Field Instruction Manual

For Students, Agency Supervisors and Field Instructors

Courses:
Social Work Field Practicum – SOWO 3910
Social Work Internship – SOWO 4920
Senior Integrative Seminar – SOWO 4950

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# FIELD EDUCATION MANUAL

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INTRODUCTION TO
Auburn University
SOCIAL WORK PROGRAM

The Social Work Program at Auburn University is structured and implemented according to the Council on Social Work Education’s Educational Policy and Accreditation Standards (EPAS). These Policies can be found at the Council on Social Work (CSWE) web page: http://www.cswe.org/Accreditation/2008EPASDescription.aspx. In addition, every social work class emphasizes the National Association of Social Workers’ Code of Ethics (Ethical Principles and Ethical Standards), which can be found at http://www.naswdc.org/pubs/code/code.asp

A. The Social Work Program at Auburn University

The Social Work Program is located on the 7th floor of the Haley Center in the Department of Sociology, Anthropology, and Social Work within the College of Liberal Arts. The program was begun in 1975 and has been accredited by the Council on Social Work Education since 1978. In its lengthy existence, the majority of Auburn’s Social Work graduates have obtained employment in the field.

The Social Work Program curriculum integrates with the university core classes, which provide students with a broad liberal arts educational background. The Social Work foundation is also built upon the 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 (NASW).

The Bachelor of Arts degree in Social Work at Auburn University 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 ethics and purposes of the profession as set forth in the Code of Ethics of the National Association of Social Workers. (See www.naswdc.org)

B. Auburn University Social Work Program Mission Statement/Goals and Educational Competencies.

Mission Statement

The Auburn University Social Work Program mission is to make a positive impact on the social problems within the State of Alabama by educating and training generalist social work personnel
who are capable of addressing the problems unique to Alabama’s poor, advocating on behalf of the
disenfranchised, including children and families at risk, and dealing with diverse populations. We
do so by establishing and maintaining community partnerships, as well as developing and
implementing research techniques and evaluative strategies designed to address these problems in a
collaborative manner.

Program Goals
The goals of Auburn University’s Social Work Program reflect the university’s strong commitment to
teaching, research and outreach. The goals that serve as an organizing framework are the following

Program Goal #1: To provide a generalist practice curriculum that prepares beginning generalist
social workers to engage in critical thinking in order to work effectively at all system levels, using social
work values and ethics.

Program Goal #2: To provide a learning environment and curriculum that promotes an ability to
understand and practice with diverse populations and that focuses on the roots, dynamics and
consequences of social and economic injustice and equips students with the skills to promote social
change directed toward remedying injustice and oppression faced by populations at risk on individual and
collective levels.

Program Goal #3: To promote research on social welfare issues, and practice based on social work
research findings.

Program Goal #4: To develop and nurture partnerships with community stakeholders through
provision of training, education, civic engagement and research opportunities for graduates, faculty and
the community.

The Auburn University BSW curriculum prepares its graduates for generalist practice through mastery of
core competencies and associated practice behaviors (as identified by the Council on Social Work
Education.) These competencies (identified below) are comprised of knowledge, values and skills.
Students must demonstrate the integration and application of the competencies in practice with
individuals, families, groups, organizations, and communities.

Educational Competencies and Practice Behaviors

1. Identify as a professional social worker and conduct oneself accordingly.
   1. Advocate for client access to the services of social work.
   2. Practice personal reflection and self-correction to assure continual professional
development.
   3. Attend to professional roles and boundaries.
   4. Demonstrate professional demeanor in behavior, appearance, and communication.
5. Engage in career-long learning.
6. Use supervision and consultation.

2. **Apply social work ethical principles to guide professional practice.**
7. Recognize and manage personal values in a way that allows professional values to guide practice.
9. Tolerate ambiguity in resolving ethical conflicts.
10. Apply strategies of ethical reasoning to arrive at principled decisions.

3. **Apply critical thinking to inform and communicate professional judgments.**
11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

4. **Engage diversity and difference in practice.**
14. Recognize the extent to which culture’s structures and values may oppress, marginalize, alienate, or create/enhance privilege/power.
15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
16. Recognize and communicate their understanding of the importance of difference in shaping life experiences.
17. View themselves as learners and engage those with whom they work as informants.

5. **Advance human rights and social and economic justice.**
18. Understand the forms and mechanisms of oppression and discrimination.
19. Advocate for human rights and social and economic justice.
20. Engage in practices that advance social and economic justice.

6. **Engage in research-informed practice and practice-informed research.**
21. Use practice experience to inform scientific inquiry.
22. Use research evidence to inform practice.

7. **Apply knowledge of human behavior and the social environment.**
23. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
24. Critique and apply knowledge to understand person and environment.

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

25. Analyze, formulate, and advocate for policies that advance social well-being.
26. Collaborate with colleagues and clients for effective policy action.

9. **Respond to contexts that shape practice.**

27. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

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

29. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
30. Use empathy and other interpersonal skills.
31. Develop a mutually agreed-on focus of work and desired outcomes.
32. Collect, organize, and interpret client data.
33. Assess client strengths and limitations.
34. Develop mutually agreed-on intervention goals and objectives.
35. Select appropriate intervention strategies.
36. Initiate actions to achieve organizational goals.
37. Implement prevention interventions that enhance client capacities.
38. Help clients resolve problems.
39. Negotiate, mediate, and advocate for clients.
40. Facilitate transitions and endings.
41. Critically analyze, monitor, and evaluate interventions.
INTRODUCTION TO FIELD EDUCATION

Purpose of Field Education

The Social Work Field Education is “an integral component of the curriculum in social work education.” (CSWE, 1994). The purpose of field education is to provide the most focused and directed opportunities for students to integrate knowledge, values, and skills into a practice setting. Students are placed in agency settings, and under the supervision of field instructors engaged in generalist social work practice.

Field education is considered to be a critical component of a student's preparatory work for becoming a beginning level 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 student and 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).

Overview of AU’s Field Education Component

Auburn University’s Social Work Program includes 2 field opportunities for students – SOWO 3910 (Field Practicum); and SOWO 4920 (Internship). Senior field students are also required to complete the Integrative Seminar, SOWO 4950, concurrently with their Internship, SOWO 4920.

At Auburn University, the undergraduate major in social work focuses on generalist versus specialist 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 three 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 field education team with responsibilities for creating and fulfilling optimal field learning experiences consists of: the student, the 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.

Students: Pre-social work students must successfully complete Social Work Practicum (SOWO3910) prior to applying for formal acceptance in the social work program. SOWO 3910 involves completing a 90 hour community service experience and participation in a weekly 1-hour seminar. Students complete Social Work internship (SOWO 4920) after completing all other required social work courses.

Field Instructor: The Field Instructor is an MSW or BSW 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 intern, and to support the Field Instructor in their role.

Field Director and Field Liaison: The Field Director and Field Liaison are Clinical social work faculty who oversee and facilitate the field education component. The Field Liaison serves as the point of contact for students and field instructors in specific practicum and internship sites.
In order to develop a successful learning environment, new Field Instructors are given a training course where adult learning concepts, evaluative procedures, and supervisory processes are covered. Such instruction will be provided by the university faculty to familiarize the Field Instructor with the educational process that the undergraduate social work student is receiving as well as to assist them to fulfill their role as an instructor to students. In addition, the social work program offers at least 2 continuing education opportunities each year for field instructors as well as other social workers in the area.

**SOWO 3910: Field Practicum**

SOWO 3910 Field Practicum is the first of two field opportunities/requirements for social work students. This course is also opened to non-social work majors working towards a minor in social work or women’s studies. SOWO 3910 involves completing a total of 90 hours in a social service agency or program, and participation in a 1-hour per week seminar. Students typically complete 6-8 hours per week in a guided learning experience developed in partnership between the student, field instructor, and field liaison.

SOWO 3910 Field Practicum provides students with the opportunity to explore social work settings and the specific strengths and needs of various client populations. In this course students gain exposure to specific social service agencies, their services and their clients, primarily through observation.

This course requires department approval prior to enrolling, and is restricted to Social Work majors, Social Work minors, and those minoring in Women’s Studies. Social Work students must successfully complete SOWO 2000, Introduction to Social Work, prior to enrolling in this course.

This course serves as 1 of 3 prerequisites (SOCY 1000, SOWO 2000, SOWO 3910) for application to be admitted into the social work program. Students must complete this course with a “C” or better to apply for admission into the social work program.

**SOWO 4920: Internship**

SOWO 4920, Internship, is a 480 hour block placement which occurs after the student has completed the practice methods sequence. This course is the professional field placement and is designed to satisfy CSWE accreditation requirements. Typically this course is taken the final semester of the student’s program along with a concurrent three hour per week integrative seminar course. The student spends 32 hours per week in the agency and receives 9 credits upon successful completion of the course. This type of placement is utilized in order to provide the student with as close of 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.

In order to be admitted to Internship, students must have successfully completed all other foundation courses, completed all social work courses with a “C” or better, have an overall 2.5 GPA in social work coursework, and successfully completed the Internship application process.

**Purpose of the Internship**

The Internship experience is viewed as the culmination of the professional education of the BSW. That is, considerable effort has been made to integrate the internship with the total curriculum rather than perceiving the field experience as a component separate from the didactic courses. In the design of the internship, major emphasis has been given to initiating the student into the role of beginning-level generalist practitioner while advancing his or her professional training. The purpose of internship is:
1. To provide the student with the opportunity to integrate classroom learning and field experiences through the use of applied practice skills to micro, mezzo, and macro levels of practice.

2. To develop the student's ability to operationalize the theoretical knowledge base of the generalist approach to practice in order to prevent, alleviate, or resolve problems in social functioning.

3. To assist the student in the appropriate application of basic generalist practice skills in helping relationships.

4. To develop the student's competency in actualizing a generalist intervention model with an ecological-systems orientation in regard to the interaction of a particular client or client group in a given environment.

5. To assist the student in making the transition from the role of student to the role of a beginning-level generalist social worker through the use of block placement and maintenance of an appropriate supportive relationship with the social work faculty.

6. To provide the student with the type of educational experience that is best suited to his or her individualized needs for personal and professional development in a specific setting.

7. To assist the student in actualizing social work values and ethical principles in practice situations, particularly those helping relationships that involve the specialized needs and/or sensitivity of gender-related, racial, sexual orientation, ethnic, cross-cultural, and/or minority issues, and to enhance the student's ability to resolve situational value conflicts.

8. To assist the student in professional development through the interaction of the student and experienced professional social workers.

9. To identify and maximize individualized student strengths, and to recognize and address student needs and limitations.

10. To assist the student in developing his or her role as a beginning-level professional social worker by achieving an appropriate balance between self-initiative and the utilization of supervision and consultation.

11. To effect further growth in the student's self-awareness through the evaluation of his or her own progress and limitations, and to enhance a commitment to continued personal and professional development throughout the individual's professional career.

**SOWO 4950: Integrative Seminar**

The integrative seminar is offered concurrently with Social Work Internship, the senior field experience. The primary purpose of the seminar is to allow students to critically analyze their experiences in the field, employ problem-solving techniques, and experience self-evolution amidst peers. Students are provided a variety of opportunities (including goal setting, journal writing and conducting research) to facilitate and nurture their growth and development as generalist social workers.

Integrative seminar (SOWO 4950) also provides the student with the opportunity to deal with administrative issues related to the internship, discuss the student's progress and the requirements of the course such as specific assignments, discuss the integration of classroom knowledge to practice situations, and/or to address any needs or problems that arise in the field setting.
In addition, this seminar offers the student preparation for applying and interviewing for prospective professional employment, taking state licensure examinations, exploring Graduate studies, and other topics to round off the undergraduate experience. It is mandatory for the student to enroll in SOWO 4920: Internship and SOWO 4950: Integrative Senior Seminar conjointly. Regular attendance of the Senior Seminar is mandatory to pass this course.
ROLES AND RESPONSIBILITIES

Social Work Program Responsibilities

1. To establish the philosophy, policies, procedures, and desired educational outcomes for the internship and practicum experiences.
2. To establish criteria for the selection of agencies and Field Instructors for the Internship and Practicum.
3. To ensure that the policy of non-discrimination on the basis of race, color, age, gender, sexual orientation, religion, national origin, educationally-unrelated or service delivery-unrelated handicap is enforced in the assignment of field placements.
4. To evaluate and revise as necessary the structure and function of the internship and the practicum 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 Field Instructor and the Field Liaison to enhance the student's intern and practicum experiences through providing consultation and supplemental learning materials.
6. To establish procedures whereby the Field Instructor and other relevant agency personnel can contribute to the development and improvement of the internship and practicum as a curriculum area including periodic evaluation.
7. To establish and maintain effective communications with the Field Instructor and other relevant agency personnel in order to prevent or resolve problem areas related to the internship or practicum.
8. To provide workshops and/or conferences in order to provide relevant training to Field Instructors.
9. To maintain benchmarks and other forms of program evaluation.

