐ Conduct community or organizational assessment ☐ Conduct/assist in an assessment interview ☐ Write an assessment after a client assessment interview ☐ Document in client chart ☐ Conduct a needs assessment for the agency or community ☐ Complete a psycho-social history including an assessment summary statement ☐ Make collateral contacts as part of assessment ☐ Use observational skills to identify nonverbal cues, paraverbal cues, appearance, hygiene, demeanor, etc as sources of information in assessment ☐ Complete an assessment and document client strengths and limitations ☐ Identify client strengths and limitations in discussions with field instructor ☐ Other: ☐ Other:				
7.2 Apply knowledge of human behavior and the social environment and other multi-	☐ Complete or participate in completion of a psychosocial assessment/social history ☐ Review client chart(s) and identify bio-psychosocial elements relevant to understanding that client system				

disciplinary frameworks in analysis of assessment data from clients and constituencies	☐ Analyze a community or agency problem or social issue ☐ Identify theories relevant to understanding behaviors of clients and/or relevant to selecting appropriate change strategies ☐ Apply a selected theory to a client situation ☐ Demonstrate understanding of person and environment in presenting a case at a staffing ☐ Review client records and prepare interview goals and questions prior to meeting ☐ Complete or participate in completion of a psychosocial assessment/social history ☐ Discuss with field instructor concerns related to meeting with a particular client or attending a meeting ☐ Discuss/identify your role in working with a particular client or attending a meeting ☐ Discuss with your field instructor how you will approach a particular situation ☐ Other: ☐ Other:				
7.3 Develop mutually agreed -on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	☐ Complete intake or other client interview(s) and ask appropriate questions related to desired outcomes ☐ Identify and prioritize client needs ☐ Participate in group (treatment, committee, community, etc.) and participate in discussion of purpose and desired outcomes ☐ Work with a client(s) in development of a case plan identifying measurable objectives ☐ Work with a group in identifying group goals and objectives ☐ Participate in a strategic planning or similar type meeting ☐ Assist in developing goals/outcomes for a new program or project ☐ Review case plans in client files and discuss with field instructor how the plan was developed and how the objectives can be measured ☐ Other: ☐ Other:				
7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and	☐ Consult with field instructor to determine appropriate intervention strategies and implement them with clients ☐ Review client records and discuss what strategies are used with clients ☐ Discuss options				

values and preferences of clients and constituencies	with clients ☐ Review program goals and discuss what strategies are used to reach goals ☐ Identify a community problem and develop /implement intervention strategy ☐ Identify options for a specific client system and discuss with field instructor the pros and cons of various options ☐ Identify evidence-informed strategies from reviewing literature related to the client population/issue ☐ Other: ☐ Other:				
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Field Instructor's Comments for First Semester:

Field Instructor's Comments for Second Semester:

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities <i>Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and interorganizational collaboration.</i>					
Practice Behaviors	Activities or products: How will you demonstrate that you are competent in each practice behavior?	Date Added	Date Completed	Semester Evaluation	
				Midterm	Final
8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	☐ Consult with field instructor to determine appropriate intervention strategies and implement them with clients ☐ Review client records and discuss what strategies are used with clients ☐ Discuss options with clients ☐ Review program goals and discuss what strategies are used to reach goals				

