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Acknowledgement and Assumption of Risk in the Field Placement

This document is designed to inform you of the potential risks associated with a field placement. It is the School of Social Work's belief that you have a right to be informed of risks associated with this aspect of your educational and professional preparation, and that with proper knowledge and preparation, risks can be minimized.

Liability Insurance: Professional liability coverage is provided through The University of Alabama. A student is not required to purchase professional liability coverage; however a student is permitted to obtain professional liability insurance coverage above the University's policy. Coverage is available through the National Association of Social Workers (NASW).

Automobile Liability Insurance: Most practicum agencies will not allow students to transport clients. However, you may be asked to use your vehicle for making home visits or attending community meetings. It is recommended that you check with your insurance company for a clear understanding of your coverage. Ask specifically what coverage you have if something happens while transporting a client. If clients are to be transported, an agency vehicle should be used, if available.

TB Skin Test (PPD-S): The prevalence of TB has increased in recent years. If you anticipate a practicum setting that serves populations at risk for TB, it is recommended that you take this test prior to entering field. Some practicum sites require this test. You can be tested at the Student Health Center.

Hepatitis B Vaccine: Working with high-risk clients means there is a chance of being exposed to blood-borne pathogens; it is recommended that you get this vaccination. This involves a series of three injections over a six-month period of time. The second injection is given one month following the first, with the third coming five months later. Please contact the Student Health Center for further questions.

HIV-AIDS: The risk of exposure to the HIV virus is very low in most social work practice settings. Be knowledgeable about how the virus is transmitted. If you work in a setting with HIV + persons, insist on completing the same infectious disease control training that other staff in the agency receive.

Client Office Visits: You may have a client in your office that becomes agitated or hostile. It is important that you discuss such matters with your field instructor early in your practicum to become informed of agency policy and recommended course of action should this occur.

Institutional Settings: Mental health and correctional institution settings serve a client population whose behavior may be unpredictable. It is important that you work with your host agency/facility to be trained in appropriate strategies for handling clients whose behavior becomes threatening. Whenever you feel uncomfortable with a client, inform your field instructor. It is acceptable to have your field instructor or another staff person accompany you when visiting such clients.

Home Visits: It is not uncommon for social workers in a variety of settings to conduct home visits. Such visits expose you to risks. It is important that all home visits be made with the full knowledge of your field instructor, including time of departure, time of return, as well as other activities while on the trip. Do not conduct a home visit when you feel uncomfortable or threatened in the situation. Return to the agency and report your experiences to your field instructor. Beware of dogs or other household pets that might be a threat. Do not make a visit when the presence of alcohol is detected. It may be appropriate for you to make visits accompanied by your field instructor. Do not take risks. Know who to call or what steps to take if you should experience a vehicle breakdown.

After Hours Meetings: Some practicum settings have activities that occur after normal operating hours. Be aware of the location or neighborhood where such activities take place; note street lighting, open spaces, shrubs and other growth that might impair vision. It is suggested that you always be accompanied by your field instructor or someone else when going to your car after dark. Don't take risks. If you encounter a situation in which you are fearful do not hesitate to call local law enforcement.

Assumption of the Risk: I have read the above and understand that a field placement may present some risks. I also understand that prudent choices and exercising caution can minimize these risks. I further recognize that it is my responsibility to become informed of agency policy and practices regarding the above situations, and notify my field instructor or field faculty member if any concerns arise. Participant understands and acknowledges that there are risks, including significant risks, inherent in all Field Placement activities that can result in loss, damages, injury, or death, including, without limitation: activities potentially related to the Field Placement; travel risks such as accidents, crashes, and risks from autos operated by UA as well as autos operated by other individuals or entities or Field Placement Agency, poorly maintained roads, sidewalks, as well as criminal acts that can result in serious injury or death; premises risks, including those that may be owned by others and risks from water, such as drowning; injury risks from falls, collisions, or accidents (such as cuts, bruises, torn muscles, sprains, broken bones, etc.); outdoor risks, such as weather, lightning, heat or cold, bites, stings, allergic reactions, dehydration, hypothermia, drowning, sunburn, animals, and limited access to medical care; risks from others involved in the Field Placement (such as transmitted illnesses or others' actions); health risks, such as heart or respiratory events as well as other risks inherent in any strenuous activities, including things identified as "injury risks" herein; equipment risks, including failure, misuse, inherent risks, and risks from non-UA equipment; and other risks and hazards beyond the control of UA or others. Participant acknowledges that he/she has had an opportunity to investigate the Field Placement Agency before executing this form and, knowing and understanding all risks associated with the Field Placement, Participant nevertheless **VOLUNTARILY AGREES TO ASSUME AND ACCEPT ALL RISKS** that potentially accompany participation in the Field Placement. Participant also agrees to take all reasonable steps to avoid any risks, injury, or death.

Student Signature

Date

Student CWID: _____

Authorization for Release of Records and Information

TO: Practicum Placement Agency (hereinafter referred to as the Facility)

RE: _____
(Print Name of Student)

As a condition of my participation in an educational training program and with respect thereto, I hereby waive my privacy rights, including but not limited to, any rights pursuant to the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g(b)(2)(B), and grant my permission and authorize the Board of Trustees of The University of Alabama (hereinafter referred to as the Institution) to release any and all of my educational records and information in its possession, including but not limited to, academic record and standing, to Facility. I further authorize the release of any information relative to my academic history to the Facility for purposes of verifying the information provided by me and determining my ability to perform my assignments in the educational training program. I also grant my permission to and authorize the Facility to release the above information to the Institution. The purpose of this release and disclosure is to allow the Facility and the Institution to exchange information about my academic history and about my performance in an educational training program.