Field Director Responsibilities

1. To develop and approve all placement settings and 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.
3. Design and plan learning experiences and assignments required of all students in the internship.
4. To act as a liaison with the Social Work Program, the Field Instructor, and other relevant agency personnel.
5. To resolve problems that may arise with individuals in the internship or practicum and to refer irreconcilable difficulties to the Social Work Program Director.
6. To recommend modifications in structure and function in the internship or practicum, as these are required, to the social work faculty.
7. To plan and coordinate instructional workshops for 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 internship and practicum.

9. To initiate and supervise the application process for internship experiences each semester.

10. To coordinate the Student Liability Insurance coverage for students in the internship.

**Field Liaison Responsibilities**

1. To represent the Social Work Program in formulating the Educational Learning Plan and/or Practicum Learning Contract and to be responsible for fulfilling the Social Work Program's obligations as specified in the agreement.

2. To supervise, in conjunction with the Field Instructor, the student's learning experiences in the practicum and or internship.

3. To work with the Field Instructor and student to develop learning opportunities specifically related to the student's Educational Learning Plan and/or Practicum Learning contract.

4. To assist the 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 Practicum Learning Contract and/or 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 Field Instructor and the student regarding the student's progress in the practicum and/or internship.

8. To identify and assist in resolving problems arising in the practicum and/or internship.

9. To ensure that each intern is assigned specific clients for whom he or she will bear primary responsibility under the supervision of the Field Instructor.

10. To communicate to the Field Director specific student performance concerns when necessary.

11. To conduct the Internship and/or the Practicum Seminar and maintain/grade all assignments required in the syllabus.

12. To assign a course grade to the student and consult with the Field Director 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, 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 Field Instructor. The assignment of a 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 Field Instructors.

3. To accept and enforce a policy of nondiscrimination on the basis of race, color, age, sex, religion, gender, national origin, sexual orientation, culture, educationally-unrelated or service delivery unrelated handicap 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 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 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.

**Field Instructor Responsibilities**

1. To become adequately knowledgeable of 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, 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 or the Practicum Learning Contract 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 practicum Learning contract.

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 including micro, mezzo, and macro.

8. To conduct structured supervisory sessions with the interns (SOWO 4920) at least one hour per week.

9. To assist the Field Liaison in the evaluation of the student's performance in the internship and practicum.

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 internship and/or practicum.

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 internship or practicum agency pre-conditions prior to beginning internship or practicum (background checks, legal driving license, immunizations).

2. To act responsibly and professionally in relating to clients and other professionals and maintaining appropriate conduct.

3. To become familiar with and function within the established policies and procedures of the agency.

4. To conduct his or her practice with clients within the guidelines established by supervisory personnel (Field Liaison, Field Instructor, and relevant agency personnel).

5. To work with the Field Instructor and the Field Liaison, to develop learning opportunities directly related to the student's learning objectives.

6. 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.

7. To formulate specific learning objectives for the internship and practicum experience.

8. To engage actively in designing and implementing specific learning experiences to address the student’s specific educational needs.

9. To develop and implement learning experiences that will fulfill the requirements of the Practicum Learning Contract and/or the Educational Learning Plan.

10. To fulfill the obligations of the Educational Learning Plan and/or the Practicum Learning Contract.

11. To initiate modifications to the Educational Learning Plan when this is deemed necessary.
12. To evaluate periodically to what extent the Educational Learning Plan objectives are being met.
13. To engage actively in protecting the rights of clients including the right to confidentiality.
14. To communicate to the Field Liaison and the Field Instructor any problems arising in the practicum or intern experience, and to assist in resolving the difficulty.
15. To communicate to the Field Liaison and the Field Instructor areas in which the student desires learning opportunities, both within and outside of the host agency.
16. To give adequate notification of absence prior to not reporting for internship and to make appropriate arrangements, in conjunction with the Field Instructor for adequate coverage of responsibilities.
17. To establish a plan for making up any absence from practicum or internship.
18. Attend all required or invitational meetings, conferences, etc., occurring in the agency.
19. Communicate openly with the field instructor when assistance is needed, e.g., clarification of assignments, agency policy, etc.
20. Maintain appropriate dress for the agency setting at all times.
21. Contact the field faculty liaison immediately when a problem situation arises.
22. Download and read thoroughly the content of the “Field Reference Manual” prior to entering the placement.
23. 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.
24. Notify the Field Education Office 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.
25. Maintain responsibility for understanding and adhering to all policies and procedures of the internship agency and the Field Education Office. The noncompliance will result in the student’s termination from the internship (refer to Field Education Office Termination procedures)
26. Keep up to date on ALL posted field information. Students should routinely check their AU email for important deadline dates and announcements.
27. At the end of the semester, students must complete the Student Evaluation of the internship. Failure to do so will result in an “I”, Incomplete, for the course.

**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 the degree, the student must earn a passing grade in field education in order to complete candidacy for the Bachelor of Social Work degree.
**Academic Competence**

Academic credit for both field and the core curriculum is given only to students whose course work meets minimally acceptable performance standards and conforms to the professional standards of ethical behavior and conduct. The program adheres to the university academic honesty policy (found in the "Tiger Cub: 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 [www.socialworkers.org](http://www.socialworkers.org).

Professional incompetence signifies that a student is not adequately or appropriately performing at his or her program level. The following lists of behaviors are examples, but not a complete list, of behaviors that constitute professional incompetence, and which may result in a referral to the Performance Review Committee with a possible recommendation of dismissal from the program:

- Inability to establish and maintain positive and constructive interpersonal relationships with clients and agency personnel
- Inability to perform professional duties due to personal problems
- Inability to accept constructive feedback from field instructor and/or an inability to make changes recommended by this feedback
- Failing to adhere to the time schedule for the placement hours
- Consistent lateness in meeting deadlines to complete work
- Rejection by two or more agencies during the placement process for reasons related to appropriateness or readiness for placement

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 and additional performance competencies that students are expected to master are listed in the program's “BSW Handbook”.

**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 practice classes. The following are examples of behaviors that constitute a violation of the NASW Code of Ethics and which 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 is an example of misconduct which may result in termination from the program.

It is very important that any academic performance deficiency, nonacademic performance deficiency, or behavior problem in the field be brought to the student's attention by the 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 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 Termination from the Social Work Program Procedures.

**Performance Expectations – AU Social Work Program Student Handbook Excerpt**

Field students are expected to exhibit behaviors that are in compliance with Section IV: Policies and Procedures for Review of Student Performance of the AU Social Work Program Student Handbook as noted below.

**Section IV: Policies and Procedures for Review of Student 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 Social Work 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 the Auburn University Social Work Program’s policies, Auburn University’s policies and standards, the NASW Code of Ethics, and professional ethical standards in the classroom, field placement, and community.

All social work students will be provided with and expected to read the BSW Student Handbook and the National Association of Social Workers (NASW) Code of Ethics. Students will then be asked to sign a statement that they have read, are aware of the contents of, have been given a chance to ask questions, and will abide by the documents. The statement will be kept in students’ files.

A. **RIGHTS AND RESPONSIBILITIES OF SOCIAL WORK STUDENTS**

The expectations of a professional education program with a commitment to service to individuals, groups, families, organizations, communities, and society places additional demands on students. The Auburn University Social Work program is accredited by the Council on Social Work Education which ensures students their education meets national standards for professional social work practice. Students are responsible for pursuing excellence in their social work practice. Listed below are some of the roles and responsibilities of undergraduate students.

**Students in the Auburn University Social Work Program have the right to:**

1. Academic freedom which includes the right within the academic program to examine, study, and write about controversial issues that relate to a program of study and to discuss or present these issues as they relate to course content and context;
2. Freedom from harassment or discrimination based on race, gender, ethnicity, age, marital status, sexual orientation, class, religion, disability, political affiliation or any other qualification or characteristic that could prove discriminatory;
3. Freedom from arbitrary or capricious evaluation and grading;
4. Due process when appealing or grieving a grade, disciplinary action, or negative student personnel decision;
5. A comprehensive syllabus that details course content, objectives, policies, grading criteria, and assignments within the first week of classes;
6. Timely feedback on assignments and exams;
7. Reasonable access to advisors and instructors outside of class;
8. Confidentiality as detailed in course syllabi and the Family Educational Rights and Privacy Act (FERPA);
9. Advising and an opportunity to improve when academic performance or behavior places their status in the Social Work Program in jeopardy (the student is responsible for monitoring his or her own grade point average to assure retention);
10. Freedom to organize when following the policies established by Auburn University;
11. Reasonable accommodation of documented disabilities; and
12. Input into the evaluation of the Program, courses, and instructors.

**Students in the Auburn University Social Work Program have the following responsibilities:**

1. To deal responsibly and maturely with controversial issues related to course content drawing on sound research and documented sources;
2. To realistically assess their fit with the social work profession, taking into consideration the ability to practice within the value base, standards, and ethics of the profession;
3. To respect the rights and dignity of classmates, faculty, agency personnel, and service recipients and to model civility toward these persons as individuals and groups;
4. To responsibly and ethically address disagreements, conflicts, complaints, or grievances informally with the appropriate persons before initiating a formal procedure;
5. To carefully read and familiarize themselves with program and course policies, handouts, and syllabi;
6. To meet the requirements of the major and of each course;
7. To come to class prepared, to attend regularly, and to contribute positively to the class environment and to the learning of self and others;
8. To practice timeliness of attendance in class and field, submission of work, and completion of field education assignments;
9. To follow through on commitments to the Program, classmates, personnel and service recipients in the field;
10. To take responsibility for their own learning, identifying their own learning needs and taking steps to meet them, responsibly addressing concerns with instructors if problems or issues arise, and monitoring one’s own progress seeking remediation when necessary;
11. To conscientiously follow the *NASW Code of Ethics*, classroom and field confidentiality policies and to observe academic honesty in keeping with the Auburn University Honor Code;
12. To make responsible efforts to contact instructors when they cannot be reached immediately, making appropriate use of e-mail, answering machines, and messages;
13. To use mechanisms such as evaluation of the work of fellow students and student rating of courses responsibly, observing honesty and objectivity, and providing constructive feedback;
14. To give appropriate advance notice when special accommodations are requested for any reason; and
15. To maintain their Auburn University e-mail accounts and to check their e-mail and Canvas or course website on a daily basis. Faculty use Canvas and e-mail as a primary method of communication for course material and students are expected to take responsibility for using both of these forms of technology on a regular basis.

A. PROGRAM PROGRESSION
The goal of the Auburn Social Work program is to prepare students for the professional practice of social work. In order to meet this goal and provide quality professional education to ensure that graduates are able to function in a broad variety of professional situations, the Social Work Program evaluates the performance of its students in three areas: academic performance, professional behavior, and ethical conduct. The program is responsible for determining whether each student has demonstrated the required level of achievement in the outlined areas to sufficiently interact positively with client systems.

Progression is a means by which faculty ensure that each person who graduates with a social work degree from Auburn University has the adequate skills, knowledge, and judgment to assume responsibilities of a professional social worker.

Progression of students from one semester to the next is contingent upon satisfactory progress each semester. Students are automatically advanced and should consider themselves advanced unless they are otherwise informed.

Students must maintain satisfactory progress towards meeting expectations in the following areas: Academic Performance, Professional Behavior, and Ethical Conduct.

1. Academic Performance and Conduct

Students are expected to maintain academic requirements as described in the Auburn University Tiger Cub (http://www.auburn.edu/student_info/student_policies/) and outlined below.

Expectations:

• Receive a grade of C or better in all social work classes;
• Students may repeat only one 3000-4000 level social work class; thereafter a D or F in any 3000-4000 level required social work course will result in automatic dismissal from the social work program.
• Maintain a cumulative GPA of 2.0;
• Maintain a GPA of 2.5 in the major;
• Achieve a passing grade in Field Placement;
• Complete all Field Placement hours during the assigned semester;
• Successfully complete the prerequisites as outline in the course catalog;
• Plans and organizes work effectively;
• Turns in assignments that are complete and on time;
• Makes arrangements for special needs in a timely manner and through the appropriate channels;
• Attends class regularly.

Indictors of concern:

• Student receives a grade of less than C in any social work course;
• Student GPA falls below 2.0 cumulative;
• Student GPA falls below 2.5 in major;
• Student does not complete field placement hours during the assigned semester;
• Poor organizational skills;
• Repeated requests for extensions on assignments and exams;
• Turns in late or incomplete assignments;
• Multiple absences from class or field placement;
• Lying, cheating or plagiarizing.

2. Professional Behavior

Students will exhibit behaviors that are in compliance with Auburn University policies, Social Work program policies, and professional ethical standards in the classroom, field, and community. Students are evaluated in 3 areas of professional behavior: communication skills, conduct/behavior, and self-awareness & self-control.

a. Communication Skills

Students must demonstrate sufficient communication skills.

Expectations:

• Writes clearly, demonstrates good organization that follow a logical sequence;
• Applies the appropriate writing style (American Psychological Association (APA) latest edition) and uses correct grammar and spelling in all assignments;
• Demonstrates use of critical thinking skills in communication;
• Able to clearly articulate ideas, thoughts, and concepts;
• Able to communicate effectively, clearly, and respectfully with clients, supervisors, peers, and faculty;
• Demonstrates an ability to listen to others.