	☐ Identify a community problem and develop/implement intervention strategy ☐ Identify options for a specific client system and discuss with field instructor the pros and cons of various options ☐ Review agency goals and identify specific actions to achieve one or more goals ☐ Develop/plan a fund-raising strategy to enhance services, develop a needed program, etc. ☐ Assist in identifying possible sources of funding for agency and/or participate in grant writing ☐ Suggest/plan a new program or policy change that will help achieve organizational goals ☐ Develop/implement intervention strategy with individual, family, group, community, and/or organization ☐ Identify evidence -informed strategies from reviewing literature related to the client population/issue ☐ Other: ☐ Other:				
8.2 Apply knowledge of human behavior and the social environment, person -in - environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	☐ Based on assessment of a community, social, or agency problem, identify strategies for intervention ☐ Based on assessment, select intervention strategies with clients based on knowledge of human behavior and the social environment ☐ Demonstrate understanding of person -in - environment in selection of intervention strategies ☐ Identify and connect clients to community resources to meet client needs ☐ Advocate as appropriate to help clients resolve problems ☐ Use appropriate intervention strategies to help clients resolve problems ☐ Identify targets for change at the individual, family, group, organizational, or community level and implement appropriate strategies ☐ Use counseling skills and apply planned change process with clients ☐ Other: ☐ Other:				
8.3 Use inter -professional collaboration as appropriate to achieve beneficial practice outcomes	☐ Participate in multi -disciplinary team meetings ☐ Consult with other professionals to achieve practice outcomes ☐ Participate in community meeting with other professionals ☐ Work collaboratively with other professionals in provision of services to client ☐ Participate in meetings to discuss improvement or sustaining of quality of services ☐ Put together data, information, or proposal relevant to the				

	above ☐ Other: ☐ Other:				
8.4 Negotiate, mediate, and advocate with and on behalf of clients and constituencies	☐ Negotiate or advocate for services for a particular client/assist client in getting needed resource(s) ☐ Act appropriately on behalf of a client ☐ Serve as a mediator with within a client system or between a client system and another system ☐ Explain client needs to service provider or multidisciplinary team member ☐ Other: ☐ Other:				
8.5 Facilitate effective transitions and endings that advance mutually agreed- on goals	☐ Inform clients of the time limitations of the practicum ☐ Prepare clients for termination of services, discuss client feelings about termination ☐ Prepare termination summaries or transfer summaries ☐ Transfer clients to appropriate resources when leaving the agency ☐ Discuss with field instructor feelings relative to termination with clients ☐ Other: ☐ Other:				

Field Instructor's Comments for First Semester:

Field Instructor's Comments for Second Semester:

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities *Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.*

Practice Behaviors	Activities or products: How will you demonstrate that you are competent in each practice behavior?	Date Added	Date Completed	Semester Evaluation
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				Midterm	Final
9.1 Select and use appropriate methods for evaluation of outcomes	☐ Review agency procedures and methods of evaluating outcomes and discuss with field instructor ☐ Select method of evaluating outcomes for an individual client ☐ Suggest methods to evaluate outcomes ☐ Review literature regarding appropriate methods for evaluation of outcomes ☐ Other: ☐ Other:				
9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	☐ Determine what to measure in evaluation of outcomes ☐ Discuss how knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks applies to evaluation of outcomes ☐ Other: ☐ Other:				
9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes	☐ Put together relevant data for agency ☐ Use single system design(s) to evaluate effectiveness of intervention ☐ Analyze program outcome data ☐ Implement program evaluation plan ☐ Design method(s) to evaluate outcomes ☐ Use meetings with field instructor and weekly logs to analyze, monitor, and evaluate interventions ☐ Read, discuss research related to practice effectiveness ☐ Conduct follow-up interviews or implement surveys to evaluate interventions ☐ Other: ☐ Other:				
9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	☐ Explain how program evaluation could be used to improve effectiveness ☐ Other: ☐ Other:				

Field Instructor's Comments for First Semester:

Field Instructor's Comments for Second Semester:

Signatures upon Completion of Learning Contract

Student Signature Date

Field Instructor Date

Task Supervisor (if applicable) Date

Director of Social Work Field Education Date

STUDENT LOG ASSIGNMENT (APPENDIX J)

Log-Description and Expectations

Student logs which are completed weekly are an integral component of the intern learning process. Logs promote professionalism by requiring students to plan the best use of weekly supervision time and to prove accountability for time and effort spent at their field placements. An equally important function of the field log is to promote critical thinking and self-reflection as the intern begins to integrate the knowledge, values and skills acquired in their academic courses with their on-site field practice (successes, dilemmas and everything in-between). Although each student should follow the basic log format and must reference each core competency at least twice throughout the course of the semester, it is important to note that the log should otherwise be largely free-form in order that each student may utilize the assignment in the manner that best suits their processing needs.

