



JUDSON
COLLEGE

Bachelor of Social Work Program

Field Instruction Manual
***A Handbook for BSW Students, Instructors,
Supervisors, Liaisons, and Faculty***

Policies, Procedures, Forms & Tools

Fall 2020 - Spring 2021

Revised August 2020

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Introduction

The *Field Instruction Manual* was developed for undergraduate social work faculty, liaisons, students, and agency field instructors and supervisors. It provides essential information on the rationale, educational objectives, policies, and procedures of the field placement program. In addition, it is a guide toward understanding the philosophy, mission, goals and objectives of the BSW Program. The manual outlines the criteria utilized in the selection of field agencies and instructors who assist in the education of future social workers. This manual clarifies the roles and responsibilities of Social Work faculty, the College, field agencies, field instructors, field supervisors, and students in the field education program.

Social Work at Judson College

The Judson College Baccalaureate of Social Work (BSW) Program was implemented Fall 2010, with Social Work classes starting Spring 2009. The BSW program follows the standards and guidelines of the Council on Social Work Education (CSWE) in preparing students to be competent, ethical, caring, and effective social work practitioners. Judson College is currently accredited by CSWE until June 2026.

Judson College is committed to the preparation of entry level, generalist social workers. Judson College's definition of generalist Social Work at the BSW level is based on the perspective that human behavior issues and problems exist in a human ecological systems context. The ultimate goal of generalist social work is to help clients (individuals, families, groups, organizations, and communities) to develop, through the process of empowerment, a higher degree of resiliency in the face of present and future challenges. Generalist social work practice is not specialized into a particular domain of social work. Instead, generalist social workers are educated and trained to be proficient in applying a common base of social work knowledge, skills, purpose, and values to provide evidence based social work intervention to clients in a variety of social services agencies and community settings.

The Judson College Social Work Program affirms the worth and dignity of all persons. Consequently this program is committed to operating in all respects without discrimination on the basis of age, class, color, culture, disability, ethnicity, family structure, gender, sexual orientation, marital status, national origin, race, or religion.

BSW Program Mission Statement

The mission of the Judson College Bachelor of Social Work (BSW) Program is to provide high-quality generalist social work education to our students, with a focus on social work skills, values, and knowledge. We prepare students to serve the poor, oppressed, and at-risk populations in the rural settings of the southeastern United States, as well as all of this region's diverse cultural groups; advancing social and economic justice with those served. We also prepare students for graduate social work education. We uphold the social work profession's historical commitment to helping and empowering those in need while recognizing the strengths of those served. We affirm the social work profession's core values: the dignity and worth of every person, the central importance of human relationships, integrity, competence, social justice, and service.

We recognize that some of the best social workers include those who come to the profession with prior life experiences. Thus, we have organized our program to serve the needs of returning and non-traditional students, in addition to serving the needs of our traditional student body.

The Judson College BSW program goals are detailed in the chart below:

BSW Program Goals

By graduation, BSW students will understand and support the value of and respect for human difference and diversity.
By graduation, BSW students will display in their student practice the social work value of working to increase social and economic justice in one of America's poorest regions.
By graduation, BSW Program students will possess the knowledge and skills needed for generalist social work practice to help with individual and social problems of this rural region.
BSW Program graduates will be capable of providing professional generalist social work practice services to meet the rural, central Alabama, Black Belt region's need for trained social workers.
By graduation, BSW Program graduates will embody social work values, ethics, and purpose in their student practice.
BSW Program graduates will be committed to working to resolve issues of difference, and oppression, especially as they apply to regional minority group members.

These program goals are further clarified by the CSWE Educational Policy and Accreditation, 9 Core Competencies and corresponding practice behaviors, which are assessed and measured at least twice during the student's participation in the BSW curriculum and most especially in Field Placement.

Recognizing that even at graduation, BSWs are considered entry level, generalist social workers, we do not expect students to demonstrate advanced practice skills. Therefore, all core competencies are listed with the caveat, “At an entry level.” We encourage our graduates to pursue the MSW as the terminal degree for practice in social work. The program’s required competencies are identical to the required Field Practicum Competencies listed in the following section of this handbook.

BSW Curriculum and Course Descriptions

The BSW Program’s curriculum is designed to fulfill the standards of the CSWE’s Educational Policy and Accreditation Standards (EPAS) in a holistic and integrated manner. After completion of 52 hours of social work courses in junior and senior year, students are prepared for beginning level generalist practice and for graduate study. Judson College’s program provides a regional southern and rural focus in its curriculum with the assumption that many of its students will practice Social Work in the region.

All social work majors are required to take **SWK 201 Introduction to Social Work and Social Welfare**. The course presents an overview of the social work profession and social welfare history for those with an interest in the profession or considering a social work major and provides general knowledge of current Social Work standards, practice arenas, and values.

Judson’s BSW curriculum is organized into five basic sets of courses. Within each set of related courses, the BSW Program has followed a largely parallel progression from micro, to mezzo, to macro social systems.

1) Practice Sequence - Social work values, ethics, and standards are particularly addressed in this sequence of courses.

- SWK 311 - Practice I (Micro & Mezzo Practice)
- SWK 312 - Practice II (Mezzo & Macro Practice)
- SWK 313 – Social Work Practice with Aging Populations
- SWK 415 – Child Welfare and Protective Services

2) HBSE Sequence - The body of social work knowledge is presented here, as are evidenced-based tenets of human behavior and human ecological systems. These are addressed using a bio-psycho-social-cultural-political framework.

- SWK 321 - HBSE I: Individuals and Families (Micro Units)
- SWK 322 - HBSE II: Small Groups and Communities (Mezzo/Macro Units)
- SWK 323 – Social Work in Mental Health Settings (elective)
- SWK 425 - Southern Peoples and Cultures

3) Policy Sequence - This sequence provides instruction on social work history and values and standards of social and economic justice.

- SWK 341 - Social Welfare Policy: History of Social Welfare and Social Work Profession Development (Macro Issues)
- SWK 343 - Social Work Organizations and Management (elective)

4) Field Experience Sequence – This sequence requires students to integrate and use knowledge from the specific content areas: Values and Ethics, Diversity, Social and Economic Justice, Populations at Risk, Human Behavior and the Social Environment, Policy, Practice, and Research. Students are required to complete a minimum of 400 clock hours of field experience at approximately 16 hours per week over two semesters in the senior year.

- SWK 361 - Preparation for Field Experience
- SWK 463 - Field Experience I
- SWK 464 - Field Experience II

5) Special Topics Sequence

- SWK 392 Social Work in Rural Settings
- SWK 393 Spirituality in Social Work Practice
- SWK 495 Senior Seminar (Capstone)

Field Placement Policies & Procedures

Field Placement

Field placement is an educational experience designed to allow students an opportunity to participate in a social work practicum at a field agency. Beginning in the fall semester of senior year, social work majors take field experience courses for two academic semesters, concurrently with the required core social work courses. Students accumulate 400 hours of practical, hands-on experience in the social work profession. In addition to the 16 hours a week of field placement, students also participate in field seminar classes, which provide students the opportunity to broaden their knowledge about social work practice and gain consultation on practice and field placement issues. Field placement experience proves invaluable to students when they graduate and become professional social work practitioners.

Purpose of Field Education

Field education is an integral part of social work education at Judson College, and it is designed to promote the development of professional competence. The practice of Social Work is both a science (practice based on evidence and theory) and an art (practice based on skills and experience). In the field program students learn to integrate learning from the classroom and field instruction and apply it to actual practice situations and clients. Field experience takes place at various social services field agencies under the close supervision of a licensed or degreed BSW or MSW Field Instructor with at least two years of practice experience. Students may also be assigned to a faculty field liaison who oversees their field learning experience and conducts the seminar classes. Currently, the Field Director performs all Field Liaison duties.

Students' assignments and cases are selected not only to match each student's level of education and experience, but also to provide concrete learning experiences. Thus, the field experience is where students learn to integrate social work knowledge, values, and skills while helping people in need. Students are placed in human services and community agencies to gain knowledge of professional practice, experience of functioning within an organization, and experience working with a diversity of individuals, families, groups, organizations, and communities. The field program provides students with the opportunity to develop strength-and-empowerment based generalist practice skills within agency field settings.

Field placements are available in a variety of government, non-profit, and private agencies throughout the region served by the college. Students will receive experience in micro (individual), mezzo (family and group), and macro (organizational, community, and policy) social work practice. However, many field placements have an emphasis in a particular practice area. Students will work with clients from various cultural, ethnic, racial, social, and age groups. Types of field placements include: protective services, foster care, adoptions, schools, health services, juvenile justice, aging, long-term care, mental health, behavioral health, rehabilitation, and family services. These placements reflect the type of practice settings that are in critical need of generalist social workers in the region.

Field Placement Competencies

The following competencies were developed based on the CSWE 9 Core Competencies and corresponding practice behaviors.

The student will:

At an entry level, demonstrate ethical and professional behavior.

- Make ethical decisions by applying the standards of the National Association of Social Workers (NASW) Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication
- Use technology ethically and appropriately to facilitate practice outcomes
- Use supervision and consultation to guide professional judgement and behavior.

At an entry level, engage diversity and difference in practice.

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

At an entry level, advance human rights and social, economic, and environmental justice.

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
- Engage in practices that advance social, economic, and environmental justice.

At an entry level, engage in practice-informed research and research-informed practice.

- Use practice experience and theory to inform scientific inquiry and research
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

At an entry level, engage in policy practice.

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

At an entry level, engage with individuals, families, groups, organizations and communities.

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

At an entry level, assess individuals, families, groups, organizations, and communities.

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

At an entry level, intervene with individuals, families, groups, organizations, and communities.

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
- Facilitate effective transitions and endings that advance mutually agreed-on goals

At an entry level, evaluate practice with individuals, families, groups, organizations, and communities.

- Select and use appropriate methods for evaluation of outcomes
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, macro levels

Field Placement Team

A field placement is the result of the collaborative efforts of the Program Director, Field Director, Field Instructor, in some cases a Field Supervisor, Field Liaison, Field Agency, and student. These relationships are crucial in carrying out an effective Field Program and providing a valuable learning experience for students. The College encourages frequent and open communication among all participants in this educational partnership. *(Please note that currently the Field Director also functions in the role of the Field Liaison. It is anticipated that as the BSW program expands these roles will be held by separate individuals.)*

Field Director

The Field Director has responsibility for administration and coordination of the field placement program. The Field Director's duties include:

- Recruiting and approving agency field sites and field instructors.
- Ensuring field sites comply with CSWE standards and the field placement policies.
- Providing annual Field Instructor orientations.
- Providing Field Instructor training.
- Creating and updating the *Field Instruction Manual*.
- Ensuring students meet requirements for participation in the program.

- Matching students to field agencies and approving student placements.
- Maintaining records of field sites, student application forms, and placement evaluations.
- Providing prompt attention to and resolution of reported problems regarding students, liaisons, or field agencies.
- Overseeing the field program and ensuring the coordination of field practicum and the quality of the field curriculum and program.
- Performing Field Liaison duties (see below) when Field Liaisons are not assigned.

Field Liaisons

Faculty, who are assigned as Field Liaisons, work with the Field Director to maintain field placement sites and oversee assigned student placements and activities. They serve as a bridge between the practice community and the College and ensure a valuable learning experience for students. The Faculty Liaison's duties include:

- Interpreting the BSW curriculum to individual Field Instructors.
- Assisting students and Field Instructors in developing appropriate learning contracts.
- Acting as a resource for students and Field Instructors regarding the integration of theoretical and experiential based learning and supervision of students.
- Making initial phone contacts with Field Instructors within the first three weeks of placement and making at least one additional phone or email contact during the semester.
- Conducting at least one site visit with students and field instructors during the semester.
- Making additional contacts and site visits as needs arise.
- Mediating any issues that arise between, or among, students, instructors, agencies, and the College.
- Conducting seminar classes and discussions with students and providing written and oral assignments to assist students in integrating classroom and field experience learning.
- Maintaining records related to students' field placements, e.g., learning contracts, evaluations, time sheets, supervisory reports, documentation of contacts, etc.
- Evaluating students' progress and assigning students' grades for field placement.
- Monitoring and assessing the experience provided by the field agency and reporting this to the Field Director.
- Reporting to the Field Director about any students having difficulty with the field experience or problems with professional misconduct, sexual harassment, safety, or ethical violations.

Field Agency

A Field Agency is an agency which has entered into an agreement with Judson College to provide a field placement experience for BSW students. Field Agencies agree to:

- Provide a Field Instructor (either a licensed and/or degreed BSW or MSW) with education and experience (at least 2 years post-degree) necessary to supervise the student and who has been approved by the Judson College Social Work Program.
- Provide an orientation for students to familiarize students with their agency's policies, procedures, services, personnel, and safety practices.
- Provide students with social work experiences appropriate to the level of coursework and which allow students to successfully complete the objectives of the learning contract.

- Provide the appropriate number of field practicum hours and supervision for students assigned to the agency within the dates of the Judson College academic semester.
- Provide the resources necessary for students to complete their field placement.
- Allow field instructors to participate in the required Field Instructor training for new instructors and annual orientation meetings.
- Notify the Faculty Liaison of problems with students, to include failure to follow agency policies and procedures, failure to meet learning contract requirements, or inappropriate interactions with agency clients or personnel.
- Retain the right to dismiss students from field placement at the agency site.
- Complete the student evaluation form at mid-term and at the end of each semester.
- Complete the field placement program evaluation at the end of each semester.

Field Instructor

A Field Instructor is an employee of an agency who is assigned by the agency to work with the BSW student and is the student's contact within the agency. The Field Instructor acts as an instructor, supervisor, and mentor for students and helps students apply social work values and ethics and human behavior theories to practice. He/She also helps students understand the challenges and rewards of social work practice and plays a crucial role in the professional development of BSW students. In addition to the minimum of two years post-social work degree practice experience, Field Instructors should have a minimum of six months experience in their current agency.

The Field Instructor agrees to:

- Provide a copy of social work license or diploma to the Field Director.
- Complete Field Instructor training and annual orientations.
- Commit to the educational objectives of Judson College's field placement program.
- Orient the student to the mission, policy, procedures, and safety practices of the agency.
- Complete the orientation checklist for social work field students.
- Collaborate with the student to develop the learning contract.
- Provide assignments and learning opportunities that will enable the student to fulfill the objectives of the field course and learning contract.
- Provide ongoing close supervision and evaluation of the student throughout the semester. Be available at the field agency, for the most part, during student field hours and/or ensure that alternate supervision is available if called away.
- Provide a minimum of one hour/per week of direct supervision to the social work student during which the student receives social work instruction and evaluative feedback about his/her progress toward achieving competency as a beginning-level practitioner.
- Review and sign the weekly journals.
- Sign student's weekly field placement time sheet.
- Complete an evaluation of the student assessing student's performance and competency level in mastering the field learning objectives. This is completed at mid-term and at the end of the semester.
- Meet with the Field Director/Liaison and student during the semester at the time of midterm and final evaluations and recommend the student's grade. The final evaluation will be a site visit.
- Notify Field Liaison of any problems, concerns, or questions as soon as they become evident.

- Meet with student and Field Liaison, as needed, for resolution of issues.
- Complete and return requested forms in a timely manner to the Field Liaison and/or Field Director (i.e. student evaluation, program evaluation)
- Uphold the NASW Code of Ethics and the Code of Conduct of the State Board of Social Work Examiners of Alabama.

