

Auburn University  
Social Work Program

# Field Education Manual

For Students, Agency Supervisors and Field Instructors

**BSW Courses:**

Social Work Practicum – SOWO 3910  
Social Work Internship – SOWO 4920  
BSW Integrative Seminar – SOWO 4950

**MSW Courses:**

Generalist Field – SOWO 7920  
Advanced Field – SOWO 7930  
Advanced Field I – SOWO 7940  
Advanced Field II – SOWO 7960  
MSW Integrative Seminar – SOWO 7950

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## **Introduction**

The Auburn University Social Work Program provides a field education program that meets professional and accreditation standards set forth by the Council on Social Work Education (CSWE).

Field Education is considered by CSWE to be the “signature pedagogy” for social work education. The purpose of field education is to provide the most focused and directed opportunities for students to integrate knowledge, values, and skills into a practice setting. Students are placed in agency settings, and under the supervision of field instructors engaged in generalist and advanced social work practice. Field education with MSW supervision is the aspect that differentiates social work education from that of other professions.

Field education is a critical component of a student's preparatory work for becoming a professional social worker. Field placements are designed to be challenging, growth-producing, instructive and conducive to the application of theory to practice. In other words, both 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).

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

This field manual has been designed to assist students, field instructors, and faculty by providing information relevant to placing students in the field practicum, implementing the field education component of the social work degree, solving problems that might occur, and evaluating student outcomes.

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

Social Work Field Experiences are viewed as the culmination of professional education. Considerable effort has been made to integrate the field experiences with the total curriculum rather than perceiving the field experience as a component separate from the didactic courses. In the design of the BSW Internship and the MSW Generalist and Advanced Clinical Field Experience, major emphasis has been given to initiating the student into the role of social work practitioner while advancing his or her professional training.

The purpose of Field Experience 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 professional social work practice in order to prevent, alleviate, or resolve problems in social functioning.
3. To assist the student in the appropriate application of practice skills in helping relationships.
4. To develop the student's competency in actualizing intervention models 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 professional social worker through the use of field placements and maintenance of an appropriate supportive relationship with the social work faculty.
6. To assist the student in developing his or her role as a professional social worker by achieving an appropriate balance between self-initiative and the utilization of supervision and consultation.
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 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.
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 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.

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

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: <https://www.cswe.org/Accreditation/Standards-and-Policies/2015-EPAS>. 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>

The Social Work Program is located on the 7<sup>th</sup> floor of the Haley Center in the Department of Sociology, Anthropology, and Social Work within the College of Liberal Arts. The BSW program began in 1975 and has been accredited by the Council on Social Work Education since 1978. Created in 2017, the MSW Program was a natural progression of social work educational excellence at Auburn. The MSW program has been fully accredited since 2017.

As a land grant institution, Auburn University has the privilege and responsibility to address state and national needs to benefit the public. Part of the University's mission is to "provide high-quality graduate and professional programs in areas of need for and importance of the state and beyond." The Social Work program teaches professional, practice-based, direct service skills that directly relate to the University's land grant mission.

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

### **AU BSW Program Mission Statement**

The Auburn University Bachelor of Arts in Social Work Program mission is to make a positive impact on individuals, families, and communities within the State of Alabama by preparing generalist social work personnel who are capable of advancing human rights, social, economic, and environmental justice by attending to and finding solutions for the problems unique to Alabama's poor, advocating on behalf of the disenfranchised, including children and families at risk, and engaging 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 elevate the well-being of individuals, families, and communities in a collaborative manner.

### **BSW Program Goals**

The goals of Auburn University's BSW Program reflect the university's strong commitment to teaching, research and outreach. The goals that serve as an organizing framework are the following:

1. To provide a generalist practice curriculum that prepares beginning generalist social workers to incorporate social work values and ethics and engage in critical thinking and problem solving to practice respectfully and effectively at all system levels
2. To provide a learning environment and curriculum that:
  - a. Promotes an ability to understand and practice with diverse populations.
  - b. Focuses on the systemic roots, dynamics and consequences of social, economic, and environmental injustice.
  - c. Equips students with the skills to identify and challenge injustice and oppression
  - d. Prepares students to advocate and promote social change directed toward remedying injustice and oppression.
3. To promote scientific inquiry on social welfare issues, and micro, mezzo, and macro practice based on social work research findings.
4. To develop and strengthen partnerships with community stakeholders through provision of training, education, civic engagement, service, and research opportunities for graduates, faculty and the community.

The Auburn University undergraduate Social Work curriculum prepares its graduates for generalist practice through mastery of 9 core competencies and 31 component behaviors (as identified by the Council on Social Work Education 2015 EPAS). Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. Students must demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities.

### **AU MSW Program Mission Statement**

The Auburn University MSW Program mission is to make a positive impact on the health care needs and social problems unique to Alabama's citizens, by preparing students for advanced generalist social work practice with diverse populations through the establishment and maintenance of community partnerships, and development and implementation of research techniques and evaluative strategies.

### **MSW Program Goals**

1. To prepare a diverse student population for advanced clinical social work practice that adheres to professional social work values and ethics and focuses in the areas of health and mental health with a special emphasis on health disparities.
2. To advance student knowledge of the multiple dimensions of diversity and provide advanced clinical training with diverse individuals, families, groups, and communities that has a practical and positive impact on the lives of the people of the state of Alabama and our region.
3. To develop critical thinking skills utilized to evaluate, integrate, and implement empirical research and evidence-informed interventions to enhance advanced clinical social work practice.
4. To promote policies and community partnerships that address and reduce the impact of poverty, oppression, and health disparities.

The MSW curriculum prepares its graduates for advanced clinical practice through mastery of core competencies and associated behaviors at the generalist and specialization level. The core competencies are identified by the Council on Social Work Education (CSWE). They are extended and enhanced by the AU MSW program during the specialization year. The competencies are comprised of knowledge, values, and skills. Students must demonstrate the integration and application of the generalist and specialized competencies in practice with individuals, families, groups, organizations, and communities.

### **Educational Competencies and Behaviors**

The Council on Social Work Education, the accrediting body for social work education, utilizes a competency-based educational model for achieving successful student outcomes. Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of nine competencies and the associated 31 behaviors in generalist practice (SOWO 4920 & SOWO 7920) as well as the extended and enhanced nine competencies and 30 behaviors at the specialization level (SOWO 7930).

The nine competencies are:

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

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

The Social Work Program is 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. All

Auburn University Social Work students must be committed to professional ethics and principles as set forth in the *Code of Ethics* of the National Association of Social Workers. As stated in the NASW Code of Ethics and consistent with Auburn University Diversity and Inclusion Goals, we the administration, faculty, staff, and social work program affirm the following:

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

## **Overview of AU BSW Field Education**

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

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, 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.

### **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 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 and all other required social work courses. 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, have a satisfactory field readiness evaluation, and successfully completed the Internship application process.

After BSW students complete an extensive, individualized field application and interview with a field faculty member, students are guided to an available placement which best reflects their strengths, needs, interests and professional goals. Roles and responsibilities of the Social Work Program, field faculty, field liaison, agency, field instructors, and students are described in the section "Roles and Responsibilities."

### **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 capable of working with diverse clients across all system levels.

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 relevant topics to 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.

## **Overview of AU MSW Field Education**

MSW field experiences are a critical component of preparing students to become competent and principled advanced social work professionals. Internships provide students with the opportunity to integrate and apply knowledge, values and skills essential to social work in an increasingly diverse world. **Students must have a 3.0 GPA and a satisfactory field readiness evaluation to enter into field placement.** Internships are typically weekdays between 8:00 am and 5:00 pm, although some agencies may have evening programming and expectations for student interns. All students are expected to modify their schedule to meet this program requirement. After MSW students complete an extensive, individualized field application and interview with a field faculty member, students are guided to an available placement which best reflects their strengths, needs, interests and professional goals. Roles and responsibilities of the Social Work Program, field faculty, field liaison, agency, field instructors, and students are described in the section “Roles and Responsibilities.”

Students in the **Traditional Program** are required to complete 2 field experiences: First Year Generalist Placement (432 hours) and Second Year Advanced Clinical Placement (512 hours). The first-year generalist placement builds upon the knowledge and skills developed during the first semester of the foundation year. It focuses on the acquisition and development of generalist practice skills using a strengths perspective while providing opportunities for the application and integration of classroom concepts and principles for the development of core skills in social work practice. Generalist Placements are completed in block format for all students. The Second Year Advanced Clinical Placement prepares students for effective advanced social work practice through the completion of 512 hours focusing on the integration of classroom knowledge and skills with professional ethical practice. Advanced Clinical Placements may occur concurrently (over two semesters) or in block format (over one semester) culminating in the final semester of the program.

It is required that students admitted to the **Advanced Standing Program** will have successfully completed an internship (400 hours minimum) in an accredited BSW program prior to acceptance. Advanced Standing Program students are required to complete one field placement (512 hours) over two semesters (concurrent format), the Advanced Clinical Placement. Advanced Standing students are admitted in the summer semester, and advanced field placement is 16 hours per week beginning in the fall semester and continuing into the spring semester, for a total of 32 weeks, or 512 hours. This field experience focuses on the development of advanced social work practice skills focusing on the integration of classroom knowledge and skills with professional ethical practice.

### **SOWO 7920: First Year Generalist Placement**

The first generalist internship (SOWO 7920) provides foundation year students with educationally-directed practice experience under the direct supervision of an approved MSW field instructor. This field experience is 432 hours and builds upon the knowledge and skills developed during the first semester of the foundation year. It focuses on the acquisition and development of generalist

practice skills using a strengths perspective while providing opportunities for the application and integration of classroom concepts and principles for the development of core skills in social work practice. This field experience is completed in a full-time format, during one full semester.

### **Advanced Clinical Placement (SOWO 7930 Or SOWO 7940 & SOWO 7960)**

The Advanced Clinical internship (SOWO 7930) provides students with the opportunity to engage in advanced clinical practice with diverse populations under the direction and supervision of agency-based MSW field instructors. This clinical practice field experience prepares students for effective advanced social work practice through the completion of 512 hours focusing on the integration of classroom knowledge and skills with professional ethical practice. Advanced Clinical Placements may occur concurrently (over two semesters) or in block format (over one semester) culminating in the final semester of the program.

### **SOWO 7950: Integrative Field Seminar**

Taken in connection with the Advanced Clinical Placement is the Integrative Seminar (SOWO 7950). This course integrates theoretical models and concepts with practice gained in the advanced clinical internship. The seminar utilizes an ecosystems perspective, focusing on the dynamic interaction between individuals, families, communities, organizations, and other social systems. The students will focus on the social worker's role in responding effectively to the challenges of working with and within these systems. Students will also explore their own personal views related to ethical practice, gender, ethnic minorities, sexual orientation, and persons with disabilities. Opportunities are provided for case presentation, discussion, and peer consultation.

## **Roles and Responsibilities**

### **The Field Team**

The field education team has the responsibility for creating and fulfilling optimal field learning experiences. The team consists of: the student, the Field Instructor, the social service agency, the Field Director and/or the Assistant Director, the Field Liaison, and the Social Work Program. A brief description of the team members is provided below.

**BSW Students:** Pre-social work students must successfully complete SOWO 3910 Social Work Practicum 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 SOWO 4920 Social Work Internship after completing all other required social work courses. The BSW internship requires completion of a 480-hour block placement.

**MSW Students:** Traditional Program students are required to complete 2 field experiences: First Year Generalist Placement (432 hours) and Second Year Advanced Clinical Placement (512 hours). Generalist Placements are completed in block format for all students. Advanced Clinical Placements may be completed either concurrently (over two semesters) or in block format. Advanced Standing Program students are required to complete one field placement (512 hours) over two semesters (concurrent format).

**Field Instructor:** The Field Instructor is an MSW or BSW with two or more years of experience 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 BSW or MSW student, and to support the Field Instructor in their role.

**Field Director, Assistant Director, and Field Liaison:** The Field Director, Assistant 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 BSW and MSW students and field instructors in specific field education sites.

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 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.

### **Social Work Program Responsibilities**

1. To establish the philosophy, policies, procedures, and desired educational outcomes for the Field Experiences.
2. To establish criteria for the selection of agencies and Field Instructors.
3. To ensure that the policy of non-discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, economic status, or mental or physical ability is enforced in the assignment of field placements.
4. To evaluate and revise as necessary the structure and function of the field placement so that the field experience is integrated with the total curriculum and effectively contributes to the professional education of the student.
5. To assist students, the Field Instructor and the Field Liaison to enhance the student's field placement 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 field placement 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 field placement.
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 field seminar.

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 field placement and to refer irreconcilable difficulties to the Social Work BSW or MSW Program Director.
6. To recommend modifications in structure and function in the field placement, as these are required, to the social work faculty.
7. To plan and coordinate instructional workshops for Field Instructors and other relevant agency personnel.
8. To assume a leadership role with the social work faculty to ensure that the Social Work Program fulfills its responsibilities in regard to the field placement.
9. To initiate and supervise the application process for field experiences.
10. To coordinate the Student Liability Insurance coverage for students in field placements.

### **Field Liaison Responsibilities**

1. To represent the Social Work Program in formulating the Educational Learning Plan and to be responsible for fulfilling the Social Work Program's obligations as specified in the agreement.
2. To supervise, in conjunction with the Field Instructor, the student's learning experiences in the field placement.
3. To work with the Field Instructor and student to develop learning opportunities specifically related to the student's Educational Learning Plan.
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 field placement and Educational Learning Plan.
6. To review periodically the student's learning objectives and to assist in making any necessary revisions.
7. To consult at regular intervals with the Field Instructor and the student regarding the student's progress in the field placement.
8. To identify and assist in resolving problems arising in the field placement.
9. To ensure that each intern is assigned specific clients for whom he or she will bear primary responsibility under the supervision of the Field Instructor.
10. To communicate to the Field Director specific student performance concerns when necessary.
11. To conduct the field placement and maintain/grade all assignments required in the syllabus.
12. To assign a course grade to the student and consult with the Field Director on any failed grade after having given due consideration to all of the information available regarding the student's performance.
13. To administer/complete required program evaluation tools during and/or at the end of the semester.