Objectives

1. To help the student organize their own thinking about the learning experience as an intern in field practice.
2. To connect student practice in the field to the competencies and practice behaviors learned throughout the Social Work curriculum.
3. To communicate activities and experiences with the field instructor and coordinator.
4. To serve as a record of progress in achieving personal goals and general field objectives.

Your log will be submitted each week. It should be complete and accurate; it may be handwritten if your writing is legible and neat. The activity section of the log must be shared with your field instructor, and signed by them prior to seminar. Maintain your log in a folder, adding each new one to the front of the past weeks' logs after it has been commented upon and returned to you. Always bring this folder to any conference.

Grading

The instructor will read and comment on each log as it is submitted and give it back at the following seminar. Each week the log is due during the seminar. Late logs will be for feedback but not for credit. A total of fifteen logs are due per semester (fifteen points each). Logs determine 15% of your final grade and will be graded on the basis of:

1. Evidence of growth and learning. This should be apparent via your content and process of the week's supervisory conference and new learning.
2. Evidence of integration of the social work core competencies with agency services.
3. Adherence to the prescribed form, neatness, communication skills and completeness. Points will be taken off for lack of effort, clarity, signatures, etc.

Refer to the attached pages for the format.

STUDENT LOG ASSIGNMENT (APPENDIX J)**Sample Log**

Total Cumulative Hours _____ Log # _____
 Name _____ Week of _____

Agency Section I: Activities

Date	Hours	Activities
01/16/2023	8:00 AM - 12:30 PM	Orientation
01/17/2023	8:00 AM- 12:30 PM 1:30 PM- 2:30 PM 2:30 PM-4:30 PM	- Met with supervisor - Attended staff meeting - Reviewed training materials
01/18/2023	8:00 AM- 12:30 PM 1:30 PM- 3:30 PM 3:30 PM-4:30 PM	- Met with Client Doe. - Reviewed Case X - Met with Client Z

Section II: Supervision Agenda

Briefly list and/or describe what you plan to address during your supervision hour this week.

Sample Supervision Agenda:

- My insecurity about what I said when Client Doe confronted me last week.
- In Case X is there an ethical dilemma between what the involved agencies are planning for the client?
- Is it okay that the client is not involved in the planning?
- I am having a hard time honoring Client Z's right to self-determination and feel conflicted loyalties. This wonderful family has plans for the future & appropriate coping strategies vs. Client Z's depression & desire to die alone without family or agency involvement? • What about the grief process?

As the supervisor for the above-named, I can confirm that the activities and supervisory agenda detailed above was completed by the student prior to this week's supervision time, was addressed in supervision and is accurate to the best of my knowledge at this time.

Field Instructor Signature: _____

STUDENT LOG ASSIGNMENT (Appendix K)

Section III: New Learning (Field Instructor does not review this section)

Observations	What did you notice in Field this week? (I saw, I heard, I noticed...)
Experiences	Where did you go? What did you do? With whom did you communicate?
Responses	What were your emotional, intellectual, analytical, social, spiritual and practical reactions to your Field observations and experiences this week? (I felt, I thought, I sensed, I decided, I realized, I did)
Roles	Which Social Work roles did you inhabit this week? (broker, advocate, teacher, case manager, workload manager, staff developer, administrator, social change agent, supportive guide, professional)
Skills, CCs and PBs	What practice skills, core competencies and practice behaviors did you utilize this week?