Field Instructors have the primary responsibility of supervising student activities and monitoring their performance. Students and Field Instructors collaborate to establish weekly schedules which optimize the student learning experiences. Each week, during field placement, Field Instructors must provide one hour of supervision and consultation during students' sixteen weekly field hours. If a Field Instructor is not available due to absence or illness, a designee is appointed to supervise the student. Weekly time sheets tracking the students' field hours are signed by Field Instructors or Task Supervisors.

Field Instructors orient the students to the agency and select students' assignments and cases according to the students' level of education and experience and whether the activities will provide concrete social work learning experiences. In consideration of the learning styles and needs of students, Field Instructors use a variety of teaching strategies to help students integrate their education with field experience. During weekly supervisory meetings, Field Instructors provide students the opportunity to review cases, discuss professional and ethical issues, and receive feedback on their field performance. Suggestions for structuring these sessions can be found in the outline for weekly supervisory sessions. Completed supervisory reports are sent through the students to the Field Liaison for monitoring of field placements. If any unusual conditions or concerns arise about placements or students, they should be communicated to the Field Liaison as soon as they become evident. During the semester, Field Instructors meet with the students and Field Liaison to discuss students' progress and the effectiveness of the educational experience. Field Instructors complete student evaluations at mid-term and at the end of the semester and make recommendations with regard to the grade a student should receive.

Field Task Supervisor

The Field Director may consider approving the placement of a student in an agency which does not have a licensed/degreed social worker, but the agency provides services that can be provided by a professional social worker. In these situations, an employee of the agency may take on the role of the Field Task Supervisor. This person is most often a human services professional who can direct the tasks necessary for student learning. In these circumstances, the student will be assigned to a licensed or degreed professional social worker or a BSW program faculty member or Field Liaison to function as Field Instructor, who will provide a minimum of one hour a week of formal social work instruction. The Field Task Supervisor is expected to perform all other typical responsibilities of the Field Instructor. However, they will collaborate with the Field Instructor in developing the learning contract and in evaluating students.

Field Instructor Orientation and Training

The BSW program provides annual field orientation for all new and returning Field Instructors. The purpose of orientation is to explain the BSW program's mission, goals, objectives, and curriculum; the policies and procedures of field placement; the specific duties and responsibilities of Field Instructors, Field Supervisors, Field Liaisons, and the Field Director; and the criteria for establishing learning contracts and the evaluation of students. The orientation also covers the review of field forms and the *Field Instruction Manual* and highlights any changes in the field program. Participants are provided current versions of the *Field Instruction Manual*, and other handouts pertinent to instructors.

Orientation is required annually for Field Instructors and Field Supervisors. Given the current small size of the program, the Field Director may provide individual orientation sessions at the agency rather than requiring instructors to come to a session on Judson's campus.

Field Instructor training is required for Field Instructors to gain the knowledge and skills necessary for providing quality field instruction to social work students in field education. The training is offered at minimum once a year. The Field Instructor training covers the following topics:

- The mission of field education
- How to conduct a successful agency orientation
- Effective field supervision
- Integration of theory and practice
- Ethical issues in field education
- Effective feedback and evaluation

Contact with Field Director / Field Liaison

Field Instructors may contact the Field Director or Field Liaison throughout the academic year for consultation on specific field issues, instructions on any aspect of field education, or to provide suggestions for field program improvement. A continuing dialog with field agency staff is maintained through notices by mail, phone, or e-mail of any program, policy or procedural changes, school and social work program events, or meetings of the Community Advisory Board. Other means of continuing dialog include the conferences with Field Liaisons, Field Instructors and students, which occur during the academic semester at mid-terms and finals. Additional conferences and site visits are conducted by the Field Liaison when placement concerns, conditions, or challenges require attention and resolution. The agreements signed by field agencies and instructors outline the guidelines and requirements of effective communication between the agencies and BSW program staff and sets the tone of a team approach toward advancing student learning in field education.

Agency Criteria for the Field Placement Program

The approval of potential field placement sites is completed by the Field Director, who evaluates the agency's ability to provide a field experience that complements and supports the College's mission and the BSW program's goals and objectives. In order to be an approved field placement site for the

BSW program, agencies must not discriminate with regards to age, class, color, culture, disability, ethnicity, family structures, gender, marital status, national origin, race, religion, sex, and sexual orientation regarding the selection, assignment, education and retention of students. The agency must have been established for at least one year before they can be approved as a placement site for students.

The Field Director will make a site visit to assess the agency for approval by considering the following factors:

- Agency functioning and services provided.
- Appropriateness of the site to accommodate students without high risk safety concerns.
- Commitment of the agency to provide student instruction and promote social work ethics, value, principles, and standards of generalist practice.
- Ability to support the educational focus of field education.
- Ability to provide students the opportunity to practice with diverse client populations.
- Ability of the agency to support the mission, goals, and objectives of the BSW program
- Ability of agency to provide social work experiences appropriate to the baccalaureate level of coursework, which will allow students to successfully complete the objectives of a learning contract.
- Ability of agency to provide a field instructor with an MSW or BSW degree, with a license preferable, to meet with students for a minimum of one hour per week and provide appropriate instruction, guidance, and task supervision. If agency is unable to do so, off-site supervision may be arranged by the Field Director.

The field agency must complete an agency information form and sign a field placement agreement between Judson College and the agency. The agreement form stipulates the collaborative process between the BSW Field Education Program and the agency and outlines their respective responsibilities. The agreement is signed by the Field Director, the Vice President for Academic Affairs, and the Agency Director or approved representative. The *Field Instruction Manual*, which has information about the BSW program's mission, goals, and objectives and the field education program's objectives, policies and forms, is provided to the agency. Field Instructors receive the *Field Instruction Manual* and *Field Syllabi Packet* at orientation and Field Instructor Training.

Field Instructor Criteria

Field Instructors are to be preferably licensed social workers, but must hold a BSW or MSW degree and a minimum of two years post BSW or MSW experience as professional social workers and a minimum of six months experience in their current agency.

Exceptions may be made for licensed BSW and MSW social workers without a social work degree who were grandfathered in at the beginning of state licensure of social workers and continue to meet the social work licensing criteria of the Alabama Board of Social Work Examiners. Factors that are considered for approval of these individuals as Field Instructors are their social work and supervisory experiences and their training and education.

Field Instructors play a vital role in the professional development of students and should possess certain qualities in order to instruct and mentor students. The following qualifications are criteria considered in the approval process:

- Knowledge of the social work profession and its current practices
- Knowledge of the field agency's practice, policies and structure
- Interest in professional social work education and willing to work cooperatively to accomplish the educational objectives of the BSW program
- Conducts self in a professional, non-discriminatory, and ethical manner
- Demonstrates continued professional development
- Ability to provide constructive evaluative feedback and social work instruction
- Ability to assist students in applying theory to practice and using critical thinking skills
- Ability to develop learning assignments relevant to field course objectives and the students' abilities and learning needs
- Ability to provide close supervision and has the time to fulfill responsibilities of field instruction

Student Eligibility for Field Education

For students to be eligible to participate in field work, they must:

- Be declared a social work major and have been accepted into the BSW program
- Have successfully completed SWK 311 Social Practice I, SWK 321 and 322 Human Behavior in the Social Environment I and II, and SWK 361 Preparation for Field Placement
- Maintain a minimum 2.0 cumulative GPA in all coursework and a minimum 2.0 grade in required social work courses (may be waived in extenuating circumstances by Field Director).
- Submit the Application for Field Placement, resume, Student Field Placement Agreement, Release of Information, and Informed Consent/Assumption of Risk forms to the Field Director.
- Interview with Field Director prior to the end of the spring semester of junior year.
- Submit new field applications, updated resumes, student field placement agreements, release of information, and informed consent/assumption of risk forms to the Field Director prior to starting a new field placement.

Process for Acquiring a Field Practicum Placement

1. Student submits a Field Practicum Application, Student Field Placement Agreement, Release of Information form, Informed Consent/Assumption of Risk form, and resume to the Field Director.
2. Student reviews Field Placement Site List as provided by the Field Director.
3. Student meets with Field Director to review the field application packet; identify educational needs and goals and career interests; and discuss circumstances pertinent to the selection of a field placement site. Field Director, with student input, selects an agency from the list and makes a tentative match between student and the agency.
4. Field Director will notify the agency of the student's interest.
5. Student contacts the agency and arranges interview.
6. Student completes interview and provides agency with resume.

7. Student informs Field Director regarding completion of interview.
8. Field Director contacts agency regarding whether they will accept student.
- 9a. Student and agency decide to proceed with placement.
- 9b. Agency does not select student or student provides a sufficient reason to Field Director to turn down placement. Field Director matches the student with another field agency.
10. Field Director notifies the agency to confirm the student's field practicum.
11. Student contacts the agency to make arrangements for any required background screening, tests, or immunizations, so that there are no delays in starting practicum.
12. Student submits proof of liability insurance.
13. Student is assigned to a Field Liaison (if applicable).
14. Student contacts agency prior to the beginning of the academic semester to arrange a date to start placement and establish a field schedule.
15. Placement starts. Student and Field Instructor develop Learning Contract, which is submitted to the Field Liaison by the third week of the semester.

If a student is unable to secure a field placement after three interviews, then the student, Field Director, and Program Director will meet to discuss terminating the field placement process and develop a plan to address the problems.

Legal Issues/Background Checks/Criminal Records

In order to identify a suitable field placement, students are required to disclose any history of felony and/or misdemeanor convictions or other legal or investigative issues when applying for field placement. Students are also required to provide comprehensive explanations of the circumstances of these convictions or legal issues. Failure to provide the requested information may result in the inability to process the students' application and to provide a field placement. Please note that a conviction or legal issue does not automatically disqualify a student from field placement. However, depending on the date and nature of the offense, dispositions, and rehabilitation efforts, students may have restrictions on the choice of field placements.

Since the first concern of Social Work is the welfare of clients, many social services agencies require specific background, criminal record checks, and/or abuse and neglect checks prior to accepting students for field placement at their agency. Depending on the agency, students may be responsible for the cost of the background check, which could take six weeks to obtain results. Field agencies may restrict students with felony convictions, certain misdemeanor convictions, or other legal or investigative issues from field placement with their agencies. However, every reasonable opportunity to secure a suitable field placement for students will be explored. Students' written consent will be obtained before sharing any background information with a field agency. If a field agency cannot be found which will accept the student for field placement because of the student's legal issues, the student may be asked to leave the BSW program. The students' rights of appeal, according to BSW Student Handbook, will apply.

Students should note that false statements on their field application or application to the Social Work Program would be considered unethical behavior and consequently grounds for termination from the Social Work Program. Students who have had any criminal convictions while enrolled in the BSW

program must notify the Program Director for a review of the circumstances and determination of continued eligibility in the BSW and/or Field Placement Program. Failure to notify or provide accurate information could result in termination from field placement and the Social Work Program.

Student applicants with felony or certain misdemeanor convictions are advised that they may be denied a social work license by the State Board of Social Work Examiners in Alabama and/or in other states. Students are further advised that their eligibility for social work licensure in Alabama is determined by the Alabama Board of Social Work Examiners when they submit an application for licensure after graduation from the BSW program.

Field Placement in Place of Employment

There are times when a student may need or desire to complete a field placement at his or her current place of employment. Some students must work while concurrently pursuing a degree in social work, and other students from rural environments may be faced with limited choices for field placement sites. An employment-based placement site already employs a student full or part-time and may financially compensate the student's fieldwork in the form of a salary. Field placements at a student's workplace require special consideration and structure. Each request for approval will be considered on a case-by-case basis by the Field Director and will include an assessment of the field agency's ability to provide educational opportunities to meet the learning objectives of the BSW field program and CSWE educational guidelines and standards. In addition, the following conditions must be met:

- All the guidelines for a regular (non-employment site) field placement must be met, and the agency must be approved as a placement site.
- For the duration of the field placement, the agency must be willing to designate a set time for the student's field placement and must place the student's learning objectives ahead of the agency's employment needs.
- The student will collaborate with the Field Instructor to design a learning contract which plans for the student's acquisition of new social work knowledge and skills that fulfills the field objectives of the course.
- The Field Liaison, Field Instructor, and student must work together to ensure that the student is given an opportunity to be a learner and observer and participate in activities substantially different than that of the student's paid position.
- The student's Field Instructor must not be the student's work supervisor. A waiver of this policy may be granted when a student has been employed less than three months with the agency.
- The Field Instructor must meet all the requirements of the BSW Field Program.
- The Field Liaison will monitor the field placement closely to ensure that the student is receiving an educational learning experience.
- If the Field Director, in conjunction with the Field Liaison, determines that a distinct learning opportunity for the student is not occurring, the Field Director will specify the problems in writing and work with the Field Instructor and student to resolve the problems. If the specified problems are not resolved, no credit will be given for the field placement.

Procedure for Initiating Placement in Place of Employment

1. The student informs the Field Director that he or she is interested in doing a field placement at his or her place of employment. The Field Director and student discuss options.

2. The student discusses the possibility of field placement with his or her immediate supervisor. The student makes the supervisor aware of the requirements of field placement.
3. The student completes the Field Placement Agreement for Place of Employment form, obtains all required signatures, and submits the completed form to the Field Director. This must be done a minimum of one month prior to the start of the field placement.
4. Within two weeks of receipt of the agreement, the Field Director reviews the completed form and notifies the student if the field placement is acceptable. The Field Director may use this time to visit the suggested field placement site or contact agency staff.
5. The Field Director has final approval regarding the suitability of a place of employment as a place for a student's field placement. If the Field Director determines that the placement site is unacceptable, the student must agree to be placed at another agency.
6. If a student or the agency deviates from the learning contract, and it is determined that the student's educational objectives are not being met, the placement may be terminated.

Student Responsibilities

Students who are majoring in social work and who have received permission to participate in the Field Placement Program agree to:

- Adhere to the National Association of Social Workers' Code of Ethics, the Alabama State Board of Social Work Examiners' Code of Conduct, and Judson College's Student Code of Conduct.
- Obey all federal, state, and local laws.
- Obtain student professional liability insurance through an approved insurance provider and submit proof of insurance coverage prior to the onset of the field practicum.
- Comply with the policies, procedures, and expectations of Judson College's Social Work Program and Field Education Program as set forth in the BSW Student Manual, the *Field Instruction Manual*, and the course syllabus.
- Comply with all field agency policies and procedures.
- Conduct themselves in a professional and ethical manner at all times. This includes being punctual, reliable, and responsible in all field education assignments, as well as, interacting in a professional, non-discriminatory manner with all clients and staff of the agency.
- Comply with Judson College's policy about transporting clients. This policy restricts students from transporting agency clients in their vehicles.
- Set and adhere to a schedule for the hours of the field practicum and provide a copy of the hours to the Field Instructor and Field Liaison.
- Be prepared to actively participate in weekly one hour supervisory sessions with the Field Instructor.
- Regularly attend and participate in the weekly Field Placement Seminar.
- Alert the Field Instructor and Faculty Liaison immediately of any personal or professional difficulties which impedes their ability to perform the assigned tasks.
- Complete and submit all assignments and documentation in a timely manner, to include the learning contract, weekly time sheets, weekly journal, supervisory reports, and field placement evaluations.
- Maintain a cumulative GPA of 2.00, a social work GPA of 2.0, and a 2.0 in all social work core courses.

Distribution of Hours

Students must accumulate a minimum total of 400 field placement hours over the course of two semesters. Students must participate in their field placements 16 hours per week for approximately 13 weeks each semester. Students are placed at a field agency for their senior year. Placement at this agency is for two academic semesters.