Indicators of concern:

• Inability to express information clearly and concisely either verbally or in writing;
• Inability to master the conventions of writing such as writing style, use of grammar, spelling, etc.;
• Inability to clearly articulate ideas, thoughts and concepts;
• Inability to communicate effectively, clearly, and respectfully with clients, supervisors, peers, and faculty;
b. Conduct/Behavior
Students must demonstrate potential for responsible and accountable professional social work practice.

Expectations:

- Appearance, dress, and general demeanor reflect a professional manner when representing the Auburn University Social Work Program outside of the classroom;
- Demonstrates ability to work cooperatively with others;
- Actively attends and participates in class;
- Regularly observes deadlines;
- Keeps appointments and makes appropriate arrangements if an appointment must be rescheduled;
- Uses technology appropriately and in a professional manner, without disruption to the classroom, field placements, or community;
- Shows respect for others’ opinions;
- Shows a willingness to receive and accept feedback and supervision in a positive manner, as well as use such feedback to enhance professional development;
- Demonstrates a willingness to understand diversity in race, gender, ethnicity, age, marital status, sexual orientation, class, religion, disability, political affiliation or any other qualification or characteristic that could prove discriminatory.

Indicators of Concern:

- Creates conflict in class;
- Uncooperative or unwilling to participate in class activities;
- Consistently late for class or field placements and/or leaves class or field placements early;
- Sleeps during class;
- Disrupts class process by talking to others;
- Uses derogatory language or demeaning remarks;
- Uses technology inappropriately causing disruption in the classroom, field placement or community;
- Appears unwilling or unable to accept feedback from faculty or peers;
- Monopolizes class discussions;
- Inability to develop an understanding of people different from oneself;
- Discriminatory behavior or harassment towards other on the basis of race, gender, ethnicity, age, marital status, sexual orientation, class, religion, disability, political affiliation or any other qualification or characteristic that could prove discriminatory.

c. Self-awareness & Self-Control
Students are expected to engage in an ongoing process of self-evaluation related to individual strengths, limitations, and suitability for professional practice.
Expectations:

- Demonstrates a willingness to examine how his/her values, attitudes, beliefs, emotions and past experiences affect thinking, behavior, and relationships;
- Shows awareness of self and how one is perceived by others;
- Demonstrates an awareness of one’s own personal limitations;
- Demonstrates willingness to examine and change behavior when it interferes in working with clients, peers, faculty and supervisors;
- Uses self-disclosure appropriately;
- Able to engage in discussion and processing of uncomfortable topics;
- Deals appropriately with issues that arouse emotions;
- Understands the effect of one’s behavior on others;
- Able to form and maintain positive working relationships with clients, peers, faculty and supervisors;
- Demonstrates ability to deal with current life stressors through the use of appropriate coping mechanisms;
- Recognizes and handles stress effectively by using appropriate self-care and communicates needs for additional resources with supervisors and/or faculty.

Indicators of Concern:

- Inability to examine how personal values, attitudes, beliefs, emotions and past experience impact current thinking, behavior, and relationships;
- Uses self-disclosure inappropriately;
- Inability to work through unresolved person issues;
- Inability to control emotional reactions;
- Demonstrates behavior consistent with impairment as a result of using alcohol or drugs;
- Demonstrates emotional problems that interfere with his/her ability to work effectively with clients, peers, faculty or supervisors;
- Makes verbal threats to clients, peers, faculty or supervisors;
- Demonstrates impaired judgment, decision-making, or problem solving skills;
- Inability to form effective relationships with clients, peers, faculty or supervisors.

3. **Ethical Conduct**

Students must exhibit a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the *NASW Code of Ethics*.

Expectations:

- Students must adhere to the *NASW Code of Ethics* ([http://www.socialworkers.org/pubs/code/default.asp](http://www.socialworkers.org/pubs/code/default.asp));
- Demonstrates commitment to the core values of social work;
- Students must maintain confidentiality as it relates to, classroom activities, field placement and community activities;
- Demonstrates honesty and integrity by being truthful about background, experiences, and qualifications; doing one’s own work; giving credit for the ideas of others; and providing proper citation of source material;
- Demonstration of respect for the rights of others and the right to self-determination;
- Demonstration of clear, appropriate, and culturally sensitive boundaries. Does not sexually harass others; make verbal or physical threats; become involved in sexual relations with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist.

**Indicators of Concern:**
- Violating the *NASW Code of Ethics*;
- Inability to make a commitment to the Core Values of Social Work;
- Inability to maintain confidentiality;
- Breach in honesty and integrity;
- Disrespecting others and their right to self-determination;
- Inability to maintain appropriate, professional boundaries.

### B. PERFORMANCE REVIEW 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 students exhibit behaviors that are not in compliance with the Auburn University Social Work Program’s policies, Auburn University’s policies and standards, the *NASW Code of Ethics*, and/or professional ethical standards in the classroom, field placement, and community, faculty will initiate the following procedures. If a student is suspended or dismissed for any reason from Auburn University or the Social Work Program the student must reapply to the Social Work Program to obtain major status.

**Step 1:** When a faculty member has identified that a student demonstrates at least one of the indicators of concern, he or she will meet with the student. At this meeting, the student and faculty member will develop a plan for addressing the concern. The plan will include a description of specific behaviors/concerns, goals for improvement, specific tasks for achieving goals, and time limit for accomplishing the changes. The student, faculty member, and Social Work Program Director will receive a copy of the plan. The 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 Student Standards Review Committee (all social work faculty members) regarding the issues, concerns, and a recommendation regarding the student. The statement should include a copy of the plan and any pertinent documentation. The faculty member should inform the student that he/she is proceeding with this step in the review process and send a copy of the letter with the guidelines for the Review Process.
**Step 3:** The Program Director will call a meeting within seven working 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 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 own behalf.

**Step 4:** The committee members, faculty member, and the student meet at the designated date and time. 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 any other supportive documentation.

**Step 5:** The committee will then meet to decide what action should be taken. The following may be recommended:

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, then 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, then the committee shall have 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 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 within three days of the meeting of the Student Standards Review Committee.

**Step 8:** A copy of the decision of the Student Standards Review Committee is placed in the student’s file.

**C. APPEALS PROCESS**

A student can appeal with a written statement to the Social Work Program Director within ten days of the letter of notification from the Student Standards Review Committee. The statement must specify reasons for disagreement with the committee’s decision and the rationale for considering a different decision. The committee will then convene within ten days of receipt of the statement to review the appeal. The student
initiating the appeal will be invited to address the committee. The committee will render in writing a follow up decision that may involve a revised decision or continuation of the original decision. If the student believes the committee’s appeal 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, the Social Work Program Director, and the Provost.

D. 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 Student Standards Review Committee (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 University Student Academic Grievance Policy published in the TIGER CUB Student Policy e-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 TIGER CUB for the Student Academic Grievance Policy and to the Auburn University Bulletin for all academic guidelines.

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 internship. This decision is made jointly by the agency supervisor and the field liaison, in conjunction with the Field Education Director and Social Work Program Director, and can be made at any time during the internship. If a student is terminated from the field or does not receive a passing grade of "S" (for Interns) and “C” or higher for practicum students, a written statement from the field instructor will be sent to the field education 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 (practicum or internship). Students earning a grade of "U", Unsatisfactory, in any field education course may request a conference with the Field Education Director and/or the Program Director, to discuss the nature of the unsatisfactory grade. The Field Education Director and the Program Director consider all aspects of the situation and determine if another internship will be offered. The Field Education Office is not obligated to offer more than one internship and will not offer more than two internships 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:

- Drop the course and re-take it at another time when the problem situation is corrected
- Drop the course and select another major
• Withdrawal from the University
• Recommend termination from the social work program to the Faculty Review Committee
PLACEMENT PROCEDURES

The following sections offer a detailed description of the matching and affiliation process for agencies and for students in the order in which the Intern agency placements are confirmed.

Criteria for Selecting Agencies for Field Education

Field Experience agencies are selected through an application process administered by the Field Director throughout the year. The Field Director is proactive in seeking out agencies who employ social workers with a degree in social work from an 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 experiences in systems of all sizes and that have a diverse client base. Specifically, agencies should serve poor and/or vulnerable populations where there is diversity of client groups such as gender, race, ethnicity, sexual orientation, age, religious/spiritual beliefs, ability and others. Agencies are required to give students experiences that represent the variety of diverse client groups served by the agency. In addition, agencies and agency field instructors are selected based on their commitment to social work values and NASW Code of Ethics. The Intern program encourages a learning environment where diversity and difference in practice is available and where social and economic justice is advocated.

A wide variety of agencies have been utilized for the training of social work students in the field. The process of establishing a field placement is usually initiated in one of two ways: either the agency contacts the school about the possibility of taking student interns, or the school contacts the agency to explore the agency's willingness to accept student interns. The Field Director then works directly with the agency to assess the following factors:

1. The appropriateness of the setting for social work training i.e., mission of the agency, commitment to training, adequate staff available to provide supervision.

2. Types of learning experiences an agency can make available, and how students might be used.

3. Interest and willingness to work closely with the school in determining appropriate learning goals for students, providing adequate supervision, providing field instruction which is consistent with the educational objectives of the program, attending on-campus field instructors' meetings, preparing written evaluations of students' performance.

4. Willingness and ability to provide students with adequate space, resources, and materials to carry out the roles expected of them.

5. Willingness to allow students to participate in staff meetings, in-service training, inter-agency conferences, and other learning opportunities that arise.
6. Willingness either to provide a qualified staff member to do field instruction, or, if no staff member is available, to permit a faculty member employed by the School to have access to agency records, space, and the resources necessary to provide field instruction in the agency.

Once the school and agency have agreed to work together, a written cooperative agreement is completed and signed by both parties. An additional form providing the school with the basic information about the agency and the field instructor is also completed at this time.

Criteria for Selecting Field Instructors

The 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.

Specifically, Auburn University requires that to be a field instructor the individual have:

1. An MSW from a school accredited by the Council on Social Work Education and have at least two years post-master’s experience in social work practice. Occasionally, BSW level practitioners are utilized if they have at least three years post Bachelor’s level experience in social work practice. A related degree is only acceptable if the individual has had at least three years of experience in social work settings and has attended one or more of the fieldwork training sessions offered to new field instructors. In the few instances where field instructors do not have a social work degree, arrangements are made for social work supervision either with another fully qualified staff person or with the Field Director.

2. An interest and commitment to training of undergraduate social work students for professional practice.

3. A willingness and interest in working closely with the program to plan and implement the students' field experience, attend meetings of field instructors on campus, and provide structured supervision of students on a weekly basis.

4. A willingness to prepare written evaluation reports of student performance in the field experience.

5. A willingness to consult with the program whenever there are concerns about a student’s field experience or performance.

Field instructors are chosen by the Field Director after he or she has made a thorough appraisal of the field instruction capabilities and the ability of the agency to provide a relevant educational experience. Field instructors, agency setting, and the course are formally evaluated at the close of the semester by the student. The information gained from the evaluation is shared with the field instructors, agency representatives and potential field instructors at the Annual Field Instructor training.
Student Prerequisites for Internship

In order to intern, students must have successfully completed all general education requirements, prerequisite degree requirements, and Social Work Program requirements, including all other required and supportive social work courses, and have completed all required social work courses with a grade of “C” or better. This completed coursework provides the student with the necessary foundation for SOWO 4920: Internship.

Academic Field Eligibility Criteria

Students are expected to meet eligibility criteria prior to entering field. Students are cleared academically through the AU social work program to assure:

1. All prerequisites are completed at the BSW level
2. All social work courses are completed with a “C” or better.
3. A 2.5 grade point average has been achieved in social work courses. No more than one social work course may be repeated to remove a grade of “D” or “F”.
4. Students must be in academic good standing and not have an active social work PIP (Performance Improvement Plan).

Student Readiness for Internship

Following completion of Application for Internship and an interview with the Field Director, a determination is made by the Field Education Office regarding the student’s readiness for internship. Students who meet the academic eligibility criteria for Internship and have no identified pre-professional areas of concern are directed to begin contacting possible intern agencies as discussed in the meeting with the Field Director. Those with identified pre-professional areas of concern will be referred to the Student Standards Review Committee. (See Student Handbook.)

Pre-Professional areas of concern signifies that a student is not adequately or appropriately performing at his or her program level, and is not ready for Internship. The following lists of behaviors are examples, but not a complete list, of behaviors that constitute pre-professional areas of concern, which may result in a referral to the Student Standards Review Committee with a possible recommendation of postponement of internship or dismissal from the program:

1. Receipt of a “C” in Practicum, SOWO 3910
2. Inability to establish and maintain positive and constructive interpersonal relationships with social work faculty and students
3. Inability to perform social work student tasks and assignments due to personal problems.
4. Attitudes and behaviors inconsistent with the NASW Code of Ethics
5. Mental/emotional difficulties that impair performance, interactions and/or relationships with peers, faculty, agency staff and/or clients
6. Inability to accept constructive feedback from social work instructors and/or an inability to make changes recommended by this feedback

7. Failing to adhere to the time schedule for the placement hours

8. Consistent lateness or non-completion of assignments and other student tasks

9. Rejection by two or more agencies during the placement process for reasons related to appropriateness or readiness for placement

**Choosing an Internship Agency**

Ideally, internship agencies will afford the student the opportunity to work in the field that interests him/her in a career choice. The agency should have a supervisor, with an MSW or a BSW with at least three years practice experience, whom can commit at least one hour a week to direct supervision/consulting.