### **Agency Responsibilities**

1. To determine, in cooperation with the educational institution - Auburn University Social Work Program, a specific placement for the student. The assignment should provide a broad range of learning experiences.
2. To provide in agreement with the educational institution, a qualified staff member to serve as the 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, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, economic status, or mental or physical ability in accepting students for placement or clients for services, assigning tasks and responsibilities, establishing policies and procedures related to students and clients.
  4. To allow the student to utilize the generalist approach and/or advanced clinical approaches as appropriate in the delivery of services to his or her assigned case(s).
  5. To permit the student to be assigned a specific case for which he or she will bear primary responsibility under the supervision of the Field Instructor.
  6. To permit the student to utilize information from his or her case(s) or agency (excluding identifying information) for case presentations and analysis.
  7. To orient the student to the agency's policies, procedures, and services, as well as the general nature and needs of the agency's clientele.
  8. To provide workspace for the students to the extent feasible through mutual planning appropriate to the student's responsibilities during the field placement.

### **Field Instructor Responsibilities**

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

### **Student Responsibilities**

1. To complete all agency pre-conditions prior to beginning the field placement (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 field placement 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 field placement and the Educational Learning Plan.
10. To fulfill the obligations of the Educational Learning Plan.
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 field placement 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 the field experience 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 the field placement.
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. Obtain and read thoroughly the content of the "Field Education 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.

## **Field Instructor Orientation**

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

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

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.

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.

Evaluative information about the field process is obtained through seeking feedback at Field Instructor trainings and during liaison visits. At each training (minimum 2 per year), attendees 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.

## **Information for BSW Students**

### **Student Prerequisites for Internship**

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 BSW 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 (See BSW Field Forms) 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 BSW 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:

- Receipt of a “C” in Practicum, SOWO 3910
- Inability to establish and maintain positive and constructive interpersonal relationships with social work faculty and students
- Inability to perform social work student tasks and assignments due to personal problems.
- Attitudes and behaviors inconsistent with the NASW Code of Ethics
- Mental/emotional difficulties that impair performance, interactions and /or relationships with peers, faculty, agency staff and/or clients
- Inability to accept constructive feedback from social work instructors and/or an inability to make changes recommended by this feedback
- Failing to adhere to the time schedule for the placement hours
- Consistent lateness or non-completion of assignments and other student tasks
- 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**

The state's Title IV-E Traineeship provides stipends to university students at Alabama higher education institutions to help create prospective child welfare workers and provide continuing educational opportunities for existing child welfare workers. Students interested in an intensive, closely supervised, paid placement in public child welfare may apply for a stipend.

Must be BSW student, who is preparing to enter their field placement, or be an advanced standing MSW student or MSW student in their second year, with a emphasis on social work with children, adolescents, and their families. The student must have a minimum overall GPA of 3.0 or higher for the last 30 semester hours of course work.

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. Once completed applications are received a stipend committee 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 18 months following graduation. More information on the Title IV-E Stipend application process and criteria are available on the Auburn University Social Work Program website and through the following link: <https://auburn.app.box.com/s/298papgpu5qy10dxukj96muukj0w0euh>

## Internship Placement 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. The packet is distributed during SOWO 4080 Social Work Practice 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. See *Guidelines: The Process of Placing Student Interns – Helpful Hints* in Supporting Documents.

### 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.**

## Field Orientation

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. At least one or two semesters before interning, students attend an Internship Pre-planning meeting which includes a panel of current BSW 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.

### **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.

## **Information for MSW Students**

### **Criteria Student Readiness for Field Placement**

In order to enter field education, MSW students must have successfully completed previous coursework as required by the MSW curriculum (Traditional or Advanced standing as appropriate), have a 3.0 GPA and a satisfactory field readiness evaluation to enter into field placement.

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

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 field placement. 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. Inability to establish and maintain positive and constructive interpersonal relationships with social work faculty and students
2. Inability to perform social work student tasks and assignments due to personal problems.
3. Attitudes and behaviors inconsistent with the NASW Code of Ethics
4. Mental/emotional difficulties that impair performance, interactions and /or relationships with peers, faculty, agency staff and/or clients
5. Inability to accept constructive feedback from social work instructors and/or an inability to make changes recommended by this feedback
6. Failing to adhere to the time schedule for the placement hours
7. Consistent lateness or non-completion of assignments and other student tasks
8. 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 with two 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 professional skills acquired through formal coursework and related experiences.

**Therefore, no student should interview at an agency until it has been approved as a possible Field Placement by the Field Office.** After the student/agency interview, and if all three parties (agency supervisor, student, and field director/assistant director) are in agreement with the placement, the student and agency supervisor may set the start day of the field placement (usually the first day of the semester in which the student is enrolled in either SOWO 7920 Generalist Field or SOWO 7930 Advanced Field.)

MSW Field Education is intended to move students from learning to doing with application in practice with supervision from MSW level social workers. It is intended that students will learn to work within the framework of professional foundation areas in the Generalist Field Experience and advanced clinical areas in the Advanced Field Experience while actively applying social work values and ethics to agency/client services. The learning experiences focus on knowledge, values and skills emphasized in the MSW 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 MSW field placement, the following conditions must be met:

- Students must complete their Field Placement Application (See Field Forms), interview with the Assistant Field Director and be approved by the Field Education Office as ready for field placement.
- Students in conjunction and collaboration with the Assistant Field Director have to locate an acceptable field placement site.
- The Assistant Field Director must approve the field placement agency before student interviews.
- Students must complete any agency requirements (training, criminal background check, drug testing, etc.). Students are responsible for any cost incurred in fulfilling these requirements

### **Internship Placement Process and Procedures**

#### **1) Complete Field Application**

The Application Process for MSW Field Placement formally occurs in the semester before the student begins the placement. Completed applications are due to the field office by the following deadlines:

- SOWO 7920 Generalist Field – September 1
- SOWO 7930 Advanced Field (Advance Standing Students) – June 1
- SOWO 7930 Advanced Field (Traditional Students) – October 1

After the field office reviews the completed application, students schedule a pre-placement meeting with the Field Office (step 2).

## **2)Pre-placement Meeting with Field Director**

Students are to schedule a pre-placement meeting with the Assistant Field Director prior to mid-semester before the anticipated field placement is to occur. The Field Application is to be submitted prior to this meeting (See Field Forms & deadlines).

During the Pre-placement meeting between the student and Assistant Field Director, students participate in a discussion to identify student interests, strengths, and needs related to field. Then, the Assistant 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.

## **3) Arrange and Complete Agency Interviews**

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

## **4) Selecting and Confirming an Intern Site**

Once the student has interviewed with the agency, it is time to make a decision. **The decision about placement MUST be one that both the student, the field instructor, and the Assistant 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 Assistant 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 Assistant 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.*

## **Field Orientation**

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. A Mandatory Orientation to Field Placement is conducted during the first week in the semester for all MSW Field Education students.

## **Field Education Policies**

### **Student Performance Expectations**

Academic performance, practice performance, and ethical behaviors are critical indicators of the student's readiness to assume professional responsibilities. Since field instruction is a significant requirement for all levels of the Social Work degree, the student must earn a passing grade in field education in order to complete candidacy for the Bachelor of Social Work degree and the Masters of Social Work degree. Field education students at all levels are expected to exhibit behaviors that are in compliance with Policies and Procedures for Review of Student Performance in the BSW and MSW AU Social Work Program Student Handbook.

### **Academic Competence**

Academic credit for both field and coursework is given only to students whose work meets minimally acceptable performance standards and conforms to the professional standards of ethical behavior and conduct. The program adheres to the university academic honesty policy (found in the Student eHandbook). <https://www.auburn.edu/academic/provost/academic-honesty/>

### **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 Student Standards 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 MSW Student Handbook and BSW Student 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 Student Handbook's Termination from the Social Work Program Procedures (See MSW and BSW Student Handbooks).

## **Termination from Field**

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

If a student is terminated from the field placement or does not receive a passing grade of "S" (for SOWO 4920; SOWO 7920; SOWO 7930) and "C" or higher for SOWO 3910 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. Students earning a grade of "U", Unsatisfactory, in any field education course may request a conference with the Field Director and/or Assistant Director and/or the Program Director, to discuss the nature of the unsatisfactory grade. The Field Director/Assistant Director, and the Program Director consider all aspects of the situation and determine if another field placement will be offered. **The Field Education Office is not obligated to offer more than one field placement opportunity at each level (SOWO 4950 -BSW Internships, SOWO 7920 MSW Generalist Field & SOWO 7930 MSW Advanced Field), and will not offer more than two attempts at a field placement per student.** Students can utilize the Social Work grade appeal process to dispute any grade.



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

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

These options could be one of the following:

1. Drop the course and re-take it at another time when the problem situation is corrected
2. Drop the course and select another degree option
3. Withdrawal from the University
4. Recommend termination from the Social Work Program

### **Selecting Field Settings Policy**

The Field Team is proactive in seeking out agencies who employ social workers with an MSW degree 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 the NASW Code of Ethics.

### **Procedures for Selecting Field Agencies**

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 identified below in criteria for selecting field agencies.

Once the school and agency have agreed to work together, a written cooperative agreement is completed and signed by both parties (See Field Forms). The Cooperative Agreement includes additional forms providing the school with the basic information about the agency and the field instructor.

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

Agency based Field Instructors must have at least 2 years post social work degree practice experience. 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 the NASW Code of Ethics. The AU Social Work 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 university about the possibility of becoming a field education site, or the school contacts the agency to explore the agency's willingness to accept BSW and/or MSW field students. The Field Team 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.

### **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 for SOWO 4920 Social Work Internship if they have at least three years post Bachelor's level experience in social work practice and a baccalaureate social work degree from a school accredited by the Council on Social Work Education. 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/Assistant Field Director.

2. An interest and commitment to training of 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 dedicated, structured supervision of students on a weekly basis (minimum 1hr per week).
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 selected by the Field Director or Assistant Field Director after a thorough appraisal of the field instruction capabilities and the ability of the agency to provide a relevant educational experience. The AU Social Work Program supports the continual development and effectiveness of Field Instructors through the provision of field instructor trainings and professional development opportunities. Field instructors, agency setting, and the field placement are formally evaluated at the close of the semester by the student. The information gained from the evaluation is shared with the field instructors, agency representatives and potential field instructors at the Annual Field Instructor training.

### **Placing Students in Field Education Policy**

To intern, students must have successfully completed all general education requirements, prerequisite degree requirements, and Social Work Program requirements. Students must also be in "good" academic standing for program requirement. To begin field placement students must complete an application and interview with Field Director in the academic semester prior to the identified internship semester (process described in Field Placement Procedures in this manual). Following this interview, students are directed to contact the potential agencies identified and complete agency interviews, select and confirm the placement, and, prepare to attend Orientation to Internship session offered early in the first week of the Internship semester.

### **Procedures for Placing Students in Field Settings**

As stated in the Field Instruction Manual, once students meet criteria for Internship, the Internship application process has 3 sequential processes: (1) Completion and submission of Internship Application Packet during week 4 of the preceding internship semester (2) Students schedule a Pre-placement and Matching Meeting with Field Director during weeks 4-6 of the preceding internship semester. Field Office matches students with qualified agencies willing to partner in competency based learning for intern. (3) Student is directed to arrange and complete agency interviews; and (4) Selection and Confirmation of Intern placement site. Once an agency confirms the upcoming placement, the student communicates acceptance to placement to the agency representative and the Field Director. The student must attend Orientation to AU BSW Internship meeting before beginning the Internship. The steps are presented in more detail below.

(1) Complete Internship Application Packet. The placement process formally begins when students are assigned to complete their Application for Internship. BSW students are emailed the due dates for completed Internship applications and the link to the Intern application the first week of each semester. Internship applications are due the 4<sup>th</sup> week of the preceding semester of Internship. Once completed, the Field Director reviews submitted applications and confirms that students meet the criteria for interning.

(2) Pre-placement and matching meeting with Field Director. Student interviews with the Field Director in the semester before their anticipated internship are scheduled for weeks 4-6 of the preceding semester. The purpose of this meeting is to discuss interest areas, strengths and needs, and specific and personal student goals related to the Internship. Based on the Field Director's understanding of Field Instructor availability, learning/teaching styles, and student strengths, needs and goals, the Field Director identifies 2-3 agencies and directs the student to arrange and complete at least two agency interviews. This process is done to provide students with a larger context of possible sites as well as to empower students to select a site which best meets their needs and supports their strengths and goals.

(3) Arrange and complete agency interviews. After the student has completed at least 2 interviews, the student contacts the Field Director to debrief the interviews and confirm the site selected. Often the agency field instructor contacts the Field Director to discuss student strengths and needs, prior to confirming placement availability with a specific student.

(4) Selection and Confirmation of Internship site. 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 selected placement site is confirmed. Following these meetings, the Social Work Field Director finalizes all placements and notifies students and agency field instructors. Once all parties are in agreement, the student can discuss timing agency orientation with the beginning of the semester. At that time, Cooperative Agreements are issued. The Cooperative Agreement is located in the Field Manual. The Cooperative Agreement includes a responsibilities section for the University and agency to sign. As stated in the Field Instruction Manual, students are directed to 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.

