UNIVERSITY OF SOUTH ALABAMA

SOCIAL WORK PROGRAM

FIELD INSTRUCTION MANUAL

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Interim BSW Program Director
Kenneth Hudson, PhD

Field Instruction Coordinator
Laurie French Haas, ACSW, LICSW, PIP

Social Work Program
University of South Alabama
HUMB 34
Mobile, AL 36575
(251)460-6909
(251)460-7925 FAX
smyoung@southalabama.edu
lhaas@southalabama.edu

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I. Introduction

Introduction

Field Instruction is a vital component of baccalaureate social work education at University of South Alabama. It is in the field that academic knowledge, values, ethics, and skills are integrated with real world experience in a planned way to produce competent social workers. USA's Field Instruction program is truly a partnership that includes the University, Social Work faculty, agency and community social workers and social work students who engage in a collaborative learning experience that provides integrative learning and prepares students as professional social workers. It is through the coordinated efforts of the educational partners that Field Instruction at USA is made into an effective learning experience for the undergraduate social workers who will join us in the profession.

The program's Field Instruction Manual is designed as a resource for faculty, agency administrators, agency field instructors and students. The Manual provides the reader with information related to the mission of USA, the mission and goals of the BSW Program at USA, and the purpose and objectives of Field instruction. The Field Manual includes a summary of information related to BSW curriculum, the liberal arts perspective, and the professional foundation. This document also includes the structure of the BSW Field Instruction program and the qualifications and responsibilities of the professionals who deliver Field Instruction to our students. Field Instruction policies and procedures, the selection of agencies and agency field instructors, field operations, and the evaluation of students are all a part of this manual. Appended to this Manual are Field Instruction forms and a link to the NASW Code of Ethics.

USA Mission Statement

"The University of South Alabama, with a global reach and special focus on the Gulf Coast, strives to make a difference in the lives of those it serves through promoting discovery, health, and learning."

The University of South Alabama was chartered in 1963 by the State of Alabama as a comprehensive, coeducational institution of higher education. The University serves a major center of high quality and accessible undergraduate, graduate and professional education for metropolitan Mobile, the State of Alabama, the Gulf Coast region, and the southeastern United States. The University mission actively embraces the functions of teaching, research, public service and health care through which it vigorously pursues the preservation, discovery, communication and the application of knowledge. As it grows and develops, the University will focus its strengths to produce programs of interdisciplinary excellence that address the special needs of the people it serves. Undergraduate education is designed to promote the growth of the individual to think critically and analytically, to communicate effectively, to acquire information and apply it to problem-solving, and

to understand the context of global complexity and diversity in which knowledge is applied. The University is committed to the education of the whole person-the creative person. To accomplish this, a wide range of curricular and co-curricular opportunities for students to expand their cultural, physical and emotional awareness are provided. The University's environment must encourage and foster the qualities expected of leaders, such as integrity, service, stewardship, involvement and respect for individuals, as well as an appreciation for diversity. Graduate education provides students with increasing levels of challenge and opportunities for independent investigation, creative achievement, the advancement of knowledge, and participation in traditional and new forms of scholarly activity in a broad range of discipline-based and interdisciplinary programs. These programs will prepare students for new, as well as traditional, professional and academic careers.

Scholarship is an important aspect of the mission of the University and the responsibility of every faculty member. The University of South Alabama will provide quality research and scholarly activity in all areas of its academic programs and community service activities, as illustrated by the work of its faculty in business, education, engineering, mathematics, science, fine arts, humanities, and health sciences. To advance scholarship the University will provide appropriate instructional and investigative facilities within an atmosphere of academic freedom and shared governance.

Because of its location and commitment to the community, the University's academic health center is an important resource for accomplishing its mission. The University is dedicated to the education of physicians, health scientists, allied health professionals, and professional nurses who will provide the community and the region with the highest quality health care. To promote improved health care in its service region through research, teaching, and outreach programs, its hospitals and clinics will offer the latest scientific and medical technology possible.

The University is further dedicated to the promotion of lifelong learning and to the enhancement of access to education for a variety of individuals and communities. Thus, it will continue to develop programs that meet the needs of its evening, weekend, off-campus, and special program clients who seek both credit and non-credit learning experiences on campus and at the USA Brookley campus site. The USA Baldwin County campus will provide degree programs and other learning opportunities required by the rapidly growing population in Baldwin County.

The University of South Alabama's programs of education, research, public service, and health care are all founded upon the basis of a reciprocal relationship between the institution and the community it serves. Instruction, research, scholarship, public service, and health care that enhance the economic development of the State and improve the quality of life and health of its citizens are integral and essential parts of its mission as a comprehensive, metropolitan university.

Mission of the BSW Program

The program mission for Social work at the University of South Alabama is to prepare competent, effective entry level social work professionals to address the social welfare needs of the Gulf Coast and Southwest Alabama regions. The program has a strong commitment to provide professional leadership to the region in terms of social work education, service to the community and in scholarly endeavors. In order to be attuned to the community context of social work in this region, the program is committed to promoting well being through the exploration of both urban and rural community practice, the foundations of the social work profession, the person-in-environment perspective, liberal arts preparation, diversity, poverty, social and economic justice, and a strong value base for practice.

BSW Program Goals

The BSW program goals are derived from its mission statement. The goals for the program at USA are as follows:

1. Program graduates will be prepared for competent, entry level generalist professional social work with diverse groups and populations-at-risk in both urban and rural communities and effectiveness in enhancing human well-being.
2. Program graduates will be able to employ critical thinking skills and research knowledge in order to ethically evaluate policy and practice and advocate for change in organizations and communities, and add to social work knowledge.
3. Program graduates will be capable of integrating social work knowledge, values and skills into entry level ethical social work practice with systems of all sizes with an emphasis on the needs of the Gulf Coast and Southwest Alabama.
4. Program graduates will have the demonstrated capacity to identify with the profession and take an active role in professional leadership.
5. The program faculty will be active in service to the broader Mobile and Southwest Alabama community, and social work profession and contribute to the social work knowledge base of the profession.

Generalist Practice

BSW students at the University of South Alabama are prepared for entry level practice and use the generalist model of practice. The generalist model is based on systems theory and uses a problem solving method. BSW social workers are prepared to work with multiple systems including individuals, families, groups, organizations and communities. The field instruction assignments that our BSW students have in the agencies should offer them the ability to apply their knowledge, values, and skills with multiple systems in order to help them achieve their learning objectives, and prepare them for entry level social work practice.

The undergraduate social work program at USA uses a definition of generalist practice that is consistent with the principles of generalist social work practice found in the literature, the definition used by the Association of Baccalaureate Social Work Program Directors, the needs of the Greater Mobile and Southwest Alabama Region, and the goals and objectives of the social work program. The BSW program at USA defines generalist practice as:

Generalist practice in social work is multi-system, involving the promotion of human well-being through work with individuals, families, groups, organizations and communities. This method is based on a problem-solving framework and is multi-theory in that it bases the practice approach on an analysis of problems and situations, thus basing interventions on the problem(s). Generalist practice stems from a strong base of social work, knowledge, values, ethics, and skills. It is based on a person-in-environment perspective and is sensitive to diversity, the community, and issues of social and economic justice.

Field students know this definition and are expected to use its principles to guide their practice while in field instruction.

Field Instruction

Field Instruction at USA is an integral component of the academic program and curriculum. The purpose of Field Instruction is to provide an integrative learning experience that engages the student in practice that is educationally directed, and is supervised by a professional social worker. The Field Instruction experiences should provide students with educationally directed opportunities to apply classroom learning in the field setting. While enrolled in field students are enrolled in a concurrent social work Senior Seminar that helps them to integrate their classroom and field learning.

Field instruction is designed as a one semester block placement of 436 clock hours and is required of all BSW students. This translates to 30-32 hours per week during the semester. The student is normally in the final semester of course work prior to graduation and is concurrently enrolled in SW 412 Field Instruction and a 3 credit capstone Senior Seminar (SW 414). The Senior Seminar assists the students with integration of classroom and field content. The Field Instruction placement is designed to provide a directed experience within a social agency setting/program in which students apply the knowledge; values and skills they have learned in a real world setting. Students are not admitted to field if they have not successfully completed all required social work courses and completed the application process. Prior to entry in to field instruction, students must have professional liability insurance and attend an orientation seminar presented by the BSW program. The primary point of contact for field instruction is the BSW program Field Coordinator.

The Field Instruction experiences should be diverse in terms of agencies, settings, clientele, and interests of students. The educational experience is directed by the BSW program in collaboration with the agency. Students have input into their field placement, but the agency and the specific assignment are ultimately selected by the BSW program.

Field Instruction assists students in making the transition from student to entry level professional and socializes them to the profession by employing supervised practical experiences as vehicles to expand upon prior course content. The student who successfully completes field instruction should be prepared as an entry level professional social worker who can ethically apply him/her self to working with multiple systems. The field instruction experience must provide an opportunity for students to work with diverse and oppressed populations using a generalist method.

Through on-site supervision and structured observation, students engage in supervised generalist practice activities that focus on the development of engagement, data collection, documentation, and assessment skills with individuals, families, groups, organizations, and community systems represented in the agency. Students should have the opportunity to work with their own cases and apply their generalist knowledge and skills in working with multi-level systems. Students should receive at least one hour per week of on-site structured supervision by the designated Agency Field Instructor, as well as additional supervisory contacts by that individual on an as needed basis.

