



**Bachelors of Social Work  
Field Education Manual**

**For Students and Agency Field Instructors**

SOWK 3200 – Field Prep

SOWK 4300 – Field Practicum

SOWK 4310 – Field Seminar

Auburn University at Montgomery Social Work Program  
Department of Sociology, Anthropology, and Social Work  
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## Introduction

The Auburn University at Montgomery's (AUM) Social Work Program (a.k.a. "the Program") provides a field education program that meets professional and accreditation standards set forth by the Council on Social Work Education (CSWE). The AUM Bachelor of Social Work (BSW) Program is currently in Candidacy. Candidacy for a baccalaureate or master's social work program by the Council on Social Work Education's Commission on Accreditation indicates that it has made progress toward meeting criteria for the assessment of program quality evaluated through a peer review process. A program that has attained Candidacy has demonstrated a commitment to meeting the compliance standards set by the Educational Policy and Accreditation Standards, but has not yet demonstrated full compliance.

Students who enter programs that attain Candidacy in or before the academic year in which they begin their program of study will be retroactively recognized as having graduated from a CSWE-accredited program once the program attains Initial Accreditation. Candidacy is typically a three-year process and attaining Candidacy does not guarantee that a program will eventually attain Initial Accreditation. Candidacy applies to all program sites and program delivery methods of an accredited program. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.

Field education is considered by CSWE to be the "signature pedagogy" for social work education. The purpose of field education is to provide the most focused and directed opportunities for students to integrate knowledge, values, skills, cognitive and affective processes into a practice setting. Students are placed in agency settings where they work under the supervision of Agency Field Instructors engaged in generalist social work practice. Field education with a BSW or MSW supervision is the aspect that differentiates social work education from that of other professions.

Field education is considered to be a critical component of a student's preparatory work for becoming a professional social worker. Field placements are designed to be challenging, growth-producing, instructive and conducive to the application of theory to practice. In other words, both the student and the Agency Field Instructor are expected to develop a "spirit of inquiry and curiosity, wherein each is challenged to critically reflect upon his/her actions and re-examine underlying beliefs, values, and theoretical constructs" (Brookfield 1986, p. 143).

It is the purpose of the field education program to provide experiential educational opportunities directed toward student development of professional identity, self-understanding, and competent practice. Classroom learning and theoretical content are integrated through a focus on generalist practice in BSW Internship.

This field manual has been designed to assist students, Agency Field Instructors, and faculty by providing information relevant to placing students in the field practicum,

implementing the field education component of the social work degree, solving problems that might occur, and evaluating student outcomes.

### **Purpose of the Field Experience**

A vital part of the social work curriculum is the fieldwork educational component. Students complete Field Practicum — SOWK 4300 (9 credit hours) during their last semester. This course requires students to be enrolled in Field Practicum Seminar — SOWK 4310 (3 credit hours) concurrently.

The fieldwork component is designed to give the student the opportunity to familiarize him/herself with a given community agency and the role of the social work practitioner within the agency, to observe and practice skills learned in the classroom, and to develop, implement, and evaluate a set of competency-based practice behaviors. Undergraduate BSW field placements emphasize generalist social work practice, which CSWE defines as,

*“Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice” (EP 2.0, 2015 EPAS).*

The generalist social worker is expected to honor the values and ethics of the profession in a way that conveys respect for the dignity and worth of all clients and others with whom they interact, including the ability to communicate empathy and genuineness when listening and interviewing. Ultimately, the student will be ready for employment as a beginning-level generalist practitioner and have an idea of the practice arena they are best suited for at the completion of the final fieldwork experience.

### **Social Work at Auburn University at Montgomery**

The Social Work Program is located on the 3<sup>rd</sup> floor of the Liberal Arts Building in the Department of Sociology, Anthropology, and Social Work, which is housed within the College of Liberal Arts and Social Sciences. The Program entered Pre-Candidacy with CSWE in October 2020 and was granted Candidacy in October 2021.

The Social Work Program curriculum integrates university general education courses that

provide students with a broad liberal arts educational foundation. Further, the Social Work curriculum is built upon the purpose, mission, and ethical principles of the Social Work profession. These ethical principles are based on the core values of service, social justice, dignity and worth of the person, the importance of human relationships, integrity, and competence ([www.naswdc.org](http://www.naswdc.org)).

The Bachelor of Social Work (BSW) at AUM is a wise choice for the student committed to the advancement of human welfare and social justice. Whatever the social work field of special interest, the prospective social work student must be both intellectually able and committed to the purpose and ethics of the profession as set forth in the *Code of Ethics* of the National Association of Social Workers (NASW) ([www.naswdc.org](http://www.naswdc.org)).

## ***Social Work Mission Statement & Program Goals***

### ***Mission Statement***

AUM's BSW program, grounded in a liberal arts perspective, educates social workers to be ethical and competent practitioners who intervene and advocate for social and economic justice across all system levels (individuals, families, groups, community, and society) while utilizing a generalist perspective within a person-in-environment context. The Program promotes a commitment to professional ethics and values, critical thinking, professionalism, lifelong learning, evidence-based practice, strengths-based perspective, economic and social justice, and service. It is committed to culturally competent practice, social change, and the betterment of individuals, families, groups, community and society in order to create a more just society locally, nationally, and globally.

### ***Program Goals***

The goals of AUM's Social Work Program reflect the university's strong commitment to teaching, research, and outreach. The goals that serve as an organizing framework are to prepare students to:

1. Be ethical and culturally competent generalist-level social workers to work with diverse populations of individuals, families, groups, organizations, and communities.
2. Be advocates for social and economic justice in order to advance well-being in a changing, global, and technological environment.
3. Be lifelong learners utilizing critical thinking, conceptual frameworks, and research-informed practice.
4. Be social workers who support the mission and purpose of social work.

### ***Educational Competencies and Behaviors***

CSWE, the accrediting body for social work education, utilizes a competency-based educational model for achieving successful student outcomes. Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the

outcomes approach is to ensure that students are able to demonstrate the integration and application of nine competencies and the associated thirty-one behaviors in generalist practice.

The nine competencies are:

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

### ***Social Work Program Values Statement on Non-discrimination***

As stated in the *NASW Code of Ethics* and consistent with Auburn University at Montgomery's diversity goals, as outlined in the 2019-2024 Strategic Plan, we the administration, faculty, staff, and social work program:

- Affirm that social workers should not practice, condone, facilitate or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, economic status, or mental or physical ability.
- Are committed to teach, encourage, and promote an appreciation for and understanding of diversity in the Social Work Program at Auburn University at Montgomery within our profession, and our community. Social workers should continually obtain education about and seek to understand the nature of social diversity and oppression.

### **Overview of AUM's BSW Field Education**

Auburn University at Montgomery's BSW Program Field Education is a 400-hour block placement that occurs after the student has completed the practice methods sequence. This course (SOWK 4300 – Field Practicum) is the professional field placement and designed to satisfy CSWE's accreditation requirements. This course is taken the final semester of the student's program along with a concurrent 3-hour per week integrative seminar course. The student spends approximately 27 hours per week, for 15 weeks, in the agency and receives 9 credit hours upon successful completion of the course. This type of placement is utilized in order to provide the student with as close an approximation as possible to full-time social work practice, and to enable the student to take full advantage of learning opportunities in the agency setting.



At Auburn University at Montgomery, the undergraduate major in social work focuses on generalist practice skills. The generalist method utilizes and follows a systematic procedure consisting of sequential stages for work with individuals, families, groups, organizations, and communities. These stages generally consist of engagement, data collection, assessment, intervention, termination, and evaluation. Each stage is covered extensively in the social work practice methods courses. Agencies selected as field placement sites should be able to provide students with the opportunity to work directly with clients and indirectly on their behalf.

The senior Field Practicum (SOWK 4300) is evaluated on a pass/fail basis. Students must make 75% or higher to pass. Seminar (SOWK 4310) is graded. In rare cases, students are allowed to re-take the fieldwork component to obtain a satisfactory grade. Students must be fully accepted into the Social Work Program prior to entering their final Field Practicum (SOWK 4300) and must satisfactorily pass this placement in order to graduate with a BSW degree.

**SOWK 4300 (Field Practicum)** Field Practicum, the final field placement, is typically undertaken during the student's final semester in school and can only be arranged after the following: obtain a grade of "C+" or better in all SOWK 3000-level courses and above and have maintained a minimum overall social work course GPA of 2.50. Students must complete 400 hours during the semester, which is an estimated 27 hours a week for 15 weeks. Typically, placements will be within a one-hour drive of Montgomery; however, some students may request to intern and live at home and commute to the weekly integrative seminar. Such arrangements will only be considered following careful assessment of the student's maturity, readiness to undertake fieldwork, motivation and commitment, sense of responsibility, and upon availability of a suitable placement. Out of area placements are within the purview of the Field Director and are considered on a case-by-case basis. During the social work practice sequence, all students will engage in several self-assessments, which will assist the Field Director in determining the final field placement site.

**SOWK 4310 (Field Seminar)** Students concurrently take Field Practicum Seminar. Seminar provides a forum to discuss practice-related issues and the integration of social work knowledge, skills, and values and ethics; emphasizes the importance of the evaluating one's own practice; and integrates foundation content with field experience, with emphasis on generalist practice. The purpose of these processes is to encourage students to think and grow with respect to their interest in social work and to provide opportunities for faculty to assess the readiness of students to effectively place their clients' rights and interests as primary.

## **Roles and Responsibilities**

### **The Field Team**

The field education team has the responsibility for creating and fulfilling optimal field learning experiences. The team consists of the student, the Agency Field Instructor, the

social service agency, the Field Director, the Field Liaison, and the Social Work Program. A brief description of the team members is provided below.

**BSW Students** - Students complete SOWK 4300 - Field Practicum after being admitted into the Social Work Program and completing all other required social work courses.

**Agency Field Instructor** - The Field Instructor is an individual with a BSW or MSW employed at a social service agency who is responsible for student development and experiences. The social service agency/program agrees to provide learning experiences for the student and to support the Field Instructor in their role.

**Field Director and Field Liaison** - The Field Director and Field Liaison are clinical social workers who oversee and facilitate the field education component. The Field Liaison serves as the point of contact for students and Agency Field Instructors in specific field education sites.

In order to develop a successful learning environment, Agency Field Instructor orientation and training are provided two times per year to review roles and responsibilities of the Agency Field Instructor.

#### ***Social Work Program Responsibilities***

1. To establish the philosophy, policies, procedures, and desired educational outcomes for the field experiences.
2. To establish criteria for the selection of agencies and Field Instructors.
3. To ensure that the policy of non-discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, economic status, or mental or physical ability is enforced in the assignment of field placements.
4. To evaluate and revise as necessary the structure and function of the field placement so that the field experience is integrated with the total curriculum and effectively contributes to the professional education of the student.
5. To assist students, the Agency Field Instructor, and the Field Liaison to enhance the student's field placement experiences by providing consultation and supplemental learning materials.
6. To establish procedures whereby the Agency Field Instructor and other relevant agency personnel can contribute to the development and improvement of the field placement as a curriculum area including periodic evaluation.
7. To establish and maintain effective communications with the Agency Field Instructor and other relevant agency personnel in order to prevent or resolve problem areas related to the field placement.
8. To provide workshops and/or conferences in order to provide relevant training to Agency Field Instructors.
9. To maintain benchmarks and other forms of program evaluation.

#### ***Field Director Responsibilities***

1. To develop and approve all placement settings and Agency Field Instructors in accordance with the established criteria.
2. To make final decisions regarding the assignment of placements after having given due consideration to the individual student's preferences and educational needs as well agency needs.
3. Design and plan learning experiences and assignments required of all students in field seminar.
4. To act as a liaison between the Social Work Program, the Agency Field Instructor, and other relevant agency personnel.
5. To resolve problems that may arise with individuals in the field placement and to refer irreconcilable difficulties to the BSW Program Director, as needed.
6. To recommend modifications in structure and function in the field placement, as these are required, to the social work faculty.
7. To plan and coordinate instructional workshops for Agency Field Instructors and other relevant agency personnel.
8. To assume a leadership role with the social work faculty to ensure that the Social Work Program fulfills its responsibilities in regard to the field placement.
9. To initiate and supervise the application process for field experiences.
10. To coordinate the student liability insurance coverage for students in field placements.

### ***Field Liaison Responsibilities***

1. To represent the Social Work Program in formulating the Educational Learning Plan and to be responsible for fulfilling the Social Work Program's obligations as specified in the agreement.
2. To supervise, in conjunction with the Agency Field Instructor, the student's learning experiences in the field placement.
3. To work with the Agency Field Instructor and student to develop learning opportunities specifically related to the student's Educational Learning Plan.
4. To assist the Agency Field Instructor and student in identifying specific educational needs of the student and implementing learning experiences to address these needs.
5. To assist the student in developing learning experiences that will fulfill the requirements of the field placement and Educational Learning Plan.
6. To review periodically the student's learning objectives and to assist in making any necessary revisions.
7. To consult at regular intervals with the Agency Field Instructor and the student regarding the student's progress in the field placement.
8. To identify and assist in resolving problems arising in the field placement.
9. To ensure that each intern is assigned specific clients for whom he or she will bear primary responsibility under the supervision of the Agency Field Instructor.
10. To communicate to the Field Director specific student performance concerns when necessary.
11. To conduct the field placement and maintain/grade all assignments required in the syllabus.

12. To assign a course grade to the student and consult with the Field Director on any failed grade after having given due consideration to all of the information available regarding the student's performance.
13. To administer/complete required program evaluation tools during and/or at the end of the semester.

### ***Agency Responsibilities***

1. To determine, in cooperation with the educational institution, Auburn University at Montgomery's Social Work Program, a specific placement for the student. The assignment should provide a broad range of learning experiences.
2. To provide in agreement with the educational institution, a qualified staff member to serve as the Agency Field Instructor. The assignment of an Agency Field Instructor implies that the agency agrees to allow the staff member adequate time to devote to supervising the student, conferring with the Field Liaison, and attending instructional workshops conducted for Agency Field Instructors.
3. To accept and enforce a policy of nondiscrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, economic status, or mental or physical ability in accepting students for placement or clients for services, assigning tasks and responsibilities, establishing policies and procedures related to students and clients.
4. To allow the student to utilize the generalist approach as appropriate in the delivery of services to his or her assigned case(s).
5. To permit the student to be assigned a specific case for which he or she will bear primary responsibility under the supervision of the Agency Field Instructor.
6. To permit the student to utilize information from his or her case(s) or agency (excluding identifying information) for case presentations and analysis.
7. To orient the student to the agency's policies, procedures, and services, as well as the general nature and needs of the agency's clientele.
8. To provide work space for the students to the extent feasible through mutual planning appropriate to the student's responsibilities during the field placement.

### ***Agency Field Instructor Responsibilities***

1. To become adequately knowledgeable about the philosophy, objectives, and goals of the Social Work Program and the generalist approach to practice in order to provide educational supervision to the student. Agency Field Instructors are expected to attend the Social Work Program's workshops relating to field education.
2. To provide continuing supervision to the student and to consult with the Field Liaison in regard to the student's field work.
3. To represent the agency in formulating the Educational Learning Plan and to be responsible for fulfilling the agency's obligations as specified in the agreement.
4. To assist in the preparation of the student's Educational Learning Plan and to assist in making any necessary revisions.