I further agree that this authorization will be valid throughout my educational training program. I further request that you do not disclose any information to any other person or entity without prior written authority from me to do so, unless disclosure is authorized or required by law. I understand that this authorization shall continue in force until revoked by me by providing written notice to the Institution and the Facility, except to the extent of any action(s) that has already been taken in accordance with this Authorization for Release of Records and Information.

In order to protect my privacy rights and interests, other than those specifically released above, I may elect to not have a witness to my signature below. However, if there is no witness to my signature below, I hereby waive and forfeit any right I might have to contest this release on the basis that there is no witness to my signature below. Further, a copy or facsimile of this Authorization for Release of Records and Information may be accepted in lieu of the original.

By signing this Authorization for Release of Records and Information, I hereby indemnify and hold harmless the Institution, its members, agents, servants and employees, and the Facility and its members, agents, servants and employees (each of the foregoing being hereinafter referred to individually as the Indemnified Party) against all claims, demands, causes of action, actions, judgments or other liability including attorney's fees (other than liability solely the fault of the Indemnified Party) arising out of or in connection with this Authorization for Release of Records and Information

I have read, or have had read to me, the above statements, and understand them as they apply to me. I hereby certify that I am eighteen (18) years of age or older, suffer under no legal disabilities, and that I have freely and voluntarily signed this Authorization for Release of Records and Information.

This the _____ day of _____, 20____.

Signature

Witness Signature

Name: _____
(Please print)

Name: _____
(Please print)

Confidentiality and Non-Disclosure Agreement

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

I agree to maintain patient confidentiality in both written and verbal communication with other students, instructors, any other individuals, in clinical rounds or class discussion, as well as in any published materials. I understand that patient confidentiality is of such great importance that PHI is NEVER to be shared with anyone even if it is many years after I participate in the Program.

“PHI” is defined as individually identifiable health information, which is health information created, received or used by the Agency relating to (a) the past, present or future physical or mental health or condition of a patient, or (b) payment for the provision of healthcare to a patient. PHI contains identifiers that identify a patient or for which there is a reasonable basis to believe the information can be used to identify a patient. Examples of individual identifiers include, but are not limited to, patient name, complete addresses, social security number, date of birth, medical record number and dates of treatment. PHI may include any or all of these individual identifiers coupled with a patient’s health information, examples of which are a social security number and diagnosis, date of birth and past medical history, or dates of treatment and symptoms present at the time of treatment.

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

Signed: _____

Date: _____

School: School of Social Work, The University of Alabama



School of
Social Work
Field Education Program

Alternate Field Hours Waiver Application

General Information

Full name:

Address:

Home Phone: _____ Work Phone:

Cell Phone: _____ Crimson E-mail:

Program Status: Foundation (MSW 1st year) Concentration (MSW 2nd year or advanced standing)

BSW Placement or 1st Year MSW

Placement _____

Have you previously requested an alternative hours waiver with the field office? Yes

No

Agency Information

Field Agency:

Unit Assignment (If applicable):

Address:

Phone:

—

Field Instructor:

Phone:

—

Email:

Please specify the proposed days and times you will be participating in practicum:

M T W Th F Sa S Times:

M T W Th F Sa S Times:

M T W Th F Sa S Times:

M T W Th F Sa S Times:

M T W Th F Sa S Times:

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

M T W Th F Sa S Time:

Please explain, in detail, the plan for meeting your learning objectives for field placement by using an alternative hours schedule.

Explanation:

If part of your proposed alternative hours plan includes weekend or evening hours, please provide details regarding your supervision during this time.

Details:

Name of supervisor:

Job Title:

Will this supervisor be on site? Yes No

If the supervisor will not be on site, please explain how you will access your supervisor.

Explanation:

Student Agreement:

I have reviewed and understand the requirements for alternative field hours during practicum. I have discussed the alternative field hours criteria with my Field Instructor.

Student Signature: _____ Date: _____

Administration Agreement:

The above student is applying for an alternative hours practicum placement. The student has been provided with information regarding the requirements of an alternative hours practicum, which you may wish to review. Your signature on this application indicates that you are aware of the student's application for an alternative hours placement, that you are aware of the alternative hours requirements and schedule, and that you are willing to work with the Field Coordinator toward developing the appropriate field assignments and field supervision for the student.

Field Instructor: _____ Date: _____



School of
Social Work
Field Education Program

Agency Information

AGENCY NAME:

STREET ADDRESS:

CITY:

STATE: ZIP:

EMAIL ADDRESS:

PHONE NUMBER:

WebAddress/URL:

MSW Field Instructor

Name :

Title:

E-mail:

PHONE:

General Placement Information

Does the agency include personal safety training in orientation?

Yes
 No

If yes, please specify.

Does the agency require immunizations or other medical tests?

Yes
 No

Does the agency require drug testing?

Yes
 No

If yes, does the agency cover the cost?

Yes
 No

Does the agency require a background check? Yes No

If yes, does the agency cover the cost? Yes No

General description of the agency (agency structure, mission, role of social work in agency, size, funding, clients served, location etc.):

Types of Student Experience Available?

BSW
 MSW 1st year
 MSW 2nd year

Does this agency provide students with the opportunity to demonstrate social work competencies through in-person contact with client systems and constituencies?

Yes
 No

Comments:

BSW and MSW 1st year opportunities:

Generalist practice orientation
 Case management
 Interagency Experience
 Intake/Assessment
 Client Advocacy
 Resource Linkage/Brokering
 Groupwork with Clients

MSW 2nd year Practice Opportunities

Individual counseling
 Group Counseling
 Family Work
 Couples Work
 Planning
 Leadership
 Needs Assessment
 Supervision
 Program Development
 Consultation
 Staff Development
 Budgeting
 Community Organization
 Grant Writing
 Research

Comments:

Administrative Support:

- Administrative Support for having students
- Physical space for students
- In-service training opportunities
- Orientation

Does the Agency have a diverse staff?