Examples of Field Instruction Activities

The following field instruction activities are designed to help facilitate the student's initial socialization process to the social work profession, to expand knowledge of and beginning application of generalist practice, and to provide initial orientation to social work with agencies and programs serving urban and rural populations.

1. Demonstrate ability to carry out appropriate professional social work duties as assigned by the field instructor.
2. Employ engagement, planning, intervention, assessment, and termination skills with multi-level systems (individuals, families, groups, organization and community).
3. Carry primary responsibility for at least one agency case.
4. Conduct interviews with multi-level systems.
5. Data collection & assessments of multi-level systems.
6. Appropriate recording & documentation of records.
7. Active participation in staff meetings, client reviews or case staffing, and staff development activities.
8. Demonstrate application of the generalist method of social work
9. Demonstrate social work values and ethics consistent with the NASW Code of Ethics.
10. Co-plan/Co-facilitate an agency or community task group.
11. Attend organizational and/or community task group activities.

12. Attend Board of Director's meetings and/or other policy-making groups.
13. Attend professional, interagency, community, or policy-making groups on a local, state, or federal level.
14. Participate in a professional social work educational meeting, activity, or conference.
15. Engage in appropriate use of weekly supervision with Agency Field Instructor.
16. Involvement in activities related to diversity, populations-at-risk, and social and economic justice.

This list is not exhaustive, but it is intended to stimulate ideas for developing placement activities. The seminar for Agency Field Instructors that is conducted each year covers specific examples of appropriate field experiences for the students and stimulates discussion about what other field instructors have done that has proven effective. It is highly recommended that Agency Field Instructors attend this annual training. Discussion about other appropriate student learning experience in field may also be discussed with the program Field Coordinator or Field Liaison.

In conjunction with Field Instruction, students attend a weekly integrative Senior Seminar, taught by a full time faculty member that provides an opportunity to examine, discuss, and analyze their field instruction experiences in relation to professional foundation concepts and theories previously learned in the class room. Specific written and oral field seminar assignments are incorporated in the student's learning process to facilitate the integration of academic content with practice experiences and are a significant component of the field instruction and student field performance evaluation. Students will usually use examples from their agency experience in completing the Seminar assignments.

The Agency Field Instructor should provide structured supervision to the student for at least one hour per week and field instructors are encouraged to discuss any concerns with the Field Coordinator or Field Liaison as they arise so that they may be addressed promptly. Students can expect their respective Faculty Field Liaison to visit their agency at least two times during the semester, and to make at least one phone contact. Field visits are usually conducted near mid- term and at the end of the semester.

Additional liaison visits may occur should problems/needs arise. Student field performance is formally evaluated twice during the semester, once at midterm and again at the end of the semester and either the Field Coordinator or a Field Liaison representative from USA should be present for these evaluations. The evaluation is conducted using an evaluation form based on program objectives. This form is included in this manual. Both the Agency Field Instructor and the student (and possibly the Field Consultant) provide feedback to the Faculty Field Liaison to aid in the evaluation process. Course grades for Field Instruction are determined by program faculty based on information collected during the evaluation meeting.

Educational Outcomes for Field instruction

USA has identified nine expected educational outcomes that flow from the overall BSW program competencies for its students and they will be evaluated on their ability to

demonstrate that these competencies have been obtained. The expected practice behaviors for field are:

Competency 1: Demonstrate Ethical and Professional Behavior
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

1. 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;
2. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
3. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
4. use technology ethically and appropriately to facilitate practice outcomes; and
5. use supervision and consultation to guide professional judgment and behavior.

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

1. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
2. present themselves as learners and engage clients and constituencies as experts of their own experiences; and

3. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

1. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
2. engage in practices that advance social, economic, and environmental justice.

Competency 4:
Engage In Practice-informed Research and Research-informed Practice Social workers
understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

1. use practice experience and theory to inform scientific inquiry and research;
2. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
3. use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

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.

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

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

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

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

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

a. collect and organize data, and apply critical thinking to interpret information from 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; and
d. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:

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; and
e. facilitate effective transitions and endings that advance mutually agreed-on goals.

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

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

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

II. The Structure of Field Instruction

Program Administration and Personnel

Field Instruction will provide students with the opportunity to integrate academic knowledge, values, ethics and skills from the classroom in a context of educationally directed field experiences. The USA Field Instruction Coordinator is responsible for the administration of Field Instruction for the BSW program. Field Instruction is a cooperative enterprise involving students, faculty, and agency field instructors. This section describes the roles of the persons directly involved in the delivery of Field Instruction including: the Field Instruction Coordinator, Faculty Field Liaison, Agency Field Instructors, and Field Instruction Consultants. A brief description of the responsibilities of each role follows below:

- **Field Instruction Coordinator**
  The Field Instruction Coordinator is a USA Social Work program faculty member and is the primary person responsible for administration of Field Instruction. Responsibilities for the Field Instruction Coordinator include: Identification; development; and approval of agencies/programs and sites, placement of students in field agencies, evaluation of students in Field Instruction, supervision of Faculty Field Liaison and Field Instruction Consultants, providing field orientation for students, teaching Field Instruction Seminars, and evaluation of the Field Instruction program. The Field Coordinator is responsible for coordinating and/or delivering training for Agency Field Instructors. The Field Instruction Coordinator also carries responsibility for classroom instruction. The Field Instruction Coordinator works under the supervision of the BSW Program Director and in cooperation with all members of the social work faculty.

- **Faculty Field Liaison**
  The Faculty Field Liaison is a faculty member of the USA Social Work program. The responsibility of the Field Liaison is to visit agency and/or field sites to monitor students' progress and evaluate their performance and learning experiences available at the agency or field site. The Faculty Field Liaison works closely with the Agency Field Instructor, the students, and the Social Work program to insure that learning and growth occur for the students, and that

students are appropriately socialized into the profession. Faculty Field Liaisons report to the Field Instruction Coordinator.

Minimum Qualifications: Must have the MSW plus two years practice experience in social work post degree.

- **Agency Field Instructor**
  The Agency Field Instructor is the representative of the agency, program or site who provides direct supervision fro the students in field placement. The Agency Field Instructor provides learning experiences for the students in the agency in which he or she is employed. The Faculty Field Liaison works directly with the Agency Field Instructor to monitor and evaluate the performance of students under supervision. While the Field Liaison is the primary point of contact for the Agency Field Instructor, the Field Instruction Coordinator is an important resource for questions and concerns that may arise.

  Minimum Qualifications: Must have the BSW or MSW plus two years post BSW or MSW practice experience.

- **Field Instruction Consultant**
  It is the policy of the BSW program that students in field who are preparing to be professional social workers are best able to be socialized to learn knowledge, values, and skills from members of the social work profession. Thus, the great majority of placements will be with agency instructors who are professional social workers.

  In a limited number of cases, agencies or programs that offer valuable learning experiences for our students may not have professional social workers employed on staff. For example, some community based agencies that work with especially vulnerable, oppressed, and/or diverse populations may fall into this group. In such instances, the BSW program may decide, based on the potential value of the educational experience, to place students in this setting for their field instruction.

  When students are placed in setting in which professional social work supervision is not available, a Field Instruction Consultant will be assigned by the program to provide Field Instruction. The Field Instruction Consultant may be:

  1. Faculty member of the USA Social Work program.
  2. BSW or MSW member of the professional community who volunteers to perform the role and is acceptable to the agency and the school.
  3. BSW or MSW who is employed in another department of the agency/program where the student has been assigned.
  4. BSW or MSW member of the Advisory Committee of the USA Social Work program who is acceptable to the agency and the school.

  The Field Instruction Consultant will coordinate supervision of the student with the agency personnel responsible for the student and the Faculty Field Liaison.

The supervision provided should be regular and information from this supervision should be incorporated into the evaluation of student performance.

Minimum Qualifications- Must have the BSW or MSW plus two years post BSW or MSW practice experience in social work.

Field Instruction Sites and Settings

Students will receive field instruction in an Agency Field Site/Setting or Field Unit approved by the BSW program. Definitions of these entities are as follows:

Agency Field Site/Setting
The Agency Field site or setting is a community agency that will provide practical generalist practice field experiences, instruction, and supervision for students. The Agency Field Instructor is a representative of this agency. The Field Instruction Coordinator is responsible for development and approval of the Field instruction sites and the Agency Field Instructors. The Field Instruction Coordinator assists students in the selection of an approved field placement. The students, Agency Field Instructor, Field Liaison, and the Field Instruction Coordinator are involved in the planning and execution of Field Instruction for students.

Field Unit
A Field Unit is an agency based entity operated and supervised by the Social Work program where several students or more are placed. It is housed within an agency or program in the community. The Field Unit is a collaborative effort between the BSW program and an agency/program that includes the provision of serves to a targeted population. The Field Unit provides practical generalist practice field experiences, instruction, and supervision for students.

Responsibilities of Persons Involved in Field Instruction

Field Instruction Coordinator

The Field Instruction Coordinator has the primary responsibility for providing leadership and coordination for all Field Instruction activities of the program. The Field Instruction Coordinator represents the BSW program's Field Instruction Program to the community and has the following responsibilities:

1. Provide leadership for the Social Work program and faculty with regard to Field Instruction.
2. Initiate and supervise the student application process for Field Instruction.
3. Design and plan appropriate generalist practice learning experiences for students in field by selecting agencies that meet the learning needs of the students.
4. Approve Faculty Field Liaison and Field Construction Consultants, supervise, and coordinate their activities.
5. Act as a liaison between the program and field students.
6. Resolve problems which arise within the Field Instruction placements.