5. To assist the student in developing learning experiences that will fulfill the requirements of the student's Educational Learning Plan and field placement requirements.
6. To work with the Field Liaison to address any special needs, problems, or concerns of the student.
7. To assign, in cooperation with appropriate agency personnel, a specific case and agency assignments for which the student primarily will be responsible. The assigned case and responsibilities should permit the student to utilize various methods, modes, and levels of intervention across micro, mezzo, and macro levels of practice.
8. To conduct dedicated, structured supervisory sessions with the field placement students at **least one hour per week**.
9. To assist the Field Liaison in the evaluation of the student's performance in the field placement.
10. To instruct the student concerning the function and operation of the agency and its relation to the total social service delivery system.
11. To identify and assist in resolving problems arising in the field placement.
12. To enlist the aid of other qualified professionals in contributing to the education of the student.
13. To conduct periodic reviews of the students' performance and of the Social Work Program as required by the syllabus.

### ***Student Responsibilities***

1. To complete all applications, forms, and interviews required prior to placement.
2. To complete all agency pre-conditions prior to beginning the field placement (e.g., background checks, legal driving license, immunizations).
3. To act responsibly and professionally in relating to clients and other professionals and maintaining appropriate conduct.
4. To become familiar with and function within the established policies and procedures of the agency.
5. To conduct his or her practice with clients within the guidelines established by supervisory personnel (Field Liaison, Agency Field Instructor, and relevant agency personnel).
6. To work with the Agency Field Instructor and the Field Liaison, to develop learning opportunities directly related to the student's learning objectives.
7. To adhere to social work values and professional standards of ethical behavior in practice situations. The student must be familiar with and always endeavor to implement the Professional Code of Ethics.
8. To formulate specific learning objectives for the field placement experience.
9. To engage actively in designing and implementing specific learning experiences to address the specific educational needs.
10. To develop and implement learning experiences that will fulfill the requirements of the field placement and the Educational Learning Plan.
11. To fulfill the obligations of the Educational Learning Plan.
12. To initiate modifications to the Educational Learning Plan when this is deemed necessary.

13. To evaluate periodically to what extent the Educational Learning Plan objectives are being met.
14. To engage actively in protecting the rights of clients including the right to confidentiality.
15. To communicate to the Field Liaison and the Agency Field Instructor any problems arising in the field placement experience, and to assist in resolving the difficulty.
16. To communicate to the Field Liaison and the Agency Field Instructor areas in which the student desires learning opportunities, both inside and outside of the host agency.
17. To give adequate notification of absence prior to not reporting for the field experience and to make appropriate arrangements, in conjunction with the Agency Field Instructor for adequate coverage of responsibilities.
18. To establish a plan for making up any absence from the field placement.
19. Attend all required or invitational meetings, conferences, etc., occurring in the agency.
20. Communicate openly with the Agency Field Instructor when assistance is needed (e.g., clarification of assignments, agency policy).
21. Maintain appropriate dress for the agency setting at all times.
22. Contact the field faculty liaison immediately when a problem situation arises.
23. Download and read thoroughly the content of the "Field Manual" prior to entering the placement.
24. Maintain an accountability of all hours earned in the internship. Students should maintain and submit a time sheet to the Field Liaison at the end of the semester.
25. Notify the Field Director of any special accommodations required in the internship related to any disability prior to the semester the student is scheduled to begin the field placement. Students should also work with the Center for Disability Services regarding accommodations.
26. Maintain responsibility for understanding and adhering to all policies and procedures of the internship agency and the Field Education Office. Noncompliance will result in the student's termination from the internship and possible termination from the Program.
27. Keep up to date on **ALL** posted field information. Students should routinely check their AUM email for important deadline dates and announcements.
28. At the end of the semester, students must complete the Student Evaluation of the Agency. Failure to do so will result in the grade of an "I" (Incomplete) for the course.

### **Field Placement Procedures**

The following section offers a detailed description of the matching and affiliation process for agencies and for students in the order in which the field placements are confirmed.

#### ***Criteria for Selecting Agencies for Field Education***

Field settings are selected through a process with the Field Director. The Field Director will seek out agencies who employ social workers with a BSW or MSW degree from

a CSWE-accredited college or university and who offer services to a diverse group of clients on various practice levels. Agencies are selected based on their ability to provide students with a generalist social work experience across systems sizes and that have a diverse client base. In addition, agencies and agency field instructors are selected based on their commitment to social work values and the *NASW Code of Ethics*. AUM and the agency will sign a Cooperative Agreement for Field Experience.

### **Procedures**

- The process to initiate a field setting can occur one of two ways — interest from the agency to become a field setting or the Field Director inquiring with an agency its willingness to host students.
- The Field Director will review each agency. The field agency checklist will address the following:
  - Appropriateness of the field setting, including the ability to help students meet competencies.
  - If agency has a field instructor to provide adequate supervision, willingness to allow students to actively participate in agency work.
  - If agency has a field instructor with a BSW or MSW and two years post BSW/MSW degree experience.
- Ability and willingness to work with AUM to evaluate students and attend.
- Required trainings.
- Once an agency is approved, AUM and the agency will have a written Cooperative Agreement for Field Experience.

### **Criteria**

- Field setting must be approved by AUM's BSW program as a field setting.
- Field settings must employ social workers with a BSW or MSW degree from an accredited college or university.
- Field setting must offer students the opportunity to practice at a generalist social work practice with diverse client population on various practice levels.
- Field instructors must be committed to social work values and ethics.
- Field instructors must have at least 2 years post-degree experience.

### **Criteria for Selecting Field Instructors**

The Agency Field Instructor is considered to be both a role model and an instructor for the student. Communication skills, motivation to teach, demonstration of sound practice skills, a willingness to dialogue with students regarding the learning process, and any concerns they may have over agency policy and career directions are expected in a field instructor.

Auburn University at Montgomery requires that to be an Agency Field Instructor, the individual have a BSW or MSW from a school accredited by CSWE and have at least two years post-degree experience in social work practice. In the few instances where field instructors do not have a social work degree, arrangements will be made for social work supervision with an individual who does have a BSW or MSW.

Agency Field Instructors are approved by the Field Director after he or she has made a thorough appraisal of the Agency Field Instructor's capabilities and the ability of the agency to provide a relevant educational experience. Agency Field Instructors, agency setting, and the field placement are formally evaluated at the close of the semester by the student. The information gained from the evaluation is shared with the Agency Field Instructors, agency representatives and potential Agency Field Instructors at the Field Instructor training.

Field Instructors are to have a BSW or MSW from a CSWE accredited program with two years post degree experience. If the Field Instructor does not meet this criteria, the Program assumes responsibility for reinforcing the social work perspective.

### ***Agency Field Instructor Orientation & Training***

Orientation and field instructor training for Agency Field Instructors are offered annually during the summer and early January. The orientation and enrichment sessions are required for those Agency Field Instructors who have never supervised students for AUM or who have not attended training in the past. If Agency Field Instructors are unable to attend, the Field Director provides one-to-one new Agency Field Instructor orientation on-site or in a virtual setting. All Agency Field Instructors are welcome to attend annually. Orientation and training sessions provide continuing education credits (CEUs) to participating social workers.

The field orientation meetings provide an overview of the mission and goals of the Social Work program as well as the major components of generalist social work practice. The nine competencies and thirty-one practice behaviors are explained. Major tools used in field education are reviewed, including learning agreements, process recordings, field integrative seminars, and written evaluations. Social work supervision and safety in the field are also addressed.

Evaluative information about the field process is obtained through seeking feedback at Agency Field Instructor trainings and during faculty visits. In addition, the Field Education team seeks input and feedback from field instructors during agency visits.

### ***Field Instructor Orientation***

Agency Field Instructor orientation and Agency Field Instructor training are done simultaneously in the summer and January of each year. This provides new Agency Field Instructors the opportunity to be oriented and trained before each new semester that internship occurs. Orientation is offered in person or one-to-one with the Field Director if the Agency Field Instructor is unable to attend. It is required for all new Agency Field Instructors. Social Work CEUs will be awarded.

### ***Field Instructor Training***

Field Instructor Training is held annually every summer and January of each year. This is done in conjunction with orientation and is required for all new Field Instructors. After the initial orientation and training, Agency Field Instructors are encouraged to attend trainings annually and will receive Social Work CEUs.



### ***Problem Solving Process in Field Settings***

If any member of the field team identifies an issue or concern in the field placement, the following guidelines for problem-solving are expected:

- The student and the Agency Field Instructor address the issue.
- If there is no resolution, either or both parties contact the Field Liaison.
- The Field Liaison meets with the student and the Agency Field Instructor to arrive at a solution.
- If there is no resolution, the Field Liaison seeks input from the Field Director.
- If there is still no resolution the Field Director seeks input from the Social Work Program Director. Depending on the specific issue, a Professional Improvement Plan may be warranted (Refer to the BSW Student Handbook, p. 23).

### ***Student Evaluation Requirements***

Learning plans, mid-semester and final evaluations, on-site visits with the field faculty, and student evaluations are all ways that student learning and effectiveness of the field will be monitored. For each student, the field faculty will complete at least three agency visits per semester to discuss with the Agency Field Instructor the strengths and needs of the student(s) and agency, as pertaining to interns. The field faculty will assist the student and agency with any problems that may arise. Each student will complete a learning plan in conjunction with their field faculty regarding tasks that can be completed to measure CSWE competencies and practice behaviors and allows for the field faculty to monitor the agency. At mid-semester and final evaluation, the Agency Field Instructor will complete an evaluation on the student's learning progress, which will be submitted via Tevera software.

## **Information for BSW Students**

### ***Student Prerequisites for Internship***

In order to intern, students must have successfully completed all Social Work Program requirements with a C+ or higher, including all other required and supportive social work courses, have maintained a minimum overall social work course GPA of 2.50, and have no identified areas of concern. If a student does not meet any of these requirements, he/she will not be allowed to begin an internship. Those with identified areas of concern will follow the Student Performance Standards Review Process (see Student Handbook) and be re-evaluated the following semester for internship readiness.

### ***Student Readiness for Internship***

Following completion of Application for Internship via Tevera software and an interview with the Field Director, a determination is made by the field faculty regarding the

student's readiness for an internship. Students who meet the academic eligibility criteria for internship and have no identified areas of concern (as detailed in the Student Handbook) are directed to begin contacting possible intern agencies as discussed in the meeting with the Field Director. Those students with identified areas of concern will follow the Student Performance Standards Review Process.

Indicators of success signify that a student is adequately and appropriately performing at his or her program level and is ready for internship. The following lists of behaviors are examples, but not a complete list, of behaviors that constitute indicators of success:

1. GPA

- C or better in all pre-requisite courses.
- C+ or better in all social work core courses.
- Maintain a minimum overall 2.50 GPA.

2. Accountability

- Attends class, on-time and prepared.
- Abides by class attendance policies.
- Actively participates in group activities and assignments.
- Meets deadlines for advisement, registration, applications, etc.
- Demonstrates the ability to follow university and agency protocols, policies, and professional standards.
- Manages special needs in a timely manner.

3. Conduct

- Treats all people (including peers, instructors, and office staff) with dignity and respect.
- Practices positive, constructive, respectful, and professional communications skills with peers and instructor including body language, empathy, active listening.
- Respects various and diverse opinions.
- Provides and manages feedback constructively.
- Uses open, non-judgmental, and person-first language.
- Demonstrates a willingness to understand diversity in people including age, class, race, color, ethnicity, gender, sex, culture, ability, religion, sexual orientation, and other forms of diversity.
- Adheres to the *NASW Code of Ethics*.
- Supports the concept of self-determination.
- Abides by established laws.
- Appropriate uses of self-disclosure.
- Maintains appropriate boundaries.
- Demonstrates ability to examine personal values and their fit with the social work professions expectations.
- Ability to develop and grow in reconciling differences between personal and professional values.

- Increases personal awareness and understand the impact of one's own behavior.
  - Ability to form positive working relationships with peers, faculty, staff, supervisors, and clients.
  - Ability to resolve one's personal issues that might impair professional performance.
  - Manages stress with appropriate methods of coping.
4. Confidentiality
- Treats all information from a peer or an instructor as confidential.
  - Uses judgment in self-disclosing information of a very personal nature in the classroom (i.e. class time should not be used as therapy or treatment).
  - Never uses the name of clients or other identifying information in personal or class communication.
5. Professional Values, Ethics, and Integrity
- Performs professional activity conforming with the values and ethics of the profession.
  - Demonstrates and apply judgement that models the *NASW Code of Ethics*.
  - Practices honesty with self, peers, staff, and instructors.
  - Learns and apply the rules of citing other's work properly.
  - Does own work.
  - Avoids conflict of interest.
6. Competence
- Demonstrates required competencies found in the CSWE Educational Policy Statement.
  - Demonstrates the ability to utilize information to make informed and relevant decisions.
  - Demonstrates the ability to critically apply the bio-psycho-social components that effect individuals, groups, families, and communities.
  - Demonstrates the ability to use critical thinking skills.
  - Demonstrates the use of evidence-based practice at all three levels of practice (micro, mezzo, and macro).
  - Demonstrates effective oral and written communication.
7. Diversity and Social Justice
- Demonstrates an openness to people, ideas, and creeds that are not familiar
  - Demonstrates a capacity and willingness to work with diverse client populations.
  - Communication is free of racism, sexism, ageism, heterosexism, stereotyping, and ethnocentrism.

- Demonstrates activities which promote sensitivity to, knowledge about, and appreciation of culture diversity.
- Demonstrates a commitment to social and economic justice for all populations.
- Demonstrates an understanding of how institutional and personal oppression impedes the experience of social justice for individual, groups, and communities.
- Demonstrates a commitment to empowering populations, enhancing social justice, and societal well-being.

### ***Choosing an Internship Agency***

Field settings are selected through a process with the Field Director. The Field Director will seek out agencies who employ social workers with a BSW or MSW degree from a CSWE accredited college or university and who offer services to a diverse group of clients on various practice levels. Agencies are selected based on their ability to provide students with a generalist social work experience across systems sizes with a diverse client base. In addition, agencies and Agency Field Instructors are selected based on their commitment to social work values and the NASW *Code of Ethics*. AUM and the agency will sign a Cooperative Agreement for Field Experience.

The complete field application packet is due two weeks prior to starting SOWK 3400 (Social Work Practice II) at the beginning of the student's senior year. This will ensure time to interview with the Field Director and agencies to determine placement. It is recommended that the students make his/her decision as early as possible and plan to interview in at least one but no more than three agencies.

Once the packet is submitted via Tevera software, the Field Director will schedule an interview with the student to discuss Field Practicum options. Together the student and the Field Director will decide on agencies to interview. Students should not contact agencies until after meeting with the Field Director and have been given permission to do so. After selecting an agency, students are to notify the Field Director in writing of their selection.

### ***Internship Application Process***

#### **1. Submit Application and Pre-placement Meeting with Field Director**

The complete field application packet is due two weeks prior to starting SOWK 3400 (Social Work Practice II) at the beginning of the student's senior year. This will ensure time to interview with the Field Director and agencies to determine placement. It is recommended that students interview in at least one but no more than three agencies and that they make their decision as early as possible.

Once the student's packet is submitted via Tevera software, the Field Director will schedule an interview with the student to discuss practicum options. Together the student and the Field Director will decide on agencies to interview. Students should not contact agencies until after meeting with the Field Director and have

been given permission to do so. After selecting an agency, students are to notify the Field Director in writing of their selection.