- Yes
- No

Does the Agency serve a diverse array of clients?

- Yes
- No

Is the Agency sensitive to multicultural practice?

- Yes
- No

Comments:

Recommendation by Evaluator:

- Acceptance of Agency for placement
- Non acceptance of Agency for placement

Overall Comments/Concerns:

Evaluator Signature

Date



THE UNIVERSITY OF ALABAMA
SCHOOL OF SOCIAL WORK

THE CAPSTONE OF HIGHER EDUCATION

Field Instructor Information

Name: _____

Agency: _____

Job Title at Agency: _____

Phone Number: _____ Email: _____

Educational Background:

College or University	Degree	Year Awarded
_____	_____	_____
_____	_____	_____
_____	_____	_____

Social Work Employment (Please list last 3 jobs):

Agency	Years Worked	Job Title
_____	_____	_____
_____	_____	_____
_____	_____	_____

Professional, Civic, and Social Affiliations:

Social Work Licensing:

Type of license _____

Number of years as a field instructor:

The University of Alabama _____

Other Schools of Social Work _____

Please list other schools: _____

Date



School of
Social Work
Field Education Program

Work-Site Application

General Information

Full name:

Address:

Home Phone: _____ Work Phone:

Cell Phone: _____ Crimson E-mail:

Proposed Work-Site is: Foundation (MSW 1st year) Concentration (MSW 2nd year or advanced standing)

BSW Placement or 1st Year MSW

Placement _____

Have you requested a previous work-site with the field office? Yes No

How long have you been employed with the agency?

Note: Students employed with an agency less than one year will not be considered.

Agency Information

Employing Agency:

Program Unit (Where you work):

Address:

Phone:

—
Executive Director / Administrator:

Phone:

—
Direct Supervisor:

Phone:

—
Title of your Current Position:

How many years have you held your current position:

How many years have you worked with the agency:

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

Are you employed at Current Agency: Full Time Part Time _____ Hours per Week

Liability:

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

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

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

Describe your proposed opportunities (What you plan on doing for practicum that is different from your current job duties. Please show how you will meet each competency found on the learning contract in the Field Handbook.)

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

Practicum Plan

One hour per week must be designated for field supervision with the assigned MSW field instructor. Work-Site students must be released from regular job responsibilities. Work-Site placements that require a student to work 40 hours a week and work additional hours for practicum will not be approved.

Proposed MSW Field Instructor:

Title:

(Must have an MSW from an accredited school and have at least 2 years post MSW experience.)

Phone:

—

E-

mail: _____

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

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

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

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

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

M T W Th F Sa S Time:

Student Agreement:

I have reviewed and understand the requirements for Work-Site placements. I have discussed Work-Site Practicum criteria with my Director, Supervisor, and Proposed MSW Field Instructor.

Student Signature: _____ Date:

Administration Agreement:

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

Executive Director / Administration: _____ Date:

Direct Supervisor: _____ Date:

Proposed MSW Field Instructor: _____ Date:

Field Program Approval: _____ Date:

FIELD AFFILIATION AGREEMENT WITH UA SCHOOL OF SOCIAL WORK

This Agreement is entered into by and between THE BOARD OF TRUSTEES OF THE UNIVERSITY OF ALABAMA, a public corporation of the State of Alabama, by and on behalf of its member institution, The UNIVERSITY OF ALABAMA, and specifically its School of Social Work (hereinafter referred to as "University"), and (insert name of agency) ("Agency").

WITNESSETH:

WHEREAS, the University's School of Social Work is engaged in the higher education and training of social work students seeking their BSW or MSW (hereinafter referred to individually as "Student" and collectively as "Students") and utilizes community facilities to provide clinical experience for such Students; and

WHEREAS, Agency has available facilities well suited for providing clinical training and experience for Students; and

WHEREAS, the parties desire a cooperative relationship that will promote the education of Students by allowing them to gain practical experience;

NOW, THEREFORE, University and Agency, in consideration of the mutual benefits to be attained by both and the mutual promises herein, do hereby agree each with the other to participate in a cooperative program of instruction ("Program") whereby the Agency will accept Social Work Students from the University for supervised learning experiences in the treatment of Agency's clients as follows:

1. Mutual Responsibilities:

- 1.1 **Designated Personnel.** University and Agency will designate and submit to the other the name of the person to be responsible for coordination of the clinical experiences on its behalf and will notify the other of any change or proposed change in such designated personnel.
- 1.2 **Agreement on Program Details.** Prior to the commencement of the program, University and Agency shall mutually arrange and agree upon the number of Students to be assigned to the program, their schedules, the learning resources to be utilized, the dates of clinical experiences and any health requirements
- 1.3 **Information on Students.** Prior to the commencement date of the program, University shall provide to Agency the name of each participating Student and any additional information reasonably required by Agency.
- 1.4 **Confidentiality of Student Information.** University agrees that for purposes of Family Educational Rights and Privacy Act (FERPA), Agency will be considered a University official with a legitimate educational reason to have access to limited personally identifiable information from Student records. University agrees to provide authorized representatives of Agency limited personally identifiable information about Student that is reasonably necessary for participation in the

internship. No other information from Student's education record will be provided unless Agency provides a written consent from the Student to the release of such information, and/or Agency otherwise establishes to University's satisfaction that the need for such information is related to the educational internship experience or the release of such information is in compliance with FERPA. Agency agrees that it will not further disclose personally identifiable information about any Student that it receives from University pursuant to this Agreement, unless the Student consents in writing to such disclosure or unless Agency can otherwise legally disclose the information under FERPA. In consideration for the personally identifiable information, Agency expressly warrants and represents that it will not use the Student information provided by the University for any purpose other than to comply with the terms of its Agreement with University.