7. Plan and coordinate ongoing training for Agency Field Instructors, Field Liaisons, and Field Consultants who are to be involved in Field Instruction.
8. Assist the Agency Field Instructor, Faculty Liaison, and Consultant in assessing students' educational needs and shaping the students' learning experiences.
9. Assess Field Instruction as a program to insure continuous quality improvement and that field learning experiences are consistent with a generalist method.
10. Monitor Field Instruction policies and recommend appropriate changes to the faculty.
11. Update the USA Field Manual and field forms.
12. Orient students to Field Instruction.
13. Provide instruction to students as a member of the social work faculty.
14. Assists students with socialization to the profession and encourages continuing education activities.
15. Provides final field instruction grades to students based on data gathered from evaluations and site visits.

The Faculty Liaison

While the Agency Field Instructor provides the day-to-day supervision of the student at the field site, the Faculty Field Liaison works with the Field Instruction Coordinator to discharge the following responsibilities:

1. Insures that the Field Instruction setting and the student continue to be an appropriate match in terms of educational development for the student.
2. Coordinates with the Agency Field Instructor in providing educational experiences and activities which exemplify Generalist Practice with diverse populations.
3. Monitors and evaluates students' performance in Field with the Agency Field Instructor.
4. Responds to any student's supervisory issues other problems that may arise.
5. Assists students with socialization to the profession.
6. Participates in Field Instruction training.
7. Assists in the development and evaluation of the curriculum for Field Instruction.

Agency Field Instructor

The Agency Field Instructor is responsible for the day-to-day student supervision, and provision of educationally directed field experiences. The Agency Field Instructor performs the following functions:

1. Designs and plans opportunities for participation in Generalist Practice within an agency setting or program.
2. Orients students to the agency's mission and objectives, its auspices and funding, structure policies, and procedures.
3. Assists students in understanding the legislation and policies which affect delivery of services within the agency.

4. Provides students with opportunities to interact with agency clients, diverse and oppressed populations, and to observe and analyze the client's behaviors.
5. Assists students in acquisition of research skills and information about research efforts including program and practice evaluation within the assigned agency.
6. Assists students with socialization to the profession and encourages continuing professional education.
7. Provides on-going feedback to students regarding their performance.
8. Evaluates students' performance in Field Instruction utilizing the appropriate criteria provided by the Social Work program.
9. Attends Field Instructor Training.
10. Participates in the evaluation of the Field Instruction Program.

Field Instruction Consultant

In agencies in which a professional social work field instructor is not available, a faculty member or another professional social worker who meets the program requirements for field supervision may serve as a Field Instruction Consultant. The responsibilities of the Consultant are as follows:

1. Maintain (at minimum) weekly face to face, telephone and/or email contact with the Agency Field Instructor and field student.
2. Explain and clarify Generalist Practice concerns as they relate to the specific agency in which the Field Instruction occurs.
3. Provide appropriate feedback to the student during supervision meetings which includes, but is not limited to, reviewing and approving the learning contract as well as the use of process recordings to effectively review the mastery of skills during the placement experience.
4. Review the Professional Codes of Ethics and appropriate professional behavior with the student as applied to the agency setting.
5. Assists students with socialization to the profession and encourages continuing professional education activities.
6. Maintain appropriate documentation of the supervision for submission to the Field Coordinator.
7. Be involved in the student evaluation process.
8. Attend Agency Field Instructor training.

III. Selection of Field Agencies and Instructors

Selection of Field Instruction Agencies

The BSW program at USA selects sites for Field Instruction that offer experiences for generalist social work practice with diverse populations. Field agencies must be willing to provide professional social work supervision for the student. Students must be

provided with challenging opportunities to test and apply the knowledge, skills and values learned in the academic setting in a practical social welfare context. Agencies must demonstrate that they can provide quality generalist experiences for students and that the agency is committed to the delivery of services to oppressed populations, populations-at-risk, and other disadvantaged groups.

Process of Selection for Field Instruction Agencies

To be approved as a Field Instruction Agency, each agency must first be reviewed by the program. In some cases agencies may request this review and in other cases the program may recruit agencies. Part of this review is to determine that appropriate field experiences can be provided by the agency. No field agency is approved by the program without an on-site visit by the Field Coordinator.

Requests for review as a Field Instruction Agency should originate with the Field Coordinator. Each agency will then be evaluated based on the following criteria:

1. The agency must be able to provide students with opportunities for professionally supervised generalist practice with individuals; families; groups; communities; and organizations. The opportunity for students to work with diverse populations is very important.
2. The agency must provide a qualified Agency Field Instructor with sufficient time to provide student supervision. Agencies that do not have a qualified Agency Field Instructor must agree to permit additional supervision of the field student by a Field Consultant.
3. Physical resources necessary for the student to carry out his/her responsibilities must be provided by the agency. Examples of resources include a workspace; access to a phone; and learning resource materials such as books; articles; videos; training and workshops.
4. Agencies must support a policy of non-discrimination and no agency will be approved if the agency engages in discriminatory practices.
5. The agency environment must be conducive to the practice of professional social work.

Procedure for Field Instruction Agencies

After an agency is approved as a Field Instruction site agency supervisors, in cooperation with the BSW program, will develop a set of supervised learning experiences with the students. These learning experiences will allow students to practice generalist social work with multiple systems. The learning experiences will relate to the student learning contract (see appendix) and consist of:

1. Social Work values and ethics.
2. Diversity.
3. Promotion of social and economic justice.
4. Populations-at-risk.
5. Human behavior and the social environment.
6. Social welfare legislation, policy, and services.

7. Generalist social work practice.
8. Research and evaluation.
9. Special learning objectives for the student.

Contractual Agreement with Field Instruction Agencies

The approval of Field Instruction agencies is finalized with the establishment of a contractual agreement between the agency and the BSW program. All Field Instruction agencies must sign off on a Memorandum of Agreement with the USA social work program (see appendix). The Memorandum of Agreement should be signed by the relevant agency and USA administrators. The purpose of this agreement is to:

1. Identify services and resources that USA agrees to provide the agency and student.
2. Identify services and resources that the agency agrees to provide to the student and the University.
3. Formalize the agreement between USA and the agency to provide Field Instruction.
4. Clarify any conditions of the agreement.

Field Instruction Placements in Exceptional Circumstances

In special circumstances students may be place in and contracts developed for exceptional circumstances (see appendix). There are two types of situations that are recognized by the BSW program as potentially valuable and for which exceptional placement arrangements may be developed. Special or exceptional circumstances exist when considering placement outside of the USA geographic service area and when a field placement is requested in an agency in which the student is employed.

1. Field Placements in geographic areas outside USA's usual service area.
    a. The placement provides educational experiences that are otherwise unavailable in the USA service area.
    b. The agency meets all other requirements for approval as a field agency.
    c. Field Liaison supervision can be arranged.

2. Field Instruction placement in a student's employing agency.
    a. The duties and supervision differ substantially from the student's current job.
    b. A contract is established between the agency, student, and USA that clearly identifies the student's Field Instruction duties and the Agency Field Instructor.
    c. The objectives of USA's goals of Field Instruction course are achievable in the agency.

Selection of Agency Field Instructors

Supervision by a professional social worker is critical to quality Field Instruction, and the BSW program requires that the student have an agency supervisor with a minimum of two years post BSW or MSW practice experience in social work. In situations in which the student is not directly supervised by a supervisor who meets these minimum qualifications, the program also requires the student to be supervised by a Field Consultant.

Qualifications for Agency Field Instructors

Agency Field Instructors for the BSW program are approved based on the following criteria:

1. **Educational Requirements**
    a. BSW from a CSWE accredited program.
    b. MSW from a CSWE accredited program.

2. **Experience Requirements**
    a. Two years post degree supervised practice experience.
    b. For those who lack either the requisite degree or requisite experience, additional supervision with a Field Consultant is required.
    c. Priority will be given to Agency Field Instructors who meet the degree and experience requirements.

3. **Evaluative Criteria for Approval of Agency Field Instructors**

    Agency Field Instructors for the BSW program will agree to the following:
    a. Knowledge (either knowing or learning) of the generalist method and ability to assist students in learning it in the agency.
    b. Commitment to the social work profession, values, and ethics.
    c. Understanding of cultural competency and willingness to assist students in increasing their knowledge of cultural competency and applying it in the agency.
    d. Participation in Field Instruction training provided by the program.
    e. Willingness to be evaluated by students, field liaisons/consultants, and Field Coordinator.

Application Process for Approval as an Agency Field Instructor

Persons wanting to be approved as Agency Field Instructors for the BSW program must complete the application process during the semester prior to that in which Field Instruction will take place. The Field Coordinator will review the following information submitted by potential Field Instructors and make a decision based this information. The applicant will receive written notification of approval.

1. Completed application for Agency Field Instructor (see appendix)

2. Information provided which determines proof of all undergraduate and graduate degrees.
3. A reference letter from a professional social worker addressing the applicant's professional knowledge of generalist practice; competence; commitment to social work; and social work ethics.

Field Instruction Contracts

When a student is placed, Agency Field Instructors must sign a Field Instruction Contract. This is a document that identifies the learning objectives, activities and outcome for the student. This contract includes the following:

1. Identification of the agency and the expectations for student educational experiences.
2. The Field Instructor for the student.
3. The student learning objectives for field instruction.