Students begin their placements with a 4 hour orientation to Internship during the first week of their internship semester. All students enrolled in the Social Work Internship must attend. The orientation is led by the Field Director and consists of the following elements:

- An overview of Field Experience policies and expectations of students in the Internship setting.
- Internship: Purpose and process
- Integrative Seminar: Purpose and process
- CSWE Social Work Competencies
- Mid-semester/Final Evaluation Form
- Educational Learning Plan
- Professionalism & Organizational Behavior
- Developing and Attaining Learning Goals

- Supervision and evaluation
  - self-evaluation/preparation/communication
- Safety
- Social Work Values and Ethics
- Professional Documentation
  - Process recordings
- Orientation to the Agency

### **Criteria for Placing Students in Field Settings**

As identified in the Placing Students Policy above, the criteria for placing students involves the field education program subsystems- students, BSW program faculty and Field Director, and social service agencies. Students must successfully qualify to intern based on Readiness for Field criteria. Students must also take responsibility for completing specific program and agency application forms, and attending program and agency interviews and orientations. BSW Program Faculty has the responsibility to confirm readiness for field placement. The BSW Field Director guides the student and potential agencies through the placement process, Social service agencies are selected based on their meeting criteria for selecting field sites. These agencies and programs have indicated their willingness and ability to co facilitate the student's competency based learning in partnership with the BSW program. Social service agencies also voice a willingness to communicate any questions and /or concerns in the placement process to the Field Director.

### **Monitoring Student Learning, Progress and Professional Development Policy**

The AU Social Work Field Office monitors student learning, progress and professional development through Field liaison visits to the agency, integrative seminars offered concurrently with the Internship, and weekly supervision for students with Field Instructors.

### **Procedures for monitoring student learning, progress and professional development**

#### **Liaison Visit**

A Field Faculty Liaison is assigned to each student in a field placement. They will visit the student and Field Instructor at the field site at least once during each placement. 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 field placement). 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 field placement, if it has been documented that all efforts have been taken by the student and the agency to correct any problems. The student should understand that a placement will be located as soon as possible. Depending on the ability of locating a new placement the student may have to wait another semester to begin hours. Any change in a field placement is coordinated with the permission of the Field Education Faculty

and the Program Director. 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

### **Agency Field Instructor Supervision Role**

Students are required to participate in a formal supervision meeting with their Field Instructor, at least one hour per week and as needed with the Field Liaison. The supervision should be completed during a dedicated time, not “on-the-fly”. 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 students to prepare an agenda for the conferences;

- giving students feedback on their performance in a variety of ways (e.g., process recording, videotaping, audio taping, joint interviews, etc.);
- focusing on student’s skill development;
- keeping notes of observations and interactions with the student

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

### **Seminar process and assignments**

BSW Students attend a weekly three-hour Integrative Seminar (SOWO 4950), currently taught by the Field Director and/or Field Liaison. MSW Students will have Integrative Seminar as part of the SOWO 7020 Generalist Field, and enroll in SOWO 7950 Integrative Seminar during SOWO 7930 Advanced Field. Seminar is an opportunity for students to integrate their agency experiences with classroom knowledge and concepts. From these discussions, the Field Director/Field Liaison gains additional insight into the student’s internship experience as well as the student’s ability to clearly demonstrate the level of critical thinking employed in their internship experience. Seminar topics include social work values and ethics, various practice interventions, policy and advocacy issues, organizational structure, decision-making, safety, research, resume writing and job search strategies. Students complete a written weekly log detailing their activities for the week and a journal integrating their field experiences with social work key concepts and frameworks, including the following: social welfare policy and organizations; social work values and ethics; social work practice methods; human behavior in the social environment; and professional development strengths and needs. This information assists the liaison in monitoring the student’s experiences in the agency setting and is used to assist students in finding solutions to internship learning issues.

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

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

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 BSW or MSW Student Handbook, respectfully)

### **Criteria for Monitoring Student Learning, Progress and Professional Development**

Monitoring students' professional growth and development, and expanding effectiveness related to the social work competencies requires an intentional and focused partnership effort involving the social work program, approved field sites and field instructors, and invested student interns. As such, criteria specific to each partner's role is required. The social work program utilizes bi-weekly integrative seminar process and assignments to monitor student learning and development related to the social work competencies. The social work program, via Faculty Field Liaison, and Agency Field Instructor work in partnership through schedule and ad hoc agency visit and other communication to address progress, challenges and questions related to student learning, skill development, and professional practice. Review of the mid-semester evaluation results through a shared discussion among Field Instructor, student and Field Liaison supports a collaborative effort in developing a competent, ethical, professional social worker. The Agency Field Instructor provides weekly, competency focused supervision to interns, either individually or in a group format.

### **Evaluation of Student Learning Policy**

Evaluation of all levels of field placement 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 field placement. This evaluation, consistent with CSWE competencies and 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. The evaluation of student learning at the completion of internship must meet the minimum competency within the evaluation tool for field and academic success.

### **Procedure for Evaluation of Student Learning**

The Field Instructor completes a mid-semester and a final evaluation of the student's performance in the field placement. This evaluation, consistent with CSWE competencies and 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 SOWO 4950 BSW Internship; SOWO 7920 MSW Generalist Field, SOWO 7040 Advanced Field I, SOWO 7060 Advanced Field II, and/or SOWO 7930 MSW Advanced Field (i.e. receive a (S) satisfactory) in the course, 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. Field Evaluations for each course are located in the Field Forms section.

The grade for the field placement 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. In addition to the mid-semester and final field evaluation forms, critical elements in the evaluation of student learning include: educational learning plan, weekly supervision with field instructor, and seminar participation and completed seminar assignments.

### **Criteria for Evaluation of Student Learning**

Evaluation of all levels of field placement 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. Agency Field Instructors complete a mid-semester Internship evaluation and discuss with the student and Field Liaison. Actions to address further growth and development of social work competency areas is identified during this midsemester process. The Final Evaluation is completed by the agency field instructor at the end/culmination of the Internship. Students are expected to be performing at expected level and above by the end of the internship.

Mid-semester/Final Intern Field Evaluation Form. As noted in Accreditation Standard 4.0, The primary mechanisms to evaluate student learning is the Mid-semester and Final Field Evaluation Form. The field evaluation instrument is completed by the agency field instructors and is used to assess students' mastery of the CSWE Social work competencies in their field experience. On this measure, each practice behavior is rated on a 5-point Likert scale as follows: 1-Failing level, 2-Below expected level, 3- at expected level, 4-above expected level, 5-outstanding level. This scale also includes a rating of IE (insufficient evidence) for the mid-term evaluation but not for the final evaluations. The benchmark for the final Field Experience evaluation is that 80% of students will receive a score of 3 ("at expected level") or higher on a 5 point scale. Student learning is evaluated using this tool at mid-term and at the end of internship to evaluate of student accomplishment. Field Instructors are asked to complete the mid-term Intern Field Evaluation in week 8 of each semester and it is reviewed with the student during the liaison visit to the agency. This process assures that all the student, field instructor and field liaison are aware of areas of student learning and can develop strategies to address areas which require more attention. The same tool, serves as the Final Intern Field Evaluation and is completed by field instructors at the end of the semester.

Students are encouraged to be active participants in the ongoing and formal evaluation process. For the Final Intern Field Evaluation, the student indicates on the Evaluation Form whether he or she agrees or disagrees that the evaluation is reflective of their skills and abilities. After the Final Intern Field Evaluation Form has been completed and discussed with the student, the Field Liaison tabulates the ratings assigns a grade of Satisfactory or Unsatisfactory for the final evaluation based on the numerical rankings by the Agency Instructor. The Intern Field Evaluation Form is only the primary tool used to evaluate student performance in their agency setting. 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.

The internship grade is 80% based on the mid semester and final evaluations and 20% based on the student's graded assignment, the educational learning plan. The Field Director is ultimately responsible, according to AU Social Work program policy, for assigning Internship grades.

When the student believes that the evaluation is not reflective of their skills and abilities, the student prepares a written report fully detailing why he or she thinks the evaluation is not reflective of their skills and abilities. This report is to be submitted to the faculty liaison who works to clarify the concerns and resolve the lack of agreement with the Agency Instructor and student. This includes mediation meetings with the Agency Field Instructor and student. If the disagreement remains unresolved, the necessary information is forwarded to the Field Director and the Social Work Program Director for resolution. Students will be involved and informed at each step in this process.

Educational Learning Plan. The educational Learning plan serves as a guide for each student to realize competence in each Social Work Competency area by specifying the need experiences and tasks. Students are responsible for completing the Educational Learning Plan with assistance from their Field Instructor. While the learning plan identifies generalized tasks for all placements, students must personalize their plan by adding specificity to additional tasks as well as creating other tasks for some practice behaviors. The Educational Learning Plan is reviewed in detail at the Internship Orientation, as well as during the first two seminars. As stated earlier, Agency Field Instructors and students are directed to utilize the educational learning plan and the mid-semester/final Intern Field Evaluation form during weekly supervision meeting to help guide learning and provide specific feedback on professional growth.

Weekly Supervision with Agency Field Instructor. 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 evaluation of areas of strength and need, completion of assigned tasks, and development related to social work competencies. The weekly supervision is also intended to be a safe place to plan for increased independence and improvement in professional social work practice.

Seminar and Evaluation. Additionally, students are required to complete critical awareness journals, a process recording and a research paper in the Integrative Seminar that is taught concurrently with Internship. The Seminar instructor uses these assignments to evaluate student learning of core competencies. The Seminar Instructor/Field Liaison is responsible for grading these assignments. The Integrative seminar grade is based on submitted weekly journals, participation in weekly seminars, and successful completion of a research project.

In summary, the processes of evaluation and grading emphasize an ongoing process with full student

involvement based on student performance and feedback with respect to clearly assigned professional social work responsibilities that relate to the internship objectives.

### **Evaluation of Field Setting Effectiveness Policy**

Field settings must demonstrate ongoing capacity to provide students opportunities to practice across all system levels and with a diverse client population, support student development across the Social Work Competencies, and work in partnership with the AU Field Program. Field settings must provide students with adequate supervision from a qualified Social Worker with a degree from an accredited College or University and 3 years post social work degree practice experience. In addition, field settings are evaluated by the Field Director using Elements that signify Field Setting Effectiveness Criteria and Elements that signify student safety in field settings.

### **Evaluating Field Setting Effectiveness Procedures**

#### **Field Liaison Visits and contacts**

The Field Liaison conducts site visits to agencies for the purpose of clarification, problem-solving and evaluation. These visits are utilized to monitor and evaluate student opportunities for practice across all system levels relative to Social Work Competencies and to a diverse client population. 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. On going evaluation is conducted by the Field Liaison through planned and ad hoc agency visits and contacts to determine access and implementation of identified opportunities for practice congruent with the social work competencies. During Field Liaison visits to Internship sites, the Liaison with the Agency Field Instructor assess whether they continue to meet the Program's criteria for serving as an Internship site. The Field Liaison visits the student and Field Instructor at the field site at least once during each placement. If concerns are identified, the liaison offers the field instructors suggestions in response to changes which enhance the student's opportunity to practice and further develop social work competencies.

#### **Student Evaluation of Intern Experience**

Student Evaluation of Intern Experience. As referenced in the AU Field Instruction Manual, Student's 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. During the final integrative seminar, interns complete an evaluation of the Internship Agency Experience Form which allows student to provide qualitative and quantitative feedback related to their specific agency internship experience. This form gathers student perspectives about the Placement Agency and Field Instructor experience to support the administration of field education, as it relates to the overall mission of the Program. Analysis of this information is incorporated into used for curricular revision as necessary and substantiates settings' capacity regarding developing capable social work professionals.

Based on agency contacts and /or the Student Evaluation of Intern settings, the Field Office determines responses to possible field setting concerns based on severity, degree and likelihood of repair through partnership with the Field Office.

If the Field Office (Field Liaison and/or Field Director) determines that a Field Site is declining in its capacity regarding one limited concern to effectively partner with the program and effectively meet the responsibilities for maintaining an effective internship experience, the

field office will determine if the site can be maintained through a solution focused plan to address the identified concern. The plan must be implemented immediately and the site re-evaluated in the immediate future by the Field Director.

If the Field Liaison/Director determines that the setting does not have capacity to implement recommendations for return to effectiveness as a Field site, the agency will be removed from the list of available field sites. Upon agency request and demonstration of successful resolutions addressing the identified concern(s), this removal can be revisited in a 12-month period of time.

### **Criteria for Evaluating Field Setting Effectiveness**

- The Field site has opportunities for students to practice and develop across all system levels relative to Social Work Competencies
- The Field site serves a diverse client population. 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.
- The field site employs social workers with a degree in social work from an accredited college or university. The field site further identifies capable BSW and MSW agency employees with a minimum of 2 years post social work degree practice experience to serve as Field Instructors
- The field site is an appropriate setting for social work training i.e., mission of the agency, commitment to training, adequate staff available to provide supervision. The field site is also located within 1 hour driving distance of Auburn University BSW Program office.
- The Field site demonstrates continued willingness and ability to work closely in partnership with the AU Social Work Field office. This includes: determining appropriate learning goals for students, providing adequate supervision, providing field instruction which is consistent with social work competencies and the educational objectives of the program, attending on-campus field instructors' meetings, preparing written evaluations of students' performance.
- The field site demonstrates on-going ability to provide students with adequate space, resources, and materials to carry out the roles expected of them.
- The field site orients students to the overall agency policies and practices, early in the placement and before students make in-person, unsupervised contact with clients and client families.
- Agency Task Supervisors and/or Field Instructor meet with student weekly, and consistently communicate any field placement concerns and/or challenges to the field liaison as early as possible in the initial problem-solving process with Interns.

- The Field site supports students to initially function in the role of observer as social workers model client interactions in office, home and agency visits;
- The Field Site plans student assignments are graduated and incremental in terms of severity of client challenges and needs;
- The field instructor supervision process and meetings are consistent and reflect an environment where practice issues, challenges, and concerns can be/are addressed; Student capacity and development is continually assessed, monitored and used in task assignments;
- The field site allows students to participate in staff meetings, in-service training, inter-agency conferences, and other learning opportunities that arise.
- The agency provides additional supports when risk to safety is elevated, including sending an additional professional staff person with the student; changing the site of the visit to a safer venue; changing the day or time of the visit; and/or postponing the visit.