The internship agency must be willing to provide experiences that will enhance and hone the student’s skills acquired through formal class work and related experiences. After the student/agency interview, and if all three parties (agency supervisor, student, and field director) are in agreement with the placement, the student and agency supervisor may set the start day of the internship (usually the first day of the semester in which the student has enrolled in SOWO 4920).

Undergraduate Field Education is intended to identify the range of minimal competencies which students are expected to achieve within the framework of professional foundation areas, social work values and ethics, and agency/client services. The learning experiences focus on knowledge and skills emphasized in the foundation curriculum, e.g. individuals, families, groups, organizations, and communities. Placements are selected on the basis of their potential for providing the range and depth of learning experiences necessary to achieve the educational objectives. It is understood that the reality of agency purpose and structure may not permit a concentrated experience at all levels of intervention. It is expected, however, that students be provided opportunities for exposure to a range of social work roles and learning tasks.

In the semester preceding an internship, the following conditions must be met:

- Students must complete their application, interview with Field Director and be approved by the Field Education Office as ready for Internship.
- Students have to locate an acceptable internship site in coordination with Field Director.
- The Field Director must have approved the internship agency.
- Students must complete any agency requirements (training, criminal background check, drug testing, etc.). Students are responsible for any cost incurred in fulfilling these requirements.
**Child Welfare Field Placement**

In partnership with Alabama Department of Human Resources, Auburn University’s Social Work Program offers stipends to support field experience in public child welfare. Students interested in an intensive, closely supervised, paid placement in public child welfare may apply for a stipend.

To be eligible, students must have completed the Child Welfare elective and have selected and been approved for an internship with Alabama Department of Human Resources in any county Family and Children Services program. In addition, student must have a 3.0 overall GPA or 3.0 in the last 30 academic hours to be eligible. Stipend applications can be obtained through the Field Director. Once completed applications are received a committee which includes all clinical faculty and the Child Welfare Course Instructor reviews applications and make a selection of stipend recipients for the semester. Selected students must sign an agreement to work for DHR for at least 1 year following graduation.

**Internship Application Process**

1) **Pre-placement Meeting with Field Director**

Students are to schedule a pre-placement meeting with the Field Director prior to mid-semester before the anticipated practicum or internship is to occur. Internship students are to complete a Field Placement Application Packet at this time. The packet is distributed during SOWO 4080, Methods III, by the course instructor.

During the Pre-placement meeting between the student and Field Director, students participate in a discussion to identify student interests, strengths, and needs related to field. Then, the Field Director identifies 3 potential agencies based on pre-placement interview and agency availability. Students are provided with agency names, field instructors, and phone numbers.

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.

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

- Once possible field placement sites have been identified, you need to schedule an interview at each placement site.
- Remember the interview is a two-way interaction. Field instructors will interview you, and you will interview them.
- The purpose of the interview is to clarify expectations that both the field instructor and you 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

- 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?
- 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?
- What concerns do you have about the placement site?
- 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?
- Why did you opt for social work as a profession and choose a BSW degree over other professional possibilities?

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

- What kinds of learning experiences can you expect to get in the setting?
- What are their expectations of you as a student (especially as a beginning student)?
- What kind of students excel in the setting (those who require a great deal of structure? Self-starters?)
- What are the expected hours of the placement (will you have to do evening or weekend work?)
- 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

- 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.
- 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?)
- Dress professionally and conservatively.
- Be genuinely enthusiastic.
- 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.
- Write a thank-you note for the interview to the field instructor.

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 both the student, the field instructor, and the field director agree on. If the student and 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. 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 is some question about the placement – either on the part of the student or 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 (Abuse registry, criminal records check, drug screen, etc.) and to discuss a beginning date and time for the placement experience.

Orientation and Enrichment

An orientation for students, 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.

The Field Office plans primary meetings for both students and field instructors for purposes of orientation and training.

Students

At least one or two semesters before interning, students attend an Internship Pre-planning meeting which includes a panel of current Interns. Students receive orientation to prepare them for the field education experience primarily from fellow students who have completed the first 5-7 weeks of their internship. In addition, a Mandatory Orientation to Internship is conducted during the first week in the semester for interning students.

The field orientation meetings provide an overview of some of the major components of generalist social work practice. 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.

Field Instructors

Orientation and enrichment for field instructors is offered during the summer and early January. The orientation and enrichment sessions are required for those field instructors who have never supervised students or who have not attended training in the past. If Field Instructors are unable to attend, the Field Director provides one-to-one New Field Instructor Orientation on-site or in a telephone contact. All field instructors are welcome to attend annually. Each orientation and training session provides continuing education credits to participating social workers.
Field Education Policies

**Educational Learning Plan Policy**

The Educational Learning Plan is developed by the intern in consultation with the field instructor and forms the framework for the performance evaluation. When completed, this plan is signed by the student intern, Field Instructor, and Field Liaison. This document should be completed by the fourth week of internship. 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 frame of the Educational Learning Plan includes the CSWE Core Competencies and corresponding practice behaviors. Interns are to identify specify tasks which support the development and enhancement of practice behaviors and personalize the document to their specific experience/setting.

**Think of the Educational Plan as a “working document”.** It is subject to change as the student, field instructor, and/or field director identifies new learning opportunities. Any addendums or deletions to the original learning agreement are to be signed by all parties.

**Evaluation of Interns Policy**

The procedure for evaluation of SOWO 4920: Social Work Internship involves the student, the Field Instructor and the Field Liaison. The evaluation of the field experience and the student's progress in the agency is an ongoing process of collecting and exchanging information about the student's level of growth and competence in regard to practice knowledge and skills.

The Field Instructor completes a mid-semester and a final evaluation of the student's performance in the internship. This evaluation, consistent with CSWE practice behaviors, indicates the student's performance in regard to various areas of knowledge, values, and skills in addition to measuring progress relating to educational needs, learning objectives, and required assignments. To successfully complete internship (i.e. receive a (S) satisfactory) in the SOWO 4920: Social Work Internship, the student must have: Achieved an average of “3” (meets expectations) or above on the (CSWE) competency areas; demonstrated consistency in effort, performance, and development as a social worker; and, met all required assignments and internship hours in the field placement. The grade for the nine credit hours of internship is assigned by the faculty liaison in consultation with field instructor. The liaison’s role in the evaluation process is to assist field instructors in assessing student performance as well as to assure comparability among expectations for students in various settings.

**Internship Hours Policy**

Internship hours can only be accrued during the semester(s) for which the student is enrolled in the internship.

Hours clocked prior to the start or subsequent to the end of the semester, when such hours have not been previously specifically approved by the Field Education Director, may not be counted as hours towards completion of the internship. Students are encouraged to work directly with the Field Education Director and the
faculty liaison to ensure that their internship participation corresponds with the University’s academic calendar during University breaks.

Unless previously and specifically approved by the Field Education Director, hours clocked prior to the start or subsequent to start of the internship may not be counted as hours towards completion of the internship.

_Leave Time Policy_

Students are expected to act responsibly in their internships. Any compensatory time accumulated (which should be minimal) can be taken only with the permission and pre-approval of the agency field instructor. The Office of Field Education 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 internship may receive a grade of "U", Unsatisfactory, in the 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 counts as hours the student is scheduled to work.

Two (2) sick days, 16-hours of leave time is allowed for an illness and/or family emergency (death or illness). If excused, they will count as hours earned. Students must communicate with their field instructor directly prior to taking these days. Arrangements must be made with the field instructor to make up any sick leave time beyond three days. In addition, the student must notify the assigned faculty liaison and/or the Office of Field Education regarding any extended absences from the placement in excess of two days.

Due to the hours required, it is possible that Spring Break and/or Fall Break may not be observed in total for students in internships during the respective semester.

_Ending Internship early:_

1. 480 hours is the minimum hours required for an undergraduate student to complete the internship in social work.

2. If students complete their hours early (this is not recommended) the student must continue in their setting until the last week of classes, even if they have completed 480 hours.

_Student Liability Insurance_

All students are required to carry malpractice insurance during their Internship. Student Liability Insurance is purchased when students pay tuition during their senior academic year. The field office 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 is 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.

- Internship placement will require working in a separate department or unit within the organization with new responsibilities, tasks, and activities.
- The 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 School standards, policies, and procedures as specified in the Field Education Manual.

No Credit for Previous Work or Life Experiences

Per CSWE Accreditation Standard 3.2.5, no credit is given for life experiences nor for previous work experience.

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 be required to transport clients in personal automobiles. If they choose to do so, they should be certain their insurance carrier will cover them in the event of an accident. Otherwise, they do so at their own risk. Auburn University and the Auburn University Social Work Program 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. 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 field instructor or liaison. An obligation rests with the student, the field instructor, the 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 Team.

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

**Student Grievances Policy**

Students have the right to appeal decisions made by the faculty relative to screen-in, placements, grades, etc. If the matter cannot be resolved informally between the student and Field Education Director, they can write a written petition to the Social Work Program Director.

**Accommodations for Disabilities Policy**

No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation in the Social Work Program. A student with a disability may be protected by §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 Program for Students with Disabilities at 844-2096, located at 1244 Haley Center, and provide documentation as needed. The Program for Students with Disabilities makes recommendations for accommodations. The Social Work Program, in close consultation with the Program of Students with Disabilities, will review academic performance criteria in light of individual student circumstances to determine issues of appropriate accommodation.

Upcoming and current field students requiring reasonable accommodations must provide documentation from the Program for Students with Disabilities, 1244 Haley Center, and meet with Field Director to discuss specific needs.

**Diversity: Field Instructor- School- Student Partnership for Learning**

The Auburn University Social Work Program acknowledges and respects that students, agency field instructors and social work faculty are partners in developing and maintaining quality field experiences. Any and all concerns, feedback, and Program related suggestions are encouraged by all parties. The Auburn University Social Work Program practices and advocates non-discrimination in all relationships with partners. Diversity among race, gender, ability, sexual orientation, region, class, etc. is viewed as an asset and a foundation for learning to respect and understand others.

**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 Auburn University Student Health Center. Additionally all students are required to possess automobile insurance.

**Out-of-Area Placements Policy**

Out of area placements are defined as placements that are further than 3 hours from Auburn University main campus. Students interested in completing an Internship out of the local Auburn/Opelika area must be approved by the Field Director at least 1 semester prior to the anticipated date. Interested students must have an academic record and history in the Social Work Program which reflects strong professional work behavior (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 in out of area placements must participate in at least 6 seminar class during the semester before placement, as well as be responsible for participating in at least 6 seminars during their internship semester via skype or in person.

**SEXUAL HARASSMENT POLICY**

Because students in field internship may not be covered by agency rules or by University 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 field educator 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 Social Work student intern by any field educator, employee, or representative of the field agency is not tolerated.

STUDENTS’ 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, agency supervisor’s immediate superior. 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.”
Guidelines for Field Education

Guideline: Monitoring and Evaluation of the Field Education Experience

Methods designed to monitor and evaluate the field education experience occur in four primary formats:

Field Instructor Evaluation/Recommendations

Evaluative information from field instructors is obtained through seeking feedback at Field Instructor trainings and during liaison visits. The Field Education Advisory Group is composed of past, current and potential field instructors who attend the Field Instructor trainings provided by the program. At each training (minimum 2 per year), members are invited to offer ongoing feedback and guidance to the Field Office regarding new and existing policies and procedures. The committees offer suggestions related to current issues existing in the community and practice arena that need to be incorporated into the curriculum. Updates based on feedback obtained during these trainings are provided at the following training. In addition, the Field Education staff seeks input and feedback from field instructors during agency visits.

Student Evaluation of Intern Experience

Students in internship sites are expected to participate in the evaluation of the intern experience and will complete both a qualitative and quantitative evaluation at the end of the semester. This information has been useful to help shape the content and structure of field over time.

During the final 2 integrative seminars, interns complete an evaluation of the Internship, Placement Agency, and Field Instructor experience as well as an evaluation of the social work program to provide guidance and feedback from the student perspective to the administration of field education, as it relates to the overall mission of the Program. Analysis of this information is incorporated into the bi-annual report and used for curricular revision as necessary, as well as shared with Field Instructors at trainings.

Student Guidelines related to Field Education

1. Professional Behavior

Students will exhibit behaviors that are in compliance with Auburn University policies, Social Work program policies, and professional ethical standards in the classroom, field, and community. Students are evaluated in 3 areas of professional behavior: communication skills, conduct/behavior, and self-awareness & self-control.
a. Communication Skills

Students must demonstrate sufficient communication skills.