1.5 **Non-Discrimination.** In compliance with federal law and University policy, including but not limited to the provisions of Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967 and 1975 and the Americans with Disabilities Act of 1990, ADA Amendments Act of 2008, and Title VI of the Civil Rights Act of 1964, each party hereto will not discriminate on the basis of race, sex, religion, color, national or ethnic origin, age, disability, military service, veteran status, sexual orientation, or any other class protected by law or regulation in either the selection of Students for participation in the program or as to any aspect of the educational training program; provided, however, that with respect to disability, the disability must not be such as would, even with reasonable accommodation, in and of itself, preclude the Student's effective participation in the program.

1.6 **Cooperation in Investigating Claims.** The parties agree to notify each other as soon as possible in writing of any incident, occurrence, or claim arising out of or in connection with this Agreement which could result in liability or claim of liability to the other party. Further, Agency and University shall have the right to investigate any incident or occurrence and the parties shall cooperate with one another in the conduct of such investigation.

2. Responsibilities of the University:

2.1 **Student Eligibility.** To be responsible, in coordination with Agency, for the assignment of Students and the planning of the program. Students assigned shall only be those who meet the criteria for eligibility as established by the University and approved by Agency, and no Student shall be assigned to Agency without prior consent of University.

2.2 **Accreditation.** To develop and coordinate the program in accordance with accepted standards for national accreditation.

2.3 **Faculty.** To provide qualified faculty members who will evaluate the experience of Students.

2.4 **Student Evaluation.** To establish the student's learning objectives and criteria for evaluating the quality of Student performance in the program.

- 2.5 **Require Students to Adhere to Agency Rules/Policies/Laws.** To inform Students that they will be expected to comply with the applicable policies, procedures, rules, and regulations of Agency and University, including, but not limited to, the use of personal protective equipment, the rules of client confidentiality, and the procedures relating to record documentation. University agrees to advise all participating Students of the importance of complying with all relevant state and federal confidentiality laws, including the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and amendments thereto, and agrees to have Students sign a Confidentiality and Non-Disclosure Statement emphasizing their responsibility to maintain patient confidentiality. University will advise Students and faculty of the importance of complying with Agency's policies and procedures, including those relating to HIPAA. University agrees to report to Agency any unauthorized use or disclosure of protected health information obtained from access to clients or records of Agency that it becomes aware of.
- 2.6 **Student Use of Client Information.** To inform Students and University faculty that they must not submit for publication any material relating to the field education experience without prior written approval of University and Agency. University and Agency acknowledge that Students and faculty may use clients' information for educational purposes at Agency and at University, provided such information is appropriately de-identified (per HIPAA guidelines) so as to remove all data that may be used to connect such information back to the client to whom it relates, or provided Agency otherwise gives written permission.
- 2.7 **Background Verifications.** To require that Students, prior to coming to Agency, have a background screen conducted by the Alabama Department of Human Resources, or a comparable state and/or federal screening service. School and/or Student shall provide a copy of the completed background check to Agency upon request prior to the commencement of any clinical experience in the Agency. The Agency reserves the right to allow students to participate in clinical based on background screen results.
- 2.8 **Insurance.** To maintain in effect during the term hereof a self-insured and self-funded Comprehensive General Liability Trust Fund that provides coverage with a limit of \$1,000,000 per claim/occurrence, and self-insured and self-funded Professional Liability Trust Fund that provides professional or malpractice liability coverage with a limit of \$1,000,000 per claim/occurrence and \$3,000,000 aggregate to its Students while they are acting within the scope of their approved assignments at Agency and will provide Agency with appropriate evidence whereof.
- 2.9 **Withdrawal of Students** To withdraw a Student whose progress, conduct, or work does not meet the standards of its program. Final academic action regarding the Student is the responsibility of University.

3. Responsibilities of the Agency

- 3.1 **Supervised Experience.** To provide Students accepted into this program access to a planned, supervised program of field experiences.
- 3.2 **Staff Supervision.** To provide designated staff members to facilitate Students' field experiences. Specifically, Agency shall provide an experienced field instructor(s) for Student who shall have responsibility for the field-related educational program of Student, including delivery and evaluation of the educational program.
- 3.3 **Access to Field Training and Facilities.** To make available field areas for Student training, including necessary and appropriate supplies for administering training; adequate space and facilities for field instruction; a reasonable amount of storage space for apparel and personal effects of participating Students and faculty; faculty/Student access to the Agency dining facilities at the faculty/Students' own expense, and, in general, to provide an environment that will permit Students participating in the program to gain field experience.
- 3.4 **Appropriate Staffing Levels.** To maintain a sufficient number of support staff to carry out normal service functions, so Students will not be performing in lieu of staff.
- 3.5 **No Patient-billing Activities by Students.** To ensure that activities of University Students shall be solely that of an educational nature and shall not result in any patient billing by Agency or its representatives.
- 3.6 **Accreditation Inspections.** To permit, upon reasonable request, University and/or agencies charged with the responsibility for accreditation of University's curriculum, to inspect its clinical facilities, the services available for the clinical experiences, and any other items pertaining to the program, solely for the purpose of University meeting accreditation requirements.
- 3.7 **Client Care.** To retain responsibility for client care and related duties at all times. The Agency will maintain administrative and professional supervision of University Students insofar as their presence affects the operation of the Agency's facilities and/or the direct and indirect care of clients. Agency agrees that it will provide sufficient and qualified supervisory personnel for the supervision of client care to the extent client care is impacted by any Student assignment.
- 3.8 **Orientation and HIPAA Training.** If Agency is covered by HIPAA, to provide University Students and faculty involved in the program with training/orientation including, but not limited to, personal protective equipment availability and use, fire and emergency response plans, and Agency's policies and procedures and applicable state and federal laws and regulations related to confidentiality of individually identifiable health information of Agency's clients, including HIPAA Privacy and Security Standards. Agency agrees that Students and faculty are part of Agency's "workforce" as defined in the HIPAA privacy regulations, and Agency consequently agrees to provide Students and faculty placed with Agency with training regarding Agency's HIPAA policies and procedures. Education and training relating to these specific policies and procedures as well

as any other Agency-specific policies and procedures deemed appropriate and necessary by University and/or Agency shall be provided by Agency to Students prior to their rotation at Agency.