### **Supporting Student Safety Policy**

It is the policy of the program to encourage attention to safety in field education. The Field Faculty will present safety information as a portion of orientation sessions for field students and during seminar coursework. (See *Safety Issues and Guidelines* in the Supporting Documents) Field Instructors are responsible for providing and students are responsible for reading and complying with all agency policies, including safety. Each Field Agency has a safety assessment unique to the agency. Standards for safety and risk assessment are discussed at field orientation and field seminar throughout the students' field experience. Guidelines for safety provided are linked here:

<https://www.socialworkers.org/LinkClick.aspx?fileticket=6OEdoMjcNC0%3D&portalid=0>

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 Social Work Field Education Office regarding any lack of compliance.

### **Supporting Student Safety in Field Experiences Procedures**

1. Students are provided with orientation to the field experience to include safety risks and risk management in social service field settings.
2. Students and Field Instructors are directed to read and review the supporting Safety Information included in the Field manual which addresses: guidelines for personal safety, risk reduction guidelines, guidelines for scheduling, preparing and conducting home visits, and what to do if attacked or seriously threatened.
3. Students are informed and complete a signed waiver of the potential safety risks associated with direct practice.

4. Field Instructors are trained to anticipate and provide safety education to students specific to their agency's setting.
5. Field Instructor adhere to the practices found in the social work program's Elements that Signify Student Safety in Field Settings.
6. 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. If no agreement can be reached among the field instructor, the student and the faculty field liaison, the ultimate decision rests with the Field Team.
7. If a student experiences an unsafe or potentially unsafe field activity, the field instructor must debrief the student and provide support as soon as possible and inform the Faculty Field Liaison as soon as possible.
8. If a student initiates what may be an unsafe field activity, the field instructor must direct the student not to proceed and notify the Social Work Field Education Office regarding any lack of compliance.

### **Supporting Student Safety in Field Experiences Criteria**

Supporting student safety requires an intentional and focused partnership effort involving the social work program, approved field sites and field instructors, and student interns. The Program manages the process for Student Professional Liability Insurance through the AU Office of Risk Management for all social work interns. Standards for safety and risk assessment are discussed at field orientation and field seminar throughout the students' field experience. Guidelines for safety in the NASW Guidelines for workplace safety are provided via link in the Field Manual and provided are here:

<https://www.socialworkers.org/LinkClick.aspx?fileticket=6OEdoMjcNC0%3D&portalid=0>

The guidelines are referenced during student intern orientation and field instructor orientations. The Field Faculty presents safety information as a portion of orientation sessions for field students and during seminar coursework. (See Safety Issues and Guidelines in the Supporting Documents). Field Instructors have a direct responsibility to support student safety for their agency interns. This is presented during Field Instructor Orientation and Training and field instructors, as well as students are directed to review the Field Manual's Safety Issues and guidelines section. Understanding that each field agency has a safety assessment unique to the agency, Agency Field Instructors are also directed to place Interns in any agency specific safety training, ongoing or ad hoc. Students are responsible for reading and complying with all agency policies, including safety and the AU Field Manual's Safety Guidelines.

If a student believes that they have been given an unsafe assignment, the student is responsible for notifying their field instructor and then contacting the liaison before proceeding. Students have the right to question any potentially unsafe assignment without repercussion from their field instructor or liaison.

AU Field Program's efforts to support student safety is consistent with NASW Guidelines for Workplace Safety through training and enhancing skills in safety assessment and risk management. During Field Instructor Orientation, the elements that signify student safety in a field setting are presented as required operational procedure for supervising Interns.

**Elements that signify student safety in a field setting include:**

- Students are oriented to the overall agency policies and practices, with attention to safety considerations early in the placement and before students make in-person, unsupervised contact with clients and client families
- Agency Task Supervisors or Field Instructor meet with student to discuss assessing safety relative to client history, potential triggers for volatile behavior;
- Students initially function in the role of observer as social workers model client interactions in office, home and agency visits;
- Student assignments are graduated and incremental in terms of severity of client challenges and needs;
- Student capacity and development is continually assessed, monitored and used in task assignments;
- The field instructor supervision process and meetings are consistent and reflect an environment where safety issues, challenges, and concerns can be addressed;
- The agency provides additional supports when risk to safety is elevated. Additional supports as identified in NASW Guidelines for Workplace Safety include: sending an additional professional staff person with the student; changing the site of the visit to a safer venue; changing the day or time of the visit; and/or postponing the visit.

Alternatively, an unsafe field setting does not provide the needed level of support, orientation to agency safety policy, client risks and challenges. An unsafe field setting lacks the Elements that Signify Student Safety in field settings identified above.

**Life Experience Policy**

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

**Educational Learning Plan Policy**

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

The learning plan is designed for the specific field education course. Based on the expectations and requirements of the course, the frame of the Educational Learning Plan includes the CSWE Core Competencies and corresponding behaviors (See Field Forms for specific ELP by course). Students are

to identify specific tasks that support the development and enhancement of practice behaviors and personalize the document to their specific experience/setting.

**Think of the Educational Learning Plan as a “working document”.** It is subject to change as the student, 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

### **Field Placement Hours Policy**

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

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

### **Leave Time Policy**

Students are expected to act responsibly in their field placements. 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 field placement may receive a grade of "U", Unsatisfactory, in the field education course and will be required to make up the time deficiency. Other policies regarding leave time are as follows.

- An agency holiday that falls on a student’s scheduled internship day 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 field placements during the respective semester.

### **Ending Field Placement Early**

All students must complete the required hours for the field placement in which they are enrolled. **It is not recommended that students end field placements early.**

Even if students complete their hours early (this is not recommended) the student must continue in their setting until the last week of classes.

### **Student Liability Insurance**

All students are required to carry malpractice insurance during their Field Placement. Student Liability Insurance is purchased when BSW students pay tuition during their senior academic year. MSW students are charged during the fall semester each 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.

- Field 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.

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

### **Use of Personal Automobiles**

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

Issues related to use of personal automobiles need to be clarified prior to placement. In any event, students cannot 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.**



### **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 Office, they can write a written petition to the Social Work BSW or MSW 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 Office of Accessibility at 844-2096, located at 1244 Haley Center, and provide documentation as needed. The Office of Accessibility makes recommendations for accommodations. The Social Work Program, in close consultation with the Office of Accessibility, 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 Office of Accessibility, 1244 Haley Center, and meet with Field Director and/or the Assistant Director to discuss specific needs.

### **Health Insurance Policy**

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 for MSW and 1 hour from Auburn University's Main campus for BSW. Students interested in completing a field placement out of the local Auburn/Opelika area must be approved by the Field Director or Assistant 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/Assistant Director to secure and successfully complete an appropriate out-of-area placement. BSW 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. MSW students will be responsible for participating in at least 6 seminars during their seminar semester via skype or in person.

## **Sexual Harassment Policy**

Because students in field placements 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."

## **Supporting Documents for a Successful Field Placement**

**The Process of Placing Students – Helpful Hints for Students**

**Student Performance Expectations**

**Safety Issues and Guidelines**

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

**Agency Ideas for the 1<sup>st</sup> Three weeks of Field Placement**

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

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 Assistant Director. The decisions are made only after students have had an interview with a representative of the potential agency. Due in part to the field team's knowledge of the social service community and relationships with agency instructors, the matching process is quite successful. In addition, many agency instructors are alumni of the AU Social Work Program and are well known to the faculty.

Matching occurs after the student interviews with the Field Director or Assistant 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 or Assistant 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 field placement site.
- Discuss learning opportunities and role(s) of students in your level of field placement.
- Allow the agency field instructor an opportunity to interview and determine if the agency appears most appropriate for the student.
- Allow the student an opportunity to interview and determine if the agency appears most appropriate for the student.

The basic student information prepared in the students' field application packet is shared with the agency.

FOR BSW STUDENTS - 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.

FOR MSW STUDENTS – Field Expectations will be discussed during MSW orientation.

FOR BOTH - Students are directed to evaluate their strengths and areas to work on and professional dress for interviews. Following their individual interviews with the Field Director or Assistant Director, students then call and make an appointment for the interview. After completion of the interview:

- The Field Director or Assistant Director 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 team 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 Field Forms for the Cooperative Agreement). The Cooperative Agreement 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.

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

1. Once possible field placement sites have been identified, you need to schedule an interview at each placement site.
2. Remember the interview is a two-way interaction. Field Instructors will interview you, and you will interview them.
3. 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**

1. What interests led you to seek a placement at this particular agency? If you did not select this agency as one of your choices, what about it would help you meet your learning objectives?
2. What experience do you have in social work (classroom or other related people oriented activities), what are your long-range career goals, and what are your immediate learning needs?
3. What concerns do you have about the placement site?
4. What special interests or needs do you have that may not have been mentioned in the field application form that you need to share with the field instructor?
5. Why did you opt for social work as a profession over other professional possibilities?

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

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

### **Mechanics**

1. Arrive early to assure a parking place and time to go to the bathroom. Arrive at your appointment at least 10 minutes before your scheduled time.
2. Note how the agency looks and feels from the outside and as you move into it. (Can you see yourself being there as a professional?)
3. Dress professionally and conservatively.

4. Be genuinely enthusiastic.
5. Be honest in your responses to questions. It is far better to discover now that this is not the right place than later. A realistic appraisal of yourself is in your best interest.
6. Write a thank-you note for the interview to the field instructor.

## **Student Expectations related to Field Education Performance**

NOTE: This information is taken from the Student Handbook: Policies and Procedures for Review of Student Performance

### **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>);
- 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.

### 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 field placement, students should discuss safety issues along with other issues of infection control, personal injury, and risk assessment.** Students with any safety concerns or questions should contact the Field 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 (i.e. Google Maps) 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

Horejsi, C.R., & Garthwait, C.L. (2002) *The Social Work Practicum, A guide and workbook for students*. 2nd ed .Needham Heights, MA: Allyn & Bacon.

Kaplan, S.G., & Wheeler, E.G. (1983). *Survival skills for working with potentially violent clients*. *Social Casework*, 64(6), 339-346.

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

Weinger, S. (2001). *Security Risk: Preventing client violence against social workers*. Washington, DC: NASW Press.

# Field Instructor and Agency Guidelines

## 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.

### **Monitoring Student Learning and Professional Development**

The AU Social Work Field Office monitors student learning, progress and professional development through Field liaison visits to the agency, integrative seminars offered concurrently with the Internship, and weekly supervision for students with Field Instructors

### **Procedures for Monitoring Students Collaboration and Supervising Students**

Faculty Liaison Agency Visits and contacts with Field Instructor

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 field placement and at mid-term. During the initial meeting, 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 and email contact with agency instructors throughout the semester. Beginning at orientations and by the first week of the semester, Field Instructors, along with students are encouraged to utilize the support opportunities provided by the Field Liaison.

#### Integrative Seminars

BSW Students attend a weekly three-hour Integrative Seminar (SOWO 4950), currently taught by the Field Director and/or Field Liaison. MSW Students will have Integrative Seminar as part of the SOWO 7020 Generalist Field, and enroll in SOWO 7950 Integrative Seminar during SOWO 7930 Advanced Field. Seminar is an opportunity for students to integrate their agency experiences with classroom knowledge and concepts. From these discussions, the Field Director/Field Liaison gains additional insight into the student’s internship experience as well as the student’s ability to clearly demonstrate the level of critical thinking employed in their internship experience. Seminar topics include social work values and ethics, various practice interventions, policy and advocacy issues, organizational structure, decision-making, safety, research, resume writing and job search strategies. Students complete a written weekly log detailing their activities for the week and a journal integrating their field experiences with social work key concepts and frameworks, including the following: social welfare policy and organizations; social work values and ethics; social work practice methods; human behavior in the social environment; and professional development strengths and needs. This information assists the liaison in monitoring the student’s experiences in the agency setting and is used to assist students in finding solutions to internship learning issues.

## LIAISON VISITS

A Field Faculty Liaison is assigned to each student in a field placement. They will visit the student and Field Instructor at the field site at least once during each placement. 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 field placement)**. 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 field placement, if it has been documented that all efforts have been taken by the student and the agency to correct any problems. The student should understand that a placement will be located as soon as possible. Depending on the ability of locating a new placement the student may have to wait another semester to begin hours. Any change in a field placement is coordinated with the permission of the Field Education Faculty and the Program Director.

**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**

### Weekly Supervision

The student, Field Instructor, and Field 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. During Orientation, Field Instructors are encouraged to contact and involve the Field Liaison when concerns , questions or challenges are identified with little progress during weekly supervision.

## Supervision - REQUIREMENTS

Students are required to participate in a formal supervision meeting with their Field Instructor, at least **one hour per week** and as needed with the Field Liaison. The supervision should be completed during a dedicated time, not “on-the-fly”.

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

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

# Field Placement Forms

## General Forms

Cooperative Agreement for Field Placement

Agency Information form

Field Instructor Information form

Available Learning Experiences form

Field Instructor Evaluation of Social Work Placement

Student Evaluation of Field Placement

## BSW Field Placement Forms

Application for SOWO 4920 BSW Internship

Educational Learning Plan (SOWO 4920 BSW Internship)

Weekly Log Sheet

Practicum (SOWO 3910) Mid-Semester/Final Evaluation

Internship (SOWO 4920) Mid-Semester/Final Evaluation

## MSW Field Placement Forms

Application for SOWO 7920 Generalist Field Placement

Application for SOWO 7930 Advanced Field Placement

Educational Learning Plan

SOWO 7920 Generalist Field

SOWO 7930 Advanced Field

Weekly Log Sheet

Generalist Field (SOWO 7920) Mid-Semester/Final Evaluation

Advanced Field (SOWO 7930) Mid-Semester/Final Evaluation

**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 students enrolled in the Social Work Program.

Check all that apply:

Bachelor of Social Work

Masters of Social Work

**The Auburn University Social Work Program will:**

Assume initial responsibility for selection of students to be placed.