Expectations:

- Writes clearly, demonstrates good organization that follow a logical sequence;
- Applies the appropriate writing style (American Psychological Association (APA) latest edition) and uses correct grammar and spelling in all assignments;
- Demonstrates use of critical thinking skills in communication;
- Able to clearly articulate ideas, thoughts, and concepts;
- Able to communicate effectively, clearly, and respectfully with clients, supervisors, peers, and faculty;
- Demonstrates an ability to listen to others.

Indicators of concern:

- Inability to express information clearly and concisely either verbally or in writing;
- Inability to master the conventions of writing such as writing style, use of grammar, spelling, etc.;
- Inability to clearly articulate ideas, thoughts and concepts;
- Inability to communicate effectively, clearly, and respectfully with clients, supervisors, peers, and faculty;
- Inability to listen to others.

b. Conduct/Behavior

Students must demonstrate potential for responsible and accountable professional social work practice.

Expectations:

- Appearance, dress, and general demeanor reflect a professional manner when representing the Auburn University Social Work Program outside of the classroom;
- Demonstrates ability to work cooperatively with others;
- Actively attends and participates in class;
- Regularly observes deadlines;
- Keeps appointments and makes appropriate arrangements if an appointment must be rescheduled;
- Uses technology appropriately and in a professional manner, without disruption to the classroom, field placements, or community;
- Shows respect for others’ opinions;
Shows a willingness to receive and accept feedback and supervision in a positive manner, as well as use such feedback to enhance professional development;

Demonstrates a willingness to understand diversity in race, gender, ethnicity, age, marital status, sexual orientation, class, religion, disability, political affiliation or any other qualification or characteristic that could prove discriminatory.

Indicators of Concern:

- Creates conflict in class;
- Uncooperative or unwilling to participate in class activities;
- Consistently late for class or field placements and/or leaves class or field placements early;
- Sleeps during class;
- Disrupts class process by talking to others;
- Uses derogatory language or demeaning remarks;
- Uses technology inappropriately causing disruption in the classroom, field placement or community;
- Appears unwilling or unable to accept feedback from faculty or peers;
- Monopolizes class discussions;
- Inability to develop an understanding of people different from oneself;
- Discriminatory behavior or harassment towards other on the basis of race, gender, ethnicity, age, marital status, sexual orientation, class, religion, disability, political affiliation or any other qualification or characteristic that could prove discriminatory.

c. Self-awareness & Self-Control

Students are expected to engage in an ongoing process of self-evaluation related to individual strengths, limitations, and suitability for professional practice.

Expectations:

- Demonstrates a willingness to examine how his/her values, attitudes, beliefs, emotions and past experiences affect thinking, behavior, and relationships;
- Shows awareness of self and how one is perceived by others;
- Demonstrates an awareness of one’s own personal limitations;
- Demonstrates willingness to examine and change behavior when it interferes in working with clients, peers, faculty and supervisors;
- Uses self-disclosure appropriately;
• Able to engage in discussion and processing of uncomfortable topics;
• Deals appropriately with issues that arouse emotions;
• Understands the effect of one’s behavior on others;
• Able to form and maintain positive working relationships with clients, peers, faculty and supervisors;
• Demonstrates ability to deal with current life stressors through the use of appropriate coping mechanisms;
• Recognizes and handles stress effectively by using appropriate self-care and communicates needs for additional resources with supervisors and/or faculty.

Indicators of Concern:
• Inability to examine how personal values, attitudes, beliefs, emotions and past experience impact current thinking, behavior, and relationships;
• Uses self-disclosure inappropriately;
• Inability to work through unresolved person issues;
• Inability to control emotional reactions;
• Demonstrates behavior consistent with impairment as a result of using alcohol or drugs;
• Demonstrates emotional problems that interfere with his/her ability to work effectively with clients, peers, faculty or supervisors;
• Makes verbal threats to clients, peers, faculty or supervisors;
• Demonstrates impaired judgment, decision-making, or problem solving skills;
• Inability to form effective relationships with clients, peers, faculty or supervisors.

2. Ethical Conduct

Students must exhibit a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the *NASW Code of Ethics*.

Expectations:
• Students must adhere to the *NASW Code of Ethics* ([http://www.socialworkers.org/pubs/code/default.asp](http://www.socialworkers.org/pubs/code/default.asp));
• Demonstrates commitment to the core values of social work;
• Students must maintain confidentiality as it relates to, classroom activities, field placement and community activities;
- Demonstrates honesty and integrity by being truthful about background, experiences, and qualifications; doing one’s own work; giving credit for the ideas of others; and providing proper citation of source material;
- Demonstration of respect for the rights of others and the right to self-determination;
- Demonstration of clear, appropriate, and culturally sensitive boundaries. Does not sexually harass others; make verbal or physical threats; become involved in sexual relations with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist.

**Indicators of Concern:**
- Violating the *NASW Code of Ethics*;
- Inability to make a commitment to the Core Values of Social Work;
- Inability to maintain confidentiality;
- Breach in honesty and integrity;
- Disrespecting others and their right to self-determination;
- Inability to maintain appropriate, professional boundaries.

**Guideline: The Process of Placing Student Interns**

While student interests and needs are taken into account in making internship placements, actual assignments are the responsibility of the Social Work Field Director and are made only after students have had an interview with a representative of the potential agency. Due in part to the field director’s knowledge of the social service community and relationships with agency instructors, the matching process is quite successful. In addition, many agency instructors are alumni of the Social Work Program and are well known to the faculty.

This matching occurs after student interviews with the field director where interest areas, needs and accommodations, and goals have been thoroughly discussed. Agency instructors are usually contacted in advance to determine their availability to instruct a student in the proposed semester. In pairing a student and Agency Instructor, the student’s strengths and needs, the 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 purposes of this meeting are to:

- Meet agency personnel.
- Tour the internship site.
- Discuss learning opportunities and role(s) of interns.
- 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 the SOWO 4060, 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. In addition they 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 field coordinator discusses the impressions of the student and of the agency field instructor regarding the potential placement.
- Feedback from both the student (verbal) and the agency instructor (verbal) is used to determine if the placement will meet the needs of the student.

Following these meetings, the Social Work field coordinator finalizes all placements and notifies students and agency field instructors. Once all parties are in agreement, the student can discuss timing agency orientation. At that time, contracts are issued (See Exhibits at the end of this section for a copy of the Contract). The contract includes a responsibilities section for the University and agency to sign. The matching process is generally successful for the student, agency instructor, and AU social work program.

**Guideline: Problem Solving Process for Students in Field Settings**

If student identify an issue or concern in their field placement, the following guidelines for problem-solving are expected.

1. The student and the Field Instructor address the issue.
2. If there is no resolution, either or both parties contact the Field liaison.
3. The Field Liaison meets with the student and the Field Instructor to arrive at a solution.
4. If there is no resolution, the Field Liaison seeks input from the Field Coordinator.
5. 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 Student handbook)
SAFETY ISSUES AND GUIDELINES

The Social Work Program wants 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 troubles, 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 internship, 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 Education Office to discuss these issues and seek guidance. Below are some guidelines for personal safety. Be Aware

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 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 asks 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 insure their own safety, to seek education to insure 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, etc.
- 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 chemicals.
  - 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 safety: sounds of violence (e.g., out-of-control behavior), location of other people and their ability to respond to a call for help, 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 elevator 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 field educator 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 (ashtrays, scissors, mail openers, hot drinks, Paperweights, vases, etc.) 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, etc.

• 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 irate response 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.

• Don’t 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, limit setting may take two forms, Direct state clearly and specifically the required or prohibited behavior or 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 insure that
the risks taken by students are reasonable. During the first 3-5 weeks of internship, students should be accompanied on home/field visits with 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.
- Ask client for directions, or look for directions on the Internet MapQuest Traveling on main roads is 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., cellular 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).
• 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 is 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 informally.

• Get any needed medical care. Notify and debrief with your field educator.

• Notify the Social Work Program (the faculty liaison or the Field Education Coordinator).

• 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


FIELD INSTRUCTOR AND AGENCY GUIDELINES

Guideline: AGENCY ORIENTATION OF THE STUDENT TO FIELD PLACEMENT

Students should be given a comprehensive orientation to the placement and to 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 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.

- Written expectations concerning dress requirements, leave time and holidays, attendance requirements, etc.

- The agency needs to specify agency information concerning administrative structure with names and titles of administrative staff, financial structure, pertinent policies and procedures, etc.

- Information concerning insurance requirements by agency and insurance coverage provided (i.e., professional liability, workman’s compensation automobile insurance if clients are to be transported by student).

- 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.

- Written statement of how student is to identify self in (1) written recording 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, etc.).

• Written description of agency security precautions and safety procedures.

• Expectations concerning supervision responsibilities, supervisory conference times, style and content of supervision provided, other pertinent supervision issues.

**Guideline: Collaboration and Supervising Students**

Students are assigned a Faculty Liaison who is responsible for monitoring the intern experience. Program policy dictates that liaisons visit the student and Agency Instructor at least two times during the semester—during the first few weeks of the internship and at mid-term. During the initial meeting for the internship, the Field Liaison discusses the structure of placement, student orientation to the agency, initial student goals, the 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. Field Instructors and students are reassured that additional visits can be made when requested by the student and/or Agency Instructor or seen as needed by the Faculty Liaison. Newly approved “Intern Instructors” are often seen as needing more support and therefore more visits are made. Liaisons are in frequent telephone contact with agency instructors throughout the semester.

Students attend a weekly three-hour Integrative Seminar (SOWO 4950), currently taught by the Field Director and/or Field Liaison. This 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, field instructor, and field coordinator/liaison work together to maintain an ongoing evaluation of student’s learning throughout the internship. 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 mid-semester evaluation form and the educational learning plan with interns during weekly supervision meeting to help guide learning and provide specific feedback on professional growth.

**Guideline: Supervision for Interns - REQUIREMENTS**

Students are required to participate in a formal supervision meeting with their field instructor, at least one hour per week for full-time internships and as needed with the Field Liaison.

Field Instructor supervision of students should include but not be limited to: discussion of strengths and needs related to professional behavior, agency policies and practices, and CSWE Core competencies and practice behaviors

This entails:

- requiring interns prepare an agenda for the conferences;
- giving interns feedback on their performance in a variety of ways (e.g., process recording, videotaping, audio taping, joint interviews, etc.);
- focusing on interns’ skill development;
- keeping notes of observations and interactions with the intern

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.

**Guideline: LIAISON VISITS**

A field faculty liaison is assigned to each student in an internship. They will visit the student and field instructor at the field site at least once during each internship. If ANY difficulties arise or adjustments need to be made, the liaison MUST be contacted by the student and/or the field instructor. (It is much easier to resolve issues early in the internship). The role of the liaison is to act as a “bridge” between the agency, University and the student. The visits are approximately 45 minutes to 1 hour in length and include time with both the student and the 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 internship, 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 an internship is coordinated with the permission of the Field Education Faculty and the Program Director.

**Note:** At times (some out of area locations) there may be an exception to a face-to-face liaison visit. In these cases, arrangements for a conference call will be made in lieu of a face-to-face liaison visit.
FORMS
COOPERATIVE AGREEMENT FOR FIELD EXPERIENCE
AUBURN UNIVERSITY SOCIAL WORK PROGRAM

Agency Name: _______________________________   Date: _______________________

Address: ______________________________________________________________________

______________________________________________________________________________
City   ST   Zip Code

Phones: ___________________________

Name of Director: ______________________________________________________________

Name of Supervisor: _____________________________________________________________

By signing this agreement the Auburn University 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 Social Work Program will:

Assume initial responsibility for selection of students to be placed.

Provide _________________ with an opportunity to review any

(Agency)
candidate and appropriate records for placement.

3. Provide _________________ with a written statement of the

(Agency)
student’s health status, if necessary.
4. Provide at least one faculty member of the social work program as liaison between the social work program and the field instruction organization. The liaison will: (a) visit the student on site at least once each semester; (b) discuss with the supervisor of the placed student the progress of the student at least twice each semester; (c) be available to supervisor for immediate consultation regarding problems pertaining to student; (d) share with the direct supervisor information regarding university resources that might be made available to the organization or its members.

5. Provide a statement of general learning objectives applicable to field instruction.

6. Have responsibility for the final determination of the placed student's grades and credit hours earned.

7. Not assume any liability for students in field experience settings. Students are required, however, to purchase liability insurance through NASW or Auburn University prior to the beginning of the placement.

The __________________________ will:

(Agency)

1. Provide the social work program with an up-to-date description of the service organization and the possible points of utilization of social work students consistent with the general and specific field instruction objectives.

2. Accept no more than _____ social work students each semester.

3. Accept students in field placement without regard to race, sex, age, ethnic origin, religion, disability, political beliefs, or any other nonperformance standard.

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

6. Provide a direct supervisor of a placed student who will:

   a. Meet with student to review the student's work at least one hour every week.
   b. Be familiar with texts and other course material utilized in the social methods course taught by Auburn University.
   c. Attend the scheduled meetings of field supervisors held at Auburn University.
   d. Prepare written reports on student progress including final evaluation report, consistent with the report forms provided by the social work program.
   e. Be available for consultation with faculty of the social work program regarding either individual students or the field work program generally.