- 3.9 **Emergency Medical Treatment.** To provide the same emergency health care or first aid to Students as that extended to Agency's employees for injury or illness while fulfilling activities of the Agency, but only at the expense of the Student. Agency assumes no responsibility, financial or otherwise, regardless of whether or not these services are covered by the Student's insurance.
- 3.10 **Removal of Students.** To immediately remove a Student from its premises for behavior that Agency deems to be an immediate threat or danger to Agency's clients, staff members, visitors, other Students, or to the quality of social work services or for unprofessional behavior, including, but not limited to, a breach of HIPAA Privacy or Security regulations or Agency's HIPAA policies or procedures or a breach of confidentiality of client information. In such an event, Agency shall notify University in writing of its actions and the reasons for its actions as soon as practicable.
- 3.11 **Withdrawal of Students.** To request University to withdraw or dismiss a Student from the program at Agency when his or her clinical performance is unsatisfactory to Agency or his or her behavior, in Agency's discretion, is disruptive or detrimental to Agency and/or its clients. The University agrees to immediately remove a student from assignment at the Agency upon Agency's request, after Agency reasonably has determined that such removal is of urgent necessity. Agency will discuss each particular situation with University's Program Coordinator, prior to requesting removal unless emergency circumstances preclude such discussion. Subject to the provisions of Subsection 3.10 above, it is understood that only the University can dismiss the Student from the program at Agency.

4. Other Agreements

- 4.1 **Immunity.** It is hereby stipulated and agreed between Agency and University that with respect to any claim or action arising out of any activities performed under or pursuant to this Agreement, such claim or action shall be governed by applicable Federal and State law with respect to governmental liability and immunity. University, a division of The Board of Trustees of The University of Alabama, a public corporation of the State of Alabama entitled to state immunity, cannot waive immunity conferred by Ala. Const. Art. I § 14.
- 4.2 **Independent Contractors.** The parties agree that at all times they shall be considered independent contractors and shall not be considered employees or agents of the other for any purpose.
- 4.3 **Status of Students and Faculty.** The Students and faculty participating in the program shall in no event become or be deemed to be employees, servants, or agents of Agency. As such, they shall not be entitled to monetary compensation or to employee benefits, including worker's compensation benefits. Nor shall any person on the staff or administration of Agency become nor be deemed to be an employee, servant, or agent of the University.

- 4.4 **Authority to Execute.** The undersigned individuals represent and warrant that they are fully authorized to execute this Agreement on behalf of the respective parties.
- 4.5 **Assignment.** University and Agency agree and acknowledge that they may not assign or transfer any rights, duties, or obligations under this agreement, in whole or in part, to any third party and/or that they may not delegate responsibility for performance under this Agreement.
- 4.6 **Publicity.** Neither University nor Agency shall cause to be published or disseminated any advertising materials that identify the other party or its facilities with respect to this Agreement without the prior written consent of the other party.
- 4.7 **Third Party Interest/Liability.** This Agreement is entered into for the exclusive benefit of the undersigned parties and is not intended to create any rights, powers, or interests in any third party. Agency and/or University, including any of their respective officers, directors, employees, or agents, shall not be liable to third parties by any act or omission of the other party.
- 4.8 **Headings.** The headings used in this Agreement have been prepared for the convenience of reference only and shall not control, affect the meaning of, or be taken as an interpretation of any provisions of this Agreement.
- 4.9 **Non-exclusivity.** Each party shall have the right to enter into similar agreements with other parties.
- 4.10 **Waiver.** No waiver of any default under this Agreement or under any agreement or document executed in connection herewith shall constitute or operate as a waiver of any subsequent default, and no delay, failure or omission in exercising or enforcing any right, privilege or option hereunder or thereunder shall constitute a waiver, abandonment or relinquishment thereof or prohibit or prevent any election under or enforcement or exercise of any other right, privilege or option. Failure by a party to enforce any of the terms, covenants or conditions of this Agreement for any length of time or from time to time shall not be deemed to waive or decrease the rights of such party to insist thereafter upon strict performance of the other party.
- 4.11 **Severability.** If any part of this Agreement should be held to be void or unenforceable, such part shall be treated as severable, leaving valid the remainder of this Agreement notwithstanding the part or parts found void or unenforceable.
- 4.12 **Notices.** All notices required under this Agreement shall be in writing and shall either be served personally or sent by certified mail, return receipt requested. All mailed notices shall be deemed received three (3) days after mailing. Notices shall be mailed to the following addresses or such other addresses as either party may specify in writing to the other party:

To School: University of Alabama
 School of Social Work
 Box 870314
 Tuscaloosa, AL 35487-0358

Attn: Allison Curington, LCSW

To Agency: Agency Name

Address

City, State, Zip

Attn:

4.13 **Governing Law.** This contract and agreement shall be construed in accordance with the laws of the State of Alabama, and any claim against the University under the terms and conditions of this agreement must be made through the Alabama State Board of Adjustment.

5. Terms of Agreement

5.1 **Entire Agreement.** It is expressly agreed that this written statement embodies the entire agreement of the parties relating this affiliation, and no other agreements exist between the parties except as herein expressly set forth.

5.2 **Amendments.** This agreement may be modified by mutual consent at any time, provided that any changes or modifications must be in writing and be signed by both parties.