- a. Provide \_\_\_\_\_ with an opportunity to review any candidate and  
(Agency) appropriate records for placement.
- b. 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.
- c. Provide a statement of general learning objectives applicable to field instruction.
- d. Have responsibility for the final determination of the placed student's grades and credit hours earned.
- e. 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)

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

- b. Accept no more than \_\_\_\_\_ social work students each semester.
- c. Accept students in field placement without regard to race, sex, age, ethnic origin, religion, disability, political beliefs, or any other nonperformance standard.
- d. 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.
- e. Provide field instruction that is consistent with the educational objectives of the Auburn University Social Work Program.
- f. Provide a direct supervisor of a placed student who will:
  - 1. Meet with student to review the student's work at least one hour every week.
  - 2. Be familiar with texts and other course material utilized in the social methods course (BSW) and the Practice courses (MSW) taught by Auburn University.
  - 3. Attend the scheduled meetings of field supervisors held at Auburn University.
  - 4. Prepare written reports on student progress including final evaluation report, consistent with the report forms provided by the social work program.
  - 5. Be available for consultation with faculty of the social work program regarding either individual students or the field work program generally.
- g. 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.
- h. 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.
- i. 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 Bachelor of or Masters of Social Work Program at Auburn University.
- 4. The Director in consultation with the Auburn University Field Director and 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: \_\_\_\_\_



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Signature, Director of the Agency, Title

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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: \_\_\_\_\_

Schools	Number of Students	Undergraduate	Graduate

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Brief statement about personal and professional interest in field instruction.

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Total Number of Social Work Students from Auburn University you are willing to have during placement period: \_\_\_\_\_ Bachelors (Undergraduate) \_\_\_\_\_ Masters (Graduate)

Yes No Can students meet with you for individual instructional conferences on a weekly basis?

Yes No Can students meet with you for group conferences on a weekly basis?

Yes No Will you have time to read and critique student records prior to conferences?

Yes No Will you be able to furnish the school with a written evaluation for each student you instruct each academic semester?

Yes No Are you willing to have a copy of student records made available to class instructors in the Department of Sociology, Anthropology, and Social Work?

Yes No 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:

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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:

	<u>Numbers</u>	<u>Dates from which Schools</u>
Undergraduates	_____	_____
First Year MSW	_____	_____
Second Year MSW	_____	_____

Check which supportive sources will be available for students:

Desk Space  Telephone  Dictating Facilities  Supplies  Clerical Service

If are not available explain:

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To what extent are out-of-pocket expenses reimbursed: \_\_\_\_\_

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To what extent is there provision for Agency-related transportation expenses? \_\_\_\_\_

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What, if any provisions, are there for student stipends (living costs, tuition, etc.) Explain.

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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)

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

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Higher Education:

Colleges, Universities, Continuing Education	Degree(s)	Date(s) received

Certification: ACSW? \_\_\_\_\_ Other \_\_\_\_\_

Have you served as a field instructor before? \_\_\_\_\_

Include dates and schools of service: \_\_\_\_\_

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**\*\*Please attach a current resume.**

**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:

\_\_\_\_\_ Bachelors (Undergraduate) \_\_\_\_\_ Masters (Graduate)

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

Names of Schools	Number of Students	Field Instruction Days
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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



\_\_\_\_\_ Public \_\_\_\_\_ Private, non-profit \_\_\_\_\_ Private, profit \_\_\_\_\_ Other

6. Please indicate the number of times each semester that your AU field liaison visited you and your agency.

1<sup>st</sup> semester \_\_\_\_\_ 2<sup>nd</sup> semester \_\_\_\_\_

7. Please indicate the number of times you had telephone contact with your field liaison during each semester.

1<sup>st</sup> semester \_\_\_\_\_ 2<sup>nd</sup> semester \_\_\_\_\_

8. Did you have an agency visit prior to the placement? \_\_\_\_\_ Yes \_\_\_\_\_ No

9. Did you receive a Field Manual prior to the beginning of the semester?

\_\_\_\_\_ Yes \_\_\_\_\_ No

10. Did you receive a seminar syllabus at the beginning of the semester?

\_\_\_\_\_ Yes \_\_\_\_\_ No

11. Did you attend a training workshop sponsored by AU Social Work Program during the past year? \_\_\_\_\_ Yes \_\_\_\_\_ No

The below section asks you to provide feedback on the support that you received from AU's Field Education program. For these statements, please circle the number that most closely conveys your response, ranging from **1 = inadequate or poor quality** to **5 = excellent quality**.

<i>Item</i>	<i>Poor Excellent</i>				
Orientation provided by AU's Field Education office	1	2	3	4	5
Communication with the Field Director/Asst. Director	1	2	3	4	5
Overall liaison support	1	2	3	4	5
Clarity of your role as a field instructor	1	2	3	4	5
Integration of field placement with the field seminar	1	2	3	4	5
Information for developing the Education Learning Plan	1	2	3	4	5
Student evaluation form	1	2	3	4	5

**BSW & GENERALIST FIELD**



For the next series of questions, please rate Auburn University’s Social Work Program for preparing students for **beginning their BSW or Generalist field placements** (not for beginning social work practice). This rating should be based on the curriculum rather than the individual students.

<i>Item</i>	<i>Poor Excellent</i>				
Overall level of generalist social work practice skills	1	2	3	4	5
Understanding and commitment to social and economic justice	1	2	3	4	5
Knowledge of and commitment to working with diverse populations	1	2	3	4	5
Knowledge of and commitment to working with vulnerable populations	1	2	3	4	5
Preparation for beginning to conduct assessment of individuals and families	1	2	3	4	5
Preparation for beginning to facilitate group processes	1	2	3	4	5
Ability to engage clients empathetically	1	2	3	4	5
Ability and willingness to engage in supervision	1	2	3	4	5
Interviewing skills	1	2	3	4	5
Oral communication skills for interacting with colleagues	1	2	3	4	5
Written communication skills	1	2	3	4	5
Leadership skills	1	2	3	4	5
Commitment to ongoing professional development	1	2	3	4	5
Critical thinking and problem-solving skills	1	2	3	4	5

The final section asks you to evaluate our program’s success in preparing students as beginning Generalist Level social work practitioners as they complete their field placement. This rating should be based on the curriculum rather than the individual students.

<i>Item</i>	<i>Poor Excellent</i>				
Demonstrate Ethical and Professional Behavior	1	2	3	4	5
Engage Diversity and Difference in Practice	1	2	3	4	5
Advance Human Rights and Social, Economic, and Environmental Justice	1	2	3	4	5
Engage in Practice-informed Research and Research-informed Practice	1	2	3	4	5
Engage in Policy Practice	1	2	3	4	5
Engage with Individuals, Families, Groups, Organizations, and Communities	1	2	3	4	5
Access Individuals, Families, Groups, Organizations, and Communities	1	2	3	4	5

Intervene with Individuals, Families, Groups, Organizations, and Communities	1	2	3	4	5
Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	1	2	3	4	5

**Please feel free to provide additional comments or recommendations below regarding field liaison, the Field Education Office, and the AU Social Work Program. Comments can include strengths or areas for improvement of the program, and any other comments that will help us to achieve our mission.**

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Please return this completed form at the end of the final field placement to:

**Auburn University  
 Department of Sociology, Anthropology, and Social Work  
 7030 Haley Center  
 Auburn, AL 36849**

**ATTN: Delaine Gibson  
 Administrative Support Specialist**

## **Student Evaluation of Field Placement**

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.

SOWO 4950 BSW Internship

SOWO 7920 MSW Generalist Field

SOWO 7930/7940/7960 MSW Advanced Field

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

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

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

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

Instructor: \_\_\_\_\_

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

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

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

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

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

## II. The Agency

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

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

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

12. Give some general reflections on the agency:

## III. Learning Experiences

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

## **BSW Field Placement Forms**

**AUBURN UNIVERSITY  
SOCIAL WORK PROGRAM**

**SOWO 4920 BSW 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.

III. 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:** Write 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:**

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**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.**

	<b>Contact Person/Agency Address</b>	<b>Email/Phone</b>
1.	( )	
2.	( )	
3.	( )	

**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**

**Name**

**Relationship**

**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.)

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

Can we contact any of the above?

**Other Paid Work Experience  
(most recent three)**

<b>Date</b>	<b>Name and Address of Employer</b>	<b>Job Title</b>	<b>Part-time=PT Full-time=F</b>

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

**AUBURN UNIVERSITY - SOCIAL WORK PROGRAM  
DEPARTMENT OF SOCIOLOGY, ANTHROPOLOGY, AND SOCIAL WORK**

**SOWO 4920 BSW Field Educational Learning Plan**

Date:		
Student Name:		
Agency Name :		
Agency Address:		
Agency Telephone:	Email:	Website:
Student Telephone:	Email:	Alt phone:
Faculty Liaison:	Email:	Telephone:
Field Educator:	Email:	Telephone:
Task Supervisor (if applicable)	Email:	Telephone:

<b>Field Placement Schedule</b>						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Placement Start Date:	Placement End Date:
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**EPAS Competencies:**

The Council on Social Work Education, the accrediting body for Social Work Education utilizes a competency-based educational model for achieving successful student outcomes. Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of nine competencies and the associated 31 behaviors in practice. The nine competencies are:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-Informed Research and Research-Informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

The BSW Generalist field experience is a critical component in the preparation of students to become competent and principled advanced social work professionals while measuring and reflecting the student's ability to demonstrate capacity in the extended nine core competency areas. Internships provide students with the opportunity to integrate and apply knowledge, values, and skills essential to competent social work practice. This educational plan outlines the generalist core competencies and behaviors. **Each 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.

**Directions:** All students should consult with their field instructor to define and describe student activities to appropriately demonstrate each behavior. Students are responsible to complete identified tasks relevant to each practice behavior. All tasks need a specific time frame. ( i.e. "by week 5", "week 1-3", "by mid-semester", etc..)

## SOWO 4920 Generalist Field Educational Learning Plan

<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>				
	<b>Behavior</b>	<b>Student Activity/Task</b>	<b>Responsible Person</b>	<b>Target Date</b>
1.	Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	<p>Read and Review of Code of Ethics</p> <p>Read and adhere to NASW code of Ethics</p> <p>Identify ethical issues</p>		
2.	Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations	<p>Awareness in critical assessment of personal perspectives and biases.</p> <p>ID personal strengths/weaknesses</p> <p>Establish effective working relationships</p> <p>Journaling with focus on personal perspectives and biases.</p>		
3.	Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication	<p>Adhere to agency dress code</p> <p>Address clients in respectful manner using appropriate names</p> <p>Ask when uncertain what they prefer to be called; address in a respectful manner</p> <p>Complete confidentiality forms</p>		

		Best practices – role play Assume professional practice responsibilities		
4.	Uses technology ethically and appropriately to facilitate practice outcomes	Awareness of agency ethics, policy on behavior and means of communication  Record progress notes after visit		
5.	Uses supervision and consultation to guide professional judgment and behavior	Act on corrective feedback  Ask field educator for feedback regarding appropriate behavior with regard to social work mission, values, and ethics.  Obtain feedback on specific observations and interactions with individuals, families, groups, organizations, communities		

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

	Behavior	Student Activity/Task	Responsible Person	Target Date
6.	Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	Recognize diverse populations  Journaling		
7.	Presents her/himself as a learner and engages clients and constituencies as experts of their own experiences	Practice identifying strengths in vulnerable populations		

8.	Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	<p>Identify personal ethics and biases related to the client population at your agency.</p> <p>Critically analyze personal values and how they fit into policy perspectives for agency target population.</p> <p>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.</p>		

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

	<b>Behavior</b>	<b>Student Activity/Task</b>	<b>Responsible Person</b>	<b>Target Date</b>
9.	Applies her/his understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	<p>Identify the impact of oppression on cultural identity development and life's experiences of target individuals.</p> <p>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).</p>		



		Distinguish between different forms of internalized and externalized oppression		
10.	Engages in practices that advance social, economic, and environmental justice	<p>Recognize and validate the experiences of people who have been historically and/or are currently oppressed</p> <p>Describe strategies for advocacy</p> <p>Identify gaps in service &amp; service delivery</p> <p>Help to remove stigma/mindset related to clients served</p> <p>Identify internal/external barriers within system/programs (“systematic” – legal, program., financial) and Be able to discuss with instructor</p>		

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

	<b>Behavior</b>	<b>Student Activity/Task</b>	<b>Responsible Person</b>	<b>Target Date</b>
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11.	Uses practice experience and theory to inform scientific inquiry and research	<p>Apply systems theory, the ecological perspective, and theories of human development across the lifespan to explain individuals and families in the context of the larger environment.</p> <p>Preview research journals/articles – how that translates into practice in field setting</p> <p>Process/debrief as soon as possible following a home visit, client interaction, Assessment</p> <p>Identify your Awareness of problem/situation in which advocacy is indicated.</p>		
12.	Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	Identify strengths and weaknesses of different practice intervention and/or evaluation designs		
13.	Uses and translates research evidence to inform and improve practice, policy, and service delivery	Develop a research proposal specific to the intern agency in consultation with your Field Instructor		

**Competency 5: Engage in Policy Practice**

	<b>Behavior</b>	<b>Student Activity/Task</b>	<b>Responsible Person</b>	<b>Target Date</b>
14.	Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	<p>Familiarity with historical development of agency activities in this social service setting.</p> <p>Explain the role of specific social policy in determining access to client services.</p>		
15.	Assesses how social welfare and economic policies impact the delivery of and access to social services	<p>Link past policies with contemporary policy initiatives for client population</p> <p>Articulate social policy positions that align with social work values and ethics as they pertain to agency target population.</p>		
16.	Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	<p>Identify agency policies that create barriers for clients to receive services.</p> <p>Review policy &amp; determine several populations that may experience oppression, alienation within the system; what we are doing to prevent?</p>		