## **2. Arrange and Complete Agency Interviews**

Students are directed to contact identified agencies and schedule an appointment for a pre-placement interview with each potential agency field instructor (See *Guidelines: The Process of Placing Student Interns – Helpful Hints*).

## **3. Selecting and Confirming an Intern Site**

Once the student has had the interview, it is time to make a decision. **The decision about placement MUST be one that the student, the Agency Field Instructor, and the Field Director agree upon.** If the student and Agency Field Instructor both agree that there is a suitable goodness-of-fit between the student's learning needs and the agency's resources, the student should notify the Field Director in writing of their choice. If the student has not interviewed with the person who will be providing supervision, the student **MUST NOT ACCEPT A PLACEMENT** until after the interview with that person. If there are questions about the placement – either on the part of the student or Agency Field Instructor – the student should speak about the situation with the Field Director.

**At least 1 month prior to beginning placement, students should contact the selected agency to complete any required agency paperwork and clearances (e.g., abuse registry, criminal records check, drug screen) and to discuss a beginning date and time for the placement experience.**

### ***Student Field Orientation***

An orientation for students, Agency Field Instructors, and Field Liaisons to the field education competencies, practice behaviors, and current policies is considered necessary for consistency in implementing and achieving the field education program competencies. Students are required to review this entire field manual prior to attending the on-campus field orientation seminar.

A Mandatory Orientation to Practicum is conducted during the week prior to the semester for interning students.

### ***Student Evaluation of the Agency***

The Program will evaluate the field-setting effectiveness each semester to ensure it is congruent with social work competencies. Students in practicum sites are expected to participate in the evaluation of the intern experience and will complete an evaluation at the end of the semester that measures the site based on a safe, meaningful, quality competency-based learning experience. The field faculty will also continually evaluate if the agency can provide task to meet CSWE competencies and practice behaviors. This information will be useful to help shape the content and structure of field over time.

### ***Student Performance Expectations***

Academic performance, practice performance, and ethical behaviors are critical indicators of the student's readiness to assume professional responsibilities. Since field instruction is a significant requirement for all levels of the Social Work degree, the student must earn a passing grade in field education in order to complete candidacy for the BSW degree. AUM has determined a pass/fail grade for SOWK 4300. Students must obtain at least 75% on course assignments.

### ***Academic Competence***

Academic credit for both field and coursework is given only to students whose work meets minimally acceptable performance standards and conforms to the professional standards of ethical behavior and conduct. The Program adheres to AUM's Academic Honesty Code (found in the AUM Student Handbook).

### ***Professional Competence***

In the field, students must demonstrate professional conduct, relationship skills, and behavior consistent with the values and ethics of the profession. Students are expected to comply with the NASW *Code of Ethics* found at <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>.

Professional incompetence signifies that a student is not adequately or appropriately performing at his or her program level. The following lists are examples, but not a complete list, of behaviors that constitute professional incompetence and may result in a Student Performance Improvement Plan (see BSW Student Handbook, pg. 23) and possible recommendation of dismissal from the Program:

#### 1. GPA

- An "Incomplete" in more than one course.
- Achieving grade below C+ in a social work core course.
- An overall GPA below 2.50.
- Earning a second D in any social work course.
- Multiple absences from class or field placement.
- Multiple late attendance marks.
- Under prepared for course work.
- Late or incomplete assignments.
- Failure to adhere to practicum agency, university, or professions standards and policies.
- Repeated request for extensions on assignments, exams, or applications.
- Lying, cheating, or plagiarism.

#### 2. Accountability

- Multiple absences from class or field placement.
- Multiple late attendance.
- Under prepared for course work.
- Late or incomplete assignments.
- Failure to adhere to practicum agency, university, or profession's standards and policies.

- Repeated request for extensions on assignments, exams, or applications.

### 3. Conduct

- Creates class disruptions including creating conflict, disrupting, and monopolizing class.
- Consistently late for class or field placement.
- Using derogatory language or demeaning remarks.
- Discriminating behaviors.
- Unwillingness to develop an understanding of diversity.
- Academic misconduct.
- Relates interpersonally in a manner that is disrespectful, manipulative, discriminatory, disruptive and/or immature.
- Unable or unwilling to work through unresolved personal issues including the control of emotional reactions.
- Demonstrates behavior consistent with impairment as a result of alcohol or drugs.
- Demonstrate emotional problems that interfere with one's ability to work effectively with clients, faculty, supervisors, staff, or peers.
- Makes verbal or physical threats to clients, faculty, supervisors, staff, or peers
- Makes impaired judgement, decision-making, or problem-solving skills.
- Fails to seek appropriate professional help for physical, emotional, or cognitive functions which impeded professional behavior.
- Demonstrates a negative attitude or lack of enthusiasm toward the social work program, the profession, or field placement.
- Unable to form effective relationships with clients, faculty, supervisors, staff, or peers.

### 4. Confidentiality

- Discusses information about faculty, staff or peers inappropriately.
- Discusses information disclosed in class discussions with individuals external to the learning environment.
- Demonstrates poor judgement in self-disclosure.
- Violates client confidentiality in the classroom or other setting.

### 5. Professional Values, Ethics, and Integrity

- Violates the *NASW Code of Ethics*.
- Violates the AUM Code of Conduct or the policies and procedures in the BSW Student Handbook.
- Engaging in lying, cheating, or plagiarism.
- Falsification of documentation.
- Current involvement in a felony.
- Positive test results from a drug screen.
- Inability to pass criminal background check or child abuse background.

- Submitting course work that has been previously submitted, is inaccurately cited, or is not one's own work.
- Engages in conflict(s) of interest within the university setting, including field practicum placements.

#### 6. Competence

- Failure to actively participate in the attainment of the expected social work practice competencies as found in the CSWE Educational Policy Statement.
- Failure to meet requirement of course or field work due to failure to balance personal and academic responsibilities.
- Demonstrates an inability to work with the framework of supervision including course instructor, field liaison, or field supervisor.
- Demonstrates impairment as described in section 4.05 of the *NASW Code of Ethics*.
- Demonstrates an inability to effectively communicate including both oral and/or written communication.

#### 7. Diversity and Social Justice

- Demonstrates an unwillingness to work with or gain a greater understanding of diverse populations.
- Demonstrates the use of stereotypes, judgmental attitudes, or prejudices.
- Demonstrates an unwillingness to accept and work with different cultures.
- Demonstrates an unwillingness to understand the impact of oppression on individuals, groups, and communities.

Issues related to conduct, relationship skills, and behavior may or may not be included in the student's learning contract but will be considered as factors in field grading and continuation. The examples listed above are not inclusive.

#### ***Ethical Behavior***

The *NASW Code of Ethics* is the cornerstone of determining and guiding ethical behavior for social workers and students, and behavior in adherence with these ethical standards is a requirement and standard for the Program. All students are provided with information regarding the *NASW Code of Ethics* in their field seminar. Discussion about the Code also occurs in social work classes. The following are examples of behaviors that constitute a violation of the *NASW Code of Ethics* and that may result in dismissal from the Program:

- Engaging in sexual activities with clients.
- Participation in dishonesty, fraud, deceit, or misrepresentation.
- Exploitation of clients for personal advantage.
- A conviction for a felony offense while in the program.



It is very important that any academic performance deficiency, non-academic performance deficiency, or behavior problems in the field be brought to the student's attention by the Agency Field Instructor, faculty, academic advisor, and/or field faculty as soon as it has been observed. Only in this way will the student and the Agency Field Instructor have full opportunity to initiate timely corrective steps. These steps may also involve the initiation of the procedures delineated in the BSW Student Handbook's from the Student Performance Improvement Plan.

### ***Termination from Field***

Continued poor performance or a single incident that is considered by the agency to be unprofessional or unethical may result in the termination from the field placement. This decision is made jointly by the Agency Field Instructor and the Field Liaison, in conjunction with the Field Director and BSW Program Director. The decision to terminate a field placement can be made at any time during the placement.

If a student is terminated from the field placement or does not receive a passing grade of "S" for SOWK 4300, a written statement from the Agency Field Instructor will be sent to the Field Director and placed in the student's file. This report shall include the reason for the termination or failure.

In rare cases, students may be offered an opportunity to repeat his or her field experience, after demonstrating that he or she has addressed the concerns leading to the original field termination or failure. The student must compose a letter stating what happened to receive a termination or failure grade and what corrections will be done to successfully complete the field experience. Students earning a grade of "U" (Unsatisfactory) in any field education course may request a conference with the Field Director and/or the Program Director, to discuss the nature of the unsatisfactory grade. The Field Director and the Program Director consider all aspects of the situation and determine if another field placement will be offered. **The Field Education Office is not obligated to offer more than one field placement opportunity** and will not offer more than two attempts at a field placement per student. Students can utilize the Social Work grade appeal process to dispute any grade.

If a student chooses to or is required to withdraw from field, he or she must officially withdraw from the class.

If the conclusion is reached that the student is unable to meet minimal performance standards in the field related to professional competence, ethical behavior, and conduct, or is otherwise unsuited to the profession, the field education office will advise the student of the options available.

These options could be one of the following:

1. Drop the course and re-take it at another time when the problem situation is corrected.
2. Drop the course and select another degree option.
3. Withdraw from the University.

4. Recommend termination from the Social Work Program.

## **Field Education Policies**

### ***Life Experience***

Life experiences and/or previous work experience cannot substitute for any level of field placement nor curriculum courses. While these experiences often prove to be instrumental in the student's choice of social work as a career and can enhance the student's education, they will not be able to count those experiences towards course credit.

### ***Educational Learning Plan Policy***

The Educational Learning Plan (see "Field Forms") is developed by the student in consultation with the Agency Field Instructor. It informs the framework for the performance evaluation. When completed, this plan is signed by the student, Agency Field Instructor, and Field Liaison. This document should be completed by the second week of the field placement. Students should begin writing their learning plan after learning some of the agency's expectations, consulting with their field supervisors, and thinking about the goals and objectives they have for their field experience.

The learning plan is designed for the specific field education course. Based on the expectations and requirements of the course, the frame of the Educational Learning Plan includes the CSWE Core Competencies and corresponding behaviors. Students are to identify specific tasks that support the development and enhancement of practice behaviors and personalize the document to their specific experience/setting. **Think of the Educational Learning Plan as a "working document."** It is subject to change as the student, Agency Field Instructor, and/or Field Liaison identifies new learning opportunities. Any addendums or deletions to the original learning agreement are to be signed by all parties.

### ***Field Placement Hours Policy***

Field Placement hours can only be accrued during the semester(s) for which the student is enrolled in the field placement course.

Hours clocked prior to the start or subsequent to the end of the semester that the Field Director or Program Director have not previously and specifically approved may not be counted as hours towards completion of the field placement. Students are encouraged to work directly with the Field Director and the Field Liaison to ensure that their field placement participation corresponds with AUM's academic calendar during University breaks.

### ***Leave Time Policy***

Students are expected to act responsibly in their field placements. Any compensatory time accumulated (that should be minimal) can be taken only with the permission and pre-approval of the Agency Field Instructor. The Field Director must be **notified by the**

**student** of any extended (more than three days) leave time or illness. **Any** leave time taken must be coordinated with the Agency Field Instructor. Students reported for excessive absences in the field placement may receive a grade of "U" (Unsatisfactory) in the field education course and will be required to make up the time deficiency. Other policies regarding leave time are as follows:

- An agency holiday that falls on a student's scheduled internship day does not count as hours the student is scheduled to work.
- Any hours missed by the student, due to sickness or other extenuating circumstances, will need to be made up by the end of the semester.
- Due to the hours required, it is possible that student holidays may not be observed in total for students in field placements during the respective semester.

### ***Ending Field Placement Early***

All students must complete the required hours for the field placement in which they are enrolled. **It is not recommended that students end field placements early.** Even if students complete their hours early, which is not recommended, the student must continue in their setting until the last week of classes. It is recommended that each student complete around 27 hours for 15 weeks to ensure their 400 hours are completed.

### ***Student Liability Insurance***

All students are required to carry malpractice insurance during their field placement. Student Liability Insurance is provided by the Program during their senior academic year. The Field Director completes the finalization of this process each semester.

### ***Employment-Based Field Instruction***

An employment-related placement is defined as a field education arrangement in which the student is granted written approval from the Field Director to complete her/his placement in an agency where the student is currently employed. The criteria below are designed to help recognize the role transitions including a change from a worker/supervisor relationship to a learner/teacher relationship. It also implies a sincere effort to protect the student's opportunity to utilize work experience for the purpose of learning.

Following is a list of criteria that must be met for approval of an employment-related placement:

- Field placement will require working in a separate department or unit within the organization with new responsibilities, tasks, and activities.
- The Agency Field Instructor must meet all regular program requirements, be a person who is different from the student's work supervisor.
- Educational supervision will occur at a minimum of one hour per week.
- Field education in employment-related placements must conform to all University standards, policies, and procedures as specified in the Field Education Manual.

*Final approval by the Field Director of the student placement at the agency of employment is dependent upon all the above criteria being met. The Faculty Liaison monitors the agreed upon terms. Failure to comply with the agreement may result in termination of the field placement.*

### **Use of Personal Automobiles**

Social work practice often requires transportation to facilities outside the location of the agency. Some agencies provide reimbursement for student use of their own automobiles and insurance coverage for carrying out agency related activities. Some agencies have their own fleet of automobiles for which the student may qualify as a driver if they are to have assignments requiring use of an automobile. Other agencies do not have these resources available.

Issues related to use of personal automobiles need to be clarified prior to placement. **In any event, students cannot transport clients in personal automobiles. Auburn University at Montgomery and the Auburn University at Montgomery Social Work Program (faculty, staff, or affiliates) are not liable for personal automobile incurred costs.**

### **Safety Policy**

It is the policy of the Program to encourage attention to safety in field education. The Field Faculty will present safety information as a portion of orientation sessions for field students and during seminar coursework (see *Safety Issues and Guidelines* in "). Agency Field Instructors are responsible for providing and students are responsible for reading and complying with all agency policies, including safety.

Students have the right to question any potentially unsafe assignment without repercussion from their Agency Field Instructor or Field Liaison. An obligation rests with the student, the Agency Field Instructor, the Field Liaison, and the Field Director to reach a common understanding regarding the safety of assignments. If no agreement can be reached, the ultimate decision rests with the Field Director.

If a student believes that he/she has been given an unsafe assignment, the student is responsible for notifying his/her Agency Field Instructor and then contacting the Field Liaison before proceeding. Likewise, if a student initiates what may be an unsafe field activity, the Agency Field Instructor must direct the student not to proceed and notify the Social Work Field Liaison regarding any lack of compliance.

### **Student Grievances Policy**

If at any time a student in the Social Work Program has a concern regarding advisement, academic performance, faculty behavior or the outcome of the Faculty Review Process (see Appeals Process in BSW Student Handbook), he/she should first seek to resolve the grievance with the faculty member or administrator involved. If these discussions are not satisfactory, the complaint would be taken to the next highest level pursuant to the University Student Academic Grievance Policy published in the AUM Student Handbook. Students may at any time apprise the BSW Program Director or the Department Chair of the problem for added support. Students should refer to the Student Handbook for the

Student Academic Grievance Policy (<http://online.fliphtml5.com/ggze/lmpu/#p=75>).