5.3 **Renewal.** This Agreement shall become effective upon execution by both parties, and shall be automatically renewed at the beginning of each academic year thereafter unless either party notifies the other in writing of their intent to terminate the agreement.

5.4 **Termination.** In the event that either party desires to terminate the agreement, a minimum of three (3) months' written notice of intent to terminate is required. Both parties agree, however, that no cancellation or termination of the Agreement shall interrupt or interfere with any student currently in this program at Agency, and such student shall be given a reasonable opportunity to complete his/her clinical program at Agency, even after termination of the agreement.

IN WITNESS THEREOF, the parties have caused this Agreement to be executed by their duly authorized representatives on the dates indicated below.

Agency

Date _____

By _____

Title _____

**The Board of Trustees of The University of
Alabama, by and on behalf of The University of
Alabama, School of Social Work**

By _____

Name: Allison M. Curington, LCSW

Title: Field Director

Date _____

**The Board of Trustees of The
University of Alabama**

By _____

Name: Julie Shelton

Title: Associate Vice President for
Finance

Date _____

**The University of Alabama School of Social Work
Faculty Liaison's Evaluation of Agency/Field Instructor**

Directions:

Faculty Liaison: Please complete the following evaluation at the end of your student's field placement. You will have an opportunity to evaluate the field instructor and agency. We use this information to assist with future field placement decisions. We value your input.

Agency Name:

Field Instructor Name:

BSW MSW 1 MSW 2/AS

The field instructor was able to develop, in consultation with the student, an appropriate learning contract.

The required field learning activities/experiences for the student were provided.

The agency provided a learning atmosphere and instruction that met the educational objectives of the student and the School of Social Work.

The field instructor provided increasingly challenging learning activities as the student exhibited growth in their social work skills.

During your liaison visits, the agency staff exhibited appropriate ethical conduct.

The learning experiences at this agency provided the student opportunities to integrate curriculum content with practice.

The field instructor provided regular supervisory conference at a minimum of one hour per week.

The mid-term and final evaluations were conducted in a timely and constructive manner.

I would recommend this agency for future students.

I would recommend this field instructor for future students.

Comments:



Liaison Signature

Date

The University of Alabama School of Social Work

Field Instructor's Evaluation of Faculty Liaison and Field Program

Directions:

Field Instructor: Please complete the following evaluation at the end of your student's field placement. You will have an opportunity to evaluate faculty liaison (faculty who monitored the field placement and made visits) and the Field Program (field office). We use this information to assist with future field placement decisions. We value your input.

Agency Name:

Faculty Liaison Name:

BSW MSW 1 MSW 2/AS

Field Program

The paperwork requirements were easily completed and understandable.

Correspondence with field program staff was positive and appropriate.

Adequate contact with the field program agency and field instructor was provided.

Assists with concerns/issues in a timely manner.

Demonstrates openness to discussing concerns or issues.

Treats the field instructor and agency staff in a collegial manner.

Demonstrates social work values, ethics, and the professional standards related to social work practice.

Comments:
Faculty Liaison

My faculty liaison made visits. (Either in person or through a live platform such as zoom)

My faculty liaison was available.

My faculty liaison was approachable.

My faculty liaison was helpful in answering questions and making suggestions.

My faculty liaison demonstrated commitment to the student's learning process.

If any problem or questions arose, my faculty liaison responded in a timely manner.

My faculty liaison was helpful when information or learning resources were needed to support the student's learning.

My faculty liaison was helpful when assistance was needed in carrying out an evaluation of student performance.

I would like to have this faculty liaison again next time.

Comments:

**The University of Alabama School of Social Work
Student Evaluation of Agency, Field Instructor, Task Supervisor, Faculty Liaison, Field
Education Program**

Directions:

Student: Please complete the following evaluation at the end of your field placement. You will have an opportunity to evaluate your agency, field instructor (the MSW who provided supervision for you), task supervisor (not everyone will have a task supervisor), faculty liaison (faculty who monitored your field placement and made visits) and the Field Program (field office). We use this information to assist with future field placement decisions. We value your input.

Agency Name:

Field Instructor Name:

Task Supervisor Name:

Faculty Liaison Name:

BSW MSW 1 MSW 2/AS

I changed internships during this academic year. If you answer yes, please complete the remainder of this survey about your most recent internship.

Likert Scale: Strongly Disagree (1), Disagree (2), Agree (3), Strongly Agree (4)

Agency

The agency supported the learning objectives I identified on my learning contract.

I had the opportunity to gain practice experience with:

Individuals

Groups

Families

Communities

Policy/Advocacy

I was able to participate in agency staff meetings.

Training opportunities were made available to me.

I was able to fulfill my role in the agency without significant barriers.

I was treated and respected as a professional student.

I had adequate space, resources, and supplies to carry out my responsibilities.

I felt accepted as a member of the agency staff.

I was adequately informed of agency expectations regarding policies, procedures, dress code, hours etc.

Basic progress at the agency is maintained without reliance on students.

I would recommend this agency for future student internships.

Comments:

Field Instructor

My field instructor oriented me to the agency.

My field instructor helped me establish working relationships with other staff.

My field instructor clarified my role and responsibilities as an intern.

My field instructor was available.

My field instructor was approachable.

My field instructor was helpful in answering questions and making suggestions.

My field instructor assisted me in developing my learning contract.

My field instructor demonstrated commitment to my learning process.

My field instructor provided clear and consistent feedback about my performance.

My field instructor provided regular supervisory conference (minimum of one hour per week).

My assignments increased in complexity.

My field instructor was a competent/professional role model.

I would recommend this field instructor to supervisor future students.

Comments:



Task Supervisor

My task supervisor was available.

My task supervisor was approachable.