In addition to field work, time spent attending agency training and approved conferences, writing journal entries, completing field forms, researching best practices, and participating in supervisory conferences will count toward practicum hours. Travel time to the placement site will not be included in students' placement hours. In order to most closely approximate the experience of a professional social worker, **students may not report to their placement for any less than a two hour block**. If class schedules and or travel time prevent a two hour time commitment, students must choose an alternate time in order to accumulate the 16 weekly hours required.

Students are not permitted to accrue field hours in an academic semester and apply it toward the next semester field placement. Students must submit weekly time sheets signed by their Field Instructors to the Field Liaison. If students miss hours due to agency closure on the day of their scheduled hours, the students will make up those hours during the academic semester. If students must miss placement hours, a plan to make up the hours must be submitted to the Field Instructor and the Field Director/Liaison. The clock hours for field placement must be completed before a final grade will be given. The student must complete each semester's practicum before the student is eligible to begin the next field experience course.

Life and Work Experience

The BSW Program does not accept life experience and/or previous work or volunteer experience for academic credit or for field placement.

Student Journals

Students will use the weekly journal outline to discuss a key experience of their field placement. Students will protect the confidentiality and identity of individuals or groups discussed and submit weekly journal entries to the Field Instructor and Field Director/Liaison.

Field Seminar Class

Seminars in the field experience courses, conducted by BSW faculty, provide students with the opportunity to discuss the integration of theory to practice, social work ethics and practice issues, readings and assignments, and their experiences in field placements. Seminar classes and discussions enhance students' abilities to integrate knowledge, values, and skills while helping clients at their field agencies. The seminars also serve the function of monitoring students' growth and development in professional social work practice. Reviews of students' journals provide further insights into the level of progress being made by students in achieving competency as a beginning-level practitioner.

Learning Contracts

The purpose of the learning contract is to identify the specific learning opportunities and practice experiences that will enable students to meet the objectives of the field course and to establish the criteria of the students' evaluations. The Field Director is available as needed to assist students and

Field Instructors in designing contracts, which will serve as a written plan to guide student learning. Learning contracts for each field course include selected BSW Field Program objectives. Students and Field Instructors establish in the contract learning activities to match students' level of education and experience and to fulfill students' individual learning needs to become competent generalist social work practitioners. Students and Field Instructors are encouraged to be creative in developing learning activities for students. The Learning Contract lists the performance indicators for students' evaluations that are rated at mid-term and the end of the semester.

BSW students are required to complete and submit the learning contract for approval to the Field Liaison by the third week of the semester. Students who fail to complete a learning contract will receive an unsatisfactory grade.

Evaluation of Student Learning and Development

The Field Instructor and Task Supervisor (if applicable) will evaluate the student's progress toward meeting the stated objectives of the learning contract at mid-semester and at the end of the semester. To complete this, Field Instructors and Field Supervisors (if applicable) will rate the student on the specific performance indicators listed for each objective on the Student Evaluation and then will meet with student to discuss the student's performance. The Field Instructor and Task Supervisor (if applicable) will meet with the Field Liaison and student to discuss the student's evaluation and recommend a grade. Satisfactory grades are assigned by the Field Liaison based on field placement and seminar attendance and participation; completion of weekly journal entries, course assignments, and field forms; progress toward meeting the contracted field objectives and completion of assigned activities; and compliance with the behavior standards of the NASW Code of Ethics, the Alabama State Board of Social Work Examiners' Code of Conduct, and Judson College Student's Code of Conduct.

Students in field placements must receive a "developing" grade in order to receive credit for courses and to advance to the next field course. The completion of SWK 361 Preparation for Field Placement, SWK 463 Field Experience I, and SWK 464 Field Experience II are required for successful completion of the field placement requirement of the BSW degree.

Grade Review Policy

If a student has a grievance with his or her field evaluation or grade, it should first be addressed with the Field Instructor. If the grievance is not resolved, the student should seek a review meeting with the Field Director and Program Director. If the student is unsatisfied with the resolution regarding their grade; he/she should follow the specific Policy for Review of Grades which is available in the Academic Dean's office. No grade review request will be considered after a period of one calendar year following the recording of the grade on the transcript.

Timelines of Field Education

Junior Year

November Enroll in SWK 361 Preparation for Field Placement.

- February Complete application for field placement, resume, release of information, student field placement agreement form, informed consent/assumption of risk form and submit to the Field Director by end of the month.
Interview with the Field Director regarding potential placement sites and interests.
Interview with field agency.
- April Finalize field placement for fall semester by end of the month.
Complete any required background screenings, tests, and immunizations.
- August Obtain professional liability insurance.

Senior Year Fall Semester

- August Enroll in SWK 463 Field Experience I.
Confirm field placement and schedule with agency Field Instructor one week prior to beginning of semester.
Begin field placement during the first week of the Fall Semester.
- September Learning contract due by third week of semester.
Field Liaison will contact or meet with student and Field Instructor.
- October Mid-term evaluations due; Field Liaison will meet with student and Field Instructor.
- Thanksgiving Break - Students are not in field placement.*
- December Final evaluations due; Field Liaison will meet with student and Field Instructor.
Student completes the field program evaluation form.

Winter Break - Students are not in field placement.

Senior Year Spring Semester

- January Enroll in SWK 464 Field Experience II
Begin field placement during the first week of the spring semester.
- February Revised learning contract due by third week of semester.
Field Liaison will contact or meet with student and Field Instructor.
- March Mid-term evaluations due; Field Liaison will meet with student and Field Instructor.
- Spring Break Students are not in field placement.*
- May Final evaluations due; Field Liaison will meet with student and Field Instructor.
Student completes the field program evaluation form.

Student Safety and Protection

Safety

The BSW Program is committed to preparing students for the potential dangers they may encounter in the field setting through its seminar classes and materials provided in this manual and other readings. Each student should consult with their Field Instructor about the safety policies and practices of their field agency.

Liability Insurance

All students participating in the Field Placement Program are required to purchase and maintain Student Professional Liability Insurance from the National Association of Social Workers or other approved insurance providers. Each student must submit proof of insurance coverage to the Field Director *prior* to the start of his or her field placement. Students will not be allowed to begin their placement until the Field Director has received proof of coverage.

Transporting Clients

Judson College prohibits students from transporting clients in their personal vehicles so as to ensure the safety of both the clients and the student and to reduce liability for the student. The exception to this would occur when the student is an employee of the field agency and would be otherwise required to transport clients as part of their employment.

Attendance and Holidays

All students are expected to regularly attend their field placements. Students should work in collaboration with their Field Instructors to develop a weekly schedule which optimizes their learning experience and provides the required 16 hours per week within the confines of the academic semester. If a student must miss hours, the student's Field Instructor must be notified immediately. If a student misses more than 10 hours of field placement, the student must then submit a written plan outlining how they will make-up the hours to their Field Instructor and Faculty Liaison. **Frequent absences may result in the student being dismissed from the field placement site and/or an unsatisfactory grade in the field experience course.**

Students are expected to observe agency hours and holidays. The student is not required to be at field placement during college breaks & holidays.

Sexual Harassment/Sexual Misconduct

The Judson College policy applying to students and those who interact with students on the Judson College campus or at sponsored events, activities, and field placements expressly prohibits sexual harassment at Judson College sponsored activities or sexual misconduct of any kind. Field students, Field Instructors, and faculty are subject to the sexual harassment policy of and the relevant Judson College internal policies of individual agencies. Sexual harassment of any field student of the BSW program shall not be tolerated from any faculty, Field Instructor, student, employee, or representative of the field agency.

Allegations of sexual harassment in field placement settings shall be investigated and resolved in accordance with the policies and procedures of the Judson College Code of Conduct. For detailed

information concerning the sexual harassment policy and investigatory procedures of, Judson College interested students and agency personnel should consult the Judson College *Student Handbook*.

In addition to Judson College policy on sexual harassment, field students, faculty, and participating field agency staff are subject to federal and state laws prohibiting sexual harassment. Social workers and social work students are additionally subject to the NASW Code of Ethics' standards and the AL Board of Social Work Examiners Rules and Regulations (or when applicable regulations from other states) regarding sexual harassment and conduct with clients.

BSW students are forbidden to engage in sexual harassment or sexual misconduct of any kind. Sexual harassment consists of unwanted sexual behavior, attention, or activities which may create a hostile environment for the victim(s). A definition of sexual misconduct can be found in the Judson College *Student Handbook*. Depending upon the seriousness of the offense, a student may be warned by Judson College, subjected to non-academic discipline, suspended or expelled from the BSW program. A student charged with sexual misconduct could be prosecuted under both under state criminal statutes and disciplined under the university judicial processes. College adjudication and appeals processes are provided in the Judson College *Student Handbook*.

Resolving Problems in Field Placements

The field placement environment is challenging and demanding. Even students who have done exceptionally well in their coursework may find the multiple demands of the practice environment complex and, at times, overwhelming. It is expected that difficulties will arise occasionally for students, the Field Instructors, or the Field Agency. When problems do occur, it is in the best interest of all concerned that they be resolved as expeditiously as possible.

Request for Change of Placement

It is expected that students remain in their assigned field placements. However, the program recognizes that it is sometimes necessary to change a field placement site. If during the process of establishing the learning contract (within the first three weeks of placement) the student or Field Instructor concludes that the practicum setting is not a good match for the student or there are extenuating circumstances, the student may contact the Field Liaison about replacement in a new agency. The Field Liaison, Field Instructor, and student will make a plan regarding the student's assignments at the field agency until another field placement is located. Students and Field Instructors should note that placement changes after the sixth week of the semester may require withdrawal from the field course.

Issues identified by Field Liaison

Field Liaisons monitor students' progress in field placements through the review of weekly time sheets and supervisory reports, discussion of students' journal entries; discussions in seminar classes, contacts with students and Field Instructors, site visits, and student evaluations. Field Liaisons also monitor that students maintain liability insurance coverage. Field Liaisons may contact students and/or Field Instructors to address any concerns identified.

Issues identified by Field Instructor or Student

Other problems may be identified by the student or Field Instructor. These problems or concerns may raise questions regarding the appropriateness of the placement for a particular student and/or the

student's ability to meet the agency expectations or fulfill the responsibilities of the practicum. Common concerns that students may identify include the need for more supervision, instruction, and preparation from Field Instructors; the need for greater responsibility and more client contact; and the need for more opportunities to address objectives of the learning contract. Some of the concerns that Field Instructors identify are the students' performance of basic work place responsibilities, such as attendance, timeliness, dress, completion of assignments, and use of time; lack of professionalism; questionable ethical behavior; negative attitudes toward clients, staff, or colleagues; and problems in personal functioning (health, behavior, and mental health) that negatively impact client welfare.

Steps in Problem Resolution

The collaborative process of developing a Learning Contract is intended to clarify roles, expectations, and responsibilities and to prevent problems in field placement. The BSW Program encourages students and Field Instructors to deal directly and immediately with concerns or disputes that take place in agency field placement. Weekly supervisory meetings are an appropriate setting for students or Field Instructors' concerns to be discussed and addressed. An action plan can be agreed upon and written in the Supervisory Report. The following procedures have been developed so that all of the members of the field placement team will know how to proceed if for any reason the placement raises concern.

Step 1: Someone from the field placement team (Field Instructor, Field Supervisor – if applicable, Student or Field Liaison) becomes aware of an area of concern.

Step 2: The concerned person addresses the issue directly with the person about whom they have the concern, or, alternatively, the concerned person discusses the situation informally with the third or fourth member of the team in order to get perspective or support and then addresses the person about whom they have the concern. (The Field Instructor may bring up an issue directly with the student, or may choose to discuss it with the Field Liaison for some input on how best to proceed before talking with the student. Or, the student may ask the Field Liaison for help in talking with the Field Instructor or Field Supervisor.) It is anticipated that most concerns will be resolved at this step or at step 3. Team members may wish to take informal notes about the issue and resolutions discussed. The issue and resolution should be reflected in the student's weekly journal and supervisory report. If the situation is not resolved proceed to step 3.

Step 3: A meeting is called, by any of the involved people, with the student, Field Instructor, (Field Supervisor) and Field Liaison. The issue is discussed and a plan made for resolution. Notes are taken by the Field Liaison for future reference. If the situation is not resolved proceed to step 4.

Step 4: A meeting is held with the Field Director. Again, a plan is developed and notes taken. If the situation can not be resolved in the field agency then the student may be removed from placement with the field agency. If there is concern about the student's functioning or appropriateness for field placement, the student may be referred for a Review Meeting through the BSW program. If the problem is related to the quality of supervision or practices at the field setting, then the Field Director will address those concerns with the agency director of the field agency.

(Please note that currently the Field Director also functions in the role of the Field Liaison. It is anticipated that as the BSW program expands these roles will be held by separate individuals.)

Review Meetings and Termination of Field Placement

The Field Placement program is an opportunity for students to learn about the social work profession and how well it fits with their personality and long-term goals. Since students will have an opportunity to interact with agency professionals and clients, they must strive not only for academic excellence, but must maintain a high standard of ethical behavior and conduct. If a student has problems in their field placement that have not been resolved through consultation and meeting with the Field Liaison and Field Director, then a Review Meeting may be held. In some circumstances it may be detrimental to the student, agency, staff, or clients to allow the student to remain in field placement during this review process.

The reasons for a Review Meeting or termination of field placement include (but are not limited to) the following:

1. **Ethical Violations** – Students who violate the NASW Code of Ethics or the State Board of Social Work Examiners Code of Conduct of their state or Judson College’s Code of Conduct may have their field placements terminated. Serious ethical violations, including sexual misconduct with a client, will result in expulsion from the BSW program.
2. **Failure to Disclose** – Students who have failed to disclose criminal convictions or provide accurate information on their applications, may be terminated from the Field and BSW Programs. Please note that most field agencies require background checks before a student may be allowed to work with clients.
3. **Emotional Instability, Behavioral Problems, and/or Irresponsibility** – Students who display emotional instability, behavioral problems, and/or irresponsibility may be asked to leave their field placements. Students, who are unable to control their emotions, demonstrate unresolved issues, or who react inappropriately with clients, colleagues, or faculty may not be ready or appropriate for field placement.
4. **Behavior that is emotionally or physically damaging to clients.**
5. **Inability to carry out student social work internship assignments at the field agency or to work effectively with clients systems.**
6. **Failure to Maintain Academic Standards** – Students who fail to maintain a satisfactory GPA in their Social Work courses (a minimum cumulative GPA of 2.0) and a 2.0 in all core Social Work courses, will not be allowed to establish a field placement the following semester. Continued problems with maintaining academic standards may result in expulsion from the BSW field program.
7. **Failure to Maintain Liability Insurance** – Students who fail to maintain Student Professional Liability Insurance will not be allowed to continue in their field placements. All students must provide proof of coverage for the entire duration of the field placement.
8. **Repeated Absences** – Students who have repeated absences from their field placement are at risk of having their placements terminated. Students need consistent attendance in order to

fulfill the dictates of the Field Placement program, to optimize their learning experiences, and to ensure adequate service to clients.

A Review Meeting usually consists of the Field Liaison, Field Director, and Program Director; others who may attend when deemed appropriate or requested by the student are Field Instructors, BSW faculty, other faculty, or academic advisors. Developing a corrective action plan is preferable to terminating placements or students from the program. Students who are performing at a failing level in their field placements should be given an opportunity to correct any deficiencies early in the placement. If it is determined that the student's performance could improve with remediation, the Field Liaison and student will jointly develop a written Development Plan outlining the requirement of remediation.