7. 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.

8. 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 University social work courses. In the case of all materials, other than those made available to the public, prior approval of the direct supervisor will be required before utilization in courses.

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

   In the case of an expressed desire on the part of the placed student or field instruction organization to terminate prior to the ending of the field placement period, the following procedure will be effected:
1. A written request for termination from either the student or the direct supervisor must be submitted to the faculty liaison person.

2. A meeting will be called including the student, the direct field supervisor and the faculty liaison to review the relevant facts.

3. The faculty liaison will submit a review of the facts together with a recommendation for disposition to the Director of the Social Work Program, Auburn University.

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

This contract shall be operable for one year from the date of signing. Amendments shall be made during this time only by mutual consent of the Social Work Program of Auburn University and:

Agency: ______________________   Date: _____________________

__________________________________________________________
Signature, Director of the Agency, Title

__________________________________________________________
Signature, Field Coordinator, Social Work Program -- Auburn
PART I -- AGENCY INFORMATION

Date Completed: __________________________

Agency Name: _____________________________________________________________

Address: ___________________________________________________________________

City: ___________________  State: ________________________________

Zip Code: ___________  Phones: ________________________________

Name of Director: _______________________________________________________

Title: _________________________________________________________________

Professional Discipline of the Director: _________________________________

Brief Description of Agency and Service Provided:

(May attach Agency instead.)
Membership of Agency in standard-setting bodies, national and local:

Names of staff member(s) nominated by Director or Administrator as field instructor:

Name: _____________________________  Position: _____________________

<table>
<thead>
<tr>
<th>Schools</th>
<th>Number of Students</th>
<th>Undergraduate</th>
<th>Graduate</th>
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</table>

Brief statement about personal and professional interest in field instruction.

________________________________________________________________________

________________________________________________________________________

Total Number of Social Work Students from Auburn University you are willing to have during placement period: 
____________

Can students meet with you for individual instructional conferences on a weekly basis?

Can students meet with you for group conferences on a weekly basis?
Will you have time to read and critique student records prior to conferences?

Will you be able to furnish the school with a written evaluation for each student you instruct each academic semester?

Are you willing to have a copy of student records made available to class instructors in the Department of Sociology, Anthropology, and Social Work?

Will you be able to attend regularly scheduled meetings of Field Instructors during the placement period?

Other information you consider pertinent regarding your qualifications, expertise, or specific expectations:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Signature of Field Instructor: ________________________________

Agency Title: _____________________________________________

Brief description of professional work assignments for those nominated:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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Will present work assignments to be adjusted to permit adequate time for field instruction?

Extent to which the Agency has previously provided Field Instruction:

<table>
<thead>
<tr>
<th></th>
<th>Numbers</th>
<th>Dates from which Schools</th>
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<tbody>
<tr>
<td>Undergraduates</td>
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<tr>
<td>First Year MSW</td>
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<tr>
<td>Second Year MSW</td>
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</table>

Check which supportive sources will be available for students:

___ Desk Space___ Telephone ___ Dictating Facilities ___Supplies___ Clerical Service

If are not available explain:

To what extent are out-of-pocket expenses reimbursed: __________________________

To what extent is there provision for Agency-related transportation expenses? ________
What, if any provisions, are there for student stipends (living costs, tuition, etc.) Explain.

______________________________________________________________

______________________________________________________________

______________________________________________________________

Signature of Agency Director ________________________________

PART II—FIELD INSTRUCTOR INFORMATION

Date Completed: ____________________

Name and Position of Field Instructor: ________________________________

Agency Address: _________________________________________________________

Phone: ____________________ E-mail: ________________________________

How long in Agency: ________________ In Present Position: ________________

Brief description of present responsibilities and work load. (Attach, if prefer)

______________________________________________________________

______________________________________________________________

Prior professional experience including dates. (Attach, if prefer)

______________________________________________________________
Higher Education:

<table>
<thead>
<tr>
<th>Colleges, Universities, Continuing Education</th>
<th>Degree(s)</th>
<th>Date(s) received</th>
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</table>

Certification: ACSW? __________ -Other ________________________________

Have you served as a field instructor before? ________________________________

Include dates and schools of service: ________________________________
PART III—AVAILABLE LEARNING EXPERIENCES

Date Completed: _________________________

Agency is willing to consider providing Field Instruction for the following number of Auburn University Social Work Students: ________________

If students from other schools will be involved, please include:

<table>
<thead>
<tr>
<th>Names of Schools</th>
<th>Number of Students</th>
<th>Field Instruction Days</th>
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</table>

Please describe in some detail the learning opportunities of proposed field instruction including the nature of the clientele and normal expectations placed on students:

Please state what provision there will be, if any, for

1. direct leadership of groups
2. work with families
3. direct work with individuals
4. committee experience with law and/or professional
5. staff meetings
6. work with other professional or paraprofessional personnel
7. community organization experience
8. other

Please number your paragraphs as above. Use other side as necessary. Add other information you believe pertinent.

__________________________
Signature

__________________________
Title

__________________________
Agency

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### Social Work Internship/Practicum/Field Experience

**Student:**_________________________  **Agency:**_________________________

**Weekly Log/Activity Sheet**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Hours</th>
<th>Description of Activities Began and/or Completed This Day</th>
<th>Field Instructor Review</th>
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<td>Total Internship Hours This Week</td>
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</table>

**Summer, 2012**
A. Brief description of Practicum experiences/tasks

B. Evaluation of CSWE Core Competencies and Relevant Practice Behaviors

Please evaluate the student on the following dimensions. Place the appropriate number in the space provided.

1 = does not meet expectations;
2 = marginally meets expectations;
3 = meets expectations
4 = exceeds expectations
5 = far exceeds expectations

1. Identify as a professional social worker and conduct oneself accordingly.
   _____ a. Practice personal reflection and self-correction to assure continual professional development (demonstrated in the quality of questions, observations, initiative). (1.b)
   _____ b. Demonstrate professional demeanor in behavior (dependability, follow-through). (1.d)
   _____ c. Demonstrate professional demeanor in appearance. (1.d)
   _____ d. Demonstrate professional demeanor in communication. (1.d)
   _____ e. Use supervision and consultation (1.f)

2. Apply social work ethical principles to guide professional practice.
   _____ f. Recognize personal values in relationship to professional values. (2.a)
3. **Apply critical thinking to inform and communicate professional judgments.**
   - g. Demonstrate effective oral communication in working with individuals, families, groups, organizations, and colleagues (3.c)
   - h. Demonstrate effective written communication in working with individuals, families, groups, organizations, and colleagues (i.e. writing letters, notes, reports; creating displays, flyers, posters, emails; developing presentations). (3.c)

4. **Engage diversity and difference in practice.**
   - i. Gain sufficient self-awareness to eliminate the influence of personal biases in working with diverse groups (identifies components of their cultural identity; verbalizes past and/or present biases). (4.b)
   - j. Recognize and communicate their understanding of the importance of difference in shaping life experiences. (4.c)
   - k. View themselves as learners and engage those with whom they work as informants. (4.d)

C. **Summary of strengths and needs/Goals to be completed**

D. **Recommendation to AU Social Work Program**

(To be answered when completing this form as the FINAL EVALUATION)

Do you recommend the above student be accepted into the AU Social Work Program?

Circle:  

Yes  ---------  Yes, with reservation*  ---------  No

*Please explain reservations:  __________________________________________

________________________________________

________________________________________

Field Instructor signature ________________________________  Date ______________

Student signature ______________________  __________________ Date ______________
AUBURN UNIVERSITY
SOCIAL WORK PROGRAM
INTERNSHIP APPLICATION PACKET

A. Instruction/Information Sheet for Field Application/Student Profile

I. Information

The Student Profile is used by the field instructors to help them feel more comfortable when you arrive for your interview. It helps them get to know you.

The application, the interview with the social work Field Director and the agency placement supervisor or field instructor 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 type of setting in which you plan to complete your internship. To assist you with the interview, we have enclosed a list of pre-placement visit questions. For liability reasons, certain agencies will ask if you have received treatment for substance abuse. Be prepared to answer the question. You may also be asked to provide proof of insurance: medical, liability, and automobile.

Hospitals will often require medical exams. TB Mann 2 tests are often required by nursing homes. If done within recent months, take proof to the interview. If they are positive, a chest X-ray will be required. You may also be asked about hepatitis, rubella, measles, and chicken pox.

Clothing requirements or dress codes vary in agencies. When going on a field interview, dress appropriately. Do not wear tennis shoes or jeans.

II. Insurance

Field placement requires liability insurance which the Director of Field Education arranges through the University Office of Risk Management. A charge of $14.50 will be billed to your school account by the Bursar's Office.

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

Paperwork

A total of two completed (typed) copies of the STUDENT PROFILE WRITING SAMPLE and RELEASE OF INFORMATION form is required, each are to be signed and dated. Of the two copies, one is to be submitted to the SOWO 4080:Social Work Practice Methods III Course Instructor.

You should retain one complete packet for your records, and 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.
Due Date: Field Application and Student Profile are due during the semester you take SOWO 4080, prior to planned placement quarter.

Schedule an interview with the Field Director upon submission of application if you haven’t done so already.

After obtaining feedback from the Field Director, make copies in order to provide each potential agency with a packet upon interviewing.

Please notify the Social Work Office and your field placement supervisor immediately of any changes in phone number and/or address.

**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

Two to five paragraphs addressing these questions: (attach separate sheet(s)).

- What was your reason for selecting this area of social work practice? What impact have others had on your choice?
- What experience have you had with the population/problems dealt with by this agency? Do you anticipate any difficulty dealing with this population? In your experience, are there any clients you feel you cannot work with? Why?
- Career Direction: What qualities or skills do you possess that will make you an asset to this agency? What do you have to offer them? Why should they accept you? What other areas of social work are you interested in? Is there any special area you do not want to be placed in? Are there any special elective courses you have had which will be helpful (e.g. medical terminology or child welfare)? Have you completed CPR or life-saving courses? Are you skilled enough in any sport, craft, music, clerical to use them in your field placement if appropriate?
- Describe your personality, your strengths, and weaknesses as you see them.
- What specifically do you hope to gain from field instruction?

**Pre-placement Visit Questions***

Each of you is being asked to schedule an appointment at a potential field placement site. Both you and the contact person at that site will explore the appropriateness of this internship. Below is a list of questions which you might 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? (Research project is mandatory.)
7. What kinds of skills do you hope a student will bring to the agency?

*Modified from Bryn Mawr College of Graduate School of Social Work and Social Research*
FIELD INSTRUCTION APPLICATION

Student Name:

Number of hours you will have when beginning placement:

Overall Grade Point Average: ________  Grade Point Average in Core: ________

If GPA is not a 2.5 at time of application, what courses are you taking and what is the status of your grades:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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.

<table>
<thead>
<tr>
<th>Contact Person/Agency Address</th>
<th>Email/Phone</th>
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<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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</table>

Date: 

Agency Selected:
STUDENT PROFILE

(please type)

Name: _______________________________

Birthdate: ________________

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

Permanent Address: ____________________________________________________
    Street               City                      State/Zip

Permanent/Home Telephone: (_____)________________

Semester you wish to do placement: _______________ 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 willing to obtain the insurance required by the agency to be able to use your car to
transport clients? Yes _____ No ________
Are you fluent in any other language? Yes ______ No______
Specify ___________

If you have any special needs which you will require of the agency (due to health or physical
conditions) please feel free to specify.
In Case of Emergency Notify

<table>
<thead>
<tr>
<th>Name</th>
<th>Relationship</th>
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</table>

Address:

Business Phone:  Home Phone:

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Name &amp; Address of Employer</th>
<th>Volunteer=V</th>
<th>Part-time=PT</th>
<th>Full-time=F</th>
<th>Reason for Leaving</th>
</tr>
</thead>
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</table>

Can we contact any of the above?

Other Paid Work Experience
(most recent three)

<table>
<thead>
<tr>
<th>Date</th>
<th>Name and Address of Employer</th>
<th>Job Title</th>
<th>Part-time=PT</th>
<th>Full-time=F</th>
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</tbody>
</table>

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

I ____________________________ give permission for the Auburn University
(person giving consent)
Department of Social Work to release to:
__________________________________________________________
(agency field instructor)
at __________________________________________________________________
(agency to receive information)

The following information:

Student Profile
Self-Assessment Statement

I certify that the above information is accurate and that
___________________________________________ will use this
(agency receiving information)
Information to consider me for a field placement.