### ***Accommodations for Disabilities Policy***

No otherwise qualified student shall, on the basis of ability, be subjected to discrimination or excluded from participation in the Social Work Program. A student with a disability may be protected by section 504 of the Rehabilitation Act and/or the Americans with Disabilities Act (ADA) and be eligible for a reasonable accommodation(s) that will provide an equal opportunity to meet the academic criteria related to professional behavior and scholastic performance.

Any otherwise qualified student with a protected disability who requests a reasonable accommodation(s) must notify the Center for Disability Services, 147 Taylor Center. To contact, call their office at (334)244-3631 or email [cgs@aum.edu](mailto:cds@aum.edu). The Social Work Program, in close consultation with the Center for Disability Services, will review academic performance criteria in light of individual student circumstances to determine issues of appropriate accommodation.

### ***Health Insurance***

Students are responsible for the provision of their own health insurance. Students who are in field placements are advised to be certain their health coverage will provide for any injuries, accidents, or illnesses that may be incurred at the placement site. Students do have access to the Warkhawk Health Services.

### ***Out-of-Area Placements Policy***

Out-of-area placements are defined as placements that are farther than one hour from Auburn University at Montgomery's campus. Students interested in completing a field placement out of this area must be approved by the Field Director. Interested students must have an academic record and history in the Social Work Program that reflects strong professional work behavior (e.g., consistent attendance, class participation, above average grades) and commitment to the profession of social work.

If approval is granted, students must work closely with the Field Director to secure and successfully complete an appropriate out-of-area placement. Students are required to travel to AUM's campus to attend SOWK 4310 Field Seminar.

### ***Sexual Harassment Policy***

Because students in field placements may not be covered by agency rules or by AUM's policies and procedures on sexual harassment, these guidelines are established to address students' claims of sexual harassment during an internship.

Sexual harassment is a form of sexual discrimination prohibited by Title VII of the Civil Rights Act of 1964. Whether the harassment comes from the Agency Field Instructor or any other agency employee, it is destructive to the learning and working environment, is demoralizing, and it adversely affects students' performance in their internship. Even if the agency has no sexual harassment grievance policy, students may make complaints of sexual harassment directly to the Office of Civil Rights, U.S. Department of Education, or file a lawsuit.

## ***Definition***

The Equal Employment Opportunity Commission (EEOC) defines sexual harassment as:

Unwelcome sexual advances, requests for sexual favors, verbal or other expressive behaviors or physical conduct of a sexual nature constitutes sexual harassment when any one of three criteria is met:

- Submission to such conduct is made either explicitly or implicitly as a condition of an individual's continued internship.
- Submission to or rejection of such conduct is used as a basis for decisions or assessments affecting the individual's welfare as a student placed in the agency.
- Such conduct has the purpose or effect of unreasonably and substantially interfering with the individual's welfare, academic or professional performance, or creates an intimidating, hostile, offensive, or demeaning workplace or educational environment.

## ***Forms of Sexual Harassment***

Sexual harassment may take a variety of forms ranging from subtle pressure for sexual activity to physical assault. Conduct defined as sexual harassment includes, but is not limited to the following:

- Threats of, or intimidation, by unwilling, non-mutual sexual contact.
- Continual or repeated verbal abuse of a sexual nature, including graphic commentaries about a person's body, sexually degrading words to describe the person, or propositions of a sexual nature.
- Threats or insinuations that the person's employment, grades, wages, promotional opportunities, classroom or work assignments, or other conditions of a continued internship may be adversely affected by refusing sexual advances

Sexual harassment may be physical, verbal, or nonverbal:

- **Physical** touching, holding, grabbing, hugging, kissing, "accidental collisions," other unwanted physical contact, and, in the worst cases, physical assault and rape.
- **Verbal** offensive jokes, offensive language, threats, comments, or suggestions of a sexual nature.
- **Nonverbal** staring at a person's body, leaning over the intern at a desk, offensive gestures or motions, circulating sexually suggestive letters or cartoons, and other sexually oriented behavior.

## **Field Agency's Responsibilities**

Sexual harassment of any Auburn University at Montgomery Social Work student interns by any field educator, employee, or representative of the field agency is not tolerated.

### **Student's Responsibilities**

- **Respond** to the problem. Students should make their feelings absolutely clear. Sometimes people do not realize they are being offensive, and the student should feel free to give them feedback on their inappropriate words or actions.
- **Record** the times, places and specifics of each incident including other people who might have observed the event or the students' reactions.
- **Report** sexual harassment **immediately** to the Field Education Director and/or the Field Liaison. If the perpetrator is the students' agency supervisor, contact the Field Liaison and/or the Field Education Director.
- Students should remember that they are a part of the workplace and be certain that they themselves are not involved in any inappropriate behavior. Students are also subject to the same sexual harassment policies as agencies and faculty, and they should be aware of their own behavior during the internship as they too can be accused of sexual harassment by the agency, faculty and/or clients. A rule of thumb is to respect the dignity of coworkers and clients.
- Students should also refrain from jumping to conclusions based on someone's dress or physical appearance. If they are unsure of someone's intentions or behavior, ask for clarification. Remember, "No" always means "NO."

### **The Process of Placing Student Interns – Helpful Hints for Students**

While student interests and needs are considered in making internship placements, actual assignments are the responsibility of the Social Work Field Director. The decisions are made only after students have had an interview with a representative of the potential agency. Due in part to the field team's knowledge of the social service community and relationships with Agency Field Instructors, the matching process is quite successful.

Matching occurs after the student interviews with the Field Director, where interest areas, needs and accommodations, and goals have been thoroughly discussed. Agency Field Instructors are usually contacted in advance to determine their availability to instruct a student in the proposed semester. In pairing a student and Agency Field Instructor, the student's strengths and needs, the Agency Field Instructor's strengths and needs, and student goals are considered.

During the student's meeting with the Field Director, the student is instructed to schedule an interview with a designated representative of the agency. The purpose of this meeting is to:

- Meet agency personnel.
- Tour the field placement site.
- Discuss learning opportunities and role(s) of students in their level of field placement.
- Allow the Agency Field Instructor an opportunity to interview and determine if the agency appears most appropriate for the student.
- Allow the student an opportunity to interview and determine if the agency appears most appropriate for the student.

The basic student information prepared in the students' Field Application Packet is shared with the agency.

During SOWK 3400, and prior to the actual agency interviews, the Field Director visits the class to discuss what to expect in the interview and possible interview questions. Students are directed to evaluate their strengths and areas to work on and professional dress for interviews. Following their individual interviews with the Field Director, students then call and make an appointment for the interview. After completion of the interview, the student and Agency Field Instructor will determine if the placement is best fit for both. The student will notify the Field Director in writing of his/her placement.

The Social Work Field Director finalizes all placements and confirms placement with students and Agency Field Instructors. Once all parties agree, the student can discuss timing agency orientation. At that time, contracts are issued (See "Field Forms" for the Cooperative Agreement). The Cooperative Agreement includes a responsibilities section for the University and agency to sign.

#### **Helpful Hints for Students Interviewing for a Field Placement:**

- Once possible field placement sites have been identified, the student need to schedule an interview at each placement site.
- Remember the interview is a two-way interaction. Agency Field Instructors will interview students, and students will interview them.
- The purpose of the interview is to clarify expectations that both the Agency Field Instructor and the student may have and to discuss mutual objectives related to the field work experience.

#### **Possible Questions for the Agency-Potential Intern Interview**

##### **A. What the Agency/Field Instructor May Want to Know**

1. What interests led you to seek a placement at this particular agency? If you did not select this agency as one of your choices, what about it would help you meet your learning objectives?



2. What experience do you have in social work (classroom or other related people-oriented activities), what are your long-range career goals, and what are your immediate learning needs?
3. What concerns do you have about the placement site?
4. What special interests or needs do you have that may not have been mentioned in the field application form that you need to share with the field instructor?
5. Why did you opt for social work as a profession over other professional possibilities?

**B. What you need to learn about the Agency & Field Instructor**

1. What kinds of learning experiences can you expect to get in the setting?
2. What are their expectations of you as a student (especially as a beginning student)?
3. What kind of students excel in the setting? Those who require a great deal of structure or self-starters?
4. What are the expected hours of the placement (will you have to do evening or weekend work or is this a possibility if best for your schedule)?
5. Is there anything else you need to know about the placement that will help you decide if you wish to do your placement at the site?

**Mechanics**

1. Arrive early to assure a parking place and time to go to the bathroom. Arrive at your appointment at least 10 minutes before your scheduled time.
2. Note how the agency looks and feels from the outside and as you move into it. (Can you see yourself being there as a professional?)
3. Dress professionally and conservatively (business casual).
4. Be genuinely enthusiastic.
5. Be honest in your responses to questions. It is far better to discover now that this is not the right place than later. A realistic appraisal of yourself is in your best interest.
6. Write a thank you note for the interview to the Agency Field Instructor.

**Student Expectations Related to Field Education Performance**

**NOTE:** This information is taken from the BSW Student Handbook: Section IV – Policies and Procedures for Evaluating Student’s Professional Performance

Social work is a professional practice that has different expectations of students than do non-professional programs. Social workers traditionally serve vulnerable and/or disadvantaged populations. Social work programs have a responsibility to protect consumers and to ensure that their students are competent to begin practice and meet professional ethical standards. The Policies and Procedures for Review of Student Performance are linked to the student’s ability to become effective social work professionals and are provided so that students and faculty can be clear about the expectations and procedures to address academic performance, professional behavior,

and ethical conduct. Students are expected to exhibit behaviors that are in compliance with Auburn University at Montgomery's Social Work Program's policies, Auburn University at Montgomery's policies and standards, the *NASW Code of Ethics*, and professional ethical standards in the classroom, field placement, and community.

### ***Evaluating Student's Academic Performance Policies***

Students' academic performance is monitored throughout the degree program. A student is expected to maintain a "C+" or higher in all social work courses and an overall minimum GPA of 2.50. Students who fail to maintain this expectation may be terminated from the program.

### ***Evaluation Criteria***

- Indicators of success:
  - C or higher in all pre-requisite courses.
  - C+ or higher in all social work core courses.
  - Maintain an overall minimum GPA of 2.50.
- Indicators of concern:
  - Incomplete in more than one course.
  - Achieving grade below C+ in a social work core course.
  - A GPA below 2.50.
  - Earning a second D in any social work course.

### ***Procedures***

The following guidelines are provided so that students and faculty can be clear about the procedures to address academic performance, professional behavior, and ethical conduct. When a student exhibits behavior that is not consistent with Auburn University at Montgomery's Social Work Program policies and standards, Auburn University at Montgomery's policies and standards, and/or the *NASW Code of Ethics* in the classroom, field placement, and/or community, faculty will initiate the following procedures:

**Step 1:** When a faculty member has identified that a student demonstrates at least one area of concern, he or she will meet with the student. During this meeting, the student and faculty member will develop a plan to address the concern(s). This action plan will include a description of the behaviors/concerns, goals for improvement, specific tasks for achieving goals, and time limit for accomplishing the change. The student, faculty member, and BSW Program Director will receive a copy of the plan. The BSW Program Director will meet with the student periodically to review his or her progress.

**Step 2:** If the student has not made significant progress within the time allotted or continues to demonstrate indicators of concern, the faculty member will submit a

brief written statement to the BSW Program Director regarding the issues, concerns, and a recommendation regarding the student. The faculty member should inform the student that she or he is proceeding with this step in the review process and send a copy of the letter with guidelines for the review process.

**Step 3:** The BSW Program Director will call a meeting within seven days of receiving the statement. The student is informed, in writing, of the time and date of the meeting. In addition, the student will be given the name(s) of any witnesses and faculty members who will be attending, and the specific issues that are to be addressed. This notice will also include a list of possible documentation on his/her behalf.

**Step 4:** The BSW Program Director, faculty, and student will meet at the designated date and time when issues and concerns are presented. The student is given the opportunity to present his or her own response and produce oral testimony or written statements of witnesses. The student may present other supporting documentation.

**Step 5:** The BSW Program Director and faculty will decide on the action to be taken. The recommendations from the group include:

- a. Dismissal of the original plan
- b. Continuation of the original plan
- c. Revision of the original plan

If either b or c is recommended, the committee will set up another date with the student to review the student's progress.

**Step 6:** If the student again fails to complete the revised plan or abide by the plan or the student's academic behavior is such that she or he would be unable to satisfactorily perform as a social worker, the group has the authority to:

- a. Recommend to the faculty member in whose course the student is enrolled that a failing grade be given to the student for the course.
- b. Institute a probationary period for the student with specific tasks, goals and timelines.
- c. Suspend the student from the Social Work Program for a period of up to one year.
- d. Terminate the student from the Social Work Program.

If the decision is made to suspend to terminate the student from the Social Work Program, the student has the right to appeal.

**Step 7:** The student is informed of the decision in writing via USPS within three days of the meeting.

**Step 8:** A copy of the decision is placed in the student's file.

## ***Evaluating Student's Professional Performance Policies***

Students' professional performance is monitored throughout their program of study. These include the following areas: accountability, conduct, confidentiality, professional value, ethics and integrity, competence, and diversity and social justice.

### ***Evaluation Criteria***

#### **1. Accountability**

##### **a. Indicators of success:**

- Attends class, punctual and prepared.
- Abides by class attendance policies.
- Actively participates in group activities and assignments.
- Meets deadlines for advisement, registration, and applications.
- Demonstrates the ability to follow university and agency protocols, policies, and professional standards.
- Manages special needs in a timely manner.

##### **b. Indicators of concern:**

- Multiple absences from class or field placement.
- Multiple late attendance marks.
- Under prepared for course work.
- Late or incomplete assignments.
- Failure to adhere to practicum agency, university, or professional standards and policies.
- Repeated requests for extensions on assignments, exams, or applications

#### **2. Conduct**

##### **a. Indicators of success:**

- Treats all people (including peers, instructors, and office staff) with dignity and respect.
- Practices positive, constructive, respectful, and professional communications skills with peers and instructor (i.e. body language, empathy, active listening).
- Respects various and diverse opinions.
- Provides and manages feedback constructively.
- Uses open, non-judgmental, and person-first language.
- Demonstrates a willingness to understand diversity in people including age, class, race, color, ethnicity, gender, sex, culture, ability, religion, sexual orientation, and other forms of diversity.
- Adheres to the *NASW Code of Ethics*.

- Supports the concept of self-determination.
- Abides by established laws.
- Appropriate uses of self-disclosure.
- Maintains appropriate boundaries.
- Demonstrates ability to examine personal values and their fit with the social work professions expectations.
- Ability to develop and grow in reconciling differences between personal and professional values.
- Increases personal awareness and understand the impact of one's own behavior.
- Ability to form positive working relationships with peers, faculty, staff, supervisors, and clients.
- Ability to resolve one's personal issues that might impair professional performance.
- Manages stress with appropriate methods of coping.

b. Indicators of concern:

- Creates class disruptions, including, but not limited to, creating conflict, disrupting, and monopolizing class.
- Consistently late for class or field placement.
- Using derogatory language or demeaning remarks.
- Discriminating behaviors.
- Unwillingness to develop an understanding of diversity.
- Academic misconduct.
- Relates interpersonally in a manner that is disrespectful, manipulative, discriminatory, disruptive and/or immature.
- Unable or unwilling to work through unresolved personal issues, including the control of emotional reactions.
- Demonstrates behavior consistent with impairment as a result of alcohol or drugs.
- Demonstrates emotional problems that interfere with one's ability to work effectively with clients, faculty, supervisors, staff, or peers.
- Verbal or physical threats to clients, faculty, supervisors, staff, or peers.
- Makes impaired judgements, or poor decision-making or problem-solving skills.
- Fails to seek appropriate professional help for physical, emotional, or cognitive functions that impede professional behavior.
- Demonstrates a negative attitude or lack of enthusiasm toward the social work program, the profession, or field placement.
- Unable to form effective relationships with clients, faculty, supervisors, staff, or peers.