Field Instruction Training and Workshops

To develop quality Field Instruction, the BSW program offers ongoing training to Agency Field Instructors. Through ongoing training, field instructors can best learn the program's expectations for students and develop educationally directed, coordinated, and monitored field experiences.

Field Instruction training will cover topics such as field policies, the BSW curriculum, research issues, and CSWE accreditation policies. Additional topics will address practice skills with multi-systems, social work values and ethics, diversity, and current professional issues critical for students entering the profession of social work.

IV. Students: Policies and Procedures for Student Field Instruction

General Policy for Application for Field Instruction

Field Instruction is one of the most rewarding educational experiences for a social work student. However, it is a serious professional undertaking, over and above the requirements of a traditional academic class. Students are working with real people with real problems and it is important to insure that students are well prepared for the tasks assigned to them in order to protect clients, students, agencies, and the social work program. To insure that students are fully prepared to enter Field Instruction, only students who have met the following criteria will be considered for Field Instruction:

1. Have completed or current enrollment in all required prerequisite courses.
2. Have been approved by the Field Coordinator.
3. Have completed the application for Field Instruction.

In order to create a successful field placement assignment, full disclosure must be provided to the Field Instruction Coordinator. It is the student's responsibility to provide

any information that may affect a successful placement. Examples of such information may include (but is not limited to): not successfully completing a course required as a prerequisite for Field Instruction, having a criminal background conviction history, or a disability which requires specific accommodation at the workplace. This information must be provided to the Field Coordinator at the earliest possible opportunity. Failure to do so may affect continuation of the field placement.

Procedures for Application for Field Instruction

Each semester, the Field Instruction Coordinator will conduct a group meeting for all students who plan to enter Field Instruction for the following semester. The purpose of this meeting will be to outline procedures for application and to answer questions related to Field Instruction. Subsequent to this meeting students should follow the application procedure outlined below.

Students who plan to enter Field Instruction must follow and complete all procedures outlined in this section. Selection of a quality Field Instruction agency/setting takes time and it is important that all guidelines are met for the application process in order to insure a good placement in a timely manner. Completion of the entire application process is a prerequisite for Field Instruction. A student who fails to follow this procedure within the time frame specified is not eligible for Field Instruction for the following semester.

The application process for Field Instruction is as follows:

1. Students wishing to apply for Field Instruction begin the process through a group meeting with the Field Instruction Coordinator. At this meeting, the student and the Field Instruction Coordinator will use the Four Year Curriculum for the Social Work Program form to document that the student has met all course requisites prior to the semester in which he/she will register for Field Instruction. No student will be considered for Field Instruction unless that student has been approved by the Field Coordinator.
2. Students complete the "Application for Field Instruction" (see Appendix). The data on this application will assist the program in matching the student to an appropriate field placement.
3. Students must prepare a professional resume (see Appendix for suggestions on resume preparation).
4. Students must sign the "Release of Information" form (see Appendix). No information will be given to an agency about the student until the release form is signed.
5. Students should submit the "Field Application," resume, and "Release of Information" form to the Field Instruction Coordinator by the established due date.
6. The field Coordinator may schedule an individual meeting with the student to further discuss the student's interests.
7. The Field Coordinator contacts a Field Instruction site to discuss a potential placement for the student.

8. The Field Coordinator will the notify students in writing as to the field site selected. The notification will include specific information regarding the agency's location, the assigned Agency Field Instructor, and the contact information.
9. When the student receives the information regarding their placement, an interview should be arranged with the Agency Field Instructor. For the interview, the student should provide the Agency Field Instructor with a copy of the Field Instruction Learning Contract, the student's resume, and the Agency Information Sheet to sign and return to the Field Coordinator.
10. During the interview, the student should ask about any pre-placement requirements of the agency. Examples may include orientation meetings, physicals, criminal background checks, inoculations, TB or drug tests, or specific training such as CPR or First Aid. The student should make arrangements to complete these requirements prior to the beginning of the placement.
11. All preliminary paperwork should be completed by the end of the semester before the students begins field placement. Prior to beginning field placement, the Field Instruction Coordinator should have on file the following:
    a. Approval for Field Instruction based on documentation of completed meeting with Field Coordinator.
    b. Application for Field Instruction.
    c. Release of Information form.
    d. Resume.
    e. Signed contract with Field Instruction Agency.
    f. Agency Information Sheet.
    g. Applicant Interview Evaluation Form.

12. Students begin Field Instruction in the agency only after they have attended an orientation seminar conducted by the BSW program at the beginning of the semester (normally scheduled on the first day of classes). Students who do not attend this orientation may not start Field Instruction until the Field Coordinator is contacted and an orientation is arranged.

Policy Regarding Change of Field Instruction Assignment

The social work program will make a concerted effort to provide the best placement for the student. Students should be aware that a placement decision is based on a number of factors such as available supervision, geography, and ability of agency to meet student needs. Student preference will be one of the factors considered in assigning a placement.

In most situations, the Agency Field Instructor and the student will reach an agreement regarding the assignment to the agency for Field Instruction. If both the student and the Field Instructor agree to the placement, the Field Instruction Contract is completed, signed and returned to the Field Coordinator.

If there are concerns about the suitability of the field assignment, these should be expressed to the Field Coordinator. A decision as to whether an alternative site should be selected will be made by the Field Coordinator. If, after the student has discussed the placement with the Field Coordinator, she/he is dissatisfied with the placement decision, the student has the option of requesting another assignment through the following procedure:

1. After completing the application interview with the prospective Agency Field Instructor the student must, within three working days, submit a written request to the Field Coordinator for a new assignment which includes a rationale for the request. Failure to request an alternative placement in a timely manner is considered as acceptance of the placement.
2. The Field Coordinator will meet with the student to try and resolve the placement assignment issue.
3. If the assignment is not resolved, the student may meet with the BSW Program Director to attempt resolution.

If the student is placed in an alternate site, the process for completing the placement process should be followed as outlined above.

At times, unforeseen circumstances arise which necessitate a change in assignment after it has been completed, such as change in employment status of the Agency Field Instructor. If this occurs, the student should contact the Field Coordinator immediately so that another field assignment may be developed.

Field Instruction in an Agency in Which the Student is Employed

To insure a quality, educationally directed field experience, it is the policy of the BSW program that students complete Field Instruction at an agency in which he/she is not employed. This policy was developed in conformity with accreditation standards which constrain the program for giving credit for life experience.

In special circumstances the BSW program may grant an exception to this policy. The major consideration will be that the agency of employment is capable of providing a new; different; meaningful; and educationally directed learning experience for the student. The assignment should be significantly different from the student's current job assignment and should also clearly meet the guidelines for choice of Field Instruction sites and Agency Field Instructors specified in this manual. The foremost concern in approving such placements will be that they provide clear opportunities for Generalist Practice, are educationally focused as opposed to being centered on provision of agency services, provide quality supervision and offer excellent educational experiences.

It is incumbent on the Agency and the student to demonstrate that the following criteria are met for a Field Instruction placement within one's place of employment:

1. The Field Instruction site clearly affords the opportunity for Generalist practice as defined by the program.

2. The placement assignment offers a **significant change** from previously assigned duties within the agency, with **different populations**, **different supervision**, and/or **different focus**.
3. The agency must have an employee who is not the student's work supervisor to serve as an Agency Field Instructor.
4. The agency must be approved as a Field Instruction site by the BSW program and meet all criteria for Field Instruction Agencies outlined in this manual.
5. The agency will grant the time sufficient for the student to complete Field Instruction activities, including the Senior Seminar Course, as specified within this manual.
6. The agency will grant time to the Agency Field Instructor to participate in Field Instruction training provided by the social work program at USA. Time will also be granted by the agency for the Agency Field Instructor to meet with the student on a weekly basis for supervision of field.
7. The student is responsible for the submission of documentation for approval to the Field Coordinator. The student must complete the USA Request for Field Placement in Place of Employment form explaining how the above criteria will be met. The documentation should outline how he/she plans to comply with the above criteria and must have the agency sign off. The chief administrator of the agency must attest to the plan's feasibility, and identify the Agency Field Instructor.
8. The Agency Field Instructor must attend Field Instruction training offered through USA's Social Work department prior to the start of the placement.

Agencies may engage in creative management to afford such an opportunity to a student-employee. An example might be that student who works in the Child Protection office at DHR would be assigned to Adoption or Foster Care services for Field Instruction, with different populations and different lines of supervision. The agency must sign an agreement to protect the employed student from his/her work responsibilities while on Field Instruction time in the agency.

Evaluation of Student Performance in Field

Examination of Expected Educational Outcomes

Evaluation of the student's performance in field examines not only the specified course-related education outcomes, but also the competencies and practice behaviors identified in the student's field learning contract. The two evaluation visits with the Field Liaison assess the extent to which the student has achieved her/his learning competencies in field during the semester. Students are evaluated based achievement of outcomes, competencies and practice behaviors. Course grading is outlined in the SW 412 syllabus on a traditional A - F scale. A minimum grade of C is required in the course for the student to complete the program.

Procedure for Evaluating Agency Based Field Instruction

Either a Faculty Liaison or the Field Coordinator will visit the agency at least two times during the semester; once at the midpoint of the semester and once during the final two

weeks of placement. The liaison will also make contact in the initial three weeks of the semester by phone to determine how the field experience is progressing.