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

	<b>Behavior</b>	<b>Student Activity/Task</b>	<b>Responsible Person</b>	<b>Target Date</b>
17.	Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	<p>Analyze the research and ethical foundations of assessment methods</p> <p>Use Eco Map with client</p> <p>Shadow SW/Field Instructor (Observe)</p> <p>Identify ways in which a culture's biases, beliefs, institutions, or practices may marginalize or oppress its diverse members (i.e., older adults)</p> <p>Review of documentation</p>		
18.	Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	<p>Observe Modeling of social worker interactions with a variety of diverse clients client</p> <p>Role play with Task supervisors</p> <p>Create a personal assessment (inventory) of</p>		

		cultural background/family history to explore self-awareness & how these experiences impact social work practice		
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**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

	<b>Behavior</b>	<b>Student Activity/Task</b>	<b>Responsible Person</b>	<b>Target Date</b>
19.	Collects and organizes data, and applies critical thinking to interpret information from clients and constituencies	<p>Identify components of a model and its application to group practice with any population</p> <p>Chart reviews and audits (allows student to see psychosocial assessments continuums, Tx plans)</p> <p>Identify the stages of group process with field educator and document observed group</p>		
20.	Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	<p>Apply theories of human development to interpret individual behavior in the context of their environment.</p> <p>Complete a psycho-social assessment with clients at initial contact and Identify resources for future use.</p> <p>Complete a biopsychosocial assessment to determine client's strengths and limitations</p>		

		Identify and critically assess group dynamics		
21.	Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	<p>Start where the client is</p> <p>Integrate “views” from team members’ practice/wisdom in client care plan</p> <p>Actively engage clients in development mutually agreed upon outcomes</p>		
22.	Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	<p>Utilize mutuality &amp; strengths perspective for strategies in an planning and problem-solving</p> <p>Identify any interventions to implement in order to assist client to prevent behaviors that put client at risk</p>		

<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>				
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	Behavior	Student Activity/Task	Responsible Person	Target Date
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23.	Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies	<p>Write service plans, contracts, and summaries documenting work with individuals and families.</p> <p>Provide education, advocacy, counseling, information &amp; referral etc.</p> <p>Co-facilitate a group</p> <p>Provide education, advocacy, counseling, information &amp; referral etc.</p>		
24.	Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	<p>Identify the unique protective factors within different cultures as a way to overcome mechanisms of oppression and discrimination</p> <p>– Identify changes and successes of the intervention</p> <p>Analyze the research and ethical foundations of interventions.</p> <p>Write progress notes that accurately reflect session content with individuals and families</p> <p>Determine appropriate group content and</p>		

		activities for a group session		
25.	Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes	<p>Sufficient self-awareness to reduce the influence of personal biases in work with diverse professional groups</p> <p>Interpret client data correctly and communicate that information to others</p> <p>Facilitate and promote agency client needs within and between systems</p>		
26.	Negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies	<p>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)</p> <p>Develop or update resource guide ensuring awareness and respect for diverse clients.</p> <p>Apply principles of social justice and diversity to identify strategies to promote human rights</p> <p>Negotiate, mediate, and advocate for</p>		



		clients' needs		
27.	Facilitates effective transitions and endings that advance mutually agreed-on goals	<p>Transition clients into self-sufficient mode by helping them create a network of people and resources, research community offerings</p> <p>Create follow-up resources after termination of treatment</p>		

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

	<b>Behavior</b>	<b>Student Activity/Task</b>	<b>Responsible Person</b>	<b>Target Date</b>
28.	Selects and uses appropriate methods for evaluation of outcomes	Review agency outcome data and/or quality assurance data		
29.	Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	<p>Identify social problem experiences on an individual, family, group, or community level reflecting a violation of human rights and/or a social or economic injustice.</p> <p>Identify and be aware of the social &amp;</p>		

		<p>economic injustices.</p> <p>Identify barriers/access points to services</p>		
30.	Critically analyzes, monitors, and evaluates intervention and program processes and outcomes	<p>Keep records of conversations, outcomes, barriers</p> <p>Organize client data in a coherent way for analysis</p> <p>Negotiate, mediate, and advocate for clients' needs</p> <p>Active listening and conflict resolution</p>		
31.	Applies evaluation findings to improve practice effectiveness at the micro, mezzo,	Select and utilize validated assessment tools to track client progress appropriate		

	and macro levels	for an agency target population  Review outcomes, establish maintenance plans, identify alternative options  Identify and implement appropriate prevention strategies that improve functioning of agency target population		
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Weekly Log Sheets  
**Social Work Field Experience**

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

Field Experience:    SOWO 3910 Practicum       SOWO 4920 BSW Internship

**Weekly Log/Activity Sheet**

Date	Day	Hours	Description of Activities Began and/or Completed This Day	Field Instructor Review
	Monday			
	Tuesday			
	Wednesday			
	Thursday			
	Friday			
	Total Hours This Week			

## Auburn University Social Work Program

### SOWO 3910: Field Practicum Evaluation

Mid-Term Evaluation

Final Evaluation

Practicum Student \_\_\_\_\_

Date \_\_\_\_\_

Field Instructor \_\_\_\_\_

Agency \_\_\_\_\_

#### **A. Brief description of Practicum experiences/tasks**

#### **B. Evaluation of Social Work 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. Demonstrate Professional Behavior**

- \_\_\_\_\_ a. Practice personal reflection and self-correction to assure continual professional development (demonstrated in the quality of questions, observations, initiative).
- \_\_\_\_\_ b. Demonstrate professional demeanor in behavior (timeliness, dependability, follow-through).
- \_\_\_\_\_ c. Demonstrate professional demeanor in appearance.
- \_\_\_\_\_ d. Demonstrate professional demeanor in communication.
- \_\_\_\_\_ e. Use supervision and consultation to guide professional judgement and behavior.
- \_\_\_\_\_ f. Demonstrate effective oral communication in working with individuals, families, groups, organizations, and colleagues.
- \_\_\_\_\_ g. 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).

#### **2. Demonstrate Ethical Behavior**

- \_\_\_\_\_ h. Recognize personal values in relationship to professional values.
- \_\_\_\_\_ i. Identify applications of the NASW Code of Ethics

#### **3. Engage diversity and difference in practice.**

- \_\_\_\_\_ j. 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).

- \_\_\_\_\_ k. Recognize and communicate their understanding of the importance of diversity and difference in shaping life experiences at the micro, mezzo and macro system levels
- \_\_\_\_\_ l. Present themselves as learners and engage those with whom they work as experts in their own life.

**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 \_\_\_\_\_

## Generalist Field Education Evaluation: SOWO 4920 BSW Internship

Instructions: The Agency Field Instructor should complete this evaluation at mid-semester and again at the end of the semester. This evaluation should be discussed with the student, signed by the field instructor and the student. Please keep a copy for your records.

Student/Intern: \_\_\_\_\_ Date: \_\_\_\_\_ Semester: \_\_Fall\_\_ Spring  
 Agency: \_\_\_\_\_ Field Instructor: \_\_\_\_\_

\_\_\_\_\_ Mid-term Evaluation                      \_\_\_\_\_ Final Evaluation

Evaluate student's agency internship performance on the following scale:

- 1 - Failing Level
- 2 - Below Expected Level
- 3 - At Expected Level
- 4 - Above Expected Level
- 5 - Outstanding Level

**\*\*IE - Insufficient Evidence – This may only be used on the Mid-semester evaluation, not the final evaluation**

<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>	
Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context (K, S, V, CAP)	1 2 3 4 5 IE
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations (K, V, CAP)	1 2 3 4 5 IE
Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication (K, S)	1 2 3 4 5 IE
Use technology ethically and appropriately to facilitate practice outcomes (K, S, V)	1 2 3 4 5 IE
Use supervision and consultation to guide professional judgment and behavior (K, CAP)	1 2 3 4 5 IE
<b>Total Section Score:</b>	

<b>Competency 2- Engage Diversity and Difference in Practice</b>	
Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (S, V)	1 2 3 4 5 IE
Present themselves as learners and engage clients and constituencies as experts of their own experiences (K, S, V)	1 2 3 4 5 IE
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies (K, S, V, CAP)	1 2 3 4 5 IE
<b>Total Section Score:</b>	

<b>Competency 3- Advance Human Rights and Social, Economic, and Environmental Justice</b>	
Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels (K, S)	1 2 3 4 5 IE
Engage in practices that advance social, economic, and environmental justice (K, S, V)	1 2 3 4 5 IE
<b>Total Section Score:</b>	

<b>Competency 4- Engage in Practice-informed Research and Research-informed Practice</b>	
Use practice experience and theory to inform scientific inquiry and research (K, S, CAP)	1 2 3 4 5 IE
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings (K, S, CAP)	1 2 3 4 5 IE
Use and translate research evidence to inform and improve practice, policy, and service delivery (K, S, CAP)	1 2 3 4 5 IE
<b>Total Section Score:</b>	

<b>Competency 5- Engage in Policy Practice</b>	
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services (K)	1 2 3 4 5 IE
Assess how social welfare and economic policies impact the delivery of and access to social services (K, S)	1 2 3 4 5 IE
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice (K, S, V, CAP)	1 2 3 4 5 IE
<b>Total Section Score:</b>	

<b>Competency 6- Engage with Individuals, Families, Groups, Organizations, and Communities</b>	
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies (K, S)	1 2 3 4 5 IE
Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies (S)	1 2 3 4 5 IE
<b>Total Section Score:</b>	

<b>Competency 7- Assess Individuals, Families, Groups, Organizations, and Communities</b>	
Collect and organize data, and apply critical thinking to interpret information from clients and constituencies (S, CAP)	1 2 3 4 5 IE
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies (K, S, CAP)	1 2 3 4 5 IE
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies (K, S, V)	1 2 3 4 5 IE
Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies (K, S, V, CAP)	1 2 3 4 5 IE
<b>Total Section Score:</b>	

<b>Competency 8- Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	
Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies (S, V, CAP)	1 2 3 4 5 IE
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies (K, S)	1 2 3 4 5 IE
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes (S)	1 2 3 4 5 IE
Negotiate, mediate, and advocate with and on behalf of clients and constituencies (K, S, V)	1 2 3 4 5 IE



Facilitate effective transitions and endings that advance mutually agreed on goals (K, S, V)	1 2 3 4 5 IE
<b>Total Section Score:</b>	

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

**Overall Student Rating:**           **Midsemester**                             **Final**

- Failing Level
- Below Expected Level
- At Expected Level
- Above Expected Level
- Outstanding Level

**Field Instructor’s Summary Comments:**

Describe student’s performance, strengths, and areas for improvement; Address any items scored below “1” or “2”

**Signature of Field Instructor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

I have read the evaluation. If I disagree with the evaluation, then I can submit a written addendum to my Field Educator and to the Office of Field Education, which will be attached to this mid-term/final evaluation.

**Signature of Student/Intern:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**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:**

<p><b>Strengths:</b></p>  <p><b>Needs:</b></p>  <p><b>New Learning Goals:</b></p>
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**FOR FINAL EVALUATION:**

<p><b>Strengths:</b></p>  <p><b>Needs:</b></p>
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**Field Instructor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Intern Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **MSW Field Placement Forms**

**Application for SOWO 7020 Generalist Field Placement**

*Auburn University*  
**Social Work Program**

*SOWO 7920 Generalist Field Placement Application*

OFFICE USE \_\_\_\_\_ PLACEMENT REQUESTED FOR: \_\_\_\_\_  
DATE RECEIVED: \_\_\_\_\_ Academic Year

Field of Practice Emphasis: \_\_\_\_\_

Instructions:

This application will be used to recommend a field agency that is appropriate for your development of social work practice knowledge, skills, and values. This application will also be forwarded to your prospective agency and used as a screening tool for the agency to decide on interviews. In addition, a personal interview with the Director or Assistant Director of Field Education will be required in-person to assist with the process of selection.

It is extremely important that you complete each section of this form and submit by the deadlines noted. The form should be typed and may be submitted to the Field Education Office electronically or by mail.

Answers to questions that are narrative in nature should be typed, are recommended to be at least one page, but should not exceed two pages per question.

Please return **one (1)** copy of the application and all attachments; and

- **One (1)** copy of your current resume; and
- References if required;

Please return this application to: Ms. Delaine Gibson at [dzm0013@auburn.edu](mailto:dzm0013@auburn.edu).

Applications are due no later than September 1 and may be earlier if required by a specific Agency.

1. Name: \_\_\_\_\_

2. Home Address: \_\_\_\_\_  
street or dorm

\_\_\_\_\_  
city state zip

Phone: (home) \_\_\_\_\_

Phone: (work) \_\_\_\_\_

Phone: (cell) \_\_\_\_\_

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

3. Temporary Address: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 Dates available at this address: \_\_\_\_\_  
 Phone : \_\_\_\_\_  
 Comments: \_\_\_\_\_  
 \_\_\_\_\_

4. College and University Education:

<u>Institution</u>	<u>Dates of Enrollment</u>
_____	_____
_____	_____
_____	_____

5. Major \_\_\_\_\_ 6. Related Work or Minor \_\_\_\_\_  
 7. Overall Grade Point Average \_\_\_\_\_ 8. GPA in Major: \_\_\_\_\_

9. 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.

All students must arrange their own transportation to field agencies. Will you have a car available for transportation? \_\_\_\_\_yes \_\_\_\_\_no

If no, how will you arrange for transportation? \_\_\_\_\_

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.

10. Many agencies require a criminal background check and/or a current drug screen as part of the placement process. Have you ever been convicted of any felony? YesNo  
 If yes, please specify so that we can help you plan accordingly.

\_\_\_\_\_  
 \_\_\_\_\_.

11. Please describe the reasons you have chosen social work for a profession and graduate education.

12. What do you expect from this field placement? Please list three specific populations that you would like to work with and state your reasons for choosing these specific populations.

**1.**

2.

3.

13. What strengths and skills do you have as a student that you would like to highlight for your prospective agency?

15. What do you hope to accomplish as a social worker in 5 years and 10 years?

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.