****Students should use the Social Work Skills sheet and the comprehensive list of Core Competencies and Practice Behaviors to ensure that their language choice is relevant and professional. For example, this sentence, “*This week I increased my assessment skills when I administered the agency’s psycho-social assessment. Because the client was a little shy, it was necessary for me to use my rapport building skills as well.*”, is much more appropriate than this one: “*This week my people skills really got better when I did paperwork with one of the clients. I think she really liked me.*”**

CASE PAPER & PRESENTATION GUIDELINES (APPENDIX L)

The Case Paper and Presentations are comprehensive assignments in which students present and analyze client systems from their caseloads through the lenses of ethics, critical thinking, diversity, social justice, research, policy, theory, and the helping process. Students assess not only their own client systems but also provide feedback for their peers, a process which increases awareness about various service plans, programs and clients served across the spectrum of agencies providing generalist practice social

1. Agency Description
 - a. Clients served
 - b. Scope of services
2. Data Collection
 - a. Client Demographics (gender, race, sex, age, ability, sexuality, nationality, religion) • Client Presenting concern (including Frequency, Severity, Duration)
 - b. Other relevant info from all available sources of information.
3. Assessment (Individual) (Bio-psycho-social-spiritual)
 - a. Strengths/Resources
 - b. Limitations/Barriers
 - c. Motivation, Capacity, Opportunity for Change
4. Assessment (Microsystems/mesosystems)
 - a. Strengths/Resources
 - b. Limitations/Barriers
 - c. Motivation, Capacity, Opportunity for Change
5. Assessment (Exosystem and Macrosystem)
 - a. Strengths/Resources
 - b. Limitations/Barriers

*** Consider the identities/layer of culture identified in demographics section

6. Planning, Intervention, Evaluation & Ethics
7. Demonstrate the use of theory and practice-informed research to create an intervention plan for this client, including how the intervention will be evaluated for effectiveness and any ethical concerns that require consideration in this case.

MAJOR INTEGRATION PAPER (APPENDIX M)

The Major Integration paper requires students to utilize their weekly logs, learning contracts and field practice experiences to evaluate growth in each of the Nine Social Work Competencies along with the applicable Practice Behaviors put forth by CSWE (2015). To demonstrate a capacity to integrate and apply seminal Social Work knowledge and principles into the internship, students are asked to complete the following:

1. Define and introduce each of the Nine Social Work Competencies (CSWE, 2015).
2. Expand upon the use of practice behaviors related to each competency in social work practice using examples from field placement.
3. Integrate Social Work knowledge, values, and skills (theoretical and conceptual frameworks, values & ethics, micro-skills, generalist intervention model, etc.)
4. Include textbooks, articles, agency documents, and similarly useful scholarly literature to provide the academic weight needed to support your own personal experiences and conclusions.
*Because the paper is integrative in nature, first-person may be used (however, it should not take away from the professionalism of the narrative.)

The end of each paper should conclude with a reflective response to the following thoughts and questions:

1. What have you learned about yourself?
2. What strengths and limitations have you learned about yourself as you enter the next season in your professional journey?
3. In which ways have you grown the most?
4. What else has your Social Work education provided to you?
5. How and where will you use these skills in the future and to what end--With which groups?
6. With these questions in mind consider and describe the current state of your relationship to the Social Work profession.

*****Refer to the grading rubric to assist you in writing your paper.**

FIELD INSTRUCTOR'S EVALUATION OF THE TALLADEGA COLLEGE SOCIAL WORK PROGRAM (APPENDIX N)

Please rate the following items according to the way you experienced them in relation to your entire field instruction experience with a Talladega College student.

Use the scale of 0 – 10, with 10 being the highest. Use “NA” for any item which does not apply to you.

1. Planning with the field director for student placement: (Field Director)
 - a. _____ Made appropriate contact prior to placement
 - b. _____ Provided adequate information about the student
 - c. _____ Clearly identified expectations
 - d. _____ Provided field manual and due dates
 - e. _____ The student was appropriate in the interview

2. Student readiness for placement:
(Student)
 - a. _____ Was well prepared academically
 - b. _____ Demonstrated behavior appropriate for the agency setting
 - c. _____ Had an attitude conducive to learning within the agency
 - d. _____ Was clear about expectations from the Social Work Program at Talladega College.