Possible Outcomes of a Review Meeting:

1. Recommendation that the student withdraw from the course if it is within the academic time frames. (Depending on the circumstances a Development Plan may be needed.) Student will need to have another Review Meeting to discuss resolution of concerns before being allowed to re-enroll in the course.
2. Assignment of an unsatisfactory grade. (Depending on the circumstances a Development Plan may be required for re-enrollment)
3. Termination from the Field Education Program.
4. Continuation of the field course with a written Development Plan to address concerns adequately.

Examples of plan elements:

- a. Student agrees to take necessary actions to resolve problems, such as, obtaining medical, behavioral, or mental health services and /or treatment; modifying field, work, or academic schedules;
- b. A plan for increased level of supervision, monitoring, evaluative feedback and instruction.
- c. Student agrees to seek reinstatement of liability insurance coverage.
(If student problems persist the student will receive an unsatisfactory grade for the field experience course.)

Faculty of the BSW Program have the responsibility to terminate a student from the field placement program at any time prior to completion of the program if the student fails to meet minimum standards in field placement. In addition to academic expectations, social work students are expected to demonstrate professional, non-discriminatory, and ethical behavior. Since the role of social worker involves helping clients from a diversity of backgrounds and with a range of problems, it is important that the social work student not permit personal issues to interfere with their ability to render assistance to those in need. In instances where students demonstrate behaviors which suggest that their own difficulties are not sufficiently resolved to provide services to clients and/or function within an agency setting, the students may be dismissed from the field program.

The Field Director will inform students in writing of the termination of their field placement or their termination from the field placement program and the grounds for the termination.

Student's Rights to Appeal

Upon receipt of the termination letter, students who believe there are extenuating circumstances that have led to the noted deficiencies may request reinstatement. The following procedures must be followed:

1. Requests must be made in writing to the Field Director within two weeks after receiving the termination letter. Included in this letter needs to be a detailed explanation of the extenuating circumstances the student believes contributed to the deficiencies leading to termination and their proposed corrective action plan to prevent future problems. Students may also submit supporting information to help state their circumstances.
2. Upon receipt of the letter, the Field Director will schedule a Review Meeting within two weeks to discuss if reinstatement is possible.
3. The review team may request written data from other sources, such as grades and feedback from other faculty or field instructors to assist in decision making. The team shall deliberate in private and make a decision within five days following the meeting.
4. The Field Director will notify the student of the decision in writing within three working days.
5. If the student is unsatisfied with the decision, they may appeal the matter by sending a letter of appeal to the Chair of the Division of Social Sciences within five days of receiving the decision letter. The Chair will schedule a review and after the completion of the review will notify the student of their decision. Should the student wish to appeal the Department Chair's decision, the student must use the college channels as outlined in the *Judson College Student Handbook*.
6. Reinstatement into the Field Placement program does not guarantee the student will be placed in another agency during the same semester. A student may have to wait until the Field Placement course (I, II) is offered during its regular rotation to begin a new placement. In that situation, the student would need to earn 200 placement hours with the new agency.
7. Students who are reinstated by appeal but who subsequently receive an "Unsatisfactory" grade in a field experience are automatically terminated from the program. Students who do not seek reinstatement or whose reinstatement is denied must wait one full calendar year before reapplying to the field program. The student must then meet all the eligibility criteria for acceptance in the field program

Student Forms

Application for Field Placement

Judson College Social Work Program

Anticipated Semester/Year of Enrollment in Field Placement: _____/_____
Have you applied and been accepted into the Social Work Program? Yes ___No___
Are you enrolled in or have you completed SWK 311 & 321? Yes ___No___
Overall GPA? _____ GPA in SWK courses? _____
Any grades received (or expected) in required social work courses below 2.0?
Yes ___ No ___ If yes, explain _____

Honors or Awards? _____

Please Print or Type:

Name: _____
(Last) (First) (Middle)

Student ID: _____ Driver's License: _____
(State) (Number)

Phone Number: (____) _____ Alternate Phone Number: (____) _____

Mailing Address: _____
(Street Address or PO Box)

(City) (State) (Zip Code)

Physical Address: _____
(If different than above) (Street Address)

(City) (State) (Zip Code)

Email: _____

Emergency Contact: _____
(Name) (Relation)

(Phone Number)

(Address)

I Information on Mental Health

Social workers are often in stressful and psychologically demanding situations. The profession involves considerable need to make immediate and serious decisions under crisis conditions. If in the past two years you have been treated by a licensed mental health practitioner (or think you may have) for emotional, psychological, or mental health problems that may affect your stress level, interfere with your functioning as a professional social worker, or negatively impact your work with clients, you should seek the advice of a licensed mental health practitioner prior to enrolling in the BSW Field Program. Please carefully consider how field work may impact you and clients' well being. Emotional, psychological, or mental health conditions may become more severe under the stress of Social Work field education and practice. If students manifest problems in field placement that interfere with their successful progress in the program, they may be asked to withdraw from the field program.

_____ **I have read and understood the statement regarding Mental Health Issues.**

II Information on Legal Issues

Since the first concern of Social Work is the welfare of clients, many social services agencies require specific background, criminal record checks, and/or abuse and neglect checks prior to accepting students for field placement in their agency. Field agencies may restrict students with felony convictions, certain misdemeanor convictions, or other legal and investigative issues from field placement with their agency.

The following questions are required of all applicants for determination of eligibility to Alabama Social Work Licensure following graduation and for field placement. **Please note you may not be able to receive determination of eligibility for Alabama Social Work licensure until after graduation.** Other states may have similar procedures. Every reasonable opportunity to secure a suitable field placement will be explored. Your written consent will be obtained before sharing your background information with a field agency.

Failure to provide the requested information may result in the inability to process your application and to provide a field placement for you. Students should note that false statements on this application would be considered unethical behavior and consequently grounds for termination from the Social Work Program.

1. ****Have you ever used another name under which records may be filed concerning your application, or your education, training, or experience? Yes___ No___** If yes, please enter name(s) used here _____
2. ****Have you ever received a deferred prosecution, a deferred judgment or been convicted of or pled guilty to or pled nolo contendere to a felony in any state, territory, district of the United States or a foreign country? Yes___No___** If yes, please attach a complete and comprehensive explanation.
3. ****Have you pled guilty or pled nolo contendere to or been convicted of Driving under the Influence or Driving While Intoxicated? Yes___No___** If yes, please attach a complete and comprehensive explanation.

4. **Have you ever been denied a license or permission to practice Social Work or permission to take an examination to practice Social work in any state, country, or territory? Yes___No___ If yes, please attach a complete and comprehensive explanation.
5. **Has any disciplinary action ever been taken regarding your practice of Social Work or any license you hold or have held to practice Social Work? Yes___No___ If yes, please attach a complete and comprehensive explanation.
6. **Have you ever voluntarily surrendered a license to practice Social Work in any state or territory? Yes___No___ If yes, please attach a complete and comprehensive explanation.
7. Have you ever been charged with and found responsible for any type of abuse to a child, elder, or vulnerable adult? Yes___No___ If yes, please attach a complete and comprehensive explanation.
8. Have you pled guilty or pled nolo contendere to or been convicted of a misdemeanor in any state, territory, district of the United States or a foreign country? Yes___No___ If yes, please attach a complete and comprehensive explanation.

****These questions are on the AL Board of Social Work Examiners' Application for Alabama Social Work License. The application also asks if you are in arrears in court-ordered child support payments.**

I certify that the above background information is true and correct.

NAME

DATE

III. Education/Experience *(Please attach a current résumé)*

A. Degrees Earned:

_____ <i>(Name of College/University)</i>	_____ <i>(Type of Degree)</i>	_____ <i>(Area of Study)</i>	_____ <i>(Date Earned)</i>
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_____ <i>(Name of College/University)</i>	_____ <i>(Type of Degree)</i>	_____ <i>(Area of Study)</i>	_____ <i>(Date Earned)</i>
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B. Continuing Education: *(List continuing education courses completed)*

C. Work Experience:

<i>(Employer)</i>	<i>(Dates)</i>	<i>(Location)</i>
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(Summary of responsibilities)

<i>(Employer)</i>	<i>(Dates)</i>	<i>(Location)</i>
-------------------	----------------	-------------------

(Summary of responsibilities)

<i>(Employer)</i>	<i>(Dates)</i>	<i>(Location)</i>
-------------------	----------------	-------------------

(Summary of responsibilities)

<i>(Employer)</i>	<i>(Dates)</i>	<i>(Location)</i>
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(Summary of responsibilities)

D. Volunteer Experience:

<i>(Agency)</i>	<i>(Dates)</i>	<i>(Location)</i>
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(Summary of responsibilities)

<i>(Agency)</i>	<i>(Dates)</i>	<i>(Location)</i>
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(Summary of responsibilities)

E. Skills *(List any other skills, including language skills, relevant to social work practice)*

IV. Field Placement Interests

A. The following information will be used to help facilitate placement at an appropriate agency site.

1. Population - Rate each from 1 to 5, with 1 being most interested and 5 being least interested

- ___ School Age Children
- ___ Adolescents
- ___ Adults
- ___ Elderly
- ___ Families

2. Services -Rate each from 1 to 5, with 1 being most interested and 5 being least interested

- ___ Adoptions/Foster Care
- ___ Adult Probation/Parole
- ___ Adult Protective Services
- ___ Advocacy
- ___ Child Protective Services
- ___ Community Education
- ___ Community Organizing
- ___ Developmental Disabilities
- ___ Family Services
- ___ Group Home/Residential Treatment Center
- ___ Hospice
- ___ Hospital
- ___ Juvenile Justice Services
- ___ Medical
- ___ Mental Health
- ___ Nursing Home
- ___ School Social Work
- ___ Substance Abuse
- ___ Victim Protective Services
- ___ Welfare Work Services
- ___ Other _____

3. Are there certain age groups, populations, agency settings, or problem areas that you would not like to work with in your field placement? Yes____No____ If yes please explain__

B. List your preferences for the location (city, town) of your field placement site.

C. Briefly describe what you hope to learn in your field placement.

V. Educational and Career Goals

What are your long-term educational goals?

What are your long-term career goals?

VI. Other

Do you have a car available to get to and from field placement? _____

Do you have current license and car insurance? _____

Are there any special circumstances which may affect your field placement? _____

Are you requesting any special accommodation in your field placement, which would fall under the Americans with Disabilities Act? Yes___No___ If yes, what will you require? _____

I, _____, understand that the final selection for a field placement site is the responsibility of the Judson College Social Work Program. I agree to accept the field placement site assigned by the Field Director. If there is a conflict of interest with the site selected, I agree to notify the Field Director immediately in the event alternate arrangements need to be made.

I certify that all the information provided is true and correct. I understand that falsifying information may cause my dismissal from a field placement site, the Field Program, and/or the Social Work Program. I understand that it is my responsibility to provide proof of student professional liability insurance prior to beginning my field placement.

(Student's Signature)

(Date)

(Field Director Signature)

(Date)

Release of Information Form

Judson College Social Work Program

I authorize faculty of the Social Work Program of Judson College to consult and share my information with field agencies and field instructors in the development of my field placement.

I release from any liability, any and all individuals and organizations who provide information about me in good faith and without malice, concerning my professional competence, social work values and ethics, legal history, oral and written communication skills, character, experience and interests, academic progress and other related information in the development of a field placement assignment, and I hereby consent to the release of such information.

Acknowledgments:

Student's Signature

Date

Witness

Date

Student Field Placement Agreement

Judson College Social Work Program

I, _____, agree to the following conditions in order to participate in a Social Work Field Placement:

- I understand that the final decision for my field placement site will be at the discretion of the Social Work Program Field Director.
- I must obtain Student Professional Liability Insurance through the National Association of Social Workers or other approved insurance providers and submit proof of insurance coverage prior to the onset of my field practicum.
- I will adhere to the NASW Code of Ethics, the State Board of Social Work Examiners' Code of Conduct of my state, and Student Code of Conduct.
- I will obey all federal, state and local laws.
- I will comply with the policies, procedures, and expectations of Judson College's Social program and Field Education Program as set forth in the BSW Student Manual, the Field Instruction Manual, and the course syllabi.
- I will comply with all field agency policies and procedures. I agree to review all agency policies and procedures within two weeks of beginning the practicum.
- I will strictly maintain the confidentiality of clients' identities and circumstances and follow HIPAA laws, procedures, and guidelines.
- I will conduct myself in a professional and ethical manner at all times. This includes being punctual, reliable, and responsible in all field education assignments, as well as, interacting in a professional, non-discriminatory manner with all clients and staff of the agency.
- I will set and adhere to a schedule for the hours of my field practicum and provide a copy of the hours to my Field Instructor and Field Liaison.
- I will have the Learning Contract signed by my Field Instructor and approved by the Field Liaison by the 3rd week of practicum.
- I will alert my Field Instructor and Field Liaison immediately of any personal or professional difficulties which impede my ability to perform my assigned tasks.
- I will comply with Judson College's policy about transportation of clients. I understand that I cannot transport clients in my vehicle at any time. Should the field agency's policy allow me

to transport clients in an agency vehicle, I will consult with my insurance agent and agree to purchase any additional personal insurance coverage needed.

- I will come fully prepared and will participate actively in all scheduled meetings with the Field Instructor. I agree to meet at least one hour a week with the Field Instructor for supervision and will notify the Field Instructor if I have to miss any supervisory sessions. I understand that it is my responsibility to arrange and prepare for weekly supervisory sessions and to arrange meetings with the Field Instructor and Field Liaison for mid-term and final evaluations.
- I will regularly attend and participate in weekly field placement seminar classes.
- I will complete and submit all course assignments and documentation to the Field Liaison in a timely manner, to include the Learning Contract, Time Sheets, Supervisory Reports, Weekly Journals, Student Evaluation and the Field Program Evaluation.
- I understand that I must maintain a cumulative GPA of 2.00, a Social Work GPA of 2.0, and 2.0 in all core Social Work courses throughout my enrollment in the field program.
- I authorize the Social Work Program faculty to discuss my progress in my social work courses, including field placement, with each other and with my Field Instructor.

I understand that failure to comply with the conditions set forth in this agreement may result in my dismissal from my field placement site, the Field Program and/or the Social Work Program. I understand that failure to complete a field placement may result in my having to repeat the field placement course or other consequences, including dismissal from the Social Work Program.

(Student Signature)

(Date)

(Field Director)

(Date)

Informed Consent and Assumption of Risk

Judson College Social Work Program

Judson College is a non-profit educational institution. References to Judson College (JUDSON COLLEGE) include its trustees, officers, officials, employees, volunteers, students, agents, and assigns.

I (print your name) _____ understand I am to participate in the Field Education Program (henceforth referred to as the Field Program).

I fully understand and appreciate the dangers, hazards and risks inherent in participating in the Program, in the transportation to and from the Field Program, and in any independent research or activities I undertake as an adjunct to the Field Program.

I agree that participating in any activity is an acceptance of some risk of injury and/or loss or damage of property. I agree that my safety is primarily dependent upon my taking proper care of myself. I understand that it is my responsibility to know what I will need for the Field Program and to provide what I will need. I agree to make sure that I know how to safely participate in any activities, and I agree to observe any rules and practices, which may be employed to minimize the risk of injury. I agree to stop and seek assistance if I do not believe I can safely continue any activity. I will not wear or use or do anything that would pose a hazard to myself or others, including using or ingesting any substance which could pose a hazard to myself or others. I agree that if I do not act in accordance with this agreement, I may not be permitted to continue to participate in the Field Program.