The Field Liaison's first visit is to conduct an evaluation of the student's progress toward his/her competencies. Prior to that visit, the Agency Field Instructor should complete the Mid Semester Evaluation Form (see Appendix) and the student completes a self-evaluation on a separate copy of that form. The student and the field instructor should discuss their respective evaluations prior to the Field Liaison's visit.

At the mid-term visit, the Field Liaison will discuss with the student his/her application of theory and knowledge from curriculum content within the field setting. The Field Liaison will review the student's and the Agency Field Instructor's evaluations, will assess the student's progress based on the interview and oral application, and will determine a mid-term grade and submit it to the Field Coordinator. The Field Liaison will document the mid-term visit on the Field Documentation form (see Appendix). All documentation of the visit is due to the Field Coordinator within two weeks of the visit. If specific problems are noted at the time of the mid-term visit, a developmental plan will be developed by the Field Liaison, the Agency Field Instructor and the student to address the areas of concern. If the problem (s) are serious enough the Field Coordinator may also be involved. A copy of the developmental plan of correction will be attached to the Field Documentation form submitted to the Field Coordinator, with copies to the student and the Agency Field Instructor.

The purpose of the second visit by the Field Liaison is the overall evaluation of student performance and meeting of objectives in field. The general procedure is the same as for the mid-term evaluation visit. Documentation of the final evaluation is due to the Field Coordinator by the last class day.

While two liaison visits represent the minimum expectation, as many visits as necessary may be conducted for any student. If any problems are noted in the student's field performance at any time the Field Coordinator should be contacted as soon as possible. Problems are best addressed at the earliest opportunity.

Evaluating Field-Setting Effectiveness

At the end of each semester, the student is required to complete an evaluation of the degree to which the agency has maintained its agreement with the BSW program to promote generalist social work practice and to provide the student with the tools, supervision, and opportunity to complete their Field experience goals. The agency evaluation is reviewed at the end of the semester by the student through the Field Education Instructor Evaluation of the Agency (See Appendix).

Students evaluate field placements on the Field Education Instructor Evaluation form based on whether the site offers valuable experience and learning opportunities in a variety of areas (e.g., mental health, case management, fundraising, community organizing, etc.) and levels of systems (i.e., individuals, families, groups, organizations, communities). Information is also gathered regarding the field liaison, institutional

environment, and non-discrimination policies and practices. Students are asked if they would recommend this field site be an ongoing placement in the future.

General Policies for Students in Field Instruction

Prior to the first day of Field Instruction, the student should carefully review all policies and procedures identified in this manual. These guidelines are presented to insure that Field Instruction students will have an educationally directed; coordinated; and professionally supervised learning experience. Questions regarding policies and procedures should be directed to the Field Coordinator.

Schedules for Field Instruction

A fixed weekly time schedule for students reporting to Field Instruction must be completed. Field Instruction schedules should be reviewed and agreed to by the Agency Field Instructor, the Field Coordinator, and the student. The schedule for Field Instruction should be submitted to the Field Instruction Coordinator by the first week of classes.

Field Instruction must be carried out during times when professional social work services are delivered and professional supervision is available. A field instruction orientation will be held on the first day of class each semester and students must attend this orientation prior to reporting to their Field Instruction site. Students who fail to attend this orientation session will not be allowed to begin Field Instruction and should contact the Field Coordinator to arrange for an orientation.

Students in Field Instruction should adhere to the schedule which they file with the Field Coordinator. Students may not obtain credit for working lunch hours unless the written approval of the Field Coordinator has been obtained. Some agencies will occasionally require student involvement in activities which occur outside the usual workday. Field students may obtain credit for hours spent in Field Instruction outside the usual agency hours if the hours provide appropriate educational content which is documented by the Agency Field Instructor with written approval by the Field Coordinator.

Students will not receive credit for time driving to the Field Instruction site or from the site to their home. No time should be recorded for activities within the agency considered "non-professional activities" (such as clerical work). Students are encouraged to attend professional meetings and will receive credit for time in attendance at them, with the permission of the Agency Field Instructor prior to attendance at such meetings.

Students will keep a Weekly Time Sheet (see Appendix) that reflects actual time in Field Instruction activity. Time sheets should be signed by the student and the Agency Field Instructor prior to submission to the BSW program office or the time sheets are not considered valid. Students are responsible for obtaining the Agency Field Instructor's signature.

Students must submit the Weekly Time Sheet the day of each Senior Seminar. No white out or correction tape is to be used on a time sheet. If an error occurs, the student should correct it by putting one line through the error and initialing it. The Agency Field Instructor should initial any corrections made near the error. Any alteration of a time sheet without the Agency Field Instructor's signature is a **major violation** of Field Instruction policy and may result in termination of Field Instruction. Any reporting of hours which the student did not actually work is an equally **major violation** and may result in termination of Field Instruction.

No faxed copies of time and activity sheets should be submitted to the program. Only original copies of time sheets and activity sheets will be accepted.

Background and Medical Checks required by Field Agency

Criminal background checks are required by some agencies before beginning a field placement. Other requirements such as tuberculosis testing, drug testing and CPR training may also need to be met. It is the student's responsibility to pay for any testing and/or training that is required and not provided by the agency. Criminal background checks typically cost approximately $50.00. If a student foresees difficulty with any of these requirements he/she should report this to the Field Coordinator before an agency assignment is made and alternative arrangements will be explored.

Holidays

Students in Field Instruction will not be awarded hours for University holidays. Students must complete the entire 436 clock hours within semester. Any exception to this policy must be negotiated with the Agency Field Instructor and the Field Coordinator.

Absences

Students in Field Instruction will be expected to adhere to the schedule that has been negotiated at the beginning of the semester and approved by the Field Coordinator. If the student anticipates that he/she will not be present at the agency during the scheduled time, the Agency Field Instructor should be contacted beforehand. Generally acceptable excuses for absences include health reasons, family emergencies, and religious reasons. Students should provide documentation to substantiate the reason for their absence from Field Instruction.

Absences should be recorded on the student's time sheets with appropriate explanation. The Agency Field Instructor should promptly notify the Field Coordinator regarding unexplained absences of a student. Attendance at Field Instruction is expected and students have no sick time or vacation time. Any time which is missed must be made up and students who do not accrue requisite number of hours for field by the last day of finals will receive an incomplete in the course.

Extra Hours

Students will, on occasion, work more than the proscribed number of hours during the week. These hours can be credited against the total Field Instruction time requirement. However, students must have prior approval by the Agency Field Instructor before working extra hours for credit.

Professional Dress

Students are considered professional social workers and are expected to dress in a professional manner. This means dress that is more formal than that expected on a university campus. Students will adhere to formal dress codes required by their placement agency. Questions concerning professional dress should be directed to the Field Coordinator.

Travel Related to Field Instruction

It is the student's responsibility to provide transportation to and from the site of Field Instruction. Any transportation concerns should be discussed with the Field Coordinator at the pre-placement interview. The BSW program does not reimburse students for travel related to Field Instruction. The student may receive reimbursement from the agency for agency related travel if the agency makes such provision and the reimbursement should be consistent with the agency reimbursement for regular staff. The students should determine if agency-related travel expenses are reimbursed by the agency at the time of the initial interview. **It is the policy of the BSW program that students not transport agency clients in their personal vehicles.**

Personal Safety in Field Instruction

Personal safety of students who are in Field Instruction and the safety of client systems is an important concern. Information on the personal safety of students will be provided at the initial Field Instruction orientation and students should discuss safety issues with their Agency Field Instructor. Students who are assigned to agencies whose clients are potentially dangerous should participate in agency based training which addresses personal safety.

Students who make field visits should carefully review agency policies regarding safety and self-protection. If at any time, the student finds him or herself in a situation which poses personal threat to safety, the student should exit that situation as soon as possible and contact the Agency Field Instructor and Field Coordinator immediately.

Professional Behavior

The Field Instruction student is expected to act as a professional social worker and in accordance with agency policies and procedures. For references on professional behavior, refer to the NASW Code of Ethics http://www.socialworkers.org . Students should discuss questions about professional behavior with the Agency Field Instructor, Faculty Liaison, and/or Field Coordinator.

Serious or repeated violations of agency policy or behavior incompatible with the NASW Code of Ethics could result in: (1) disciplinary action, (2) suspension, and/or (3) termination from Field Instruction.

Students will be asked to discuss field experiences in the Senior Seminar. Identities of client systems or colleagues should not be revealed in these discussions. Students are bound by the rules of the NASW Code of Ethics and should be knowledgeable and should act accordingly.

Students should understand, that while in Field Instruction, they are in the role of student/learner and do not have the same status as an agency employee. If the student encounters situations of organizational conflict in the agency, he/she should maintain a neutral position and should avoid becoming involved in intra-agency conflicts. These situations should be discussed either in the Senior Seminar, or if confidentiality issues area concern, with the Field Coordinator. If a conflict is encountered between agency policy and either University policy or social work code of ethics, this should be immediately discussed with the Field Coordinator.

Liability Insurance

The USA Social Work program requires all students in Field Instruction to be covered by liability insurance which covers students and faculty in Field Instruction. No student may participate in Field Instruction without liability coverage, and students may not begin field until liability coverage is effective. If a student is notified of potential involvement in a liability situation, this must be reported immediately to the Field Coordinator. All USA faculty members and Field Liaisons must also be covered by liability insurance.