3. Support from the college:
 - a. _____ The field director returned my calls
 - b. _____ The field director adequately tracked the students' progress with me
 - c. _____ The expectations of my role during mid-term and final evaluations were clearly defined
 - d. _____ The content of seminars was relevant
 - e. _____ The structure of the assignments and field instruction activity was clear
 - f. _____ The assignments and expected activity were relevant to social work practice in my agency
 - g. _____ The contact hours for seminar attendance are useful for my continued certification
 - h. _____ The overall concern of the field director for the student's learning is evident
 - i. _____ The overall support of the field director for the field instructor's role is evident

4. Student response to learning within the agency:
(The student)
 - a. _____ Was punctual and in regular attendance
 - b. _____ Presented work on time and in appropriate form
 - c. _____ Was able to utilize constructive criticism for own learning
 - d. _____ Had a positive, constructive attitude
 - e. _____ Made effort to relate to the professional and support staff
 - f. _____ Is beginning to take on the role of a social worker

FIELD DIRECTOR EVALUATION BY STUDENT (APPENDIX O)

Instructions:

Response Key: 1)Poor; 2)Fair; 3)Satisfactory; 4)Superior; 5)Outstanding; NA)Not Applicable

Please add all responses to questions on the answer form.

Students can make comments or answer specific faculty questions on the back of ANSWER FORM.

Question	Score
I. General Rating:	
A. How would you rate this professor in teaching ability?	
II. Structure and Content:	
To what degree were the course objectives:	
a. Explicitly stated?	
b. Adhered to?	
To what degree was the grading policy:	
a. Explicitly stated?	
b. Adhered to?	
Negotiable with student consent? (Response key for this question: 1) not at all; 2) very little; 3) somewhat; 4) very much; 5) completely; NA) Not Applicable	
To what degree do you feel the course reading materials:	
a. Were relevant to stated objectives?	
b. Were organized in a logical progression?	
c. Were assigned in manageable quantities?	
To what degree were minority perspectives:	
a. Included in lectures and readings?	
To what degree do you feel that examinations and evaluations were:	
a. Relevant to assigned readings and/or class discussions?	
III. Knowledge and Experience	
To what degree:	

a. Did the professor exhibit comprehensive knowledge in the course areas?	
b. Did the professor serve as a model of the social work profession?	
IV. Style of Teaching	
To what degree did the professor:	
a. Teach you to analyze issues effectively?	
b. Encourage your development as a social work professional?	
V. Attitudes Toward Students	
To what degree:	
a. Was the professor available for advice and consultation?	
b. Did the professor demonstrate respect for the integrity and maturity of the student?	
VI. Relevance and Value to Career	
To what degree did this course:	
a. Contribute to your ability to perform as a social worker?	
b. Increase or maintain your motivation and interest in becoming a social worker?	
VII. General Statement	
a. Compared to other college courses you have had in general, how would you rate this course?	
VIII. Comments:	

STUDENT EVALUATION OF FIELD EXPERIENCE (APPENDIX P)

Give a copy of steps 1 – 5 to your field instructor for their review/feedback and turn in by the end of the semester.

Student's Name: _____

Field Instructor: _____

Field Agency: _____

Placement Year: _____

Students are to evaluate their Field Agency and Field Instructor at the end of the Semester as the field placement is coming to an end. This information will be used to assist the Field Director in making future field placement decisions and in providing training for Field Instructors. Please circle the response that best describes your field experience using the scales provided.

1. My field agency:	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Provided a work environment that accepted and supported my field placement	1	2	3	4
b. Provided adequate resources for good learning (space, supplies, access to agency records)	1	2	3	4
c. Provided orientation to the agency's mission, philosophy, goals, policies, and procedures	1	2	3	4
d. Reflected social work values	1	2	3	4
e. Provided my field instructor adequate release time for my field instruction	1	2	3	4