In consideration of my participation in this Field Program, I agree as follows:

SPECIFIC HAZARDS OF TRAVEL OR FIELD INSTRUCTION PROGRAM: Despite precautions, accidents and injuries can occur. I understand that traveling, doing fieldwork may be potentially dangerous and that I may be injured and/or lose or damage personal property as a result of participation in the Field Program. Therefore, **I ASSUME ALL RISKS RELATED TO THE ACTIVITIES** including, but not limited to:

- ☐ Death, illness, or injury from accidents of any nature whatsoever, including, but not limited to, bodily injury of any nature, whether severe or not, which may occur as a result of participating in an activity or contact with physical surroundings or other persons; arising from travel by car, bus or any other means; death injury or illness including food poisoning arising from the provision of food or beverage by restaurants or other service providers.
- ☐ Theft, loss, or damage of my personal property while in transit or participating in the Field Program.
- ☐ Natural disaster or other disturbances, and alteration or cancellation of the Field Program due to such causes.
- ☐ *(Specific dangers endemic in this Field Program's area of travel or endemic to the Field Program or field agency setting.)*

INSTITUTIONAL ARRANGEMENTS: I understand that JUDSON COLLEGE is not an agent of, and has no responsibility for, any third party which may provide any services including food, lodging, travel, or other goods or services associated with the Field Program. I understand that JUDSON COLLEGE may provide these

services only as a convenience to participants and that accordingly, JUDSON COLLEGE accepts no responsibility, in whole or in part, for delays, loss, damage or injury to persons or property whatsoever, caused to me or others prior to departure, while traveling or while staying in designated lodging. I further understand that JUDSON COLLEGE is not responsible for matters that are beyond its control. I acknowledge that JUDSON COLLEGE reserves the right to cancel the trip without penalty or to make any modifications to the itinerary and/or academic program as deemed necessary by JUDSON COLLEGE.

INDEPENDENT ACTIVITY: I understand that JUDSON COLLEGE is not responsible for any loss or damage I may suffer when I am traveling independently or I am otherwise separated or absent from any JUDSON COLLEGE activity. In addition, I understand that any travel that I do independently on my own before or after the JUDSON COLLEGE sponsored Field Program is entirely at my own expense and risk.

HEALTH AND SAFETY: I have been advised to consult with a medical doctor with regard to my personal medical needs. I state that there are no health-related reasons or problems that preclude or restrict my participation in this Field Program. I have obtained the required immunizations and testing, if any. I recognize that JUDSON COLLEGE is not obligated to attend to any of my medical or medication needs, and I assume all risk and responsibility. I agree to pay all expenses relating thereto.

JUDSON COLLEGE RULES, REGULATIONS, AND POLICIES: I agree to obey and comply at all times with all of the rules, regulations, codes and policies of JUDSON COLLEGE while participating in the Field Program. I agree to notify my professor immediately of any injury or loss.

TRAVEL CHANGES: If I become separated from the Field Program group, fail to meet a departure, or become sick or injured, I will, to a reasonable extent, and at my own expense seek out, contact, and reach the Field Program group at its next available destination.

SIGNATURE: I indicate that by my signature below that I have read the terms and conditions of participation and agree to abide by them. I have carefully read this Informed Consent and Assumption of Risk Form and acknowledge that I understand it. My signature below indicates that I have read and freely signed this agreement, which take effect as a sealed instrument.

IMPORTANT – PLEASE READ ENTIRE AGREEMENT BEFORE SIGNING.

Signature of Field Program Participant

Date

Signature of Parent or Legal Guardian
(If student is a minor)

Date

Confidentiality and Non-Disclosure Agreement

Judson College Social Work Program

I understand that in the performance of my duties, I may obtain confidential information about or from my field placement agency (“Confidential Information”). Confidential Information includes, but is not limited to, financial or proprietary data about the agency, information about the agency’s business and employees, patient information, methods of operating, development plans, programs, documentation, techniques, trade secrets, systems, know-how, policy statements and other confidential data. I will not disclose Confidential Information (including, but not limited to, Protected Health Information-PHI) to anyone, including my family and friends, under any circumstances. I agree to maintain in strict confidence all Confidential Information and will not, unless otherwise required by law, disclose such Confidential Information to any third party without the agency’s prior written consent. I agree to remove all individually identifiable information about any agency patient (following HIPAA de-identification regulations) prior to discussion of or writing in an academic context relative to my program of study. I agree to maintain patient confidentiality in both written and verbal communication with other students, instructors, any other individuals, in clinical rounds or class discussion, as well as in any published materials.

I understand that patient confidentiality is of such great importance that PHI is NEVER to be shared with anyone even if it is many years after I participate in the Program. “PHI” is defined as individually identifiable health information, which is health information created, received or used by the agency relating to (a) the past, present or future physical or mental health or condition of a patient, or (b) payment for the provision of healthcare to a patient. PHI contains identifiers that identify a patient or for which there is a reasonable basis to believe the information can be used to identify a patient. Examples of individual identifiers include, but are not limited to, patient name, complete addresses, social security number, date of birth, medical record number and dates of treatment. PHI may include any or all of these individual identifiers coupled with a patient’s health information, examples of which are a social security number and diagnosis, date of birth and past medical history, or dates of treatment and symptoms present at the time of treatment.

I understand and agree that this signed document shall remain effective for the duration of my student field placement experiences at the assigned agency.

Signed: _____ Date: _____
School: Judson College, Social Work Program

Field Placement Agreement for Place of Employment

Judson College Social Work Program

Student Name: _____ Level of Placement: ☐ Junior ☐ Senior

Agency: _____

Agency Address _____

Employment Supervisor: _____ Agency Director: _____

- The agency must meet conditions for selection as a field placement site and have a signed University-Agency Field Placement agreement on file.
- The student's Field Instructor must not be the student's work supervisor. A waiver of this policy may be granted when a student has been employed less than three months with the agency.
- The Field Instructor must meet all the requirements of the BSW Field Program.
- The student will collaborate with the Field Instructor to design a Learning Contract which plans for the student's acquisition of new social work knowledge and skills that fulfills the field objectives of the course.
- Agencies must be willing to designate a set time for student's ten hours per week field placement and place the student's learning objectives ahead of the agency's employment needs.
- The agency, Field Liaison, Field Instructor, and student must work together to ensure the student is given an opportunity to be a learner and observer and participate in activities substantially different than that of the student's paid position.
- The student will have a minimum of **one hour per week** of supervision from a designated Field Instructor. These meetings will pertain to student's learning objectives and assignments.
- All the guidelines for regular (non-employment site) field placements must be met.
- If the Field Director, in conjunction with the Field Liaison, determines that a distinct, learning opportunity for the student is not occurring, the Field Director will specify the problems in writing and work with the Field Instructor and student to resolve the problems. If the specified problems are not resolved, no credit will be given for the Field Placement.

Student's job title: _____ Length of Employment: _____

Employment Supervisor: _____

Length of Supervision by Employment Supervisor _____

Student's current work responsibilities: _____

New assignments students will be given. _____

Describe how the agency will insure that the field experience will differ from the student's job.

Will this be a paid practicum? ____ Yes ____ No

Reviewed by Field Director and the following adjustments were added: _____

This agreement meets the approval of the Agency Director, Employment Supervisor, Field Instructor, student, and Field Director.

Student _____ *Date* _____

Agency Administrator _____ *Date* _____

Employment Supervisor _____ *Date* _____

Field Instructor _____ *Date* _____

Field Director _____ *Date* _____

**Judson College - Social Work Department
Field Education**

**FIELD PRACTICE I & II
Field Education
Learning Contract**

Type please and provide electronically.

Student:		Semester / Year:	
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Course Level:	SWK 463 Field Experience I <input type="checkbox"/>	SWK 464 Field Experience II <input type="checkbox"/>
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Field Instructor:		Task Supervisor:	
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Internship Agency:	
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Field Director:	
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GENERALIST PRACTICE ROLES & RESPONSIBILITIES

Primary micro role & opportunities for student:

Primary mezzo roles & opportunities for student:

Primary macro roles & opportunities for student:

PERFORMANCE MEASURES AND METHODS

List measures and methods which indicate the ways by the student's performance will be evaluated in relation to the achievement of competencies. Such measures will include process
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recordings and evaluation tools while methods may include direct instructor observation, staff feedback, supervisory conferences, presentations, or client response.

Measures already assigned in course syllabus:

1. Process Recording(s), SOAP notes, Agency-Specific Library Research and Policy Projects
2. Mid-term and Final Evaluations
3. Other Agency-specific methods:

INSTRUCTIONS:

The ***Learning Contract*** is a working document designed to give direction and structure to the Field experience and is developed around the core generalist practice competencies that are designated in the 2015 Educational Policy and Accreditation Standards (EPAS) by the Council on Social Work Education (CSWE) and outlined in this form. It is the joint responsibility of the student and Field Instructor to negotiate the learning contract portion within the first weeks of the placement according to the student's syllabus. The student is responsible for providing a copy to the Field Director. After identifying the primary micro, mezzo and macro roles for the student and the methods for evaluating performance, please follow the instructions below for utilizing the remainder of this document:

1. The student should begin by assessing his or her own readiness for Field by describing his/her social work ***strengths*** and ***limitations***.
2. Students and Field Instructors should then review the competencies and how those competencies can be achieved in the agency, noting opportunities to build on the student's strengths and encourage growth in areas of limitation. Attention should be paid to the multiple dimensions of the competencies: Knowledge, Skills, Values, Cognitive Processes, and Affective Processes, as well.
3. The student and Field Instructor will identify the roles and responsibilities that the student will engage in during the internship and describe these in the area labeled "Student Work Plan." These roles and responsibilities should give the student the opportunity to achieve competence in each of the nine competency areas. *All competencies must be addressed with an identified student work plan. Some roles and responsibilities may apply to multiple areas of competency.*

The student should use the ***Learning Contract*** and ***Evaluation Form*** for staying on task and for self-evaluation *throughout the entire course*. The Field Instructor, Task Supervisor, Field Director, and student are requested to discuss and examine each competency and provide feedback on how the student is performing the responsibilities and achieving the competencies. A separate form, the ***Weekly Journal*** is provided for this and requires that the student think critically about their roles and responsibilities and supply evidence for how they are achieving the competencies throughout the semester. **Both the *Learning Contract* and *Evaluation Form* will be updated by the student and Field Instructor at midterm and as needed throughout the semester.**

The Field Instructor (in consultation with the Task Supervisor, if applicable) will complete the midterm and final evaluations with numeric scores and recommended letter grades on a separate document.

The Learning Contract and subsequent evaluation of competency begins with the student's assessment of readiness for field internship by describing strengths and limitations. Students should review the 9 competencies prior to addressing strengths and limitations.

Student's assessment of own strengths toward accomplishing the 9 competencies:

Student's assessment of own limitations impacting accomplishing the 9 competencies:

As CSWE Educational Policy and Accreditation Standards (EPAS) note, "...the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies....In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors [dimensions] that are comprised of knowledge, values, skills, and cognitive and affective processes." Therefore, tasks assigned should include attention to the multidimensional nature of the 9 Core Competencies. The Field Director and Field Instructor, and Task Supervisor, if applicable, should ensure that students have tasks assigned that allow a range of the dimensions of professional competence to be assessed.

**SOCIAL WORK INTERNSHIP
GENERALIST PRACTICE COMPETENCIES/TASKS**

At an entry level, this student can:

1. Demonstrate ethical and professional behavior.

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

Student Work Plan:

Dimensions of Competency 1 demonstrated/assessed within tasks assigned. Check all that apply: Knowledge ☐ Values ☐ Skills ☐ Cognitive Processes ☐ Affective Processes ☐

Briefly describe linkage between dimension(s) and work plan:

2. Engage diversity and difference in practice.

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

Student Work Plan:

Dimensions of Competency 2 demonstrated/assessed within tasks assigned. Check all that apply:
Knowledge ☐ **Values** ☐ **Skills** ☐ **Cognitive Processes** ☐ **Affective Processes** ☐

Briefly describe linkage between dimension(s) and work plan:

3. Advance human rights and social, economic, and environmental justice.

- a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
- b. Engage in practices that advance social, economic, and environmental justice.

Student Work Plan:

Dimensions of Competency 3 demonstrated/assessed within tasks assigned. Check all that apply:
Knowledge ☐ **Values** ☐ **Skills** ☐ **Cognitive Processes** ☐ **Affective Processes** ☐

Briefly describe linkage between dimension(s) and work plan:

4. Engage in practice-informed research and research-informed practice.

- a. Use practice experience and theory to inform scientific inquiry and research
- b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- c. Use and translate research evidence to inform and improve practice, policy, and service delivery.

Student Work Plan:

Dimensions of Competency 4 demonstrated/assessed within tasks assigned. Check all that apply:

Knowledge ☐ **Values** ☐ **Skills** ☐ **Cognitive Processes** ☐ **Affective Processes** ☐

Briefly describe linkage between dimension(s) and work plan:

5. Engage in policy practice.

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

Student Work Plan:

Dimensions of Competency 5 demonstrated/assessed within tasks assigned. Check all that apply:

Knowledge ☐ **Values** ☐ **Skills** ☐ **Cognitive Processes** ☐ **Affective Processes** ☐

Briefly describe linkage between dimension(s) and work plan:

6. Engage with individuals, families, groups, organizations and communities.

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

Student Work Plan:

Dimensions of Competency 6 demonstrated/assessed within tasks assigned. Check all that apply:
Knowledge ☐ **Values** ☐ **Skills** ☐ **Cognitive Processes** ☐ **Affective Processes** ☐

Briefly describe linkage between dimension(s) and work plan:

7. Assess individuals, families, groups, organizations, and communities.

- a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
- b. 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
- c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
- d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Student Work Plan:

Dimensions of Competency 7 demonstrated/assessed within tasks assigned. Check all that apply:
Knowledge ☐ **Values** ☐ **Skills** ☐ **Cognitive Processes** ☐ **Affective Processes** ☐

Briefly describe linkage between dimension(s) and work plan:

8. Intervene with individuals, families, groups, organizations, and communities.

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

Student Work Plan:

Dimensions of Competency 8 demonstrated/assessed within tasks assigned. Check all that apply:

Knowledge ☐ **Values** ☐ **Skills** ☐ **Cognitive Processes** ☐ **Affective Processes** ☐

Briefly describe linkage between dimension(s) and work plan:

9. Evaluate practice with individuals, families, groups, organizations, and communities.

- a. Select and use appropriate methods for evaluation of outcomes
- b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
- c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes
- d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, macro levels.

Student Work Plan:

Dimensions of Competency 9 demonstrated/assessed within tasks assigned. Check all that apply:

Knowledge ☐ **Values** ☐ **Skills** ☐ **Cognitive Processes** ☐ **Affective Processes** ☐

Briefly describe linkage between dimension(s) and work plan:

--

ADMINISTRATIVE RESPONSIBILITIES

Agreed upon days and hours for student in Field placement:

<i>Please note the agreed upon schedule for the student's completion of internship hours. Any exceptions to two-hour blocks of time or greater should be approved by the Field Director.</i>
--

Supervision Plan:

<i>Please note the plan for supervision, including the days and times for regular appointments.</i>

Holiday schedule & understanding for student & agency:

<i>See Field Manual policies when completing this section. Please identify which holidays do not align between the College and the agency and explain the plan for how those days will be handled.</i>
--

Communication & Make-up Plan for student absence & illness:
--

<i>See Field Manual policies when completing this section. Please identify how these policies will be handled for this student's agency and supervisory relationship.</i>

Other:

Signatures <i>(electronic signatures accepted for this document)</i> :		Date:
Field Instructor		
Task Supervisor		
Student		
Field Director		

Revised: 03/10/19

Adapted from Baylor School of Social Work Field Program – Melody York Zuniga, LMSW, Field Director-Generalist Practice presented at BPD Annual Meeting, March 2012; revised for EPAS 2015.