### 3. Confidentiality

a. Indicators of success:

- Treats all information from a peer or an instructor as confidential.
- Uses judgment in self-disclosing information of a very personal nature in the classroom. For example, class time should not be used as therapy or treatment.
- Never use the name of clients or other identifying information in personal or class communications.

b. Indicators of concern:

- Discusses information about faculty, staff, or peers inappropriately.
- Discusses information disclosed in class discussions with individuals external to the learning environment.
- Demonstrates poor judgement in self-disclosure.
- Violates client confidentiality in the classroom or other setting.

#### 4. Professional Values, Ethics, and Integrity

a. Indicators of success:

- Engages in professional activity conforming with the values and ethics of the profession.
- Demonstrates and apply judgement that models the *NASW Code of Ethics*.
- Practices honesty with self, peers, staff, and instructors.
- Learns and apply the rules of citing other's work properly.
- Does own work.
- Avoids conflict of interest.

b. Indicators of concern:

- Violates the *NASW Code of Ethics*.
- Violates the AUM Code of Conduct or the policies and procedures in the BSW Student Handbook.
- Engages in lying, cheating, or plagiarism.
- Falsification of documentation.
- Current involvement in a felony.
- Positive test results from a drug screen.
- Inability to pass criminal background check or child abuse background.
- Submitting course work that has been previously submitted, is inaccurately cited, or is not one's own work.
- Engages in conflict(s) of interest within the university setting, including field practicum placements.

#### 5. Competence

a. Indicators of success:

- Demonstrates required competencies found in the CSWE Educational Policy Statement.
- Demonstrates the ability to utilize information to make informed and relevant

decisions.

- Demonstrates the ability to critically apply the bio-psycho-social components that affects individuals, groups, families, and communities.
- Demonstrates the ability to use critical thinking skills.
- Demonstrates the use of evidence-based practice at all three levels of practice (micro, mezzo, and macro).
- Demonstrates effective oral and written communication.

b. Indicators of concern:

- Fails to actively participate in the attainment of the expected social work practice competencies as found in the CSWE Educational Policy Statement.
- Fails to meet requirements of course or field work due to failure to balance personal and academic responsibilities.
- Demonstrates an inability to work with the framework of supervision, including course instructor, field liaison, or field supervisor.
- Demonstrates impairment as described in section 4.05 of the *NASW Code of Ethics*.
- Demonstrates an inability to effectively communicate, including both oral and/or written communication.

## 6. Diversity and Social Justice

a. Indicators of success

- Demonstrates an openness to people, ideas, and creeds that are not familiar.
- Demonstrates a capacity and willingness to work with diverse client populations.
- Communication is free of racism, sexism, ageism, heterosexism, stereotyping, and ethnocentrism.
- Demonstrates activities that promote sensitivity to, knowledge about, and appreciation of culture diversity.
- Demonstrates a commitment to social and economic justice for all populations.
- Demonstrates an understanding of how institutional and personal oppression impedes the experience of social justice for individual, groups, and communities.
- Demonstrates a commitment to empowering populations, enhancing social justice, and promoting societal well-being.

b. Indicators of concern

- Demonstrates an unwillingness to work with or gain a greater understanding of diverse populations.
- Demonstrates the use of stereotypes, judgmental attitudes, or prejudices.
- Demonstrates an unwillingness to accept and work with different cultures.
- Demonstrates an unwillingness to understand the impact of oppression on

individuals, groups, and communities.

## **Procedures**

The following guidelines are provided so that students and faculty can be clear about the procedures to address academic performance, professional behavior, and ethical conduct. When a student exhibits behavior that is not consistent with Auburn University at Montgomery's Social Work Program policies and standards, Auburn University at Montgomery's policies and standards, and/or the *NASW Code of Ethics* in the classroom, field placement, and/or community, faculty will initiate the following procedures:

**Step 1:** When a faculty member has identified that a student demonstrates at least one area of concern, he or she will meet with the student. During this meeting, the student and faculty member will develop a Professional Improvement Plan (see Student Handbook, p. 23) to address the concern(s). This action plan will include a description of the behaviors/concerns, goals for improvement, specific tasks for achieving goals, and time limit for accomplishing the change. The student, faculty member, and BSW Program Director will receive a copy of the plan. The BSW Program Director will meet with the student periodically to review his or her progress.

**Step 2:** If the student has not made significant progress within the time allotted or continues to demonstrate indicators of concern, the faculty member will submit a brief written statement to the BSW Program Director regarding the issues, concerns, and a recommendation regarding the student. The faculty member should inform the student that she or he is proceeding with this step in the review process and send a copy of the letter with guidelines for the review process.

**Step 3:** The BSW Program Director will call a meeting within seven days of receiving the statement. The student is informed, in writing, of the time and date of the meeting. In addition, the student will be given the name(s) of any witnesses and faculty members who will be attending, and the specific issues that are to be addressed. This notice will also include a list of possible documentation on his/her behalf.

**Step 4:** The BSW Program Director, faculty, and student will meet at the designated date and time when issues and concerns are presented. The student is given the opportunity to present his or her own response and produce oral testimony or written statements of witnesses. The student may present other supportive documentation.

**Step 5:** The BSW Program Director and faculty will decide on the action to be taken. The recommendations from the group include:

- a. Dismissal of the original plan.
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- a. Recommend to the faculty member in whose course the student is enrolled that a failing grade be given to the student for the course.
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- c. Suspend the student from the Social Work Program for a period of up to one year.
- d. Terminate the student from the Social Work Program.

If the decision is made to suspend or terminate the student from the Social Work Program, the student has the right to appeal.

**Step 7:** The student is informed of the decision in writing via USPS within three days of the meeting.

**Step 8:** A copy of the decision is placed in the student's file.

### ***Appeals Process***

A student can appeal with a written statement to the BSW Program Director within ten days of the letter of notification from the Program. The statement must specify reasons for disagreement with the decision and the rationale for considering a different decision. The Program Director will review the decision and the student's written statement. The Program Director will meet with the social work faculty and the student to reconsider the decision. After the joint meeting, the faculty will make a recommendation to the Program Director, who will notify the student of the decision. If the student believes the decision was made in error, a written statement of appeal may be submitted to the Department Chair, who will confer with the Dean of the College of Liberal Arts and Social Sciences, the BSW Program Director, and the Provost.

### ***University Academic Grievance Policy***

If at any time a student in the Social Work Program has a concern regarding advisement, academic performance, faculty behavior or the outcome of the Faculty Review Process (see Appeals Process above), he/she should first seek to resolve the grievance with the faculty member or administrator involved. If these discussions are not satisfactory, the complaint would be taken to the next highest level pursuant to the AUM Student Academic Grievance Policy published in the Student Handbook. Additionally, students may at any time apprise the BSW Program Director or the Department Chair of the problem for added support. Students should refer to the Student Handbook for the Student Academic Grievance Policy (<http://online.fliphtml5.com/qgze/lmpu/#p=75>).

## **Safety Issues and Guidelines**

The Social Work program asks to make our students aware that there are certain inherent risks in any situation requiring contact with the public. Social Work is a profession that works with people with both strengths and needs, who often live in troubled environments. To reach people in need, agencies are located in areas that provide reasonable access to clients served. Students entering field need to be aware that most, if not all, field settings entail safety risks for people — clients, staff, and students alike. Such risks are not solely student risks, but risks that we as social workers must acknowledge throughout our careers. While fulfilling the internship the students must also be attentive of the need for personal safety and act accordingly to minimize these risks. **During the field placement, students should discuss safety issues along with other issues of infection control, personal injury, and risk assessment.** Students with any safety concerns or questions should contact the Field Liaison to discuss these issues and seek guidance. Below are some guidelines for personal safety.

### ***Guidelines for Personal Safety***

It is very difficult to predict when dangerous behavior will occur. The factors most often considered, as predictors, are history of violent and aggressive behaviors as well as abuse of drugs and/or alcohol. Aggressive behavior may be caused by such things as fear, anger, stress, chemical alteration, need for attention or power, and paranoia. The important variable is the intent or perceived intent of the individual who appears to be dangerous. It is important to determine whether the behavior is a personal characteristic or if it is reactive to a particular or current situation. **However, the best protection in threatening situations or actual assault is to err on the side of protecting your personal safety.**

The Social Work Program ask Agency Field Instructors to make students aware of known or unreasonable risks in their particular settings and to provide special warnings, education or training that will help insure the reasonable safety of all agency personnel and clients. Students also have a responsibility to request information that will help ensure their own safety, to seek education to ensure their safety, and avoid behaviors that will unacceptably increase the risk of injury. Special attention should be given to learning experiences that are not located within the agency's building.

The following problem-solving skills can be useful in risky situations:

- Gather data.
- Evaluate the information.
- Decide on a course of action based on the evaluation.
- Implementation.
- Evaluate the outcome and adjust accordingly. This process may occur in an instant or over a longer period.
- The goals of risk prevention and management strategies should be to:
  - Protect the safety of the client, staff, yourself, and others in the environment.

- Help the individual gain control with the least amount of pain and guilt.
- Help the individual focus on the source of anger, fear, frustration, or other emotion.
- Assist the individual to express these feelings verbally rather than in actions.

### **General Personal Risk Reduction Guidelines**

- Walk with a sense of purpose. Be aware of body language.
- Be alert to people around you. Beware of strangers who approach and speak to you. Keep at a safe distance and keep moving.
- Be alert to nonverbal cues while conveying confidence in your actions. Look aware and unafraid. Have a strong, independent image, and a clear sense of purpose.
- Do not walk on streets where people are loitering. Walk on the outside of the sidewalk, away from possible hiding places.
- Be aware of places such as a store, library, school, and community center that can be used for refuge.
- Do not carry a purse, bag, heavy notebooks, or briefcases. If you must carry these items, conceal them or use a shoulder bag or backpack to allow free use of hands.
- Wear sensible appropriate clothing, low-heeled shoes, and minimal jewelry that cannot be snatched off or wrapped around your neck.
- Do not give money to people who ask for it.
- Practice caution with persons who might be:
  - Under the influence of drugs.
  - Engaging in illegal activities.
  - Feeling threatened by your presence.
  - Feeling threatened by the possibility of your reporting their behaviors to legal authorities.
- Prior to entering a building, assess for safety: sounds of violence (e.g. out-of-control behavior), location of other people and their ability to respond to a call for help, and possible escape routes.
- Assess multi-story buildings for safety. If you take the elevator, observe the elevator interior before entering. If the elevator appears unsafe, wait for the next one or consider taking the stairs. Be aware of who is in the stairwell and how far apart the exits are. If a suspicious person enters the elevator after you have entered it exit before the door closes. Stand next to the control panel. If accosted, press all buttons.

### ***Risk Reduction Guidelines in Field Work***

Students should receive a specific orientation to agency policies and procedures related to risk management. If the Agency Field Instructor does not provide this orientation, students must ask for it. Students should also learn about the agency's informal methods assessing and handling risky situations.

Each situation is different, but the guidelines that follow may generally apply to the management of potentially dangerous situations in the work area.

- Address your client by name.
- Keep your work area as safe as possible, keeping it clear of items that could be harmful to anyone involved in a physical intervention. For example, keep objects that can be used as weapons or missiles (for example, ashtrays, scissors, mail openers, hot drinks, paperweights, or vases) away from potentially aggressive clients.
- When possible, alert available staff members that assistance may be needed before entering the crisis situation and arrange a plan to signal for help. Use panic buttons, hand-held or mounted buzzers, cellular phones, intercoms, or other communication device.
- Leave your office door ajar during an interview with a potentially dangerous client.
- Avoid meeting with clients when you are alone in the office building.
- If possible, arrange your office space so that both you and the client have easy access to leave, preferably without entering each other's personal space.
- Maintain a positive, nonjudgmental attitude towards clients. Speak in a soft voice and move slowly. Act calmly. Keep the "scream" out of your voice. An emotional or aggressive response to a distraught individual is likely to reinforce that person's aggression. Remember people who are violent are often reacting to feelings of helplessness and loss of control. Therefore, remain calm and in control of yourself.
- Recognize signs of escalation, and responses to phase of violence: triggering, escalation, crisis, recovery, or post crisis depression phase. Identify those actions on your part which serve to calm and those that serve to inflame the individual, and act accordingly.
- Recognize situations that may lead to assault, as well as warning signs of imminent attack such as rapid breathing, grinding teeth, dilated pupils, flaring nostrils, choppy speech, and clenched fists.
- Remember that increased structure and decreased stimuli can heighten calm and self-control.
- Take a non-threatening posture to avoid appearing confrontational but take a protected posture as well. This usually means standing slightly sideways to the individual, at a safe distance away from sudden lunges, punches and kicks, with arms and hands held near the upper body for possible quick self-protection. Avoid a "stare down" by periodically breaking eye contact.
- Do not walk away from the individual who is escalating. Acknowledge the individual's feelings and attempt to talk to him/her calmly. Encouraging the individual to sit down may sufficiently delay or divert the possibility of attack. Usually a one-to-one situation with available staff at a distance works well. The most appropriate staff member to be with the individual is the one with the best rapport with him/her, not necessarily the staff with the most authority or rank.
- Avoid sudden movements or issuing aggressive commands, as these may only inflame the individual. Whenever possible allow the individual to make

behavioral choices. Directives or alternatives should be stated concretely and in terms of actions that can be performed immediately. Depending on the cognitive abilities of the individual, setting limits may take two forms:

- **Direct:** state clearly and specifically the required or prohibited behavior.
  - **Indirect:** allow the individual to choose between two acceptable behavioral alternatives.
- Do not touch the individual unless you are willing to restrain him/her, and only when there is sufficient staff power to do so in a manner consistent with the agency's "take down" or containment policies.
  - In the event of physical intervention where the individual is placed in a quiet room or in seclusion, the isolation should be as brief as possible. From these incidences, clients can process their experience, understand, and perhaps predict their own violent impulses in the future.
  - If possible, arrange for a security escort or a friend to accompany you to your car in evening or late hours.

### ***Guidelines for Scheduling a Home Visit***

Home visits, street interviews, and neighborhood group work are examples of assignments that may entail additional risks, although they may be important components of agency services. In these situations, we ask field agencies to provide students with explicit guidelines and training, if appropriate, to ensure that the risks taken by students are reasonable. During the first 3-5 weeks of internship, students should be accompanied on home/field visits by a staff member.

- Contact families to set up an appointment for a home visit, being sensitive to client's schedules and who will be in the home at the time of your visit.
- Inquire about pets and take precautions against vicious dogs that could be unchained or let loose.
- Asking client for directions or look for directions on the Internet (i.e. Google Maps) for main roads are recommended.
- Remember that house numbers may be missing and additional landmarks might be needed. If necessary, ask the client to meet you at a familiar location and direct you to his/her home.
- Choose a time of day for the visit that is most safe in terms of daylight and persons at home.