Disciplinary Policy

Regrettably, instances occur in which the BSW program finds it necessary to take disciplinary action against students who are in Field Instruction. Disciplinary action may be taken to protect client systems, to ensure professional and ethical behaviors, or to correct problem behaviors which occur in field agencies. Disciplinary action taken will focus on correcting problem behaviors before invoking sanctions against the student. Problem behaviors may affect the grade for Field Instruction. Should problems become serious or repetitive, disciplinary actions could carry serious consequences. Students, as professionals in training, must be accountable for their own behaviors in Field Instruction.

Student behaviors which could result in disciplinary action are categorized as either major or minor rule violations. Major rules violations are extremely serious and are likely to result in the termination of Field Instruction. Serious ethical violations could result in termination from the BSW program as well. Repeated minor violations could also constitute justification for termination of Field Instruction.

Minor Rules Violations

1. Unsatisfactory performance of assigned duties.
2. Failure to notify supervisor of absences at earliest possible time.
3. Failure to observe assigned work schedule (tardiness, leaving early, long lunches).
4. Violations of agency or BSW program policy.
5. Excessive use of agency time for personal, non-work related activities.
6. Use of agency phone for personal calls.

Major Rules Violations

1. Violation of NASW Code of Ethics.
2. Unauthorized alteration of a time sheet or falsification of hours worked.
3. Failure to follow the Field Instruction Contract.
4. Repeated unauthorized absences or converting agency resources for personal use.
5. Excessive absence or tardiness.
6. Reporting to Field Instruction while impaired by non-prescription chemicals.
7. Acts which may endanger the safety of self or co-workers or clients.
8. Abusive or unruly conduct.
9. Sexual harassment or racial discrimination.
10. Reporting to field with impairment due to emotional or personal difficulties which impair the ability to perform work related tasks.

When rules violations are reported, the Field Coordinator, Faculty Liaison, and the Agency Field Instructor will meet with the student in order to identify the source of the problem and to suggest a developmental plan for corrective action. The Field coordinator will make a written summary of the meeting and will provide the Agency Field Instructor and the student with a written copy of any developmental plan for corrective action.

In the event the rules violations are serious or repetitive, and a more lengthy investigation is required to determine course of action, the student may be placed on field suspension until the investigation is completed. The Field Coordinator will conduct an investigation regarding the violations and will consult with the Agency Field Director, the BSW Program Director, and the student. The student, the Field Coordinator, and the Agency Field Instructor will meet with the student about the problem, and a written developmental plan of correction will be created for resolution. The Field Coordinator will make a written summary of this meeting. The student will be given a written statement notifying him/her of the developmental plan of correction prior to returning to field work. This written documentation will be reviewed by the BSW Program Director for approval.

Should violations continue after a suspension/investigation and plan of correction have taken place, the student may be terminated from field work. The Field Coordinator will meet with the student and discuss the continued violations. At this point, field instruction may be terminated. If termination is warranted, the student will be given a written statement of the reason for termination from Field Instruction.

Students may appeal disciplinary action in Field Instruction. Student appeals should be directed to the BSW Program Director.

Developmental Plans of Correction and Disciplinary Action

Substandard Performance and Violation of Rules

Regulation of professional conduct is critical in maintaining the integrity of the social work profession and student performance that is rated below the standard for successful completion of field instruction may result in a developmental plan for correction and/or disciplinary action. Students in the social work program are members of the social work profession and are eligible for membership in its professional organizations, thus they are expected to conduct themselves as professionals in accordance with the Code of Ethics of the National Association of Social Workers. The students must also adhere to policies and procedures of the agency/organization in which they are doing their field instruction and the laws governing society in general.

The grades a student earns in the course of study are only one measure of their readiness for the social work profession. There may be occasion when a student behaves in a way that calls into question his/her ability to become a social worker. This behavior may require correction through disciplinary action, a developmental plan for correction, or termination. Examples of student behavior that might require review include, but are not limited to, violations of the NASW Code of Ethics, impairment due to substance abuse or mental illness, and conviction of a serious felony.

In keeping with the purpose of social work education, any disciplinary action is viewed as a process implemented to correct a problem, rather than as a method for punishment. When problems arise in the field instruction, they are addressed with the student, the Agency Field Instructor, Field Liaison, Field Coordinator and Program Director.

Student behaviors that may require correction include both major and minor rules violations. Major rules violations are serious in nature and may result in termination of the field instruction assignment. Repeated minor rules violations may also result in termination of the field instruction assignment in the event that the developmental plan of correction proves unsuccessful.

Students may be terminated from Field Instruction for behavior reasons related to academic evaluation of a student's suitability for the profession when there is clear evidence of student behavior that is unacceptable.

Developmental Plans

The Agency Field Instructor, Field Liaison and the Field Coordinator are to be notified of any violations by a student. This notification must be written. Upon receipt of notice of either major or minor violations, a meeting with the student should be arranged. The Agency Field Instructor, Field Liaison and Field Coordinator will meet with the student to

discuss the identified issues/problems and to develop a plan to resolve those problems. The developmental plan may contain the following:

1. Detailed description of the problem behavior.
2. Corrective or preventative actions that are time limited.
3. Needed skills and/or theory acquisition to prevent future difficulties.
4. Process of and timing for removal of probation conditions.
5. Signatures of all participants.

The Field Coordinator makes a written report of the meeting and the student receives a copy, with a copy kept in the student's record. The BSW program director may also be involved in this process in part or in its entirety.

Social Media Policy

While at field site, students must refrain from checking their personal phones and devices for emails, phone calls, and text messages or participating in gaming applications during field hours. Students should refrain from activities that are personal in nature and from conducting personal internet browsing from agency computers. Use of social media including text messaging, tweets, Instagram, and Facebook-type postings should never reference information or events related to field placement. Work-related electronic documents that may be confidential in nature should not be downloaded or saved onto personal or home laptops, computers, or devices. Other precautions should be taken to protect the boundaries between personal and professional and to protect the safety and privacy of the client and agency as well as the privacy of the social work student.

Failure to follow these guidelines regarding the use of technology can result in a minor or major rule violation, which could cause failure of SW 412, dependent upon the infraction. Please be aware that these are serious guidelines and there will be no flexibility regarding consequences of failure to follow the above detailed procedures.

Please review the NASW Code of Ethics regarding professional behavior as you consider appropriate use of technology during field.

Probation and Termination

Probation may be considered based on the severity of the violation; repeated violations; or the failure to reach an agreed developmental plan of correction. Students will be notified, in writing, that probation is part of the action taken and that field instruction may be terminated if future violations occur.

Students continuing to have major rules violations or multiple rules violations while under developmental plans of corrective action may face termination of field instruction. In such circumstances the Field Coordinator; Agency Field Instructor; and Field Liaison in consultation with the BSW Director, will met with the student to discuss current rules violations. Options for resolution of the problem include 1.) continued probation, 2.) modified probation or 3.) immediate termination of the field instruction assignment.

In the event of a serious major violation that endangers a client system, agency staff, or the student, the Agency Field Instructor has the option of immediately suspending the student and simultaneously notifying the Field Coordinator of the action. Such suspensions should be followed up promptly with written documentation of the reasons for the suspension. This documentation should be submitted to the Field Coordinator who will immediately begin an investigation into the violations reported. The Field Coordinator, Agency Field Supervisor, Field Liaison and Program Director will make a determination of what course of action to take with regard to the specific violation after the investigation has been completed. The Field Coordinator, Field Liaison, Agency Field Supervisor and the student will be involved in a meeting to discuss the course of direction recommended. The possible outcomes include, but are not limited to:

1. A developmental plan of correction for the student to engage in.
2. Placing the student on probation and requiring an increased level of supervision during the course of the field placement in addition to a developmental plan or correction.
3. Termination of the student's Field Instruction.

When a decision is made to terminate the field instruction of a student it must be communicated in writing and the student has the right to appeal the decision.

Appeals

The appeal is available as a review process to assist the student who is having problems in the field instruction assignment. A student who is terminated from Field Instruction may challenge the termination decision under the guidelines listed below:

1. All appeals must be presented in written form, within 7 working days of termination, identifying the problem/issue and reasons for disagreement with the decision.
2. The initial appeal is directed to the Field Coordinator. If the student is not satisfied with the response, the appeal is directed to the BSW Director.
3. The BSW Program Director meets with the student and the other relevant persons to fairly evaluate the merits of the student's appeal.
4. Appeals relating to grades may be pursued through the established grade appeal procedure.

Policy on Repeating Field Instruction

Students who have been terminated from a field instruction assignment or made a grade of D or F must repeat Field Instruction. Reinstatement in Field Instruction is not automatic and students must reapply for admission to Field Instruction.

The application to the Field Instruction Coordinator for readmission follows the same guidelines students follow in the initial field application process. The application for a readmission to field must be accompanied by additional written documentation,

including a written statement of how each of the problems/issues contributing to the failure to complete the original field placement has been corrected. This documentation will be reviewed by the Field Coordinator and the BSW Program Director.

Based on the reapplication, the Program Director will make a decision that will be reviewed with the student. If it is recommended that the student be admitted to field instruction, a development plan will be outlined and signed by the Field Coordinator, the BSW Program Director and the student. Students may appeal a denial for readmission through the appeals procedures outlined above.

Students are permitted to repeat Field Instruction only once.