Semester Week # ____/Date_____

Weekly Field Placement Time Sheet

**Judson College
School of Social Work**

FIELD I ____ FIELD II ____

STUDENT_____

AGENCY NAME_____

DAY	DATE	TIME IN	TIME OUT	TIME IN	TIME OUT	TOTAL HOURS
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
Sunday						
					Total Hours	

DATE SIGNED:_____

STUDENT SIGNATURE

FIELD INSTRUCTOR or FIELD SUPERVISOR SIGNATURE

FIELD INSTRUCTOR DESIGNEE

WEEKLY JOURNAL OUTLINE
Judson College
Social Work Program

Student Name _____

Week _____

Select a field experience you had during the week and use this outline for your weekly journal report. Be concise and protect the confidentiality of individuals or groups discussed. Submit a copy of your weekly journal to your Field Instructor and Field Director/Liaison.

Field experience: Select one key experience with a client, client group, community, agency, supervisor, other field students, or staff. Describe what happened and your role(s) in the situation e.g., (mediator, planner, enabler, observer, counselor, manager, broker/advocate, facilitator, catalyst, activist, teacher, trainer, mentor, outreach worker, or researcher). (Knowledge, Cognitive Processing, Skills)

Significant information: Provide some brief background information such as, client data, presenting problem, referral or summary assessment information. (Knowledge, Cognitive Processing, Skills)

Personal reactions: Write about your reactions. How comfortable were you with your actions; what

was surprising; what emotions did you experience (Affective Processing); and how did you deal with your reactions? What were you thinking? (Cognitive Processing)

Social work values involved: Describe core social work values or ethical principles that were applied in this situation.

Relevant Factors: Include assessment information gathered that helped you understand the situation or plan your intervention. What individual, family, community, social, cultural, spiritual, medical, physical, psychological, and/or mental health factors influenced the situation. Briefly describe any of the following factors that are relevant: economic, environmental, discrimination, or oppression. What strengths and needs were identified? What additional information is needed? (Knowledge)

Integration of Theory & Practice: What have you learned in your courses that helped you understand the situation or plan your intervention? Did you apply a theory or intervention? What were they? (Knowledge) What did you do? (Skills) Consult textbooks, journal articles, and/or instructors and provide citation of materials referenced.

Outcome: How effective was the intervention? How will you use what you learned? What will you do differently in the future? What will your next actions be? (Cognitive Processing, Affective Processing, Knowledge, Skills)

Supervisor Comments/Feedback: What were your concerns and/or positive feedback on the student's work this week? What would you like her to pay attention to in upcoming work?

--

Student Signature

Date

Field Instructor Signature

Date

Field Program Evaluation
(Completed by Student)
Judson College
Social Work Program

Student Name: _____

Agency: _____

Field Instructor: _____ Field Director/Liaison: _____

In order to improve and maintain the high standards of the Judson College Social Work Program, please complete the following evaluation of your field experience.

Evaluation Measures:

5 – Strongly Agree 4 – Agree 3 – Disagree 2 – Strongly Disagree 1 – No Comment

Field Agency

1. The field agency provided a welcoming environment.	5	4	3	2	1
2. The field agency is non-discriminatory in employment of staff, placement of students, and delivery of services to clients.	5	4	3	2	1
3. The field agency provided a variety of social work experiences that allowed me to demonstrate the following competencies:					
a. Demonstrate ethical and professional behavior	5	4	3	2	1
b. Engage diversity and difference in practice	5	4	3	2	1
c. Advance human rights and social, economic, and environmental justice	5	4	3	2	1
d. Engage in practice-informed research and research-informed practice	5	4	3	2	1
e. Engage in policy practice	5	4	3	2	1
f. Engage with Individuals, Families, Groups, Organizations, and Communities	5	4	3	2	1
g. Assess Individuals, Families, Groups, Organizations, and Communities	5	4	3	2	1
h. Intervene with Individuals, Families, Groups, Organizations, and Communities	5	4	3	2	1
i. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	5	4	3	2	1
4. The field agency provided an orientation to the policies and procedures of the agency.	5	4	3	2	1
5. The field agency is an ideal site for a student to have a field placement experience.	5	4	3	2	1

Comments: _____

Field Instructor

1. The Field Instructor was available for supervision and consultation on a regular basis.	5	4	3	2	1
2. The Field Instructor is knowledgeable about social work practice in his or her field.	5	4	3	2	1
3. The Field Instructor's practice is guided by social work values.	5	4	3	2	1
4. The Field Instructor developed learning opportunities for me that focused on the nine core competencies.	5	4	3	2	1
5. The Field Instructor is able to communicate knowledge.	5	4	3	2	1
6. The Field Instructor provided appropriate and useful feedback.	5	4	3	2	1
7. The Field Instructor provided guidance and instruction during conferences.	5	4	3	2	1
8. The Field Instructor provided assistance with skill development.	5	4	3	2	1
9. The Field Instructor made assignments at the appropriate level.	5	4	3	2	1
10. The Field Instructor created a friendly, helpful learning environment.	5	4	3	2	1

Comments: _____

Field Director

1. The Field Director was available to student and Field Instructor.	5	4	3	2	1
2. The Field Director maintained regular contact with the agency.	5	4	3	2	1
3. The Field Director assigned appropriate and useful written work assignments (in seminar).	5	4	3	2	1
4. The Field Director utilized seminar time to discuss relevant social work topics and to discuss practice experiences.	5	4	3	2	1

Comments: _____

I would prefer this evaluation to remain confidential. ☐ YES ☐ NO

Student

Date

Agency Forms

Field Placement Agreement

between
Judson College
and

(Agency)

The term agency, as used in this agreement, and in keeping with traditional Social Work terminology, shall refer to a duly constituted organization providing direct or indirect human services in the State of Alabama.

This agreement is established by and between Judson College (hereafter referred to as JUDSON COLLEGE) and _____ (hereafter referred to as “Agency”) on this _____ day of _____, 20__.

The purpose of this agreement is to establish a field practicum experience for Bachelor level Social Work students at JUDSON COLLEGE. Field practicum is an educational opportunity which provides a student firsthand knowledge and skills needed for successful social work practice. The Agency agrees to provide social work experiences and professional supervision of student work. JUDSON COLLEGE agrees to provide faculty supervision for each student engaged in a field practicum experience.

The **JUDSON COLLEGE** Social Work Program will:

- Provide a *Field Instruction Manual* and *Field Syllabi Packet*, which provides the mission goals and objectives of the BSW Program and the syllabi, expectations, objectives, and procedures of the field program.
- Facilitate the selection and assignment of a field placement for each student.
- Provide relevant background data on student as required by the Agency.
- Provide Field Instructor Training for new instructors and annual orientation meetings.
- Inform the Agency of the school schedule.
- Provide a faculty Field Liaison who will maintain contact with the Agency and be available for consultation and site visits with the Field Instructor regarding students placed at the agency.
- Provide ongoing support and assistance to the Field Instructors to enhance the provision of an educationally focused field placement.
- Provide qualified faculty to serve as Field Instructor if Agency does not have a qualified BSW or MSW on staff. (This is only allowed in exceptional circumstances.)

- Maintain HIPPA standards of the Agency.
- Be responsible for the determination of the student's final grade.
- Require that its students abide by the rules and regulations of the agency while participating in the practicum.
- Require that its students maintain the confidentiality of all information concerning clients of the agency.

The Agency will:

- Provide a Field Instructor (either a licensed BSW or MSW) with education and experience necessary to supervise the student and who has been approved by the Judson College Social Work Program. If unavailable, Judson College faculty may serve as Field Instructor.
- Allow Field Instructors to participate in Field Instructor Training for new instructors and annual orientation meetings.
- Provide an orientation for the student to familiarize the student with the Agency structure, personnel, mission, policies and procedures, services, and safety protocols.
- Provide the student with social work experiences appropriate to the level of coursework and which allow the student to successfully complete the Learning Contract.
- Provide the appropriate number of field practicum hours and supervision for each student assigned to the agency within the dates of the Judson College academic semester.
- Provide the resources necessary for the student to complete their field placement.
- Notify the Field Liaison of problems with students, to include failure to follow agency policies and procedures, failure to meet Learning Contract requirements, inappropriate interactions with Agency clients, or ethical violations.
- Retain the right to dismiss students from placement at the Agency site with communication to Judson College
- Complete the Student Evaluation form at mid-term and the end of each semester.
- Complete the Field Program Evaluation form at the end of each semester.

Mutual Responsibilities of Judson College and the Agency:

- Neither JUDSON COLLEGE nor the Agency will discriminate with regards to race, creed, ethnicity, national origin, religion, gender, age, disability, or sexual orientation in regards to the selection, assignment, education and retention of students.

- To provide students with an educational field placement experience which will further both Social Work education and the Social Work profession as a whole.
- Notwithstanding any provision to the contrary contained in this agreement, under no circumstances shall Judson College be liable for the negligence or misconduct of the agency, its agents, servants, employees, successors or assigns, or persons under the supervision of the agency.
- Notwithstanding any provision to the contrary contained in this agreement, under no circumstances shall the agency be liable for the negligence or misconduct of the agency, its agents, servants, employees, successors or assigns, or persons under the supervision of Judson College.
- The agency, and its Field Instructor, agents, servants, employees, directors and trustees are not and shall not be considered employees of Judson College and Judson College and its faculty, agents, students, servants, employees, directors and trustees are not and shall not be considered employees of the agency.
- The Agency and Judson College shall at all times be deemed and act as independent contractors and shall perform their tasks and duties consistently with such status, and neither party nor their agents, students, servants, employees, directors, and trustees will make any claim or demand for any right or privilege applicable to an agent, student, servant, employee, director or trustee of the other, including, but not limited to, Worker's Compensation, disability benefits, accident or health insurance, unemployment insurance, social security or retirement membership benefits.
- Nothing contained in this agreement shall constitute or be construed to be or to create a partnership or joint venture between the parties.

This agreement shall become effective on _____, 20__ and shall remain in effect indefinitely. A party may amend or terminate this contract in writing. Amendments to or termination of contract must occur 90 days prior to the start of the next academic semester.

Agency

(Agency Director or Designee) *Print*

(Agency Director or Designee) *Signature*

Date

Judson College

Field Director

Date

Academic Dean

Date

Field Agency Form
Judson College
Social Work Department

Agency		Phone	
--------	--	-------	--

Address	
---------	--

Email		Website	
-------	--	---------	--

Contact Person		Phone	
----------------	--	-------	--

Agency Director		Phone	
-----------------	--	-------	--

Mission Statement of Agency:

--

Brief Description of Services:

--

Desired Qualifications of Intern(s):

--

Agency Hours	
--------------	--

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No

--

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No

--

☐ Yes ☐ No

☐ LBSW ☐ MSW ☐ LMSW ☐ LICSW ☐ Other

	Years of Practice Experience		Years of Field Supervision Experience
--	------------------------------	--	---------------------------------------

Task Supervisor of intern(s) (if different from Social Worker on-site):

Qualifications and Title		Phone	

Description of field practicum experience of interns (generalist practice):

--

Duties of social work staff in agency (if applicable):

LBSW	

LGSW	

LICSW	

Other professional staff supervising intern(s):

--

Other agency information:

--

Questions for the Director of Field Education:

--

COMPLETED BY:

DATE:

--	--

Field Instructor Background and Agreement

Judson College Social Work Program

Please Type or Print:

Name: _____
(Last) (First) (Middle)

Agency Name: _____

Agency Address: _____ Agency Phone Number: (____) _____

Agency Email: _____

Title/Position: _____

Type of Agency: _____

Licensed Social Worker: ____ Yes ____ No State _____

If Yes, License #: _____ and Level of Licensure: ____ BSW ____ LMSW ____ LISW

****Please note that a résumé may be submitted in lieu of the following information****

Degrees Received:

(Name of College/University) (Type of Degree) (Area of Study)
(Date Earned) _____

(Name of College/University) (Type of Degree) (Area of Study)
(Date Earned) _____

(Name of College/University) (Type of Degree) (Area of Study)
(Date Earned) _____

Professional Work Experience:

(Employer) (Dates) (Location)

(Summary of responsibilities)

(Employer) (Dates) (Location)

(Summary of responsibilities)

(Employer) (Dates) (Location)

(Summary of responsibilities)

As a Field Instructor you agree to:

- Provide a copy of Social Work license to the Field Director.
- Complete Field Instructor Training and annual orientations.
- Commit to the educational objectives of Judson College's Field Program.
- Orient the student to the mission, policy, procedures, and safety practices of your agency. Complete the Orientation Checklist for Social Work Field Students.
- Collaborate with the student to develop the Learning Contract.
- Provide assignments and learning opportunities that will enable the student to fulfill the objectives of the field course.
- Provide ongoing close supervision and evaluation of the student throughout the semester. Be available at the field agency during student field hours and insure that alternate supervision is available if called away.
- Provide a minimum of one hour/per week of direct supervision to the social work student during which the student receives social work instruction and evaluative feedback about his/her progress toward achieving competency as a beginning-level practitioner. Complete the weekly Supervisory Report.
- Sign student's Weekly Field Placement Time Sheet.
- Complete an evaluation of the student, in conjunction with the Field Instructor, assessing student's performance and competency level in mastering the field learning objectives. This is completed at mid-term and at the end of the semester.
- Meet with the Field Liaison and student during the semester at the time of midterm and final evaluations and recommend the student's grade. The final evaluation will be a site visit, except in the case of distant sites and inclement weather; these may be phone or video conferences.
- Notify Field Liaison of any problems, concerns, questions as soon as they become evident. Meet with student and Field Liaison, as needed, for resolution of issues.
- Complete and return requested forms in a timely manner to the Field Liaison and/or Field Director (i.e. Student Evaluation, Program Evaluation)
- Uphold the NASW Code of Ethics and the Code of Conduct of the State Board of Social Work Examiners of your state.

(Please note that Field Instructors are responsible for evaluating student performance, but final grades will be assigned by the BSW Field Liaison.)

Field Instructor's Signature

Date

Field Task Supervisor Background and Agreement
Judson College
Social Work Program

Please Type or Print:

Name: _____
(Last) (First) (Middle)

Agency Name: _____

Agency Address: _____

Agency Phone Number: _____

Agency Email: _____

Title/Position: _____ Type of Agency: _____

Alabama Licensed Social Worker: ___ Yes ___ No

License #: _____ Level of Licensure: ___ BSW ___ LMSW ___ LISW
_____ Other Professional License (please specify) _____

****Please note that a résumé may be submitted in lieu of the following information****

Degrees Received:

(Name of College/University) (Type of Degree) (Area of Study)
*(Date Earned)*_____

(Name of College/University) (Type of Degree) (Area of Study)
*(Date Earned)*_____

(Name of College/University) (Type of Degree) (Area of Study)
*(Date Earned)*_____

Professional Work Experience:

(Employer) (Dates) (Location)

(Summary of responsibilities)

(Employer) *(Dates)* *(Location)*

(Summary of responsibilities)

(Employer) *(Dates)* *(Location)*

(Summary of responsibilities)

As a Field Supervisor you agree to:

- Complete field instruction annual orientation.
- Review field instruction training materials.
- Commit to the educational objectives of Judson College's Field Program.
- Orient the student to the mission, policy, procedures, and safety practices of your agency. Complete the Orientation Checklist for Social Work Field Students.
- Collaborate with the student and Field Instructor to develop the Learning Contract.
- Provide assignments and learning opportunities that will enable the student to fulfill the objectives of the field course.
- Provide ongoing close supervision and evaluation of the student throughout the semester. Be available at the field agency during student field hours and insure that alternate supervision is available if called away.
- Complete an evaluation of the student, in conjunction with the Field Instructor, assessing student's performance and competency level in mastering the field learning objectives. This is completed at mid-term and at the end of the semester.
- Meet with the Field Liaison and student during the semester at the time of midterm and final evaluations and recommend the student's grade. The final evaluation will be a site visit, except in the case of distant sites and inclement weather; these may be phone or video conferences.
- Notify Field Liaison of any problems, concerns, or questions as soon as they become evident. Meet with student, Field Instructor, and Field Liaison, as needed, for resolution of issues.
- Complete and return requested forms in a timely manner to the Field Liaison and/or Field Director (i.e. Student Evaluation, Program Evaluation)
- Conduct self in an ethical, non-discriminatory, and professional manner and support the students' adherence to the NASW Code of Ethics.