My task supervisor was helpful in answering questions and making suggestions.

My task supervisor demonstrated commitment to my learning process.

My task supervisor engaged me in meaningful dialogue about my performance throughout my field placement.

My assignments increased in complexity.

I would recommend this task supervisor to supervise future students.

Comments:

Approved by BSW Committee, 9/14/2005
Approved by Faculty, 9/21/2005
Added to the 'S' Drive, 12/20/2005
CSWE Core Competencies Added: 6-2016

**The University of Alabama
School of Social Work**

SW 490: Field Education
(9 hours)

I. Purpose

This course is designed to provide the opportunity for students to apply their knowledge, values, and skills in a supervised practice setting.

II. Objectives [keyed to the B.S.W. Program Objectives]

Students who successfully complete the course will:

- A. Demonstrate responsible and professional conduct within an agency context. (objectives # 1 & 2)
- B. Apply relevant theory to practice. (objective # 7)
- C. Use supervision and consultation to evaluate and improve their practice. (objective # 11)
- D. Practice without discrimination and with respect. (objective # 3)
- E. Demonstrate sensitivity, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation. (objective # 3)
- F. Demonstrate critical thinking skills within the context of professional social work practice, including:
 1. The application of theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities. (objective # 7)
 2. The application of the profession's ethical standards and principles to practice. (objective # 2)
 3. The analysis of research studies and the application of research to their practice. (objective # 9)
- G. Demonstrate the knowledge and skills of generalist social work practice with systems of all

sizes, including:

1. The use of appropriate communication skills with different client systems, colleagues, and communities. (objective # 10)
 2. The ability to assess the client system and to formulate an appropriate plan of action. (objective # 6)
- H. Demonstrate an understanding of social work skills related to advocacy and social justice, including:
1. The ability to analyze, formulate, and influence social policy. (objective # 8)
 2. The ability to analyze, formulate, and influence agency policy. (objectives # 8 and 12)
 3. The ability to recognize forms of oppression and discrimination and apply strategies of advocacy and social change to advance social and economic justice. (objective # 4)
- I. Demonstrate the ability to practice within the structure of organizations and service delivery systems, including: maximizing agency resources to assist clients (objectives # 2 and 12)
- J. Demonstrate professional understanding and commitment to social work values and ethics, including:
1. historical development of social work (objective # 5)
 2. social work's contemporary issues (objective # 5)
 3. working with diverse and oppressed populations (objectives # 2 & 4)
- K. Use opportunities for continuing professional education to enhance their professional development (objective # 13)

III. Prerequisites

SW 100, 200, 351, 401, 410, SW 420, 411, 440, 441, 442 and concurrent enrollment with SW 443.

IV. CSWE Core Competencies

- 2.1.1 Demonstrate ethical and professional behavior
- 2.1.2 Engage diversity and difference in practice
- 2.1.3 Advance human rights and social, economic, and environmental justice
- 2.1.4 Engage in practice-informed research and research-informed practice
- 2.1.5 Engage in policy practice
- 2.1.6 Engage with individuals, families, groups, organizations, and communities
- 2.1.7 Assess individuals families, groups, organizations, and communities
- 2.1.8 Intervene with individuals, families, groups, organizations, and communities
- 2.1.9 Evaluate practice with individuals, families, groups, organizations, and communities

V. Disability Statement

Any student who because of a disability may need special arrangements or accommodations to meet the requirements of a course must present documentation of the disability to the Office for Disability Services (348-4285). This office will prepare letters to the students' instructors that indicate the accommodations to which the student is entitled. It is the students' responsibility to present the accommodation letter to each of his/her instructors. Questions or concerns about special arrangements or accommodations should be directed to the Office for Disability Services and/or the Office of the Associate Dean in the School of Social Work.

The University of Alabama
School of Social Work

SW 534 Integrative Seminar I

1 hour

I. Course Description

The first of two integrative seminars designed to prepare students for generalist social work practice.

This seminar provides students structured learning opportunities that emphasize the integration of knowledge acquired in foundation courses; expand knowledge beyond the scope of their practicum setting; and examine the values and ethics of social work practice. The seminar also serves as an additional opportunity to examine evidence-based models of social work practice and selected social work practice theories and to improve upon social work practice skills and relationships characterized by collaboration and respect for the client system. Students will examine how their agency serves persons who are subject to discrimination, economic deprivation, and oppression, including women, elderly persons, people of color, and gay and lesbian persons. Students will explore how their agency prepares them to work competently with diverse populations. This course will focus on the Life Course Perspective when dealing with clients.

II. Objectives

Upon completion of this course the student will be able to:

- A. Identify the use of selected theories and evidence-based interventions in social work practice with systems of all sizes.
- B. Apply the Life Course Perspective to social work practice.
- C. Analyze professional relationships with clients of various system sizes within agencies that are primarily from public and non-profit agencies.
- D. Identify one's own theoretical conceptualization of social work practice.
- E. Identify and demonstrate the use of ethical standards and professional values of social work practice with an emphasis on valuing diversity.
- F. Identify and critically evaluate oppression and discrimination as it affects their own social work practice and the clients with whom they work.
- G. Recognize and describe applications of social work interventions that have been grounded in research and which promote social and economic justice.
- H. Describe culturally sensitive practice with gay and lesbian persons, elderly

persons, women, people of color, people with disabilities, and low-income people.

- I. Critically evaluate how to monitor and evaluate client or client systems' outcomes.

III. Prerequisites

Prerequisite: SW 500, SW 510, and SW 540. Prerequisite or Co-requisite: SW 511, SW 520, SW 541, and SW 542. Co-requisite: SW 590.