This consent is to expire on:
(1 year from date of signature) ________________________________
(date)

SIGNED:

____________________________________    __________________
(student)    (date)

Angie Burque, Director of Field Education    (date)
# AUBURN UNIVERSITY - SOCIAL WORK PROGRAM

**DEPARTMENT OF SOCIOLOGY, ANTHROPOLOGY, AND SOCIAL WORK**

**EDUCATIONAL LEARNING PLAN**

## Field Placement Schedule

| Days of Week in Placement (Indicate Start and Finish Hours Each Day) |
|-------------------------|-------------------------|-------------------------|
| Monday                  | Tuesday                 | Wednesday               |
| Thursday                | Friday                  | Saturday               |
| Sunday                  |                         |                         |

<table>
<thead>
<tr>
<th>Field</th>
<th>Date:</th>
<th>Student's Name:</th>
<th>Agency Name:</th>
<th>Agency Address:</th>
<th>Agency Telephone:</th>
<th>e-mail:</th>
<th>Website URL:</th>
<th>Student Telephone:</th>
<th>e-mail:</th>
<th>Cell phone:</th>
<th>Faculty Liaison:</th>
<th>e-mail:</th>
<th>Telephone:</th>
<th>Field Educator:</th>
<th>e-mail:</th>
<th>Telephone:</th>
<th>Task Supervisor:</th>
<th>e-mail:</th>
<th>Telephone:</th>
</tr>
</thead>
</table>

**Placement Start Date:**

**Placement Completion Date:**

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BSW EDUCATIONAL PLAN

The student educational plan provides a broad framework for developing an individualized plan which is responsive to the needs of the student and the resources of the field agency. It is designed to give direction and educational structure to the field experience and is developed around the core practice competencies that are designated in the 2008 Educational Policy and Accreditation Standards (EPAS) by the Council on Social Work Education (CSWE).

Ten Core Competencies Identified by CSWE:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Incorporate diversity into practice.
7. Apply knowledge of human behavior in the social environment.
8. Engage in policy practice to advance social and economic well-being.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene and evaluate with individuals, families groups, organizations and communities.

CSWE has operationalized these competencies by identifying 41 practice behaviors defined as “a set of measurable practice behaviors that are comprised of knowledge, value and skills.” The internship plays a key role in teaching practice behaviors to students while measuring and reflecting the student’s ability to demonstrate capacity in the ten core competency areas identified by CSWE. This educational plan outlines the core competencies and practice behaviors that all accredited social work programs are required to measure. Each practice behavior should have a student task which relates directly to the behavior. Please contact the Field faculty liaison or the Director of Field if you have additional questions.

It is the joint responsibility of the student and field educator to negotiate the educational plan content within the first four (4) weeks of the field placement. The student is responsible for providing a copy of the educational learning plan to Field Instructor by the stated deadline identified in the field syllabus.

Directions: All students are responsible to complete all bolded tasks. Students should then create agency specific, individualized tasks for each practice behavior. Some suggested tasks are listed for your consideration. All tasks need a specific time frame. (i.e. “by week 5”, “week 1-3”, “by mid-semester”, etc..)
# Field Educational Plan  SOWO 4920

## COMPETENCY 1: Identify as a professional social worker and conduct oneself accordingly

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Student Activity/Task</th>
<th>Responsible Person</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 A</td>
<td>Advocate for client access to the services of social work</td>
<td>1 A</td>
<td></td>
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<tr>
<td></td>
<td><strong>Identify your Awareness of problem/situation in which advocacy is indicted</strong></td>
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<tr>
<td></td>
<td><em>Describe strategies for advocacy</em></td>
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<tr>
<td></td>
<td>Develop client-focused Resource Manual</td>
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<tr>
<td></td>
<td>Identify gaps in service &amp; service delivery</td>
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<tr>
<td></td>
<td>Help to remove stigma/mindset related to clients served</td>
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</tr>
<tr>
<td>1 B</td>
<td>Practice personal reflection &amp; self-correction to assure continual professional development</td>
<td>1 B</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Awareness in critical assessment of personal perspectives and biases.</strong></td>
<td></td>
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<tr>
<td></td>
<td><em>Obtain feedback on specific situations</em></td>
<td></td>
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<tr>
<td></td>
<td><em>Review of Code of Ethics</em></td>
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<tr>
<td></td>
<td>ID personal strengths/weaknesses</td>
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<td></td>
<td>Establish effective working</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 C</td>
<td>Attend to professional roles and boundaries</td>
<td>1 C</td>
<td><strong>Read and adhere to NASW code of Ethics</strong></td>
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<td>Identify ethical issues</td>
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<td></td>
<td>Provide education, advocacy,</td>
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<td>counseling, information &amp; referral etc.</td>
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<td><strong>Complete confidentiality forms</strong></td>
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<td></td>
<td><strong>Best practices – role play</strong></td>
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<td></td>
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<td></td>
<td>Assume professional responsibilities</td>
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<tr>
<td>1 D</td>
<td>Demonstrate professional demeanor in behavior, appearance, and communication</td>
<td>1 D</td>
<td><strong>Adhere to agency dress code</strong></td>
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<td></td>
<td></td>
<td></td>
<td>Address clients in respectful manner</td>
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<td></td>
<td>using appropriate names</td>
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<td>Ask when uncertain what they prefer to</td>
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<td>be called; address in a respectful</td>
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<td></td>
<td>manner</td>
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<td></td>
<td>Awareness of agency ethics, policy</td>
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<tr>
<td>1 E</td>
<td>Engage in career-long learning</td>
<td>1 E</td>
<td>Identify resources for future use.</td>
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<td></td>
<td><strong>Develop or update resource guide.</strong></td>
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<td>Create follow-up resources after termination of treatment</td>
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<td>Transition clients into self-sufficient mode by helping them create a network of people and resources, research community offerings</td>
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<td><strong>Identify agency policies that create barriers for clients to receive services.</strong></td>
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<tr>
<td>1 F</td>
<td>Use supervision and consultation</td>
<td>1 F</td>
<td>Ask field educator for feedback regarding appropriate behavior with regard to social work mission, values, and ethics.</td>
</tr>
</tbody>
</table>
# COMPETENCY 2: Apply social work ethical principles to guide professional practice

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Agency Activity/Task</th>
<th>Responsible Person</th>
<th>Target Date</th>
</tr>
</thead>
</table>
| 2 A Recognize & manage personal values in a way that allows professional values to guide practice | 2 A Identify personal ethics and biases related to the client population at your agency.  

- Compare and contrast with Social Work Code of Ethics  
- Recognize diverse populations  
- Practice identifying strengths in vulnerable populations.  
- Journaling | | | |
| 2 B Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles | 2 B Identify an ethical dilemma and acknowledge similarities and distinctions in the practice guidance provided by the NASW and IFSW/IASSW codes.  
- Identify possible risk areas for boundary crossing with clients | | | |
<table>
<thead>
<tr>
<th>2 C</th>
<th>Tolerate ambiguity in resolving ethical conflicts</th>
<th>2 C</th>
<th>Recognize the potential for multiple outcomes in any given ethical dilemma in the context of competing social work values.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2 D</td>
<td>Apply strategies of ethical reasoning to arrive at principled decisions +++</td>
<td>2 D</td>
<td>Utilization of personal reflection and resolution strategies to resolve ethical dilemmas in work with specific population ____________</td>
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<tr>
<td></td>
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<td></td>
<td>Apply NASW Code of Ethics to ethical dilemmas.</td>
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<tr>
<td>Practice Behavior</td>
<td>Student Activity/Task</td>
<td>Responsible Person</td>
<td>Target Date</td>
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</table>
| **3 A** Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom | 3 A Apply systems theory, the ecological perspective, and theories of human development across the lifespan to explain individual and families in the context of the larger environment.  

*Preview of research journals/articles – how that translates into practice*  
Integrate “views” from team members’ practice/wisdom in client care plan  
*Process/debrief right away home visit – interaction – assessments*  
Use Eco Map with client. | | | |
| **3 B** Analyze models of assessment, prevention, intervention, and evaluation    | 3 B Analyze the research and ethical foundations of assessment methods  
*A -- Chart reviews (allows student to see psychosocial assessments continuums, Tx plans)*  
*P -- Student identifies any interventions to implement in order to assist client to prevent behaviors* | | |
<p>| | | |</p>
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<tbody>
<tr>
<td>I – Student identify the best practice for intervention for client &amp; student</td>
<td>E – Identify changes and successes of the intervention</td>
<td>Analyze the research and ethical foundations of interventions.</td>
</tr>
<tr>
<td>3 C Demonstrate effective oral &amp; written communication in working with individuals, families, groups, organizations, communities, &amp; colleagues</td>
<td>3 C Write progress notes that accurately reflect session content with individuals and families.</td>
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<td>Shadow SW/Field Instructor (Observe)</td>
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<td>Role play/Modeling</td>
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<td>Record progress notes after visit</td>
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<td>Review of documentation</td>
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<td></td>
<td>Write service plans, contracts, and summaries documenting work with individuals and families.</td>
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<tr>
<td>Practice Behavior</td>
<td>Student Activity/Task</td>
<td>Responsible Person</td>
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</table>
| 4 A  Recognize the extent to which culture’s structures & values may oppress, marginalize, alienate, or create/enhance privilege/power | 4 A  Identify ways in which a culture’s biases, beliefs, institutions, or practices may marginalize or oppress its diverse members (i.e., older adults)  
Review policy & determine several populations that may experience oppression, alienation within the system; what we are doing to prevent? |                    |             |
| 4 B  Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups | 4 B  Articulate how one’s own personal stereotypes, cultural background, family history and experiences with diversity impact work with diverse groups and influence social work practice.  
Create a personal assessment (inventory) of cultural background/family history to explore self-awareness & how these experiences impact social work practice |                    |             |
<table>
<thead>
<tr>
<th></th>
<th>Recognize and communicate their understanding of the importance of difference in shaping life experiences</th>
<th>Sufficient self-awareness to reduce the influence of personal biases in work with diverse groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sufficient self-awareness to reduce the influence of personal biases in work with diverse groups</td>
<td>Utilize mutuality &amp; strengths perspective for strategies in an assessment (problem-solving)</td>
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<tr>
<td></td>
<td>View themselves as learners and engage those with whom they work as informants</td>
<td>Identify the unique protective factors within different cultures as a way to overcome mechanisms of oppression and discrimination (HBSE)</td>
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<td>Define what it means to be culturally competent, specifying what such practices might add to work with individuals, families, groups, and communities. (SJ&amp;D)</td>
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<td></td>
<td>Complete a psycho-social assessment with clients at initial contact</td>
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</tbody>
</table>

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## COMPETENCY 5: Advance human rights and social and economic justice

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Student Activity/Task</th>
<th>Responsible Person</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5 A</strong></td>
<td>Understand the forms and mechanisms of oppression and discrimination</td>
<td><strong>5 A</strong></td>
<td>Recognize and validate the experiences of people who have been historically and/or are currently oppressed&lt;br&gt;Identify the impact of oppression on cultural identity development and life’s experiences of target individuals.&lt;br&gt;Analyze different forms of power and how it has been and/or is currently used to oppress and discriminate against diverse groups (i.e. older adults).&lt;br&gt;Identify internal/external barriers within system/programs (“systematic” – legal, program., financial) and Be able to discuss with instructor&lt;br&gt;Distinguish between different forms of internalized and externalized oppression</td>
</tr>
<tr>
<td><strong>5 B</strong></td>
<td>Advocate for human rights and social and economic justice</td>
<td><strong>5 B</strong></td>
<td>Understand the core principles of the Universal declaration of Human Rights and related international covenants and agreements&lt;br&gt;Identify social problem experiences on an</td>
</tr>
<tr>
<td>5 C</td>
<td>Engage in practices that advance social and economic justice</td>
<td>5 C</td>
<td>Apply principles of social justice and diversity to identify strategies to promote human rights</td>
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<td><em>Become “comfortable” in speaking/identifying opportunities to change injustices.</em></td>
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<td><em>Keep records of conversations – outcomes – barriers</em></td>
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<td><em>Be able to verbalize to “powers” that be</em></td>
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</tbody>
</table>
### COMPETENCY 6: Engage in research-informed practice and practice-informed research

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Student Activity/Task</th>
<th>Responsible Person</th>
<th>Target Date</th>
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</thead>
<tbody>
<tr>
<td>6 A</td>
<td>Use practice experience to inform scientific inquiry</td>
<td>6 A</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Identify strengths and weaknesses of different practice evaluation designs</strong></td>
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<tr>
<td>6 B</td>
<td>Use research evidence to inform practice</td>
<td>6 B</td>
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<td></td>
<td><strong>Specify a client-based assessment or outcome question</strong></td>
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<td></td>
<td><strong>Develop a research proposal specific to the intern agency in consultation with your Field Instructor</strong></td>
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<tr>
<td>Practice Behavior</td>
<td>Student Activity/Task</td>
<td>Responsible Person</td>
<td>Target Date</td>
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</tbody>
</table>
| 7 A  Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation | 7 A Identify components of a model and its application to group practice with any population  
Co-facilitate a group  
Identify the stages of group process with field educator |                    |             |
| 7 B  Critique and apply knowledge to understand person and environment            | 7 B Apply theories of human development to interpret individual behavior in the context of their environment.  
Start where the client is |                    |             |
<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Student Activity/Task</th>
<th>Responsible Person</th>
<th>Target Date</th>
</tr>
</thead>
</table>
| 8 A  Analyze, formulate, and advocate for policies that advance social well-being | 8 A  Explain the role of social policy in determining access to client services.  
  **Familiarity with historical development of agency activities in this social service setting.**                                                                                                                                   |                    |             |
| 8 B  Collaborate with colleagues and clients for effective policy action          | 8 B  **Link past policies with contemporary policy initiatives for client population**  
  Critically analyze personal values and how they fit into policy perspectives for agency target population.  
  **Articulate social policy positions that align with social work values and ethics as they pertain to agency target population.**                                                                                           |                    |             |
## COMPETENCY 9: Respond to contexts that shape practice