Field Instruction Forms

Student Forms: Application

Student Application for Field Instruction
SW 412: Field Instruction

Field Instruction is a supervised work experience in a community social service agency. Students will work under the supervision of a professional social worker (BSW/MSW) with at least two years post BSW experience. The internship period is for the full semester. Students must have the approval of the Field Placement Coordinator to enroll in SW 412: Field Instruction. The Field Coordinator will review this application as part of the admission to field process. Students must be approved for field one semester prior to the semester in which field instruction is requested. After the student has been assigned to a field agency, this application will be forwarded to the Agency Field Instructor.

I. Personal Data

Name _____ Date _____

Local Address _____

Telephone (___) _____ hm (___) _____ cell

Email Address _____

Permanent Address _____

Telephone (___) _____

Will you have a car at your disposal for field placement? ___ Yes ___ No

Do you have a valid driver's license? ___ Yes ___ No

Do you have medical insurance? ___ Yes ___ No

Person to be notified in case of emergency

Name _____ Relationship _____

Address _____

Telephone _____ Alternate Telephone _____

II. Extracurricular Activities

A. Will you be involved in any extracurricular activities (campus activities, or paid employment) during the semester while you are completing Field Instruction work?
_____ Yes _____ No

B. If yes, describe the activities in which you will be involved, the time you will need to commit to each activity, and the specific schedule of activities (if known). Students are encouraged to limit extracurricular activities during field.

III. Course Work

A. Will you have completed all required course work in your major and for your minor prior to entering your field instruction work?
_____ Yes _____ No

B. If not, list the courses you have yet to take and your plan for completing them. Please note that students are encouraged to complete all course work prior to field instruction.

C. List your overall GPA _____ Social Work GPA _____

IV. Career Plans

A. Indicate your current thinking about your career plans and goals. What do you hope you will be doing immediately after successfully completing all BSW degree requirements?

B. What are your career goals as you perceive them five years/ten years into your professional career?

V. Self Assessment

A. List the strengths you believe you bring to and can contribute to the learning process and practice experiences you will engage in during this field placement.

B. Discuss any limitations related to your readiness for beginning this field instruction experience.

C. Discuss the learning opportunities you wish to have while in your field placement. Discuss the skill areas you expect to utilize and enhance during the field placement.

D. Indicate the requests you have about the client populations you wish to work with, or the type of agency based work you wish to gain experience with, and your reasons for these preferences. Note any geographic location preferred.

_____ _____

Student's signature Date

University of South Alabama
Department of Sociology, Anthropology, and Social Work
Social Work Program
Bachelor of Social Work Program

RELEASE OF INFORMATION FORM

I authorize the University of South Alabama, the Bachelor of Social Work Program, School Field Personnel and Field Education Coordinator to consult with field agencies in the development of the student's field instruction placement.

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

Acknowledgements:

_____ _____
Student's signature Date

_____ _____
Witness Date

Suggestions for Resume Preparation

1. Resume Essentials
   Before you write your resume, take some time and do a thorough self assessment on paper. Think about your skills and abilities in addition to your work experience and extracurricular activities.

2. Content
   Name, address, telephone, email address

   All your content information should go at the top of the resume.
   - Avoid nicknames.
   - Use a permanent address.
   - Use a permanent telephone number and include the area code.
   - Add your email address. Choose an email address that sounds professional. ssmith@yahoo.com instead of jeepman@yahoo.com

   Objective or Summary

   An objective tells potential employers the sort of work you are hoping to do.
   - Be specific about the job you want.
   - Tailor your objective to each employer you target/every job you seek.

   Education

   New graduates without a lot of work experience should list their educational information first. Alumni can list it after the work experience section.
   - Most recent educational information is listed first.
   - Include your degree (BSW), major, institution attended.
   - Add your grade point average (GPA) if it is higher than 3.0.
   - Mention academic honors

   Work Experience

   Briefly give the employer an overview of work that has taught you skills. Use action works to describe job duties. Include your work experience in reverse chronological order – that is, put your last job first and work backward to your first, relevant job. Include:
   - Title of position.
   - Name of organization.
   - Location of work.

- Dates of employment.
- Describe your work responsibilities with emphasis on specific skills and achievements.

Other information

You may want to add other professional information such as membership in professional organizations (NASW) or leadership experience in volunteer organizations such as the student social work club.

References

Ask people if they are willing to serve as references before you give their names to a potential employer.

Do not include reference information on your resume. Have an additional sheet of references typed and bring this to your job interview to have available if requested during the interview.

3. Resume Checkup
   Content

   - Run a spell check on your computer.
   - Have a friend do a grammar review.
   - Ask another friend to proofread.

   Design

   - Use white or off-white paper.
   - Use 8 ½ x 11 inch paper.
   - Print on one side of the paper.
   - Use a font size of 10 to 14 points.
   - Use non-decorative typefaces.
   - Choose one typeface and stick to it.
   - Avoid italics, script, and underlined words.
   - Do not use horizontal or vertical lines, graphics, or shading.
   - Do not fold or staple your resume.
   - If you must mail your resume, put it in a large envelope.

Career Development and Job Search Advice for New College Graduates
jobweb.com/resumes_interviews

Receipt of Field Instruction Manual

This is to acknowledge that I understand that the USA Field Instruction Manual is available at http://www.usouthal.edu/syansw/pdf/field-instruction-manual.pdf and that I may receive a written copy of this manual upon request. I agree that it is my responsibility to read and adhere to all the policies that are included in the Field Manual. I also agree to abide by the policies outlined in the USA Social Work Student Handbook http://www.usouthal.edu/syansw/pdf/socialworkstudenthandbook.pdf .

_____ _____

Student Name Date

Student Learning Agreement
SW 412: Field Instruction

1. I agree to spend 30-32 hours weekly, to complete a total of 436 hours of Field Instruction at _____ (Agency Name) during the one semester time frame that I am scheduled for SW 412, beginning _____ (Date).

2. I understand that in the course of my work I have access to confidential information and that I am required to keep this information confidential and will not disclose any such information unless authorized to do so by the Agency Field Instructor.

3. I agree to contact my Agency Field Instructor to discuss any absences and to make up those hours if necessary in order to complete the required 436 hours.

4. I agree to attend and participate in all Seminars, and turn in written assignments in a timely manner.

5. I agree to treat my field placement in a responsible manner and be open to supervision.

6. I agree to participate during the mid-term and final agency evaluation. I understand that the Field Education Coordinator and my faculty Field Liaison will assign my final grade. The grade will be determined with input from the Agency Field Instructor regarding agency work, evaluation of course assignments, adherence to NASW *Code of Ethics,* and my demonstrated ability to work within the role of a student intern in field placement.

7. Other agreements:
   _____
   _____.

The following is my weekly schedule of hours:

Monday _____ Tuesday _____ Wednesday _____ Thursday _____

Friday _____ Saturday _____

_____ _____
Printed Student Name Signature of Student

_____
Date

University of South Alabama
Social Work Program
Student Field Instruction Learning Contract
SW 412 Field Instruction

Student Name _____

Field Agency _____

Agency Field Instructor _____

Semester _____

Part I Introduction:

The senior level field placement emphasizes generalist social work practice at the micro, mezzo, and macro levels. The Student Field Instruction Learning Contract is a formal plan between the student and the field instructor, which identifies the learning opportunities and practice behaviors that facilitate the attainment of the program competencies. The student will engage in learning activities related to the program competencies. More than one learning activity may be provided for each competency. The learning activities for the student may change during the semester as tasks are achieved, new ones are developed, and tasks are revised. Consequently, the contract is somewhat flexible. It must, however, address each of the ten core competencies of the social work program.

The **Student Field Instruction Learning Contract** correlates with the **Mid Term and Final Evaluation of Competencies**. The student is evaluated on practice behaviors demonstrated related to each of the ten core competencies of the program.

*This contract is submitted to the SW 414 instructor within the first 2 weeks of the field placement.

Describe briefly the program/department of the agency in which you are placed:

Describe how you will be oriented to the setting:

Student placement hours (days of the week and times):

Supervision plan (day of the week and time of regular formal supervision):

Indicate dates that agency is closed or other reasons for breaks in field hours:

PART II: Learning Contract Instructions: Reminder:

The generalist field experience emphasizes generalist social work practice at the micro, mezzo, macro levels. The SW 412 Field Instruction syllabus is available for further explanation.

Activity and Evaluation Method: Describe the opportunities/activities that will permit the student to demonstrate the program competencies (listed below). A good reference tool would be the social worker job description at your agency. Identify the evaluation methods that the Field Instructor will use to evaluate the student's ability to demonstrate the indicated program competency.

Examples of evaluation methods include: field instructor observation (at case presentations, staff meetings, in group with clients, role plays), field instructor review of written materials (case notes, assessments, goal plans, journals, process recordings), direct discussions during supervision, formal or informal feedback from clients and colleagues.

Program Competencies:

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

Learning Contract Instructions:

The student will identify which competency area is related to each activity or opportunity offered at the student's placement agency. The student will complete the chart that identifies that competency and the activity that addresses the competency and the evaluation method, which will be used to determine, is the student has met the competency. Each of the 9 program competencies must be addressed during the course of the semester.

University of South Alabama
SW 412: Field Instruction
Statement of Confidentiality
For Student Access to Client/Patient Service Records

I understand that, as a student social worker, I am bound by the National Association of Social Workers' Code of Ethics. Specifically, during the course SW 412: Field Instruction, in which I will be assigned to the following agency to complete 436 clock hours of field instruction work.