I have completed this application to the best of my knowledge. I give permission for a copy of this application to be shared with the field agencies relating to field placement arrangements.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

**Application for SOWO 7930 or SOWO 7940 & SOWO 7960 Advanced Field Placement**

*Auburn University*  
**Social Work Program**

*Advanced Field Placement Application*

OFFICE USE \_\_\_\_\_ PLACEMENT REQUESTED FOR: \_\_\_\_\_  
DATE RECEIVED: \_\_\_\_\_ Academic Year

Field of Practice Emphasis: \_\_\_\_\_

Instructions:

This application will be used to recommend a field agency that is appropriate for your development of social work practice knowledge, skills, and values at an Advanced Level. This application and your **updated resume** will also be forwarded to your prospective agency and used as a screening tool for the agency to decide on interviews. In addition, a personal interview with the Director or Assistant Director of Field Education will be required in-person to assist with the process of selection.

It is extremely important that you complete each section of this form and submit by the deadlines noted. The form should be typed and submitted to the Field Education Office electronically. Please return this application to: Ms. Delaine Gibson at [dzm0013@auburn.edu](mailto:dzm0013@auburn.edu).

Answers to questions that are narrative in nature should be typed, are recommended to be at least one (1) page, but should not exceed two (2) pages per question.

Please return:

- **One (1) copy of the application and all attachments; and**
- **One (1) copy of your current resume; and**
- References if required;

Applications are due by June 1 for Advanced Standing students and August 1 for Traditional 2<sup>nd</sup> Year students.

1. Name: \_\_\_\_\_

2. Home Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

city state zip

Phone: (home) \_\_\_\_\_

Phone: (work) \_\_\_\_\_

Phone: (cell) \_\_\_\_\_

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



3. Temporary Address: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 Dates available at this address: \_\_\_\_\_  
 Phone : \_\_\_\_\_  
 Comments: \_\_\_\_\_  
 \_\_\_\_\_

4. College and University Education:

<u>Institution</u>	<u>Dates of Enrollment</u>
_____	_____
_____	_____
_____	_____

5. Overall GPA (undergraduate) \_\_\_\_\_  
 6. Overall Grade Point Average (graduate school) \_\_\_\_\_  
 7. Field Evaluation Grade \_\_\_\_\_

8. 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.

All students must arrange their own transportation to field agencies. Will you have a car available for transportation? \_\_\_\_\_yes \_\_\_\_\_no  
 If no, how will you arrange for transportation? \_\_\_\_\_

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.

9. Many agencies require a criminal background check and/or a current drug screen as part of the placement process. Have you ever been convicted of any felony? YesNo  
 If yes, please specify so we can help you plan accordingly \_\_\_\_\_  
 \_\_\_\_\_.

10. What do you expect from this advanced level field placement? Please list three specific populations that you would like to work with and state your reasons for choosing these specific populations

- 1.
- 2.

3.

12. What strengths and skills do you have as a student that you would like to highlight for your prospective agency?
  
13. Please describe how you have grown as a professional as a result of your generalist field placement.
  
14. What do you hope to accomplish as a social worker in 5 years and 10 years?

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.

I have completed this application to the best of my knowledge. I give permission for a copy of this application to be shared with the field agencies relating to field placement arrangements.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

**Educational Learning Plan: SOWO 7920 Generalist Field**

**AUBURN UNIVERSITY - SOCIAL WORK PROGRAM  
DEPARTMENT OF SOCIOLOGY, ANTHROPOLOGY, AND SOCIAL WORK  
SOWO 7920: GENERALIST FIELD EDUCATIONAL LEARNING PLAN**

Date:		
Student Name:		
Agency Name :		
Agency Address:		
Agency Telephone:	Email:	Website:
Student Telephone:	Email:	Alt phone:
Faculty Liaison:	Email:	Telephone:
Field Educator:	Email:	Telephone:
Task Supervisor (if applicable)	Email:	Telephone:

<b>Field Placement Schedule</b>						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Placement Start Date:	Placement End Date:
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**Directions:**

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 2015 Educational Policy and Accreditation Standards (EPAS) by the Council on Social Work Education (CSWE).

Nine Core Competencies Identified by CSWE:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Access Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

CSWE has operationalized these competencies by identifying 31 behaviors defined as “the knowledge, values, skills and cognitive and affective process that comprise the competency at the generalist practice level.” The Generalist field placement plays a key role in teaching practice behaviors to students while measuring and reflecting the student’s ability to demonstrate capacity in the nine core competency areas identified by CSWE. This educational plan outlines the core competencies and behaviors that all accredited social work programs are required to measure. **Each 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.**

## SOWO 7920 Generalist Field Educational Learning Plan

<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>				
	<b>Behavior</b>	<b>Student Activity/Task</b>	<b>Responsible Person</b>	<b>Target Date</b>
1.	Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context			
2.	Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations			
3.	Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication			
4.	Uses technology ethically and appropriately to facilitate practice outcomes			
5.	Uses supervision and consultation to guide professional judgment and behavior			

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

	<b>Behavior</b>	<b>Student Activity/Task</b>	<b>Responsible Person</b>	<b>Target Date</b>
6.	Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels			
7.	Presents her/himself as a learner and engages clients and constituencies as experts of their own experiences			
8.	Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies			

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

	<b>Behavior</b>	<b>Student Activity/Task</b>	<b>Responsible Person</b>	<b>Target Date</b>
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9.	Applies her/his understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels			
10.	Engages in practices that advance social, economic, and environmental justice			

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

	<b>Behavior</b>	<b>Student Activity/Task</b>	<b>Responsible Person</b>	<b>Target Date</b>
11.	Uses practice experience and theory to inform scientific inquiry and research			
12.	Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings			
13.	Uses and translates research evidence to inform and improve practice, policy, and service delivery			

#### **Competency 5: Engage in Policy Practice**

	<b>Behavior</b>	<b>Student Activity/Task</b>	<b>Responsible Person</b>	<b>Target Date</b>
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14.	Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services			
15.	Assesses how social welfare and economic policies impact the delivery of and access to social services			
16.	Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice			

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

	<b>Behavior</b>	<b>Student Activity/Task</b>	<b>Responsible Person</b>	<b>Target Date</b>
17.	Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies			
18.	Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies			

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

	<b>Behavior</b>	<b>Student Activity/Task</b>	<b>Responsible Person</b>	<b>Target Date</b>
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19.	Collects and organizes data, and applies critical thinking to interpret information from clients and constituencies			
20.	Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies			
21.	Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies			
22.	Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies			

<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>				
	<b>Behavior</b>	<b>Student Activity/Task</b>	<b>Responsible Person</b>	<b>Target Date</b>

23.	Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies			
24.	Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies			
25.	Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes			
26.	Negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies			
27.	Facilitates effective transitions and endings that advance mutually agreed-on goals			

<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>			
<b>Behavior</b>	<b>Student Activity/Task</b>	<b>Responsible Person</b>	<b>Target Date</b>

<b>Behavior</b>	<b>Student Activity/Task</b>	<b>Responsible Person</b>	<b>Target Date</b>
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28.	Selects and uses appropriate methods for evaluation of outcomes			
29.	Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes			
30.	Critically analyzes, monitors, and evaluates intervention and program processes and outcomes			
31.	Applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels			

**Educational Learning Plan: SOWO 7930 or SOWO 7940 & SOWO 7960 Advanced Field**  
**AUBURN UNIVERSITY - SOCIAL WORK PROGRAM**  
**DEPARTMENT OF SOCIOLOGY, ANTHROPOLOGY, AND SOCIAL WORK**  
**ADVANCED FIELD EDUCATIONAL LEARNING PLAN**

Date:							
<b>Field Placement Schedule</b>							
Student Name:	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Agency Name:							
Agency Address:							
Agency Telephone:		Email:			Website:		
Student Telephone:		Email:			Alt phone:		
Faculty Liaison:		Email:			Telephone:		
Field Educator:		Email:			Telephone:		
Task Supervisor (if applicable)		Email:			Telephone:		

Placement Start Date:	Placement End Date:
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**Directions:**

The AU Social Work faculty utilized the *Advanced Social Work Practice in Clinical Social Work* guide published by CSWE to inform how the AU MSW area of specialized practice in Clinical Social Work will enhance and extend the nine core competencies. AU MSW students will continue to expand the four dimensions (knowledge, skills, values and cognitive and affective reactions) of each competency as they enter and work toward successful completion of the specialized year/advanced standing program.

Clinical Social Work Practice augments generalist practice competencies and is grounded in the values of the profession: service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. The specialized curriculum builds on the foundational curriculum through courses and assignments that establish the expectation that clinical social work practice addresses all dimensions, at all system levels.

The Advanced field placement plays a key role in teaching advanced clinical skills to students while measuring and reflecting the student's ability to

demonstrate capacity in the extended nine core competency areas. This educational plan outlines the extended core competencies and behaviors. **Each 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.**

## Advanced Field Educational Learning Plan

<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>				
	Advanced practitioners in clinical social work recognize the importance of the therapeutic relationship, the person-in-environment and strengths perspectives, the professional use of self with clients and adherence to ethical guidelines of professional behavior. Practitioners in clinical social work recognize their role on interprofessional teams in practice and the ethical use of technology tools for clinical social work practice. Advanced practitioners are knowledgeable about ethical issues, legal parameters, and shifting society mores that affect the therapeutic relationship. Advanced practitioners in clinical social work			
	<b>Behavior</b>	<b>Student Activity/Task</b>	<b>Responsible Person</b>	<b>Target Date</b>
1.	Readily identify as social work professionals			
2.	Demonstrate professional use of self with clients			
3.	Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspective.			
4.	Apply ethical decision-making skills to issues specific to clinical social work			
5.	Recognize and manage personal biases as they affect the therapeutic relationship in the service of the client's well-being			

## Competency 2: Engage Diversity and Difference in Practice

Advanced practitioners are knowledgeable about many forms of diversity and difference (e.g. culture, age, health/mental health functioning, educational attainment, sexual orientation/gender identity, socioeconomic status, race/ethnicity, etc.) and how these influence the therapeutic relationship and client's presenting issues. Clinical social workers understand how various dimensions of diversity affect explanations of health/mental health and well-being, as well as help seeking behaviors.

	<b>Behavior</b>	<b>Student Activity/Task</b>	<b>Responsible Person</b>	<b>Target Date</b>
6.	Apply the various models of clinical practice in ways that are culturally relevant to diverse and oppressed populations.			
7.	Demonstrate awareness of one's intersectionality and cultural background and how these factors may impact one's practice.			
8.	Identify and use practitioner/client differences from a strengths' perspective.			
9	Research and apply knowledge of diverse population to enhance client well-being.			



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

Advanced practitioners in clinical social work understand the potentially challenging effects of economic, social, and cultural factors in the lives of clients and client systems. Advanced practitioners understand the stigma and shame associated with disorders, diagnoses, and help-seeking behaviors across diverse populations. They also understand strategies for advancing human rights and social and economic justice in domestic and global contexts.

	<b>Behavior</b>	<b>Student Activity/Task</b>	<b>Responsible Person</b>	<b>Target Date</b>
10.	Contextualize all client interactions including assessments utilizing the lenses of social justice,			
11.	Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention,			
12.	Advocate at multiple levels for mental health parity and reduction of health disparities for diverse populations.			

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

Advanced clinical practitioners are knowledgeable about evidence-based interventions, best practices, and the evidence-based research process.

	<b>Behavior</b>	<b>Student Activity/Task</b>	<b>Responsible Person</b>	<b>Target Date</b>
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13.	Use the evidence-based practice process in clinical assessment and intervention with clients			
14.	Participate in the generation of new clinical knowledge through research and practice			
15.	Use research methodology to evaluate clinical practice effectiveness and/or outcomes.			

### Competency 5: Engage in Policy Practice

	Advanced practitioners in clinical social work recognize the connection between clients, practice, and both public and organizational policy. Advanced practitioners have knowledge and skills needed to influence the development of legislation, policies, program services, and funding at all system levels. They have knowledge and skills of advocacy methods that contribute to effective policies that promote social and economic well-being.			
	<b>Behavior</b>	<b>Student Activity/Task</b>	<b>Responsible Person</b>	<b>Target Date</b>

16.	Identify policies that impact client well-being, analyze the impact and advocate for change in policies that harm clients.			
17.	Use evidence-based practice and practice-based evidence in advocacy for policies that advance social and economic well-being			
18.	Advocate with and inform administrators and legislators to influence policies that impact clients and service.			

<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>				
	Advanced practitioners in clinical social work recognize the importance of the engagement process and how it impacts the therapeutic relationship with individuals, families, and groups. Advanced practitioners in clinical social work utilize the person-in-environment framework and the strengths perspective to inform the therapeutic relationship.			
	<b>Behavior</b>	<b>Student Activity/Task</b>	<b>Responsible Person</b>	<b>Target Date</b>

19.	Develop a culturally responsive therapeutic relationship			
20.	Attend to the interpersonal dynamic and contextual factors that both strengthen and potentially threaten the therapeutic alliance			
21.	Establish a relationally based process that encourages clients to be equal participates in the establishment of treatment goals and expected outcomes.			

<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>				
	Advanced practitioners in clinical social work understand the importance of the assessment process and recognize that it is ongoing and that it directly informs their interventions. Advanced practitioners in clinical social work value holistic assessment and use the bio-psycho-social-spiritual assessment process as well as the strengths perspective and theoretical change models in assessment.			
	<b>Behavior</b>	<b>Student Activity/Task</b>	<b>Responsible Person</b>	<b>Target Date</b>

22.	Use multidimensional bio-psycho-social-spiritual assessment tools			
23.	Assess clients' readiness for change			
24.	Assess clients coping strategies to reinforce and improve adaptation to life situations, circumstances and events			
25.	Select and modify appropriate intervention strategies based on continuous clinical assessment			
26.	Use of differential and multiaxial diagnosis			

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

Advanced practitioners in clinical social work select effective, evidenced-based interventions based on research, assessment goals, and client's cultural background. Advanced practitioners in clinical social work integrate knowledge with skills of various individuals, families and groups treatment modalities to effectively intervene as well as tailor intervention to the client's needs.