(Please note that Field Supervisors are responsible for evaluating student performance, but final grades will be assigned by the Field Liaison.)

(Field Supervisor's Signature)

(Date)

Supervisory Report
Judson College
Social Work Program

Completed by the Field Instructor during Supervisory Sessions. Provided weekly to the Field Liaison by the student.

Student _____ *Date of Supervisory Conference* _____

Focus of Conference (Cases, analyzing client interactions, assignments, tasks, use of social work skills, interventions, ethical dilemmas, applying theory and research to practice, professionalism, learning contract, and policies)

Student Progress / Performance (strengths/limitations):

Recommendations/Assignments:

Concerns Addressed:

Steps agreed upon that either the student or field instructor will take in response to the concerns.

Field Instructor Signature _____

Student Signature _____

Student comments:

Field Practice I & II

Evaluation Form

Judson College Social Work Program

Please type and provide electronically until submitting the final evaluation at the end of the semester.

Student:		Semester / Year:	
-----------------	--	-------------------------	--

Course:	SWK 463 Field Experience I <input type="checkbox"/>	SWK 464 Field Experience II <input type="checkbox"/>
----------------	--	---

Field Instructor:		Task Supervisor:	
--------------------------	--	-------------------------	--

Internship Agency:	
---------------------------	--

Field Liaison:	
-----------------------	--

The purpose of this evaluation is to assess the student's performance and competency level in meeting the field learning objectives in his or her field placement. The student's Learning Contract is to be used in conjunction with this evaluation. This evaluation is to be completed twice: at midterm and at the end of the semester by the Field Instructor and Field Supervisor (if applicable). After completion of the form, the evaluation should be discussed with the student so that the student may benefit from constructive feedback for their growth and development. The evaluation will be reviewed with the Field Liaison at the conference call or site visit. The Field Instructor is responsible for submitting the completed form to the Field Liaison at midterm and at the end of the semester. The student should receive a copy of this evaluation.

Student will be rated using the following evaluation scale:

E (4) - Exemplary, Early Professional - Demonstrates a high degree of competency.

A (3) – Accomplished, Meets Competency - Functions with strong or better than average competence in this area; demonstrates consistent growth and change.

D (2) – Developing, Minimally Meets Competency - Performance in this area fulfills minimum competence expectations at the beginning level.

U (1) – Unsatisfactory, Does not Meet Competency – Demonstrates an unsatisfactory performance, does not meet expectations.

I – Insufficient opportunity to demonstrate performance.

Instructions:

Field Instructors and students discussed together the learning goals and objectives and the specific operationalization of each of those on the learning contract at the beginning of the internship. These should be reviewed and updated, if necessary, at the mid-term evaluation. Any updated learning

contracts must be submitted to the Field Director. Discussion at mid-term and final evaluation should include whether or not the student has, through the activities identified in the learning contract, mastered each of the ten areas of competency.

Summary of Instructions for the Mid-term and Final Evaluation:

1. It is the responsibility of the student to think critically about how his or her roles and responsibilities throughout the internship are helping him or her achieve competence and then record evidence (specific examples) for how each area of competency was demonstrated. This is not intended to be a repeat of the learning contract, but rather an explanation of the specific ways that the student has demonstrated competence through his or her roles and responsibilities in the Field placement. It is recommended that the student update this form with evidence on a regular basis.
2. The Field Instructor will then, at mid-term and final, give commentary related to continued growth and/or learning needs for professional development in that particular core competency. If a Task Supervisor is assigned to the student, his/her input is important in this process.
3. The Field Instructor will assign a **competency rating and numeric score** to each competency on a 0-100 scale. The letters I, U, S, A, E that appear with each competency reflect the competency rubric in identifying the student's level of mastery of each of the practice behaviors. See the competency rubric (Social Work Department) and grading scales (Judson College) below.
4. The Field Director will average the scores for the overall grade.

Competency Rubric:

E (4) – Exemplary, Early Professional	A (3) – Accomplished, Meets Competency	D (2) – Developing, Minimally Meets Competency	U (1) – Unsatisfactory, Does not Meet Competency	I – Insufficient opportunity to demonstrate performance.
---	---	---	---	--

Grade scale for Judson BSW students:

A = 90-100 B = 80-89 C = 70-79 D = 60-69
F = Below 59

5. The Field Instructor (and Task Supervisor, if applicable) will complete the summary comments on the last page.
6. The Field Instructor (and Task Supervisor, if applicable) will review the evaluation with the intern and all parties will sign on the last page.

*Please call the Director of Field Education with any questions or concerns about the Field evaluation. These evaluations will be kept on file in the student's permanent file.

****Final responsibility for the grade rests with the Director of Field Education.**

**SOCIAL WORK INTERNSHIP
GENERALIST PRACTICE COMPETENCIES**

At an entry level, this student can:

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

Evidence:

Please enter a rating and score for competency 1:

Mid-term score:

Mid-term Rating:

E A D U I
☐ ☐ ☐ ☐ ☐

Commentary and strategies for growth:

FINAL score:

Final Rating:

E A D U I
☐ ☐ ☐ ☐ ☐

Commentary and strategies for growth:

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

- b. Present themselves as learners and engage clients and constituencies as experts on their own experiences
- c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Evidence:

Please enter a score for competency 2:

Mid-term score:

Mid-term Rating:

E
☐

A
☐

D
☐

U
☐

I
☐

Commentary and strategies for growth:

FINAL score:

Final Rating:

E
☐

A
☐

D
☐

U
☐

I
☐

Commentary and strategies for growth:

3. Advance human rights and social, economic, and environmental justice.

- a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
- b. Engage in practices that advance social, economic, and environmental justice.

Evidence:

Please enter a score for competency 3:

Mid-term score:

Mid-term Rating:

E
☐

A
☐

D
☐

U
☐

I
☐

Commentary and strategies for growth:

FINAL score:

Final Rating:

E
☐

A
☐

D
☐

U
☐

I
☐

Commentary and strategies for growth:

4. Engage in practice-informed research and research-informed practice.

- a. Use practice experience and theory to inform scientific inquiry and research
- b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- c. Use and translate research evidence to inform and improve practice, policy, and service delivery.

Evidence:

Please enter a score for competency 4:

Mid-term score:

Mid-term Rating:

E
☐

A
☐

D
☐

U
☐

I
☐

Commentary and strategies for growth:

FINAL score:

Final Rating:

E
☐

A
☐

D
☐

U
☐

I
☐

Commentary and strategies for growth:

5. Engage in policy practice.

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

- b. Assess how social welfare and economic policies impact the delivery of and access to social services
- c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Evidence:

Please enter a score for competency 5:

Mid-term score:

Mid-term Rating:

E	A	D	U	I
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Commentary and strategies for growth:

FINAL score:

Final Rating:

E	A	D	U	I
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Commentary and strategies for growth:

- 6. Engage with individuals, families, groups, organizations and communities.
 - a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
 - b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Evidence:

Please enter a score for competency 6:

Mid-term score:

Mid-term Rating:

E **A** **D** **U** **I**
☐ ☐ ☐ ☐ ☐

Commentary and strategies for growth:

FINAL score:

Final Rating:

E **A** **D** **U** **I**
☐ ☐ ☐ ☐ ☐

Commentary and strategies for growth:

7. Assess individuals, families, groups, organizations, and communities.

- a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
- b. 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
- c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
- d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Evidence:

Please enter a score for competency 7:

Mid-term score:

Mid-term Rating:

E **A** **D** **U** **I**
☐ ☐ ☐ ☐ ☐

Commentary and strategies for growth:

FINAL score:

Final Rating:

E **A** **D** **U** **I**
☐ ☐ ☐ ☐ ☐

Commentary and strategies for growth:

--

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

Evidence:

Please enter a score for competency 8:

Mid-term score:

--

Mid-term Rating:

E	A	D	U	I
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Commentary and strategies for growth:

FINAL score:

--

Final Rating:

E	A	D	U	I
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Commentary and strategies for growth:

9. Evaluate practice with individuals, families, groups, organizations, and communities.
- a. Select and use appropriate methods for evaluation of outcomes
 - b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes

- c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes
- d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, macro levels

Evidence:

Please enter a score for competency 9:

Mid-term score:

Mid-term Rating:

E	A	D	U	I
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Commentary and strategies for growth:

FINAL score:

Final Rating:

E	A	D	U	I
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Commentary and strategies for growth:

Please average the 9 scores given for individual competencies to determine the student's overall recommended grade:

Mid-term Grade: (This grade is not factored into the student's course grade – feedback only.)

FINAL Grade: (This grade is used to inform the Field portion of the student's course grade.)

Other information, learning achieved, or special projects not covered in this evaluation form:

Field Instructor Summary Comments – include areas of strengths, any concerns, and suggested focus for continued learning:

Mid-term:

Final:

Task Supervisor Summary Comments – include areas of strengths, any concerns, and suggested focus for continued learning:

Mid-term:

Final:

Student Summary Comments – include areas of strength, any concerns, and focus for continued learning, particularly toward the final evaluation.

[IF YOU BELIEVE YOU DID NOT HAVE AN OPPORTUNITY TO DEMONSTRATE A PARTICULAR COMPETENCY, DESCRIBE HOW YOU ATTEMPTED TO CREATE OPPORTUNITIES AND ACHIEVE COMPETENCY, AND HOW YOU BROUGHT IT TO THE ATTENTION OF YOUR FIELD INSTRUCTOR.]

Mid-term:

Final:

Field Liaison Summary Comments – include areas of strength, any concerns, and focus for continued learning:

Mid-term:

Final:

Signatures: (*hard copy signatures required for final evaluation*)

Date:

Field Instructor

Task Supervisor

Student

Field Liaison

Revised: July, 2017

Adapted from Baylor School of Social Work Field Program – Melody York Zuniga, LMSW, Field Director-Generalist Practice presented at BPD Annual Meeting, March 2012.

Field Placement Program Evaluation
(To be completed by Field Instructor)
Judson College
Social Work Program

Field Instructor: _____ Date _____

Agency: _____

Field Director: _____

In order to improve and maintain the high standards of the Judson College Social Work Program, please complete the following evaluation of your experience with our field program.

Evaluation Measures:

- 5 – Strongly Agree
- 4 – Agree
- 3 – Disagree
- 2 – Strongly Disagree
- 1 – No Comment

Field Materials/Training

1. The Field Instruction Manual is a helpful resource.	5	4	3	2	1
2. The forms are user friendly.	5	4	3	2	1
3. The orientation explained the role/function of a Field Instructor.	5	4	3	2	1
4. The orientation explained the role and function of the Field Director.	5	4	3	2	1
5. The Field Instructor Training prepared me for my role as a Field instructor.	5	4	3	2	1

Field Director

1. The Field Director provided an orientation and/or training for the Field Instructor.	5	4	3	2	1
2. The Field Director offered or provided assistance in the development of learning activities for the student that were tied to the following social work competencies:	5	4	3	2	1
a. Demonstrate ethical and professional behavior	5	4	3	2	1
b. Engage diversity and difference in practice	5	4	3	2	1
c. Advance human rights and social, economic, and environmental justice	5	4	3	2	1
d. Engage in practice-informed research and research-informed practice	5	4	3	2	1

e. Engage in policy practice	5	4	3	2	1
f. Engage with Individuals, Families, Groups, Organizations, and Communities	5	4	3	2	1
g. Assess Individuals, Families, Groups, Organizations, and Communities	5	4	3	2	1
h. Intervene with Individuals, Families, Groups, Organizations, and Communities	5	4	3	2	1
i. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	5	4	3	2	1
3. The Field Director served as a resource person to the Field Instructor and student.	5	4	3	2	1
4. The Field Director was available during the semester to discuss any field placement problems or issues.	5	4	3	2	1
5. The Field Director met with student and Field Instructor at the field site during the semester.	5	4	3	2	1
6. The Field Director discussed with the student and Field Instructor the student's level of performance at mid-terms and finals and whenever needed during the semester.	5	4	3	2	1
7. The Field Director was friendly and helpful.	5	4	3	2	1
8. The Field Director interacted with the Field Instructor, agency, and student in a professional manner.	5	4	3	2	1
9. The Field Director supported the Field Instructor/student relationship.	5	4	3	2	1
10. The Field Director was knowledgeable about the BSW and Field Program.	5	4	3	2	1

I would prefer this evaluation to remain confidential. ☐ YES ☐ NO

Comments/Suggestions:

Signature

Date

Tools, Checklists & Handouts

Field Liaison Checklist/Contacts

Judson College Social Work Program

Student Name: _____ E-mail _____

Agency Name _____ Phone _____

Agency Address _____

Field Instructor _____ Email _____

Field Liaison _____ Semester _____ Field _____

PAPERWORK

_____ Application for Field Placement
_____ Field Placement Agreement
_____ Release of Information
_____ Consent/Assumption of Risk
_____ Liability Insurance
_____ FPA Agreement for Place of Employment
_____ Learning Contract
_____ Time Sheets for semester 1st half
_____ Supervisory Reports semester 1st half
_____ Total Hours completed semester 1st half
_____ Student's Mid-term Evaluation _____ **Grade**
_____ Time Sheets for semester 2nd half
_____ Supervisory Reports semester 2nd half of semester
_____ Total Hours completed for the semester
_____ Student's Final Evaluation _____ **Grade**
_____ Student's Field Program Evaluation
_____ BSW Program Evaluation

CONTACTS

Date _____	Site Visit _____	Phone call _____	Email _____	Letter _____
Date _____	Site Visit _____	Phone call _____	Email _____	Letter _____
Date _____	Site Visit _____	Phone call _____	Email _____	Letter _____
Date _____	Site Visit _____	Phone call _____	Email _____	Letter _____
Date _____	Site Visit _____	Phone call _____	Email _____	Letter _____
Date _____	Site Visit _____	Phone call _____	Email _____	Letter _____
Date _____	Site Visit _____	Phone call _____	Email _____	Letter _____
Date _____	Site Visit _____	Phone call _____	Email _____	Letter _____
Date _____	Site Visit _____	Phone call _____	Email _____	Letter _____

Liaison contact notes: (Document significant contacts, include date of contact)

Liaison contact notes: (Document significant contacts, include date of contact)

Liaison contact notes: _____

Liaison contact notes: _____

PROSPECTIVE FIELD AGENCY INTERVIEW

Judson College Social Work Program

SUGGESTED QUESTIONS

1. What kinds of activities and programs does this agency provide?
2. What activities, tasks, cases, and/or projects will I be able to participate in?
3. What specific skills will I be able to develop at this agency?
4. Does this agency have a particular theoretical approach to intervention?
5. What are general characteristics of clients and communities served by this agency?
6. What is the agency's approach to structure and supervision?
7. What amount of interaction does a student have with staff?
8. What opportunities exist?
9. What types of in service training or workshops will be available to me?
10. What kinds of skills do you hope a student will bring to the agency?
11. What is the agency's dress code?
12. What would be the expected working hours?
13. What are the safety risks?
14. Are students required to have any background checks, testing, or immunizations? If so, who pays for it? What are the procedures? How long do they take to process?