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Student Activity/Task</th>
<th>Responsible Person</th>
<th>Target Date</th>
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</table>
| 9 A  Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments & emerging societal trends to provide relevant services. | 9 A  Apply appropriate micro, mezzo, and macro responses to clients’ problems  
Identify resources and barriers to services for clients within an ecosystem perspective  
Develop eco-maps with 2-4 families |                     |             |
<p>| 9 B  Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services | 9 B                                                                                   |                     |             |</p>
<table>
<thead>
<tr>
<th>COMPETENCY 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Behavior: Engaging</td>
</tr>
<tr>
<td>10 A</td>
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<td>10 B</td>
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<td>10 C</td>
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<tr>
<td>Practice Behavior: Assessment and Planning</td>
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<tr>
<td><strong>10 D</strong> Collect, organize, and interpret client data</td>
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<tr>
<td><strong>10 E</strong> Assess client strengths and limitations</td>
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<tr>
<td><strong>10 F</strong> Develop mutually agreed-on intervention goals and objectives</td>
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<table>
<thead>
<tr>
<th>Practice Behavior: Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10 G</strong> Select appropriate intervention strategies</td>
</tr>
<tr>
<td><strong>10 H</strong> Initiate actions to achieve organizational goals</td>
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</tbody>
</table>

Negotiate, mediate, and advocate for clients’ needs
| 10 I | Implement prevention interventions that enhance client capacities | 10 I | Identify and implement appropriate prevention strategies that improve functioning of agency target population
Negotiate, mediate, and advocate for clients’ needs
Active listening and conflict resolution |
| 10 J | Help clients resolve problems | 10 J | Active listening and conflict resolution
Provide education, advocacy, counseling, information & referral etc. |
| 10 K | Negotiate, mediate, and advocate for clients | 10 K | |
| 10 L | Facilitate transitions and endings | 10 L | Facilitate and promote agency client needs within and between systems |
| 10 M | Critically analyze, monitor, and evaluate interventions | 10 M | Summarize group processes and issues to transition between topics pertaining to agency target population issues
Review outcomes, establish maintenance plans, identify alternative options, and acknowledge |
| group issues around termination of the agency target client issues |  |  |
Auburn University  
Social Work Program

Intern Field Placement Evaluation

<table>
<thead>
<tr>
<th>Mid-Term Evaluation</th>
<th>Final Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>____________________</td>
<td>__________________</td>
</tr>
</tbody>
</table>

Intern Name: ________________________  Date: ______________________
Field Instructor: ____________________  Agency: ____________________
E-mail:______________________________  Phone: ______________________

Using the scale below, rate the intern in each of the following areas for each practice behavior:

<table>
<thead>
<tr>
<th>1 - Failing Level</th>
<th>2 - Below Expected Level</th>
<th>3 - At Expected Level</th>
<th>4 - Above Expected Level</th>
<th>5 - Outstanding Level</th>
<th>IE - Insufficient Evidence**</th>
</tr>
</thead>
</table>

**Note “IE” is not an allowable rating for the final evaluation

Please circle the appropriate rating

1. Identify as a professional social worker and conduct oneself accordingly

| 1. Advocate for client access to the services of social work. | 1 | 2 | 3 | 4 | 5 | IE |
| 2. Practice personal reflection and self-correction to assure continual professional development. | 1 | 2 | 3 | 4 | 5 | IE |
| 3. Attend to professional roles and boundaries. | 1 | 2 | 3 | 4 | 5 | IE |
| 4. Demonstrate professional demeanor in behavior, appearance, and communication. | 1 | 2 | 3 | 4 | 5 | IE |
| 5. Engage in career-long learning (i.e. take initiative to learn about client context, practice models and resources) | 1 | 2 | 3 | 4 | 5 | IE |
| 6. Use supervision and consultation. | 1 | 2 | 3 | 4 | 5 | IE |

Total Section Score:
<table>
<thead>
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</table>

**Please circle the appropriate rating**

2. Apply social work ethical principles to guide professional practice

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<table>
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<tbody>
<tr>
<td>7. Recognize and manage personal values in a way that allows professional values to guide practice.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the International Federation of Social Workers/Int’l Association of Schools of Social Work Ethics in Social Work, Statement of Principles</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. Tolerate ambiguity in resolving ethical conflicts.</td>
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<td>4</td>
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<tr>
<td>10. Apply strategies of ethical reasoning to arrive at principled decisions.</td>
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**Total Section Score:**

3. Apply critical thinking to inform and communicate professional judgments

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<td>11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</td>
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<tr>
<td>12. Analyze models of assessment, prevention, intervention, and evaluation.</td>
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<td>2</td>
<td>3</td>
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<td>13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</td>
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**Please circle the appropriate rating**

### 4. Engage diversity and difference in practice

| 14. Recognize the extent to which culture’s structures and values may oppress, marginalize, alienate, or create/enhance privilege/power. | 1 | 2 | 3 | 4 | 5 | IE |
| 15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. | 1 | 2 | 3 | 4 | 5 | IE |
| 16. Recognize and communicate their understanding of the importance of difference in shaping life experiences. | 1 | 2 | 3 | 4 | 5 | IE |
| 17. View themselves as learners and engage those with whom they work as informants. | 1 | 2 | 3 | 4 | 5 | IE |

**Total Section Score:**

### 5. Advance human rights and social and economic justice

| 18. Understand the forms and mechanisms of oppression and discrimination. | 1 | 2 | 3 | 4 | 5 | IE |
| 19. Advocate for human rights and social and economic justice. | 1 | 2 | 3 | 4 | 5 | IE |
| 20. Engage in practices that advance social and economic justice. | 1 | 2 | 3 | 4 | 5 | IE |

**Total Section Score:**

### 6. Engage in research-informed practice and practice-informed research

| 21. Use practice experiences to inform scientific inquiry. | 1 | 2 | 3 | 4 | 5 | IE |
| 22. Use research evidence to inform practice. | 1 | 2 | 3 | 4 | 5 | IE |

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### 7. Apply knowledge of human behavior and the social environment

23. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.  

24. Critique and apply knowledge to understand person and environment.

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<th>5</th>
<th>IE</th>
</tr>
</thead>
</table>

**Total Section Score:**

### 8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services

25. Analyze, formulate, and advocate for policies that advance social well-being.

26. Collaborate with colleagues and clients for effective policy action.

<table>
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<tr>
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**Total Section Score:**

### 9. Respond to contexts that shape practice

27. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

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</thead>
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<td>29.</td>
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<td>4</td>
<td>5</td>
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<tr>
<td>30.</td>
<td>Use empathy and other interpersonal skills.</td>
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<td>4</td>
<td>5</td>
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<td>31.</td>
<td>Develop a mutually agreed-on focus of work and desired outcomes.</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>32.</td>
<td>Collect, organize, and interpret client data.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>33.</td>
<td>Assess client strengths and limitations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>34.</td>
<td>Develop mutually agreed-on intervention goals and objectives.</td>
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<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>35.</td>
<td>Select appropriate intervention strategies.</td>
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<td>5</td>
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<td>36.</td>
<td>Initiate actions to achieve organizational goals.</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>37.</td>
<td>Implement prevention interventions that enhance client capacities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>38.</td>
<td>Help clients resolve problems.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>39.</td>
<td>Negotiate, mediate, and advocate for clients.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>40.</td>
<td>Facilitate transitions and endings.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>41.</td>
<td>Critically analyze, monitor, and evaluate interventions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Total Section Score:**
Continued....

EVALUATION NARRATIVE INSTRUCTIONS

- Describe student’s performance, strengths, and areas for improvement.
- Address any items scored below “2”.
- Identify goals for the second half of placement.

Please note, a satisfactory grade can only be assigned if there are no items scored at or below “2”. Please consult with the field director in regards to those issues.

Use an additional sheet of paper if necessary.

FOR MID-TERM EVALUATION:

Strengths:

Needs:

New Learning Goals:
FOR FINAL EVALUATION:

Strengths:

Needs:

Field Instructor Signature: _____________________________      Date: ______________

Intern Signature: _____________________________      Date: ______________
Student Evaluation of Field Placement
Due last day of Seminar

This evaluation was developed to assist faculty, students, and field instructors of Auburn University’s Social Work Program in assessing the various aspects of respective field placements.

Name: ____________________________ Date: ____________________________
Field Placement: __________________________ Semester: __________________________
Instructor: __________________________ Student Status: __________________________

Scale: One (Limiter), Two (Moderate), Three (Good), Four (Excellent)

<table>
<thead>
<tr>
<th>I. The Field Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Competency as a professional role model:</td>
</tr>
<tr>
<td>2. Consistency in his/her approach to you as a student:</td>
</tr>
<tr>
<td>3. Accessibility:</td>
</tr>
<tr>
<td>4. Ability to assess the student and give accurate feedback:</td>
</tr>
<tr>
<td>5. Willingness to serve as an advocate for the student:</td>
</tr>
<tr>
<td>6. Clarity about expectations of the student:</td>
</tr>
<tr>
<td>7. Efforts to provide a variety of learning experiences:</td>
</tr>
<tr>
<td>8. Compatibility with the student:</td>
</tr>
<tr>
<td>9. Flexibility:</td>
</tr>
<tr>
<td>10. Focus on the student’s learning objectives:</td>
</tr>
<tr>
<td>11. Ability to stimulate new learning:</td>
</tr>
</tbody>
</table>

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?
II. The Agency

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

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.
Auburn University
Social Work Program

Student Self-Evaluation

Semester of Internship: _____________________  Date: _____________________

Please rate the AU Social Work Program in terms of how well it prepared you for effective social work practice.

Using the scale below, please identify how well prepared you believe you are in each of the following areas:

1. Not at all prepared  
2. A little prepared  
3. Prepared  
4. Well prepared  
5. Very well prepared

Please circle the appropriate rating

<table>
<thead>
<tr>
<th>1. Identify as a professional social worker and conduct oneself accordingly</th>
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<tr>
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Total Section Score:  

109
### 2. Apply social work ethical principles to guide professional practice

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**Total Section Score:**

### 3. Apply critical thinking to inform and communicate professional judgments

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**Total Section Score:**

### 4. Engage diversity and difference in practice

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<td>14. Recognize the extent to which culture’s structures and values may oppress, marginalize, alienate, or create/ enhance privilege/power.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</td>
<td>1</td>
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### 16. Recognize and communicate their understanding of the importance of difference in shaping life experiences
1 2 3 4 5

### 17. View themselves as learners and engage those with whom they work as informants
1 2 3 4 5

**Total Section Score:**

### 5. Advance human rights and social and economic justice

| 18. Understand the forms and mechanisms of oppression and discrimination. | 1 2 3 4 5 |
|---|---|---|---|---|

| 19. Advocate for human rights and social and economic justice. | 1 2 3 4 5 |
|---|---|---|---|---|

| 20. Engage in practices that advance social and economic justice. | 1 2 3 4 5 |
|---|---|---|---|---|

**Total Section Score:**

### 6. Engage in research-informed practice and practice-informed research

| 21. Use practice experiences to inform scientific inquiry. | 1 2 3 4 5 |
|---|---|---|---|---|

| 22. Use research evidence to inform practice. | 1 2 3 4 5 |
|---|---|---|---|---|

**Total Section Score:**

### 7. Apply knowledge of human behavior and the social environment

| 23. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation. | 1 2 3 4 5 |
|---|---|---|---|---|

| 24. Critique and apply knowledge to understand person and environment. | 1 2 3 4 5 |
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**Total Section Score:**
### 8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services

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<tbody>
<tr>
<td>25. Analyze, formulate, and advocate for policies that advance social well-being.</td>
<td>1</td>
<td>2</td>
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</tr>
<tr>
<td>26. Collaborate with colleagues and clients for effective policy action.</td>
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**Total Section Score:**

### 9. Respond to contexts that shape practice

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<td>28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
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**Total Section Score:**

### 10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

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<td>31. Develop a mutually agreed-on focus of work and desired outcomes.</td>
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<td>35. Select appropriate intervention strategies.</td>
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<td>36. Initiate actions to achieve organizational goals.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>37. Implement prevention interventions that enhance client capacities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>38. Help clients resolve problems.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>39. Negotiate, mediate, and advocate for clients.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>40. Facilitate transitions and endings.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>41. Critically analyze, monitor, and evaluate interventions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Section Score:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please include any additional comments (strengths or needs) you feel would benefit the program:

*Thank you so much for taking the time to provide this important feedback to the program. We appreciate it very much!!*