_____
Agency Name

I understand that any and all information revealed to me – either directly by clients/patients, or through record reviews, or in discussions with my supervisor and other colleagues who serve clients/patients – must be considered confidential in nature. Client/patient information used for discussion and learning purposes during classroom exercises will be treated as confidential by not disclosing name or other identifying information. I will not discuss or disclose client/patient service information outside of my field placement agency setting without appropriate written client/patient authorization.

_____
Student's Signature

_____
Date

Copy to:
Student Field Agency

University of South Alabama
Department of Sociology, Anthropology, and Social Work
Social Work Program
Bachelor of Social Work Program

REQUEST FOR FIELD PLACEMENT IN PLACE OF EMPLOYMENT

Student's Name _____ Date _____

Name of Agency: _____

Affiliation as a USA Field Agency: _____ Yes _____ No

Proposed Field Instructor: _____

Affiliation as a USA Field Instructor: _____ Yes _____ No

Degree: _____ BSW _____ MSW

Licensed: _____ Yes _____ No If Yes, what level? _____

Years of work experience: _____

1. Please attach a summary describing the educational objectives and learning experiences of the proposed field instruction placement. Specify how the proposed educationally directed experience constitutes a significant change from the student's previously assigned duties within the agency; with different populations; with different supervision; and a different setting.
2. Is the proposed field instructor an employee of the agency? __ Yes __ No
3. Is the proposed field instructor the student's direct supervisor? __ Yes __ No
4. What will be the assigned schedule for field clock hours? _____
5. Is the proposed field instructor willing to provide at least one hour per week of structured supervision? __Yes __ No
6. All first time field instructors are required to attend an orientation regarding field policies and procedures prior to supervising a student. Is the proposed field instructor willing to attend the orientation? __ Yes __ No
7. All non affiliated agencies and/or field instructors must be approved to serve as a field placement site and/or a USA Bachelor of Social Work Program Field Instructor. Are parties willing to complete the appropriate affiliation application? __ Yes __ No

All required materials must be received prior to the school's consideration of the placement proposal, including agency and proposed Field Instructor's affiliation application if needed. A decision will be rendered in 30 days from receipt of all information.

_____	_____
Student	Date
_____	_____
Proposed Field Instructor	Date
_____	_____
Agency Administrator	Date
_____	_____
Current Supervisor	Date

Student Forms: Field Reporting Forms

Weekly Time Sheet
SW 412: Field Instruction

Student Name: _____ Week # _____
Agency: _____Supervisor: _____

Date	Start Time	Lunch	End Time	Daily Hours

Hours this week	
Hours last week	
Hours to date	

Comments:

_____ _____
Student's signature **Date**

_____ _____
Agency Field Instructor's signature **Date**

Field Education Instructor Evaluation of the Agency

Course Instructor_____ Date_____

Agency

_____

Field Instructor(s)

_____

This site offers valuable experience in the following areas (Please check all that apply):

___ Mental Health	___Criminal Justice	___Disabilities
___ Medical	___ Employee Assistance	___ Schools
___ Hospice	___ HIV/AIDS	___ Residential Treatment
___ Government	___ Fund raising	___ Substance Abuse
___ Children	___ Adolescents	___ Lobbying/Advocacy/Organizing
___ Elderly	___ Adults	Other:_____

This site offers these learning opportunities (please check all that apply):

___ Counseling	___ Case Management	___ Grant Writing
___ Assessments	___ Intake	___ Community Organizing
___ Administration	___ Program Evaluation	___ Research
___ Public Speaking	___ Judicial Interaction	___ Advocacy/Lobbying
___ Education	Other:	

_____

This field placement provides practice opportunities with (check all that apply):

___individuals ___families ___groups ___organizations ___community groups

Students have the opportunity to work with diverse populations: _____ yes **_____**no

The agency has a qualified field instructor with sufficient time to provide student supervision: ____yes ____no _____no, but agrees to additional field consultant supervision

The agency supplies sufficient resources for the student to carry out his/her responsibilities including:
Workspace: _____yes _____ no
Phone access: _____yes _____ no
Learning materials such as books, videos, workshops or other trainings: _____yes _____no

The agency supports non-discrimination policy: _____ yes _____ no

The agency environment is conducive to professional social work practice: ____yes ____no

I recommend this field site for ongoing placement in SW 412 Field Instruction _____

I **do not** recommend this field site for ongoing placement in SW 412 Field Instruction _____

Comments:
_____
_____
_____
_____

Administrative Forms

Memorandum of Agreement for SW 412 - Field Instruction
University of South Alabama Social Work Program

Agency Name: _____ Date:_____
Address: _____Telephone: _____

Name of Director: _____
Name of Supervisor of Students: _____

By signing this agreement the University of South Alabama Social Work Program and _____ (Agency) agree to cooperate in the provision of field instruction to undergraduate students enrolled in the Social Work Program.

The University of South Alabama Social Work Program will:

1. Assume initial responsibility for selection of students to be placed.
2. Provide the agency with an opportunity to review any candidate and appropriate records for placement.
3. Provide a representative of the social work program as liaison between the social work program and the field instruction organization. The liaison will: (a) visit the student on site at least once each semester; (b) discuss with the supervisor of the placed student the progress of the student at least twice each semester; (c) be available to supervisor for immediate consultation regarding problems pertaining to student; (d) share with the direct supervisor information regarding university resources that might be made available to the organization or its members.
4. Provide a statement of general learning objectives applicable to field instruction.
5. Designate additional learning objectives that are applicable to instruction to the agency.
6. Have responsibility for the final determination of the placed student's grades and credit hours earned.
7. Not assume any liability for students in field experience settings. Students are required, however, to purchase liability insurance through University of South Alabama prior to beginning the placement.

The agency will:

1. Provide the social work program with an up-to-date description of the service organization and the possible points of utilization of social work students consistent with the general and specific field instruction objectives.
2. Accept students in field placement without regard to race, sex, age, ethnic origin, religion, disability, or political beliefs.
3. Have the right to reject students offered for field placement for reasons relating to the student's ability to function within the service organization

and in response to the specific tasks and assignments associated with the field placement.

4. Provide field instruction that is consistent with the educational objectives of the University of South Alabama Social Work Program.
5. Provide a direct supervisor of a placed student who will:
    - Meet with the student to review the student's work at least one hour every week.
    - Be familiar with texts and other course material utilized in the social work curriculum taught by the University of South Alabama
    - Attend the scheduled meetings of field supervisors held at the University of South Alabama.
    - Prepare written reports on student progress including final evaluation report, consistent with the report forms provided by the social work program.
    - Be available for consultation with the faculty of the social work program regarding either individual students or the field work program generally.
6. Provide social work students opportunities to utilize organizational resources reasonably equivalent to those provided regular employees carrying similar responsibilities. This provision includes office space, telephone, clerical services, supplies, access to records, and access to clientele.
7. Allow the utilization of all de-personalized case records and other agency reports related to the organization's services and its processes in University social work courses. In the case of all materials, other than those made available to the public, prior approval of the direct supervisor will be required before utilization in courses.
8. Certify that its administrative policies are in compliance with the Civil Rights Act, its amendments and executive orders with respect to students, staff, and clients. Recruitment, training, and evaluation procedures are conducted in a manner which will assure equitable treatment of students without regard to sex, age, race, creed, national origin or handicapping conditions and are designed to encourage the recruitment and participation of minority students and staff.

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

1. A written request for termination from either the student or the direct supervisor must be submitted to the Field Instruction Coordinator.
2. A meeting will be called including the student, the direct field supervisor and the Field Instruction Coordinator to review the relevant facts.

3. The Field Instruction Coordinator will submit a review of the facts together with a recommendation for disposition to the Director of the Social Work Program, University of South Alabama.
4. The Director in consultation with the director of the field placement agency or his or her representative shall render a binding judgment.

This contract shall be operable from the date of signing. Amendments shall be made during this time only by mutual consent of _____(agency) and the Social Work Program of University of South Alabama.

Agency: _____ Date: _____

_____
Signature, Director of the Agency, Title

_____ Date: _____
Signature, Field Instruction Coordinator
Social Work Program – Univ. of South Alabama

_____ Date: _____
Signature, University Treasurer

University of South Alabama
Social Work Program

Field Instructor Information

Name:_____

Agency: _____

Agency Address: _____

Agency Telephone: _____ Fax: _____

E mail: _____

Briefly Describe Your Present Position:

Education:

College	Degree/ Field of Degree	Date

Are you licensed to practice social work in Alabama? _____

If yes, at what level? _____

Do you have prior experience as a social work field instruction supervisor? If yes, please provide more detail.

_____
_____
_____
_____

Please list any special professional interests:
_____
_____
_____
_____

Professional Associations or Professional Memberships:
_____
_____
_____
_____

Signature _____ Date_____

University of South Alabama
Department of Sociology, Anthropology, and Social Work
Bachelor of Social Work Program

Field Visit Documentation Form

Student's Name: _____

Purpose of Visit: _____
(Midpoint, Final Evaluation, or Corrective Action)

Date/Time of Visit: _____

Field Agency: _____

Field Instructor: _____

Comments/Recommendation:

_____

_____

_____

_____

_____

_____

_____

_____

_____ _____
Faculty Liaison Signature Date

* * If the visit requires a developmental plan of corrective action, the plan must be completed and signed by all parties. Copies should be provided to student, agency and Field Coordinator.