ORIENTATION CHECKLIST FOR SOCIAL WORK FIELD STUDENTS

Judson College Social Work Program

Agency Overview

- _____ Agency history, mission, and goals
- _____ Tour of agency – Introduction to staff
- _____ Services provided
- _____ Organizational structure and role of social workers
- _____ Role of the agency in relation to the community and its resources, referrals
- _____ Clientele agency serves
- _____ Security and/or safety procedures and protocol, badges
- _____ Policy & Procedure Manuals, Code of Conduct, Regulations

Agency Policies and Protocols

- _____ Office procedures, work space, supplies, and provisions
- _____ Telephone and communication/computer utilization
- _____ Intake/admissions/eligibility policy and procedures
- _____ Dress code
- _____ Parking details
- _____ Reimbursement policies and procedures
- _____ Times and dates of unit and/or agency meetings
- _____ Documentation and maintenance of records
- _____ Agency Forms
- _____ Confidentiality issues
- _____ Client fees/payment schedule
- _____ Emergency contacts and protocol
- _____ Consumer rights and grievance policy
- _____ Child or elder abuse reporting protocol
- _____ Work schedule, including lunch and breaks
- _____ Jargon and terms used by agency
- _____ Agency policy regarding sexual harassment
- _____ Agency policy regarding *HIPPA*

Field Instructor/Student Responsibilities

- _____ Expectations, availability, style, and schedule for supervision
- _____ Student expectations, roles, responsibilities
- _____ Use of computer and/or client management system
- _____ Student identification to clients
- _____ Plan for monitoring of student hours
- _____ Agency training or staff development opportunities
- _____ Student's personal safety issues and concerns and strategies to deal with them
- _____ Guidelines for assignments and deadlines
- _____ Overview of vision for the placement and working relationship

Student Signature _____ Date _____

Field Instructor Signature _____ Date _____

Outline for Weekly Supervisory Sessions

Judson College Social Work Program

This outline provides suggestions for structuring supervisory sessions. It is understood that all of these issues may not be relevant for discussion each week. Preparation for supervisory sessions is part of student learning; the student should come to supervision prepared to discuss the issues on this outline.

1. Student

- Identifies issues, ethical dilemmas, questions, or reactions
- Provides ideas of solutions or actions
- Discusses rationale for recommendations
- Supervisor provides feed back.

2. Supervisor

- Discusses expectations and any issues
- Provides evaluative feedback
- Student provides reactions and input

3. Task/case review

- Review assigned cases, tasks, recordings
- Discuss goals, interventions, timelines, progress, obstacles, necessary actions, potential consequences
- Discuss readiness for new tasks

4. Educational Instruction

- Discuss a key experience
 - What were the knowledge, values, and skills used in the interaction?
 - How were they used and why? Was the intervention effective?
 - What did you learn for future interactions?
- Identify how practice issues relate to coursework
- Identify educational needs/gaps and how student can address them
- Discuss research of information to inform practice
- Discuss agency structure, operation, services, practices, policies, or procedures
- Periodic review of the learning contract to track progress

5. Professional identity

- Discuss the "fit" of the work
- Discuss challenging issues with clients or the agency
- Discuss stress level and stress reduction techniques
- Discuss relationships with clients, colleagues, community
- Discuss professionalism

6. Summary

- Briefly review significant content
- Identify tasks and timelines resulting from the session
- Discuss how session went and any further needs or concerns

Student Safety Information

Judson College Social Work Program

1. Safety for Students during Field Placement

We recognize that students cannot be insulated from the risks in providing services to people, institutions and communities in crisis. Students frequently lack the experience and skills that help seasoned practitioners assess risk and take appropriate precautions. JUDSON COLLEGE BSW Social Work Program includes a presentation on safety issues during the pre-field seminar, which all first year BSW students attend prior to beginning their fieldwork placement.

The Social Work program requests that all fieldwork agencies provide an orientation and a forum for discussion about safety, high-risk situations and violence issues that are relevant for the individual agency as the student begins field placement. Items for inclusion in this orientation might include but are not limited to: building and office security, emergency procedures, including when and how to summon security or police assistance, safety on home visits and in the surrounding service communities, and staff responsibilities and procedures for management of violent or potentially violent clients. The orientation may take the form of a formal presentation, but should include an individual discussion, that reviews existing agency policies and procedures and presents an opportunity for the student and field instructor to discuss these issues in depth.

If an incident occurs during fieldwork in which a student is personally threatened or hurt, the student, field instructor, agency contact person, or agency director should contact the JUDSON COLLEGE Field Director or Field Liaison to review the situation. After consultation the Field Director will identify what actions the agency and school should take to insure the student's physical and emotional well-being. The Field Director is responsible for documenting the incident and the steps taken to address the situation. A copy of the report will be forwarded to the BSW Program Director.

If a student becomes ill or is injured as a result of fieldwork related activities they may be entitled to Workers' Compensation benefits or agency insurance coverage in effect at that time. If Workers' Compensation benefits are to be offered, the student must be provided a claim form and an authorization for medical treatment within 24 hours of the date of knowledge of the illness or injury. Medical treatment is provided at a designated medical facility.

The following Safety Tips for students in field are provided as basic guidelines.

Agency Protocol

It is important for students to know and always be aware of the agency safety and security protocol for office and home visits with clients. In the absence of formal policies, the Field Instructor and the student should discuss any issues related to safety and security in the setting.

Security of Belongings

All students are expected to have a secure place to keep handbags and other belongings while in their field placements. It is preferable that the space be one that can be locked, i.e., a desk drawer or file cabinet. It is best not to leave handbags and other personal articles visible and unattended, even in an office with the door closed. Valuables should not be brought to placement settings. Items of value should not be left in cars or should be placed out of view.

Safety Issues Related to Working with Clients

When working with clients, it is important to remember that the treatment process often makes people feel vulnerable and may challenge their usual coping mechanisms. With some people, this can contribute to problems

with impulse control, and can raise issues of safety for the client, the social worker, and others. There may be times when students work with individuals who have difficulty with reality testing, dealing with overwhelming emotions, and controlling their anger. Some of them may be prone to violence and may possess a weapon. Other clients may be intoxicated, high on drugs, in withdrawal, or may have other medical or neurological disorders. Again, we emphasize that students consult with agency Field Instructors regarding preparation for and handling specific situations that are potentially difficult or threatening, such as medical emergencies, suicide or homicide risks, potential abuse of others and the presence of weapons.

Safety Tips for Office Meetings with Clients

If a student will be meeting with a client with whom the student does not feel safe, it is important to discuss the situation fully with the agency field instructor. When considering location of the meeting, it might be helpful to think about:

- a. What is in the room?
- b. Is there more than one exit?
- c. Where will each person sit?
- d. Who should be included in the meeting?
- e. What to wear?
- f. Should the door be left open?

When discussing the time of the appointment, it can be helpful to think about whether or not many people are around at the time being considered for the meeting. Also it is important to discuss the plan for backup and assistance in the event that the client becomes agitated.

Safety Tips for Home Visits

It is important to know something about the client prior to doing a home visit. If there is a question of safety, plan accordingly with Field Instructors. What are the potential dangers e.g. weapons, gangs, dangerous individuals, vicious animals, health risks, dangerous drugs or volatile fumes? It might be decided that meeting at a neutral place or going with another social worker or professional is the appropriate plan. An itinerary including location, phone number, and time of visit should be left with the Field Instructor. Think about what to wear, which room to meet in, where to sit, and to stay alert. Take a cell phone and have emergency numbers accessible. Always be alert for unexpected dangers.

Safety Tips for Travel by Car

When a student is traveling by car to an agency or to home visits, it is advisable to know where he/she is going, and to look at a map before driving to unfamiliar areas. In general, remember to be alert, lock doors, close windows, and have a full tank of gas.

Safety Tips for Travel by Foot or Public Transportation

When traveling by foot or public transportation, it is advisable that students carry the least amount of valuables with them as possible. Money, licenses, keys, cell phone and other essentials might be carried in a pocket. If a handbag or other item is grabbed, it is best to let go of it. It is helpful to dress in comfortable clothes that are loose fitting and sturdy and flat walking shoes. It is also helpful to be alert, and walk with a purpose, as if one has a clear destination. One should be aware of people in the immediate areas, without staring.

Sources:

Boston University School of Social Work. (2018). *Safety Tips*. Retrieved from: <http://www.bu.edu/ssw/students/current/field-education/feguide/>

Student Tool

Safety Procedures for Home Visits

Judson College Social Work Program

Practitioners should always be alert to the possibility of an unexpected confrontation that might occur while in the field that would put them at risk of harm. Protective measures should be taken to minimize the possibility of such an occurrence. Always inform others when a home visit is planned. Provide information about who will be visited, the address and the expected length of time for the visit. It is a useful practice to keep a desk calendar with information about field activities.

1. Prepare for the visit in the field:

Dress for safety; wear shoes that would provide easy flight
Review history for violence, substance abuse, mental illness, or behavior problem
Review previous contacts in records and consult with staff
Evaluate purpose of the visit, client, and neighborhood
Formulate a tentative plan of action

2. Take cellular phone on visit, especially when there are indications of a possible domestic dispute, physical violence, vicious animals, dangerous drugs, isolated or high crime area.
3. Alert law enforcement to accompany or meet you at the client's home if report indicates violence or potentially hazardous home environment. (In some instances, it may be sufficient for a co-worker to accompany you; discuss this with the Field Instructor).
4. Park vehicle in such a way that it will provide a safe and quick departure in an emergency.
5. Lock personal items, i.e., jewelry, purse, wallet, in trunk of vehicle prior to departing to the client's home.
6. Use your five senses when approaching the neighborhood, leaving the car, and when entering and departing from the premises. Listen outside the home for any disturbances. When knocking on the door do not stand in front of door, stand to the side. Do not enter the home if you smell fumes. Leave the area and then make emergency contacts.
7. After entering client's home, if possible, stay near the door. Observe all exits in the home. Leave the home quickly if you smell fumes and then make emergency contacts.
8. Identify yourself and the purpose of your visit. Maintain a pleasant demeanor during the interview, encouraging client participation.
9. Keep car keys handy/accessible while in the client's home.
10. Be alert and pay attention to the mood and state of mind of individuals; listen for individuals in other rooms; scan environment for evidence of drug usage, animals, weapons, or objects that can be used as weapons.
11. Sit near an exit or facing the hallway so you can view hall and bedrooms. Sit on a hard chair or on edge of soft chair so that you can get up quickly.
12. Ask for permission if you would like to write notes.
13. Speak in a low tone in a calm, respectful, non-defensive manner.
14. Listen to clients, allow them to ventilate, and empathize with their feelings.
15. Follow your instincts and leave if you feel vulnerable or threatened.
16. Report suspicions of abuse or neglect of children, elderly, or vulnerable adults.
17. Provide accurate details of home visit to Field Instructor, highlighting any concerns.

NASW Code of Ethics - Core Values & Ethical Principles

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: Service

Ethical Principle: *Social workers' primary goal is to help people in need and to address social problems.*

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: Social Justice

Ethical Principle: *Social workers challenge social injustice.*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: Dignity and Worth of the Person

Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: Importance of Human Relationships

Ethical Principle: *Social workers recognize the central importance of human relationships.*

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: Integrity

Ethical Principle: *Social workers behave in a trustworthy manner.*

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: Competence

Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Details of the above standards can be found in the professional code of ethics as defined by the National Association of Social Workers, the profession's primary association. At www.socialworkers.org you can view or obtain a copy of the NASW Code of Ethics.

NASW Standards for Cultural Competence in Social Work Practice

Standard 1: Ethics and Values

Social workers shall function in accordance with the values, ethics and standards of the profession, recognizing how personal and professional values may conflict with or accommodate the needs of diverse clients.

Standard 2: Self-Awareness

Social workers shall seek to develop an understanding of their own personal, cultural values and beliefs as one way of appreciating the importance of multicultural identities in the lives of people.

Standard 3: Cross-Cultural Knowledge

Social workers shall have and continue to develop specialized knowledge and understanding about the history, traditions, values, family systems, and artistic expressions of major client groups that they serve.

Standard 4: Cross-Cultural Skills

Social workers shall use appropriate methodological approaches, skills, and techniques that reflect the workers' understanding of the role of culture in the helping process.

Standard 5: Service Delivery

Social workers shall be knowledgeable about and skillful in the use of services available in the community and broader society and be able to make appropriate referrals for their diverse clients.

Standard 6: Empowerment and Advocacy

Social workers shall be aware of the effect of social policies and programs on diverse client populations, advocating for and with clients whenever appropriate.

Standard 7: Diverse Workforce

Social workers shall support and advocate for recruitment, admissions and hiring, and retention efforts in social work programs and agencies that ensure diversity within the profession.

Standard 8: Professional Education

Social workers shall advocate for and participate in educational and training programs that help advance cultural competence within the profession.

Standard 9: Language Diversity

Social workers shall seek to provide or advocate for the provision of information, referrals, and services in the language appropriate to the client, which may include use of interpreters.

Standard 10: Cross-Cultural Leadership

Social workers shall be able to communicate information about diverse client groups to other professionals.

Prepared by the NASW National Committee on Racial and Ethnic Diversity
Adopted by the NASW Board of Directors June 23, 2001

For information concerning the Field Placement Program, contact:

Amy Butler, MSW, MDiv.
Director of Field Education
Judson College
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Jewett Hall G07
302 Bibb St.
Marion, AL 36756
334-683-5302
abutler@judson.edu

For information concerning the BSW Program, contact:

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ACKNOWLEDGEMENTS

The first draft of the manual was revised by Donna M. Aquiniga, LMSW, based on work by Dr. Allen R. Stata. It has since been revised by Barbara Palantone, LMSW, Allen R. Stata, Ph. D., Angela Dennison, LMSW, and Laura Boltz, LICSW-PIP. This *Field Instruction Manual* was based on information obtained from the *New Field Director's Handbook 2003 & 2005 & New Field Director's Pre-Conference Institute in 2010* developed by the BPD Field Education Committee. Current version complies with CSWE's 2015 Educational Policies and Accreditation Standards.

Student Forms

Application for Field Placement is based on West Chester University's form.
Field Placement Agreement is based on Texas Christian University's form.
Informed Consent & Assumption of Risk is based on Texas Christian University's form.
Field Placement Agreement for Place of Employment is based on Ashland University's form.
Confidentiality and Non-Disclosure Agreement is based on The University of Alabama's form.
Learning Contract and Student Evaluations are based on Baylor University's forms.
Weekly Field Placement Time Sheet is based on Stephen F. Austin State University's form.
Weekly Journal Report.
Field Program Evaluation is based on Stephen F. Austin State University's form.

Agency Forms

University-Agency Agreement is based on Stephen F Austin State University's form.
Agency Information Form is based on Ashland University's form.
Field Instructor Background and Agreement is based on Ashland University's form.
Student Evaluation is based on Baylor University's forms.
BSW Program Evaluation is based on Stephen F Austin State University's form.

Tools & Handouts

Field Liaison Checklist is based on Ashland University's form.
Prospective Field Agency Interview is based on Ashland University's form.
Student Safety Information is based on materials from San Diego State University & Boston State University
Safety Procedures for Home Visits are based on materials from San Diego State University & Boston State University
Outline for Supervisory Sessions was based on materials from Metropolitan State University of Denver