2. My field instructor:	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Provided an orientation to the field placement	1	2	3	4
b. Took the time to inquire about my learning needs and style	1	2	3	4
c. Listened and accepted student feedback	1	2	3	4
d. Was accessible for discussion, questions, supervision	1	2	3	4
e. Allotted sufficient time for supervision and honored scheduled meetings with me	1	2	3	4
f. Demonstrated good professional social work knowledge	1	2	3	4
g. Assisted me in becoming part of the agency team	1	2	3	4
h. Provided adequate training in order for me to carry out assignments	1	2	3	4

i. Informed me of expectations regarding my performance	1	2	3	4
j. Provided diverse and challenging assignments and tasks appropriate for my level of practice	1	2	3	4
k. Honored my role as a student and supported completion of my learning contract	1	2	3	4
l. Kept me informed regarding case(s), changes in agency policies and procedures, schedules, appointments, and meetings	1	2	3	4
m. Was effective in training and application of the NASW Code of Ethics	1	2	3	4
n. Was effective in providing information on and application of cultural competency	1	2	3	4
o. Was fair in their evaluation of my field performance	1	2	3	4
p. Maintained professional boundaries	1	2	3	4
q. Was effective as a supervisor	1	2	3	4
Were the following methods used in supervision?	YES			NO
a. Direct supervision by field instructor	YES			NO
b. Self-report by student	YES			NO
c. Process recording	YES			NO
d. Audio recording	YES			NO
e. Video recording	YES			NO
f. Online, email, IM	YES			NO
g. Telephone	YES			NO
h. Describe how supervision could be improved:				

3. My field director...				
a. Explained their role and responsibilities	YES			NO
b. Provided contact information to me and my field instructor	YES			NO
c. Was accessible when consultation or assistance was needed	YES			NO
d. Provided information/clarification on Talladega College's field policies to	YES			NO

TALLADEGA COLLEGE ASSUMPTION OF RISK, RELEASE AND INDEMNIFICATION AGREEMENT (APPENDIX Q)

I am fully aware of dangers and risks involved in taking part in a field practicum (herein referred to as "the Activity") which include, but are not limited to the following dangers and risks: which include but are not limited to physical or psychological injury, pain, suffering, illness, disfigurement, temporary or permanent disability, economic or emotional loss, and/or death, and I choose to voluntarily participate in the Activity with full knowledge that the Activity may expose me to such dangers and risks. **I THEREFORE AGREE TO VOLUNTARILY ASSUME FULL RESPONSIBILITY FOR ALL SUCH DANGERS AND RISKS** to which I may be exposed as a result of participating in the Activity.

As consideration for being allowed to participate in the Activity, which is sponsored by Talladega College, **I HEREBY RELEASE, WAIVE, HOLD HARMLESS, AND INDEMNIFY Talladega College** (and its Board of Trustees, officers, employees, agents, volunteers and students) from any and all liability, claims, demand, suits, costs, and charges, in connection with or arising out of the Activity, including, but not limited to, any serious bodily injury, medical care received following an injury, death or property damage sustained by myself or others, except for loss, harm, or injury caused by gross negligence or intentional misconduct by Talladega College (or its Board of Trustees, officers, employees, agents, volunteers or students).

I further understand and agree that this agreement is to be binding on my family, heirs, assigns, and personal representatives.

I certify that I am physically and mentally able to participate in the Activity. I understand that if I am at all uncertain about my ability to participate in this Activity, it is my obligation to consult my personal physician. In the case of a medical emergency occurring during my participation in the Activity, Talladega College (and its employees or agents) may (but is not obligated to) take any actions to secure whatever treatment it considers to be warranted under the circumstances regarding my health and safety. Such actions do not create a special relationship between Talladega College and me. I agree to be solely responsible for any costs related to that treatment.

This agreement is governed by Alabama law, and I understand that this agreement is intended to be as broad and inclusive as is permitted by Alabama law. If any portion of this agreement is invalid, I agree that the remaining provisions shall continue to be in full force and effect. I certify that I am at least 18 years old or if I am not yet 18, that my parent or guardian has read this agreement and signed below. I have read this agreement, I understand it, and I agree to be bound by all of its terms.

Signature _____ Date: _____

Name (Print) _____

Signature of Parent (If Under 18) _____ Date: _____

Parent Name (Print) _____

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