<b>Behavior</b>	<b>Student Activity/Task</b>	<b>Responsible Person</b>	<b>Target Date</b>
-----------------	------------------------------	---------------------------	--------------------

27.	Critically evaluate, select, and apply best practices and evidenced-based interventions			
28.	Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment			
29.	Collaborate with other professionals to coordinate treatment interventions			

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

Advanced practitioners in clinical social work actively engage in the evaluation of practice to ensure ongoing competence with diverse populations. Advanced practitioners recognize the need to use client feedback to evaluate the clinical process and outcomes. Advanced practitioners understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness, use appropriate methods for evaluating practice, and rely upon the scholarly literature to guide their evaluation process.

<b>Behavior</b>	<b>Student Activity/Task</b>	<b>Responsible Person</b>	<b>Target Date</b>
-----------------	------------------------------	---------------------------	--------------------

30.	Contribute to the theoretical knowledge base of the social work profession through practice-based research			
31.	Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions.			

Weekly Log Sheets  
**Social Work Field Experience**

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

Field Experience:  SOWO 7920 Generalist Field     SOWO 7930 Advanced Field  
 SOWO 7930 Advanced Field I     SOWO 7940 Advanced Field II

**Weekly Log/Activity Sheet**

Date	Day	Hours	Description of Activities Began and/or Completed This Day	Field Instructor Review
	Monday			
	Tuesday			
	Wednesday			
	Thursday			
	Friday			
	Total Hours This Week			



## SOWO 7920 Generalist Field Mid Semester/Final Evaluation

### Rating Scale for Evaluation of SOWO 7920: Generalist Field Placement Performance

Midterm            0

Final                0

Name of Intern \_\_\_\_\_ Date \_\_\_\_\_

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

#### ***Instructions for Rating Interns on the 9 Competencies in the First Part of the Evaluation:***

The standard by which an intern is to be compared is that of a new beginning-level social worker. The 9 competencies that are specified in this evaluation form are those established in 2015 by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria.

1	The intern has not met the expectations in this area, and there is not much hope that the intern will meet the expectations in this area in the near future
2	The intern has not as yet met the expectations in this area, but there is hope that the intern will meet the expectations in the near future
3	The intern has met the expectations for interns in this area
4	The intern is functioning above expectations for interns in this area
5	The intern has excelled in this area
n/a	Not applicable, as the intern has not had the opportunity to demonstrate competence in this area

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement.

This evaluation is intended to give the intern feedback about her or his performance. The agency supervisor's rating of these items will not directly be used to calculate the grade that is given to the intern. The faculty supervisor has the responsibility of assigning the grade for the course. The grade that is assigned will be based on: **the faculty supervisor's overall evaluation of the student's performance in placement in conjunction with the agency supervisor's evaluation; intern logs; seminar participation; and assigned papers.**

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

1. Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	1	2	3	4	5	na
2. Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations	1	2	3	4	5	na
3. Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication	1	2	3	4	5	na
4. Uses technology ethically and appropriately to facilitate practice outcomes	1	2	3	4	5	na

5. Uses supervision and consultation to guide professional judgment and behavior	1	2	3	4	5	na
--	---	---	---	---	---	----

Comments:

<b>Competency 2: Engage Diversity and Difference in Practice</b>
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6. Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	1	2	3	4	5	na
7. Presents her/himself as a learner and engages clients and constituencies as experts of their own experiences	1	2	3	4	5	na
8. Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	1	2	3	4	5	na

Comments:

<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>
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9. Applies her/his understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	1	2	3	4	5	na
10. Engages in practices that advance social, economic, and environmental justice	1	2	3	4	5	na

Comments:

<b>Competency 4: Engage in Practice-informed Research and Research-informed Practice</b>
--

11. Uses practice experience and theory to inform scientific inquiry and research	1	2	3	4	5	na
12. Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	1	2	3	4	5	na
13. Uses and translates research evidence to inform and improve practice, policy, and service delivery	1	2	3	4	5	na

Comments:

<b>Competency 5: Engage in Policy Practice</b>
--

14. Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	1	2	3	4	5	na
15. Assesses how social welfare and economic policies impact the delivery of and access to social services	1	2	3	4	5	na

16. Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	1	2	3	4	5	na
--	---	---	---	---	---	----

Comments:

<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>
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17. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	1	2	3	4	5	na
18. Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	1	2	3	4	5	na

Comments:

<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>
---

19. Collects and organizes data, and applies critical thinking to interpret information from clients and constituencies	1	2	3	4	5	na
20. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	1	2	3	4	5	na
21. Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	1	2	3	4	5	na
22. Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	1	2	3	4	5	na

Comments:

<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>
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23. Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies	1	2	3	4	5	na
24. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	1	2	3	4	5	na
25. Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes	1	2	3	4	5	na

26. Negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies	1	2	3	4	5	na
27. Facilitates effective transitions and endings that advance mutually agreed-on goals	1	2	3	4	5	na

Comments:

<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>						
1. Selects and uses appropriate methods for evaluation of outcomes	1	2	3	4	5	na
2. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	1	2	3	4	5	na
3. Critically analyzes, monitors, and evaluates intervention and program processes and outcomes	1	2	3	4	5	na
4. Applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	1	2	3	4	5	na

Comments:

**Overall Evaluation at MIDTERM:**

Please check one of the following at the midterm evaluation. At the final evaluation do NOT complete this section.

- This intern is excelling in field placement by performing above expectations for interns.
- This intern is meeting the expectations of a field placement intern.
- This intern is functioning somewhat below the expectations of a field placement intern. There is a question whether this intern will be ready for beginning level social work practice by the end of placement.
- This intern is functioning below the expectations of a field placement intern. There is considerable concern that this intern will not be ready for beginning level social work practice by the end of placement. This intern should perhaps be encouraged to pursue another major.

Comments/elaboration:

**FINAL OVERALL EVALUATION:**

Please check one of the following at the final evaluation. At the midterm evaluation do NOT complete this section.

- This intern has excelled in field placement by performing above expectations for interns. If an appropriate position were open at this agency, for a beginning level social worker, this intern would be considered among the top candidates for this position.
- This intern has met the expectations of the field placement. This intern is ready for beginning level social work practice.
- This intern is not yet ready for beginning level social work practice.
- This intern is not yet ready for beginning level social work practice, and has demonstrated serious problems in performance, and perhaps should be encouraged to pursue another major.

Comments/elaboration:

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

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

***The following section should be completed by the intern:***

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

I agree with the evaluation	<input type="checkbox"/>
I do not agree with evaluation	<input type="checkbox"/>

Intern's Signature \_\_\_\_\_ Date \_\_\_\_\_

- If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. The disagreement should be specific and should also relate to the items in the evaluation.

**SOWO 7930/7940/7960 Advanced Field Mid Semester/Final Evaluation**

**Rating Scale for Evaluation of  
SOWO 7930/7940/7060: Advanced Field Placement Performance**

Midterm           o

Final           o

Name of Intern \_\_\_\_\_

Date \_\_\_\_\_

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

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

***Instructions for Rating Interns on the 9 Competencies in the First Part of the Evaluation:***

The standard by which an intern is to be compared is that of an advanced clinical social worker. The 9 competencies that are specified in this evaluation form are those established by the AU MSW faculty to enhance and expand the 9 generalist competencies established in 2015 by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria.

1	The intern has not met the expectations in this area, and there is not much hope that the intern will meet the expectations in this area in the near future
2	The intern has not as yet met the expectations in this area, but there is hope that the intern will meet the expectations in the near future
3	The intern has met the expectations for interns in this area
4	The intern is functioning above expectations for interns in this area
5	The intern has excelled in this area
n/a	Not applicable, as the intern has not had the opportunity to demonstrate competence in this area

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement. This evaluation is intended to give the intern feedback about her or his performance. The agency supervisor's rating of these items will not directly be used to calculate the grade that is given to the intern. The faculty supervisor has the responsibility of assigning the grade for the course. The grade that is assigned will be based on: **the faculty supervisor's overall evaluation of the student's performance in placement in conjunction with the agency supervisor's evaluation; intern logs; seminar participation; and assigned papers.**

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

Competency Description:	Advanced practitioners in clinical social work recognize the importance of the therapeutic relationship, the person-in-environment and strengths perspectives, the professional use of self with clients and adherence to ethical guidelines of professional behavior. Practitioners in clinical social work recognize their role on interprofessional teams in practice and the ethical use of technology tools for clinical social work practice. Advanced practitioners are knowledgeable about ethical issues, legal parameters, and shifting society mores that affect the therapeutic relationship.
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1. Readily identify as social work professionals	1	2	3	4	5	na
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2. Demonstrate professional use of self with clients	1	2	3	4	5	na
3. Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspective.	1	2	3	4	5	na
4. Apply ethical decision-making skills to issues specific to clinical social work	1	2	3	4	5	na
5. Recognize and manage personal biases as they affect the therapeutic relationship in the service of the client's well-being	1	2	3	4	5	na

Comments:

<b>Competency 2: Engage Diversity and Difference in Practice</b>	
Competency Description:	Advanced practitioners are knowledgeable about many forms of diversity and difference (e.g. culture, age, health/mental health functioning, educational attainment, sexual orientation/gender identity, socioeconomic status, race/ethnicity, etc.) and how these influence the therapeutic relationship and client's presenting issues. Clinical social workers understand how various dimensions of diversity affect explanations of health/mental health and well-being, as well as help seeking behaviors

6. Apply the various models of clinical practice in ways that are culturally relevant to diverse and oppressed populations.	1	2	3	4	5	na
7. Demonstrate awareness of one's intersectionality and cultural background and how these factors may impact one's practice.	1	2	3	4	5	na
8. Identify and use practitioner/client differences from a strengths' perspective.	1	2	3	4	5	na
9. Research and apply knowledge of diverse population to enhance client well-being.	1	2	3	4	5	na

Comments:

<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>	
Competency Description:	Advanced practitioners in clinical social work understand the potentially challenging effects of economic, social, and cultural factors in the lives of clients and client systems. Advanced practitioners understand the stigma and shame associated with disorders, diagnoses, and help-seeking behaviors across diverse populations. They also understand strategies for advancing human rights and social and economic justice in domestic and global contexts.

10. Contextualize all client interactions including assessments utilizing the lenses of social justice,	1	2	3	4	5	na
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11. Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention,	1	2	3	4	5	na
12. Advocate at multiple levels for mental health parity and reduction of health disparities for diverse populations.						

Comments:

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

Competency Description:	Advanced clinical practitioners are knowledgeable about evidence-based interventions, best practices, and the evidence-based research process.
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13. Use the evidence-based practice process in clinical assessment and intervention with clients	1	2	3	4	5	na
14. Participate in the generation of new clinical knowledge through research and practice	1	2	3	4	5	na
15. Use research methodology to evaluate clinical practice effectiveness and/or outcomes.	1	2	3	4	5	na

Comments:

**Competency 5: Engage in Policy Practice**

Competency Description:	Advanced practitioners in clinical social work recognize the connection between clients, practice, and both public and organizational policy. Advanced practitioners have knowledge and skills needed to influence the development of legislation, policies, program services, and funding at all system levels. They have knowledge and skills of advocacy methods that contribute to effective policies that promote social and economic well-being.
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16. Identify policies that impact client well-being, analyze the impact and advocate for change in policies that harm clients.	1	2	3	4	5	na
17. Use evidence-based practice and practice-based evidence in advocacy for policies that advance social and economic well-being	1	2	3	4	5	na
18. Advocate with and inform administrators and legislators to influence policies that impact clients and service.	1	2	3	4	5	na

Comments:

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

Competency Description:	Advanced practitioners in clinical social work recognize the importance of the engagement process and how it impacts the therapeutic relationship with individuals, families, and groups. Advanced practitioners in clinical social work utilize the person-in-environment framework and the strengths perspective to inform the therapeutic relationship.
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19. Develop a culturally responsive therapeutic relationship	1	2	3	4	5	na
20. Attend to the interpersonal dynamic and contextual factors that both strengthen and potentially threaten the therapeutic alliance	1	2	3	4	5	na
21. Establish a relationally based process that encourages clients to be equal participates in the establishment of treatment goals and expected outcomes.	1	2	3	4	5	na

Comments:

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

Competency Description:	Advanced practitioners in clinical social work understand the importance of the assessment process and recognize that it is ongoing and that it directly informs their interventions. Advanced practitioners in clinical social work value holistic assessment and use the bio-psycho-social-spiritual assessment process as well as the strengths perspective and theoretical change models in assessment.
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22. Use multidimensional bio-psycho-social-spiritual assessment tools	1	2	3	4	5	na
23. Assess clients' readiness for change	1	2	3	4	5	na
24. Assess clients coping strategies to reinforce and improve adaptation to life situations, circumstances and events	1	2	3	4	5	na
25. Select and modify appropriate intervention strategies based on continuous clinical assessment	1	2	3	4	5	na
26. Use of differential and multiaxial diagnosis.	1	2	3	4	5	na

Comments:

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

Competency Description:	Advanced practitioners in clinical social work select effective, evidenced-based interventions based on research, assessment goals, and client's cultural background. Advanced practitioners in clinical social work integrate knowledge with skills of various individuals, families and groups treatment modalities to effectively intervene as well as tailor intervention to the client's needs.
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27. Critically evaluate, select, and apply best practices and evidenced-based interventions	1	2	3	4	5	na
28. Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment	1	2	3	4	5	na

29. Collaborate with other professionals to coordinate treatment interventions	1	2	3	4	5	na
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Comments:

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

Competency Description:	Advanced practitioners in clinical social work actively engage in the evaluation of practice to ensure ongoing competence with diverse populations. Advanced practitioners recognize the need to use client feedback to evaluate the clinical process and outcomes. Advanced practitioners understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness, use appropriate methods for evaluating practice, and rely upon the scholarly literature to guide their evaluation process.
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30. Contribute to the theoretical knowledge base of the social work profession through practice-based research	1	2	3	4	5	na
31. Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions.	1	2	3	4	5	na

Comments:

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Comments/elaboration:

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Comments/elaboration:

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

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

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