### **Preparing for a Home Visit**

- Learn as much about the client prior to the visit as possible. Determine if the situation surrounding the home visit resembles previous precipitating events or triggers, or if something in the client's circumstances that day might increase the probability of violent behavior.
- If a situation could be dangerous (e.g., situations entailing continuing domestic violence, involuntary removal of a child, or previous threats or assaults to workers), consult first with your field educator to formulate a plan to reduce the risk, if possible. The plan might include the use of two workers for the home visit,

accompaniment by a police officer, or movement of the meeting place to the office or a public place.

- Inform the agency about your whereabouts and your itinerary, and check in by phone or ask to be called on a prearranged schedule.
- If possible, carry a means of calling for help (e.g., cell phone programmed with agency and emergency numbers, push button emergency signals, or radio.)
- Keep your car in good working order and your gas tank filled.

### **During the Home Visit**

- Park in a place that permits quick escape.
- If you believe you are being followed, drive to a public place (e.g., police or fire station, convenience or grocery store, gas station).
- When ringing the doorbell or knocking, stand to the side of the door. Clearly and promptly identify yourself when you arrive, showing identification if indicated.
- Postpone the visit if conditions are unsafe, or interview the client on the front porch or outside foyer.
- Balance distractions. Minimize distractions such as visitors or pets, but also permit distractions to increase the family's comfort level.
- Sit in a chair from which you could easily arise. Remember hard chairs can be used as a shield.
- Be aware that most guns are stored in the bedroom and knives are usually stored in the kitchen. Leave immediately if the client "makes a move" toward a weapon.
- Remember that although the home setting might be more relaxed than the office, the purpose of the home visit is professional.
- Trust your instincts. If you feel threatened, take actions to protect yourself, by removing yourself as quickly and coolly as possible.

### ***What to do if Attacked or Seriously Threatened at an Internship Assignment***

- Follow agency procedures to manage the immediate situation and to report the incident immediately.
- Get any needed medical care. Notify and debrief with your Agency Field Instructor, formally.
- Notify the Field Faculty Liaison who will notify the Field Director.
- Recognize that a physical attack or threatening behavior is frightening and that you may later respond emotionally to the stress. Seek professional help to address these feelings.
- Conduct a comprehensive post-incident evaluation with staff, outlining a plan to increase safety, if indicated.

### **References**

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Royse, D., Dhooper, S.S., & Rompf, E.L. (1998). *Field Education, A guide for social work students*. 3rd ed. New York: Addison Wesley Longman, Inc.

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### **Agency Orientation of the Student to Field Placement**

Students should be given a comprehensive orientation of the placement and of the agency immediately upon their arrival. Supervisors should plan to greet the student on the first day of the internship and introduce them to as many of the staff as possible. It is preferable for the supervisor to inform appropriate personnel in advance of the student's placement and to advise them of ways the staff can participate in the student's learning experience.

It is also important for students to have a work area that allows them to feel like a professional and an integral part of the agency structure. A desk, access to a telephone, and appropriate work supplies should be provided for the student before they begin the placement.

It is also recommended that the following items and procedures ideally be provided in the orientation material **in writing** to all students by the agency and/or supervisor.

#### **Orientation Content**

- A written orientation schedule outlining dates and times of agency orientation, in addition to the content that will be covered.
- A written expectation concerning dress requirements, leave time and holidays, attendance requirements, and other policies.
- The agency needs to specify agency information concerning administrative structure with names and titles of administrative staff, financial structure, pertinent policies, and procedures.
- Information concerning insurance requirements by agency and insurance coverage provided (i.e., professional liability, workman's compensation, automobile insurance).
- Specify agency recording requirements. Provide copies of all forms in addition to outlines for intake, psychosocial assessments, transfer forms, social history, and diagnostic summaries, and all other required reports.

- A written statement of how student is to identify self in (1) written records in agency records; (2) written reports, correspondence, and other written material; and (3) oral contacts with clients, families, and others.
- The agency will explain confidentiality requirements. Provide written information on agency's informed consent form and its use; information on privileged communication, if it applies; information on what can and cannot be released without client's consent; explanation of what to do if subpoenaed, etc.
- Outline written procedures for handling client emergencies (i.e., suicidal or homicidal threats, issue of duty to warn, mandated reporting, etc.).
- Written description of agency security precautions and safety procedures.
- Expectations concerning supervision responsibilities, supervisory conference times, style and content of supervision provided, and other pertinent supervision issues.

### ***Collaborating and Supervising Students***

Students are assigned a Faculty Liaison who is responsible for monitoring the intern experience. Program policy dictates that Field Liaisons visit the student and Agency Field Instructor at least three times during the semester — during the first few weeks of the field placement, midterm, and ending of the practicum. During the initial meeting, the Field Liaison discusses the structure of placement, student orientation to the agency, initial student goals, the Agency Field Instructor's supervision style, and anticipated assignments and tasks. Many times, at this initial visit, a date to return for the mid-semester evaluation visit is also scheduled. Agency Field Instructors and students are reassured that additional visits can be made when requested by the student and/or Agency Field Instructor or seen as needed by the Faculty Liaison. Newly approved Agency Field Instructors are often seen as needing more support and therefore more visits are made. Field Liaisons are in frequent telephone contact with agency instructors throughout the semester. A mid-semester visit will be made to conduct midterm evaluations and set a plan to meet the remaining competencies by the end of the semester. A final visit will be conducted at the end of the semester to ensure all competencies are met and address any needs.

If **ANY** difficulties arise or adjustments need to be made, the Liaison **MUST** be contacted by the student and/or the Agency Field Instructor. **It is much easier to resolve issues early in the field placement.** The role of the liaison is to act as a "bridge" between the agency, the University and the student. The visits are approximately 45 minutes to 1 hour in length and include time with both the student and the Agency Field Instructor. Additional visits may be scheduled as needed to assist in problem solving. If a problem is noted, the liaison will assist in formulating a written "Performance Improvement Plan" to clarify what and how a student and/or agency can resolve a problem. The liaison may also share any other academic performance information necessary to assist in the resolution of problems.

If the agency, student, and/or Field Liaison feel that the agency is not appropriately meeting the needs of the student, for any variety of reasons, the student may be



changed to another field placement, if it has been documented that all efforts have been taken by the student and the agency to correct any problems. The student should understand that a placement will be located as soon as possible. Depending on the ability of locating a new placement the student may have to wait another semester to begin hours. Any change in a field placement is coordinated with the permission of the Field Education Faculty and the Program Director.

BSW students attend a weekly Field Seminar (SOWK 4310), currently taught by the Field Director and/or Field Liaison. Seminar is an opportunity for students to integrate their agency experiences with classroom knowledge and concepts. From these discussions, the Field Director/Field Liaison gains additional insight into the student's internship experience as well as the student's ability to clearly demonstrate the level of critical thinking employed in their internship experience. Seminar topics include social work values and ethics, various practice interventions, policy and advocacy issues, organizational structure, decision-making, safety, research, resume writing and job search strategies. Students complete a written weekly log detailing their activities for the week and a journal integrating their field experiences with social work key concepts and frameworks, including the following: social welfare policy and organizations, social work values and ethics, social work practice methods, human behavior in the social environment, and professional development strengths and needs. This information assists the liaison in monitoring the student's experiences in the agency setting and is used to assist students in finding solutions to internship learning issues.

The student, Agency Field Instructor, and Field Liaison work together to maintain an ongoing evaluation of student's learning throughout the internship. Agency Field Instructors agree as a condition of their approval as intern sites to weekly supervision conferences for the student. These educational/teaching supervisory conferences are intended to provide continuous feedback to the student regarding areas of strength and need, completion of assigned tasks, and planning for increased independence and improvement in professional social work practice. Agency Field Instructors and students are encouraged to utilize the evaluation form and the educational learning plan with interns during weekly supervision meeting to help guide learning and provide specific feedback on professional growth.

### **Supervision Requirements**

Students are required to participate in a formal supervision meeting with their Agency Field Instructor, at least **one hour per week** and as needed with the Field Liaison. The supervision should be completed during a dedicated time, to allow for proper preparation and the best learning opportunities.

Agency Field Instructor's supervision of students should include but not be limited to discussions of strengths and needs related to professional behavior, agency policies and practices, and CSWE Core Competencies and Practice Behaviors

This entails:

- Requiring students to prepare an agenda for the conferences.
- Giving students feedback on their performance in a variety of ways (e.g., process recording, videotaping, audio taping, joint interviews, etc.).
- Focusing on student's skill development.
- Keeping notes of observations and interactions with the student.

Topics to addresses in supervisory meetings can include: case reviews, analysis of programs or policies, the impact of gender or ethnicity on practice and policy, the NASW Code of Ethics, theoretical analysis of social work interventions, evaluating the interns' strengths and weaknesses assertiveness, use of humor, rescuing, handling aggressive clients, coping with stress, etc.

## Field Placement Forms

### Cooperative Agreement

AUBURN UNIVERSITY AT MONTGOMERY  
SOCIAL WORK PROGRAM  
COOPERATIVE AGREEMENT FOR FIELD EXPERIENCE

Agency Name: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Name of Director: \_\_\_\_\_

By signing this agreement, the Auburn University at Montgomery Social Work Program and \_\_\_\_\_ (Agency) agree to cooperate in the provision of field instruction to undergraduate students enrolled in the Social Work Program.

**The Auburn University at Montgomery (AUM) Social Work Program will:**

- a. Assume initial responsibility for selection of students to be placed, including verifying that the student has met all criteria to complete their internship.
- b. Provide the Agency with an opportunity to review any candidate and appropriate records for placement, subject to the confidentiality requirements of this agreement.
- c. Provide at least one liaison between the Social Work Program and the field agency. The liaison will: (1) visit the student on site at least three times each semester; (2) discuss with the student's Agency Field Instructor the student's progress at least twice each semester; (3) be available to the Agency Field Instructor for

immediate consultation regarding problems pertaining to student; and (4) share with the Agency Field Instructor information regarding university resources that might be made available to the organization or its members.

- d. Provide field instructor orientation and training.
- e. Provide a statement of general learning objectives applicable to field instruction.
- f. Have responsibility for the final determination of the student's grades and credit hours earned.
- g. Not assume any liability for students in field experience settings. Students are required, however, to purchase liability insurance through Auburn University prior to the beginning of the placement. No student will be allowed to begin placement without proof of insurance.

**The Agency will:**

- a. Provide the Social Work Program with an up-to-date description of the service organization and the possible points of utilization of social work students consistent with the general and specific field instruction objectives.
- b. Accept students in field placement without regard to race, sex, age, ethnic origin, religion, disability, sexual orientation, ability, political beliefs, or any other nonperformance standard.
- c. Have the right to reject students offered for field placement for reasons relating to the student's ability to function within the service organization and in response to the specific tasks and assignments associated with the field placement.
- d. Provide appropriate professional supervision and management of AUM students participating in Agency activities, unless otherwise agreed by AUM, and provide a safe environment conducive to learning. This includes ensuring that the student has access to all agency policies regarding safety.

- e. Provide field instruction that is consistent with the educational objectives of the AUM Social Work Program.
  
- f. Provide a direct supervisor who has a Bachelor of Social Work (BSW) or Master of Social Work (MSW) degree from a Council of Social Work Education (CSWE)-accredited program. If no BSW or MSW is available at the agency, AUM Social Work Program will provide outside supervision by a BSW or MSW. The parties acknowledge that such outside supervision will consist of approximately one hour of instruction to reinforce general social work knowledge, values, and skills. The agency will still provide a task supervisor to assign tasks and provide day-to-day supervision as outlined below.
  
- g. Provide a direct supervisor of a placed student who will:
  - i. Meet with student to review the student's work at least one hour every week.
  - ii. Be familiar with texts and other course materials utilized in the course taught by AUM.
  - iii. Attend the scheduled meetings of field supervisors held at Auburn University at Montgomery.
  - iv. Prepare and submit to AUM written reports on student progress including midterm and final evaluation report, consistent with the report forms provided by the Social Work Program.
  - v. Be available for consultation with faculty of the Social Work Program regarding either individual students or the field work program generally.
  
- h. Provide social work students opportunities to utilize organizational resources reasonably equivalent to those provided regular employees carrying similar responsibilities. This provision includes office space, telephone, clerical services, supplies, access to records, and access to clientele.
  
- i. Cooperate in the utilization of all de-personalized case records, agency reports, and other materials related to the organization's services and its processes in AUM social work courses. In the case of all materials, other than those made available to the public, prior approval of the direct supervisor will be required before utilization in courses.

- j. Promptly report to AUM any misconduct complaints made by or against AUM students and cooperate with AUM in investigating and resolving those complaints.
  
- k. Certify that its administrative policies are in compliance with the Civil Rights Act of 1964, its amendments, and executive orders with respect to students, staff, and clients. Recruitment, training, and evaluation procedures are conducted in a manner which will assure equitable treatment of students without regard to sex, age, race, creed, national origin or handicapping conditions and are designed to encourage the recruitment and participation of minority students and staff.
  
- l. Certify that its administrative policies are in compliance with the American with Disabilities Act (ADA), its amendments, and executive orders with respect to students, staff, and clients.
  
- m. Maintain the confidentiality of all records, data, and information disclosed by AUM to the Agency that identify or relate to individual AUM students (Confidential Information). The Agency must not disclose Confidential Information to any third parties and may disclose it only to Agency employees who have a need to know it in order to perform their employment responsibilities. Confidential Information may be used by the Agency only in order to perform the activities contemplated by this agreement. The Agency should safeguard Confidential Information using appropriate measures and at least the same degree of care that it uses to secure its own sensitive or proprietary information. The Agency must promptly notify AUM of any unauthorized use or disclosure of any Confidential Information and must delete or destroy Confidential Information associated with a particular AUM student promptly after that student's completion of the activities described herein.

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

- a. A written request for termination from either the student or the Agency Field Instructor must be submitted to the Faculty Liaison.
- b. A meeting will be called including the student, the Agency Field Instructor, and the Faculty Liaison to review the relevant facts.
- c. The Faculty Liaison will submit a review of the facts together with a recommendation for disposition to the Field Director of AUM's

Social Work Program.

- d. The Field Director in consultation with the BSW Program Director, and the Director of the field placement agency, or his or her representative, shall render a binding judgment.

This contract shall be effective for three years from the date of signing and may be extended by mutual written agreement of the parties. Either party may terminate this agreement upon thirty days' advance written notice, so long as the Agency permits any students participating in the activities at the time of termination to complete that semester's work. Amendments shall be made during this time only by mutual consent of the Social Work Program of Auburn University at Montgomery and the Agency.

Agency: \_\_\_\_\_ Date: \_\_\_\_\_

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Signature: Director of the Agency, Title

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Signature: Field Director, Social Work Program – Auburn University at Montgomery

## Agency Profile

### AGENCY CONTACT INFORMATION

Agency ("Site") Name:

Street Address:

City:

State:

Zip:

Phone:

Fax:

Website:

### Authorized Site Representative

First Name:

Last Name:

Title:

Direct Phone Number:

Email:

### SITE DESCRIPTION

Type of Site: (check all that apply)

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Community                | <input type="checkbox"/> Outpatient           | <input type="checkbox"/> Psychiatric Hospital/Inpatient                                       |
| <input type="checkbox"/> Private Practice         | <input type="checkbox"/> Inpatient            | <input type="checkbox"/> Addiction, Chemical Dependency,<br>Behavioral or Process Addictions, |
| <input type="checkbox"/> Home-based               | <input type="checkbox"/> Emergency/Crisis     | <input type="checkbox"/> Corrections/Jail/Prison  |
| <input type="checkbox"/> Church                   | <input type="checkbox"/> University / College | <input type="checkbox"/> Legal (i.e. pre-trial,<br>post conviction)                           |
| <input type="checkbox"/> Residential<br>Treatment | <input type="checkbox"/> Hospital             | <input type="checkbox"/> Intensive Outpatient Program (IOP)                                   |
| <input type="checkbox"/> K-12 School              | <input type="checkbox"/> Faith-Based          | <input type="checkbox"/> Partial Hospitalization Program (PHP)                                |



Other:

Client Populations Served: (check all that apply)

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Adolescents                 | <input type="checkbox"/> Adults                            | <input type="checkbox"/> Addiction and/or<br>Chemical Dependency |
| <input type="checkbox"/> Children                    | <input type="checkbox"/> Couples                           | <input type="checkbox"/> Deaf and Hard of Hearing                |
| <input type="checkbox"/> Persons with Disabilities   | <input type="checkbox"/> Families                          | <input type="checkbox"/> Homeless                                |
| <input type="checkbox"/> Inpatients                  | <input type="checkbox"/> LGBTQ+                            | <input type="checkbox"/> Low Income                              |
| <input type="checkbox"/> Older Adults                | <input type="checkbox"/> Rural                             | <input type="checkbox"/> Students                                |
| <input type="checkbox"/> Urban                       | <input type="checkbox"/> College/Young Adult               | <input type="checkbox"/> Military                                |
| <input type="checkbox"/> Male Only                   | <input type="checkbox"/> Female Only                       | <input type="checkbox"/> Eating Disorders                        |
| <input type="checkbox"/> Domestic Violence<br>(SPMI) | <input type="checkbox"/> Severe, Persistent Mental Illness | <input type="checkbox"/> Other:                                  |

Treatment Modalities:

- CBT     Motivational Interviewing     EMDR     Brainspotting     Play Therapy
- Other:

Agency Specialty Areas:

- |   |  |
|---|--|
| <input type="checkbox"/> Addiction                            | <input type="checkbox"/> Career                  |
| <input type="checkbox"/> Clinical Mental Health               | <input type="checkbox"/> Clinical Rehabilitation |
| <input type="checkbox"/> College Counseling & Student Affairs | <input type="checkbox"/> Marriage/Couple/Family  |
| <input type="checkbox"/> School                               | <input type="checkbox"/> Other:                  |

SUPERVISION INFORMATION

Is there a BSW or MSW on staff to provide supervision?

Yes

No

Languages spoken by supervisor:

What type of supervision is available?

Individual

Group

## POSITION INFORMATION

Brief description of services:

Role of intern (tasks, assignments)

How many interns do you accept each academic year?

Days and times intern would typically work:

Are there any days or times that are required for the intern to be in attendance (trainings, special events, staff meetings, etc):

Is the intern required to drive for this program?

Yes

No

Specific skills or previous experience preferred:

Foreign language ability of incoming students:

Extremely Useful

Moderately Useful

Unnecessary

Specific languages desired or required:

Does Site provide additional training opportunities?

Yes

No

## APPLICATION PROCESS

When do you start to consider new social work candidates for the next academic year?

Standard Application Deadline:

Decision Notification Timeframe:

Requirements for Placement (Pre-placement Interview and Acceptance):

Clearance Requirements:

Criminal Background

Fingerprint Checks

Department of Children and Families

Department of Motor Vehicles

Physical Examinations

TB Tests

Drug

Immunization Verification

Screening

Other:

Required Application Materials:

Application Form

CV

Cover Letter

Recommendation Letter(s)

Preferred Submission Method:

US Mail

E-Mail

Other:

**SIGNATURES**

AUTHORIZED SITE REPRESENTATIVE

\_\_\_\_\_

Authorized Site Representative Signature: Date

|

## Agency Field Instructor Requirements

Auburn University at Montgomery requires that an Agency Field Instructor:

- be an individual with a BSW or MSW from a school accredited by the Council on Social Work Education
- have at least two years post-degree experience in social work practice
- be committed to social work values and ethics
- be committed to social, economic, and environmental justice
- be committed to identify, challenge, and work to abolish all forms of discrimination and oppression
- embrace diversity
- provide adequate supervision
- willing to work with AUM to evaluate students
- provide updated Curriculum Vitae, licenses, and other supporting documents
- attend field orientation and trainings.

If a Field Instructor does not have a social work degree, AUM faculty assumes responsibility for reinforcing a social work perspective across all program options, either through direct supervision with the student, beyond seminar, or by assigning a qualified individual with a BSW or MSW to provide supervision to the student.

Agencies should also meet the following:

- Field setting must offer students the opportunity to practice as a generalist social worker with diverse client population at various practice levels.
- Field settings must be willing to allow students to actively participate in agency work.
- Field setting must provide a work space for student interns

In order to meet CSWE's requirements, students have to meet nine competencies and engage in thirty-one practice behaviors (CSWE, EPAS, 2015) during Field Practicum. The student will be measured on the following:

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

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

### **Competency 2: Engage Diversity and Difference in Practice**

- 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**

- 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**

- 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**

- 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**

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

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

- 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;

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

- 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**

- 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.

## Internship Application Packet

### BSW Internship Application Packet

#### A. General Information

##### I. Information

The application, the interview with the BSW Field Director, and the interview with the agency are designed to help you assess your readiness for the social work profession and placement. The process also helps you to make your decision as to the type of setting where you plan to complete your internship. To assist you with the interview, we have enclosed a list of pre-placement visit questions (see below).

The Student Profile and Self-Assessment are used by the Agency Field Instructors to help them feel more comfortable when you arrive for your interview. It helps them get to know you and prepare any questions they may have for you.

Dress for the interview should be business casual (dress pants, dress blouse, skirt, collared shirt, dress — no jeans or tennis shoes).

##### II. Insurance

Field placement requires liability insurance, which the Field Director arranges through AUM. The Program will handle the cost of liability insurance via the University for each student.

**The liability insurance covers you only while you are in field placement.**

##### III. Paperwork

A completed field application packet will include the following: Field Practicum Application submitted via Tevera software, Work-Site Application (if applicable), Self-Assessment, Student Profile, and Release of Information for each agency you are interviewing.

You should retain one complete packet for your records.

**Due Date:** The complete field application packet is due two weeks prior to starting SOWK 3400 (Social Work Practice II) at the beginning of your senior year. This will ensure time to interview with the Field Director and agencies to determine placement. It is recommended that you make your decision as

early as possible and plan to interview in at least one but no more than three agencies.

Once your packet is received, the Field Director will schedule an interview with you to discuss Field Practicum options. Together you and the Field Director will decide on agencies to interview. Students should not contact agencies until after meeting with the Field Director and have been given permission to do so. After selecting your agency, please notify the Field Director in writing.

### **WRITING SKILLS REQUIREMENT**

To allow the agency a chance to sample your writing/documentation skills, you are also to attach the following to your application:

**Self-Assessment:** Write two to three paragraphs addressing these questions: Attach separate sheets. One copy should be included with your application, which will be provided to agencies before interviewing.

- What was your reason for selecting social work practice? What impact have others had on your choice?
- Describe your personality, strengths, and needs. For example, what qualities or skills do you possess that will make you an asset to this agency? Why should they accept you? Are there any special elective courses you have had that will be helpful? Have you completed CPR or lifesaving courses? Are you skilled enough in any sport, craft, music, or technology to use them in your field placement if appropriate?
- What specifically do you hope to gain from field instruction?

### **INTERVIEW QUESTIONS**

You will schedule an appointment at a potential field placement site after gaining permission from the Field Director. Both you and the contact person at that site will explore the appropriateness of this internship. Below is a list of questions that you may want to consider asking during your initial appointment.

1. What activities, tasks, and/or projects will I be able to undertake?
2. Does this agency have a particular theoretical approach to intervention?
3. What are general characteristics of clients and communities served by this agency?
4. What is the approach to and structure of supervision?
5. What amount of interaction does a student have with other students and with permanent staff?



6. What kinds of cases and/or projects do you anticipate assigning to me?
7. What kinds of skills do you hope a student will bring to the agency?

## FIELD PRACTICUM APPLICATION

Student Name: \_\_\_\_\_

Overall Grade Point Average: \_\_\_\_\_

Grade Point Average in Social Work Courses: \_\_\_\_\_

Date admitted to Social Work Program: \_\_\_\_\_

**Please list your top three placement preferences only and rank order them prior to screening interview with faculty field coordinator.**

Contact Person/Agency Address	Email/Phone
1. _____	(     )
2. _____	(     )
3. _____	(     )

**For office use only:**

**Date:**

**Agency Selected:**

**\*Note: If you are applying for a work-site placement, please also include the application for that as well.**

# STUDENT PROFILE

(Please type)

Name: \_\_\_\_\_

College Address: \_\_\_\_\_  
Street City State/Zip

Dates you will be at the above address: From: \_\_\_\_\_ To: \_\_\_\_\_

College Telephone (\_\_\_\_) \_\_\_\_\_

Best days and times to reach you at this number: \_\_\_\_\_  
Days Times

Email: \_\_\_\_\_

Permanent Address: \_\_\_\_\_  
Street City State/Zip

Permanent/Home Telephone: (\_\_\_\_) \_\_\_\_\_

Semester you wish to do placement: \_\_\_\_\_

Date you plan to graduate: \_\_\_\_\_

Which address will you be at during placement? College \_\_\_\_ Permanent \_\_\_\_\_

Will you have access to a car? Yes: \_\_\_\_\_ No: \_\_\_\_\_

**Insurance related issues**

Are you covered so that you could have another student as a passenger?

Yes \_\_ No \_\_

Are you fluent in any other language? Yes \_\_\_\_\_ No \_\_\_\_\_

Specify \_\_\_\_\_

If you have any needs which you will require of the agency (due to health or physical conditions) please feel free to specify. Students will need to contact the Center for Disabilities for accommodations.

\_\_\_\_\_  
\_\_\_\_\_

### In Case of Emergency Notify

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**Name**

**Relationship**

**Address:**

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**Business Phone:**

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**Home Phone:**

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### Related Professional Experience

(List all paid or volunteer experience in social agencies or related areas such as churches, youth programs, etc.)

<b>Date</b>	<b>Name &amp; Address of Employer</b>	<b>Contact Phone number or email</b>	<b>Volunteer=V Paid=P</b>	<b>Part-time=PT Full-time=F</b>	<b>Reason for Leaving</b>

Can we contact any of the above? Yes

No

**Other Paid Work Experience**

(most recent three)

Date	Name and Address of Employer	Contact Phone Number or email	Job Title	Part-time=PT Full-time=F

Can we contact any of the above? Yes

No

**Agency schedules may vary. Some require evening or weekend hours. Please list any times you are not available due to other commitments.**

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**Release of Information**

I \_\_\_\_\_ (person giving consent) give permission for

the Auburn University at Montgomery Social Work Program to release to:

\_\_\_\_\_  
(Agency Field Instructor)

at \_\_\_\_\_  
(agency to receive information)

The following information:

Student Profile

Self-Assessment Statement (Writing Sample)

I certify that the above information is accurate and that

\_\_\_\_\_ (agency receiving information)

will use this information to consider me for a field placement.

This consent is to expire on: \_\_\_\_\_

(1 year from date of signature)

**SIGNED:**

\_\_\_\_\_  
(Student) (Date)

\_\_\_\_\_  
(Field Director) (Date)

## Work-site application

### Work-Site Application for Field Practicum

#### General Information

Full name: \_\_\_\_\_

Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_ AUM Email: \_\_\_\_\_

#### Agency Information

Employing Agency: \_\_\_\_\_

Program Unit (Where you work): \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Executive Director/Administrator: \_\_\_\_\_

Phone: \_\_\_\_\_

Direct Supervisor: \_\_\_\_\_

Phone: \_\_\_\_\_

Title of your current position: \_\_\_\_\_

How many years have you held your current position: \_\_\_\_\_

How many years have you worked with the agency: \_\_\_\_\_

Please list any other job titles/positions you have held within this agency:  
\_\_\_\_\_

Are you employed at Current Agency:  Full Time  Part Time

Hours per Week: \_\_\_\_\_

Liability: Attach a copy of your agency's proof of Liability/Malpractice Insurance

\*Students will need to have separate coverage for Practicum.

Describe your current job duties: (Attach additional sheets if necessary.)  
\_\_\_\_\_



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How will your current job responsibilities be covered while you are in the student role?

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Describe your proposed opportunities. How will your duties associated with practicum be different from your current job duties? Please show how you will meet each competency found on the learning contract in the Field Handbook). **Attach as a separate page.**

Please briefly describe the organizational supervisory structure of your agency or attach a copy of the agency's organizational chart. Please highlight the following positions in the chart: you, your direct supervisor, and your proposed field instructor. **Attach as a separate page.**

Practicum Plan: One hour per week must be designated for field supervision with the assigned Agency Field Instructor who must meet the requirements of a Field Instructor. Work-Site students must be released from regular job responsibilities.

Proposed Field Instructor: \_\_\_\_\_

Title: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Is the proposed Field Instructor your current direct supervisor? Yes          No

Has the proposed Field Instructor been your direct supervisor in the past? Yes      No

Please specify the proposed days and times you will assume the role of "student":

Sunday   Monday   Tuesday   Wednesday   Thursday   Friday   Saturday

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

Sunday   Monday   Tuesday   Wednesday   Thursday   Friday   Saturday

Time: \_\_\_\_\_

Student Agreement: I have reviewed and understand the requirements for Work-Site placements. I have discussed Work-Site Practicum criteria with my Field Director, supervisor, and proposed Agency Field Instructor.

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Administration Agreement: The above student is applying for a Work-Site practicum placement. The student has been provided with information regarding the requirements of a work-site practicum, which you may wish to review. Your signature on this application indicates that you are aware of your employee's application for a Work-Site placement, that you are aware of the Work-Site requirements, and that you are willing to work with the Field Director toward developing the appropriate field assignments and field supervision for the employee.

Executive Director/Administration: \_\_\_\_\_

Date: \_\_\_\_\_

Direct Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

Proposed Field Instructor: \_\_\_\_\_

Date: \_\_\_\_\_

Field Director Approval: \_\_\_\_\_

Date: \_\_\_\_\_

## Weekly Log Sheets

*Weekly Log Sheets: Social Work Field Practicum (SOWK 4300)*

Student: \_\_\_\_\_ Agency: \_\_\_\_\_

Date	Day	Hours	Description of Activities Began and/or Completed This Day (link activities to learning contract)	Field Instructor Review
	Monday			
	Tuesday			
	Wednesday			
	Thursday			
	Friday			
	Total Hours This Week			
	Cumulative Hours			

## Student Evaluation Form

### Auburn University at Montgomery Student Evaluation Form – BSW Practicum

**Circle One: Midterm or Final**

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Agency and Supervisor's Name: \_\_\_\_\_ Semester: \_\_\_\_\_

#### **Assessment Rating Scale Summary:**

1. Student performs at a failing level. Student demonstrates no knowledge and skills associated with this practice behavior.
  2. Student usually performs below expected levels. Student demonstrates some knowledge and skills but evidences weakness associated with this practice behavior
  3. Student performs at expected level. Student demonstrates satisfactory (average) knowledge and skills associated with this practice behavior.
  4. Student usually performs above expected level. Student demonstrates slightly above average knowledge and skills associated with this practice behavior.
  5. Student performs significantly above expected level and demonstrates excellent mastery of knowledge and skills associated with this practice behavior.
- IE. Student has not had the opportunity to demonstrate the specific knowledge and skills associated with this practice behavior.

**\*\*Note "IE" is not an allowable rating for the final evaluation**

## Instructions

**Please rate each practice behavior based on the scale above. IE is not allowed for the final evaluation.**

1. Demonstrate Ethical and Professional Behaviors.						
1a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;	1	2	3	4	5	IE
1b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	1	2	3	4	5	IE
1c. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	1	2	3	4	5	IE
1d. Use technology ethically and appropriately to facilitate practice outcomes; and	1	2	3	4	5	IE
1e. Use supervision and consultation to guide professional judgment and behavior.	1	2	3	4	5	IE

**Example:** Does the student make decisions based on the Code of Ethics? Does the student recognize their own values and or biases? Is the student able to accept supervision in a respectful manner? Is the student willing to work and learn?

2. Engage Diversity and Difference in Practice						
2a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;	1	2	3	4	5	IE
2b. Present themselves as learners and engage clients and constituencies as experts of their own experiences;	1	2	3	4	5	IE
2c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	1	2	3	4	5	IE

**Example:** Is the student able to separate their personal opinion concerning issues the client has and provide proper service? Does the student view a client negatively due to personal values? Is the student able to work through their personal value system and assist the client? Is the student demonstrating the willingness to develop professional values even when these values are in conflict with their personal values? Can the student work with a diverse group of people and offer the same services despite their race, national origin, ethnicity, color, sex, age, marital status, political beliefs, religion, mental or physical disability, or sexual orientation?

3. Advance Human Rights and Social, Economic, and Environmental Justice						
3a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;	1	2	3	4	5	IE
3b. Engage in practices that advance social, economic, and environmental justice.	1	2	3	4	5	IE

**Example:** Is the student able to advocate for human rights and social and economic justice? Does the student recognize the continuous and changing needs of groups and communities, the mechanisms of oppression and discrimination, and where indicated advocate for policies that advance justice and wellbeing? Can the student see the greater outcome for clients by providing services?

4. Engage In Practice-informed Research and Research-informed Practice						
4a. Use practice experience and theory to inform scientific inquiry and research;	1	2	3	4	5	IE
4b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;	1	2	3	4	5	IE
4c. Use and translate research evidence to inform and improve practice, policy, and service delivery.	1	2	3	4	5	IE

**Example:** Can student understand how their practice experience informs what research should be conducted? Can student use research to improve practice, policies, and service to our clients?

5. Engage in Policy Practice						
5a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;	1	2	3	4	5	IE

5b. Assess how social welfare and economic policies impact the delivery of and access to social services;	1	2	3	4	5	IE
5c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	1	2	3	4	5	IE

**Example:** Does the student understand the criteria necessary for a client to qualify for services, and do these services help or exclude those in need? Does the student recognize gaps in service delivery, and can the student discuss ways additional policies and services would help a client system?

<b>6. Engage with Individuals, Families, Groups, Organizations, and Communities</b>						
6a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;	1	2	3	4	5	IE
6b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	1	2	3	4	5	IE

**Example:** Can the student effectively communicate and identify barriers to communication? Can the student use active listening? Does the student demonstrate effective understanding of the role of self in social work practice? Can the student identify key theoretical frameworks for client intervention? Can the student discuss the biological, psychological, and social issues a client or client group may have? Can the student assess client strengths, limitations, and select appropriate intervention strategies?

<b>7. Assess Individuals, Families, Groups, Organizations, and Communities</b>						
7a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;	1	2	3	4	5	IE

**Example:** Does the student apply effective assessment tools when working with a client system? Does the student apply collected data to formulate an assessment?

<b>8. Intervene with Individuals, Families, Groups, Organizations, and Communities</b>						
--	--	--	--	--	--	--

8a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	1	2	3	4	5	IE
8b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	1	2	3	4	5	IE
8c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	1	2	3	4	5	IE
8d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and	1	2	3	4	5	IE
8e. Facilitate effective transitions and endings that advance mutually agreed-on goals.	1	2	3	4	5	IE

**Example:** The student follows the assessment of issues to be addressed. The intervention strategies selected show evidence of being the best suited to achieve the results relative to identified needs, interests, and the outcome goals. Can the student link the intervention with a theoretical framework? Does the student participate in collaboration where appropriate? Does the student prepare the client for service termination or transition? Can the student develop, implement, and complete a treatment plan, service plan, etc.? Is the student able to discuss service delivery and how it may or may not meet the needs of the client population? Is the student able to discuss other needed services or advocate for the improvement of service delivery or additional needed services?

<b>9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>						
9a. Select and use appropriate methods for evaluation of outcomes	1	2	3	4	5	IE
9b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	1	2	3	4	5	IE
9c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes	1	2	3	4	5	IE
9d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	1	2	3	4	5	IE

**Example:** Does the student evaluate the effectiveness of selected interventions? Does the student develop assessment methods for client outcomes and goals? Can students adapt interventions based on observations and assessment of clients’



outcomes?

**Please provide a brief narrative for each.**

**Strengths:**

**Needs:**

**Additional Comments:**

I, the student, have read the above evaluation and agree \_\_\_\_\_ disagree\_\_\_\_\_. (check one)

Student has completed the following Practicum hours \_\_\_\_\_. Hours remaining (mid-term) \_\_\_\_\_.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Instructor of Record Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Agency Field Instructor Signature

\_\_\_\_\_  
Date

**Student Self-Evaluation Form**

**Auburn University at Montgomery  
Social Work Program**

**BSW Student Self - Evaluation Form**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Using the scale below, please rate yourself on each practice behavior.

<b>1</b> <b>Failing</b>	<b>2</b> <b>Below Expected Level</b>	<b>3</b> <b>At Expected Level</b>	<b>4</b> <b>Above Expected Level</b>	<b>5</b> <b>Outstanding Level</b>
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*Please circle the appropriate rating and provide areas of strengths and needs for each competency.*

1. Demonstrate Ethical and Professional Behaviors.					
1a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;	1	2	3	4	5
1b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	1	2	3	4	5
1c. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	1	2	3	4	5
1d. Use technology ethically and appropriately to facilitate practice outcomes; and	1	2	3	4	5
1e. Use supervision and consultation to guide professional judgment and behavior.	1	2	3	4	5

**Strengths:**

**Needs:**

**2. Engage Diversity and Difference in Practice**

2a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;	1	2	3	4	5
2b. Present themselves as learners and engage clients and constituencies as experts of their own experiences;	1	2	3	4	5
2c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	1	2	3	4	5

**Strengths:**

**Needs:**



**Strengths:**

**Needs:**

**5. Engage in Policy Practice**

5a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;	1	2	3	4	5
5b. Assess how social welfare and economic policies impact the delivery of and access to social services;	1	2	3	4	5
5c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	1	2	3	4	5

**Strengths:**

**Needs:**

**6. Engage with Individuals, Families, Groups, Organizations, and Communities**

6a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;	1	2	3	4	5
6b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	1	2	3	4	5

**Strengths:**

**Needs:**







**Strengths:**

**Needs:**

## Student Evaluation of Field Placement Site

### Student Evaluation of Field Placement

This evaluation was developed to assist faculty, students, and field instructors of Auburn University at Montgomery's Social Work Program in assessing the various aspects of respective field placements. This evaluation has no reflection upon student's grades and is kept confidential.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Field

Placement: \_\_\_\_\_

Semester: \_\_\_\_\_

Agency Field Instructor: \_\_\_\_\_

Scale: 1 = Limited, 2 = Moderate, 3 = Good, 4 = Excellent

<b>I. The Field Instructor</b>				
1. Competency as a professional role model:	1	2	3	4
2. Consistency in his/her approach to you as a student:	1	2	3	4
3. Accessibility:	1	2	3	4
4. Ability to assess the student and give accurate feedback:	1	2	3	4
5. Willingness to serve as an advocate for the student:	1	2	3	4
6. Clarity about expectations of the student:	1	2	3	4
7. Efforts to provide a variety of learning experiences:	1	2	3	4

8. Compatibility with the student:	1	2	3	4
9. Flexibility:	1	2	3	4
10. Focus on the student's learning objectives:	1	2	3	4
11. Ability to stimulate new learning:	1	2	3	4

12. Comment on the quality of supervision you received. What about frequency and length of supervisory conferences? Explain how your field instructor's approaches to supervising did or did not meet your needs.

13. Would you recommend this field instructor to another social work student?

14. What type of student do you feel would work best with this field instructor?

<b>II. The Agency</b>				
1. The agency's receptivity to students:	1	2	3	4
2. The agency's innovativeness in providing services:	1	2	3	4
3. The general competency of this agency staff:	1	2	3	4
4. The flexibility of the agency (rules, structures, etc.):	1	2	3	4
5. The physical setting of the agency:	1	2	3	4
6. The conduciveness of the agency's atmosphere to learning:	1	2	3	4
7. The openness of the agency to examination by the student:	1	2	3	4
8. The accessibility of the agency's resources to the student:	1	2	3	4
9. The availability of a variety of learning experiences:	1	2	3	4

10. Would you want to work in this agency? Why or why not?

11. Would you recommend this placement to another social work student: Why or why not?

12. Give some general reflections on the agency:

### **III. Learning Experiences**

1. Identify three of your most productive and interesting experiences.

## AUM's BSW Site Visit Agenda

Each semester, the Field Director or Faculty Liaison will complete three site visits for each agency with an assigned student. These meetings are designed to help students have a successful practicum experience as well as promoting clear communication amongst the University, agency, and student.

### Initial Meeting (Weeks 1-2)

- Meet with agency and student to discuss Learning Agreement. Assist in developing task to ensure student meets all CSWE's 31 practice behaviors.
- Answer any general questions or concerns regarding hours, supervision requirements, journals, etc.

### Mid-semester Meeting (Weeks 7-8)

- Meet with the Agency Field Instructor individually to address any concerns.
- Meet with the Agency Field Instructor and student to review the mid-semester evaluation to address areas of strengths and needs, concerns, and a plan of action to complete any practice behaviors that received an "IE" on the evaluation or a score below "3". **The evaluation should be completed by the Agency Field Instructor and discussed with the student before the meeting.**
- Address any concerns.
- Collect mid-semester evaluation.

### Final Meeting (Weeks 12-14)

- Meet with the Agency Field Instructor individually to address any concerns. Meet with the Agency Field Instructor and student to review the final evaluation to address areas of strengths and needs, concerns. All fields must be completed. An "IE" is not allowed on final evaluations. **The evaluation should be completed by the Agency Field Instructor and discussed with the student before the meeting.**
- Address any concerns.
- Collect final evaluations.

## **SW Field Experience and Learning Contract**

Student:

Semester:

Year:

Agency:

Agency Address:

City:

State:

Zip Code:

Agency Phone:

Field Instructor:

Field Instructor email address:

This document will serve as the Learning Contract for Social Work students who are enrolled in undergraduate field practicum/internship. Each competency and the practice behaviors for each competency are to be demonstrated in field are to be met by all students graduating with a BSW degree from all CSWE accredited programs.

The student, working with the Field (Agency) Instructor, will complete the education contract by listing tasks that are to be accomplished by the student at the practicum/agency site during the designated semester of study. A minimum of one task will be listed for each practice behavior. Students are encouraged to identify and list 2 tasks for each practice behavior. Tasks are dependent on the setting of the agency and the population served in relation to the level of the student. Tasks should demonstrate specific activities and opportunities available at the agency. The University Faculty Field Liaison must approve the Learning Contract.

The Field (Agency) Instructor should ensure that he tasks on the learning contract are appropriate for students working under supervision. Evaluation of the student activity is based on task accomplishment and is not related to course grading criteria. In the even a student is graded at level 5 for all tasks relating to one objective at midterm, new activities/ tasks may be developed for the remainder of the semester.

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

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

**a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics as appropriate.**

**Task(s):**

1.

2.

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

**Task(s):**

1.

2.

**c. Demonstrate professional demeanor in behavior, appearance, oral, written & electronic communication.**

**Task(s):**

1.

2.

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

**Task(s):**

1.

2.

**e. Use supervision and consultation to guide professional judgement and behavior.**

**Task(s):**

- 1.
- 2.

**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:

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

**Task(s):**

- 1.
- 2.

**b. Present themselves as learners and engage client & constituencies as experts of their own experiences.**

**Task(s):**

- 1.
- 2.

**c. Apply self-awareness and self-regulation to manage the influence of personal bias and values in working with diverse clients and constituents.**

**Task(s):**

- 1.



2.

### **Competency 3: Advance Human Rights and Social and Economic 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:

**a. Apply their understanding of social, economic, & environmental justice to advocate for human rights at the individual and systems levels.**

#### **Task(s):**

1.

2.

**b. Engage in practice that advocates social, economic & environmental justice.**

#### **Task(s):**

1.

2.

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

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

**a. Use practice experience and theory to inform scientific inquiry and research.**

#### **Task(s):**

1.

2.

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

**Task(s):**

1.

2.

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

**Task(s):**

1.

2.

### **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:

**a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery and access to social services.**

**Task(s):**

1.

2.

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

**Task(s):**

1.

2.

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

**Task(s):**

1.

2.

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

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

**Task(s):**

1.

2.

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

**Task(s):**

1.

2.

**Competency 7: Assess Individuals, Families, Groups, Organizations and Communities** Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on

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

**a. Collect and organize data and apply critical thinking to interpret information from client & constituencies.**

**Task(s):**

- 1.
- 2.

**b. Apply knowledge of human behavior and the social environment, person in environment, and other multidisciplinary theoretical frameworks in the analysis of assessment of data from client & constituencies.**

**Task(s):**

- 1.
- 2.

**c. Develop mutually agreed-on intervention goals and objectives based on critical assessment of strengths, needs, and challenges within client & constituencies.**

**Task(s):**

- 1.
- 2.

**Competency 8. Intervene with Individuals, Families, Groups, Organizations, and Communities** Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies.

Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and interorganizational collaboration. Social workers:

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

**Task(s):**

1.

2.

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

**Task(s):**

1.

2.

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

**Task(s):**

1.

2.

**d. Negotiate mediate, and advocate on behalf of diverse clients & constituencies.**

**Task(s):**

1.

2.

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

**Task(s):**

1.

2.

**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:

**a. Select and use appropriate methods for evaluations of outcomes.**

**Task(s):**

- 1.
- 2.

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

**Task(s):**

- 1.
- 2.

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

**Task(s):**

- 1.
- 2.

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

**Task(s):**

- 1.
- 2.

**Signatures**

\_\_\_\_\_  
Student Signature:      Date

\_\_\_\_\_  
Field Instructor Signature:    Date

\_\_\_\_\_  
Faculty Liaison Signature:    Date

\_\_\_\_\_  
Field Director Signature:    Date