IV. Learning Goals

- A. Professional social work practice primarily with the poor and underserved in public and non-profit social services agencies
- B. Evidence-based social work intervention
- C. Application of social work ethics and values to practice, specifically emphasizing social and economic justice
- D. Effects of oppression and discrimination on social work practice with special attention to groups at risk due to age, race, ethnicity, gender, or sexual orientation
- E. The effects of psychological social, historical, political, and economic factors on the life events and transitions of clients
- F. Evaluation of practice

V. Core Competencies

- 2.1.1 Demonstrate Ethical and Professional Behavior

VI. Required Texts

VII. Exams and Assignments

VIII. Grading Policy

IX. Policy on Missed Exams and Coursework

X. Attendance Policy

XI. Elasticity Statement

The instructor will make every effort to follow the guidelines of this syllabus as listed; however, the instructor reserves the right to amend this document as the need arises. In such instances, the instructor will notify students in class and/or via email and will endeavor to provide reasonable time for students to adjust to any changes.

XII. Disability Policy

Any student who because of a disability may need special arrangements or accommodations to meet the requirements of a course must present documentation of the disability to the Office for Disability Services (348-4285). This office will prepare letters to the student's instructors that indicate the accommodation to which the student is entitled. **It is the student's responsibility** to present the accommodation letter to each of his/her instructors. Questions or concerns about special arrangements or accommodations should be directed to the Office for Disability Services and/or the Office of the Assistant Dean in the School of Social Work.

XIII. Statement on Academic Misconduct

Students are expected to be familiar with and adhere to the official [Code of Academic Conduct](#) provided in the Online Catalog.

XIV. Statement On Disability Accommodations

Contact the [Office of Disability Services \(ODS\)](#) as detailed in the Online Catalog.

XV. Severe Weather Protocol

Please see the latest [Severe Weather Guidelines](#) in the Online Catalog.

XVI. Pregnant Student Accommodations

Title IX protects against discrimination related to pregnancy or parental status. If you are pregnant and will need accommodations for this class, please review the University's FAQs on the [UAct website](#).

XVII. Religious Observances

Under the Guidelines for Religious Holiday Observances, students should notify the instructor in writing or via email during the first two weeks of the semester of their intention to be absent from class for religious observance. The instructor will work to provide reasonable opportunity to complete academic responsibilities as long as that does not interfere with the academic integrity of the course. See full guidelines at [Religious Holiday Observances Guidelines](#).

XVIII. UAct Statement

The [UAct website](#) provides an overview of The University's expectations regarding respect and civility.

The University of Alabama

SW 535 Integrative Seminar II

1 hour

I. Course Description

The second of two integrative seminars designed to prepare students for generalist social work practice.

This seminar provides students structured learning opportunities that emphasize the integration of knowledge acquired in foundation courses; expand knowledge beyond the scope of their practicum setting; and examine the values and ethics of social work practice. The seminar also serves as an additional opportunity to examine evidence-based models of social work practice and selected social work practice theories and to improve upon social work practice skills and relationships characterized by collaboration and respect for the client system. Students will examine how their agency serves persons who are subject to discrimination, economic deprivation, and oppression, including women, elderly persons, people of color, and gay and lesbian persons. Students will explore how their agency prepares them to work competently with diverse populations. This course will focus on the Life Course Perspective when dealing with clients.

II. Objectives

Upon completion of this course the student will be able to:

- C. Identify the use of selected theories and evidence-based interventions in social work practice with systems of all sizes.
- D. Apply the Life Course Perspective to social work practice.
- C. Analyze professional relationships with clients of various system sizes within agencies that are primarily from public and non-profit agencies.
- D. Identify one's own theoretical conceptualization of social work practice.
- E. Identify and demonstrate the use of ethical standards and professional values of social work practice with an emphasis on valuing diversity.
- F. Identify and critically evaluate oppression and discrimination as it affects their own social work practice and the clients with whom they work.
- G. Recognize and describe applications of social work interventions that have been grounded in research and which promote social and economic justice.
- H. Describe culturally sensitive practice with gay and lesbian persons, elderly persons, women, people of color, people with disabilities, and low-income people.

- I. Critically evaluate how to monitor and evaluate client or client systems' outcomes.

III. Prerequisites

Prerequisite: SW 500, SW 510, and SW 540. Prerequisite or Co-requisite: SW 511, SW 520, SW 541, and SW 542. Co-requisite: SW 590.

IV. Learning Goals

- G. Professional social work practice primarily with the poor and underserved in public and non-profit social services agencies
- H. Evidence-based social work intervention
- I. Application of social work ethics and values to practice, specifically emphasizing social and economic justice
- J. Effects of oppression and discrimination on social work practice with special attention to groups at risk due to age, race, ethnicity, gender, or sexual orientation
- K. The effects of psychological social, historical, political, and economic factors on the life events and transitions of clients
- L. Evaluation of practice

V. Core Competencies

- 2.1.1 Demonstrate Ethical and Professional Behavior

VI. Required Texts

VII. Exams and Assignments

VIII. Grading Policy

IX. Policy on Missed Exams and Coursework

X. Attendance Policy

XI. Elasticity Statement

The instructor will make every effort to follow the guidelines of this syllabus as listed; however, the instructor reserves the right to amend this document as the need arises. In such instances, the instructor will notify students in class and/or via email and will endeavor to provide reasonable time for students to adjust to any changes.

XII. Disability Policy

Any student who because of a disability may need special arrangements or accommodations to meet the requirements of a course must present documentation of the disability to the Office for Disability Services (348-4285). This office will prepare letters to the student's

instructors that indicate the accommodation to which the student is entitled. **It is the student's responsibility** to present the accommodation letter to each of his/her instructors. Questions or concerns about special arrangements or accommodations should be directed to the Office for Disability Services and/or the Office of the Assistant Dean in the School of Social Work.

XIII. Statement on Academic Misconduct

Students are expected to be familiar with and adhere to the official [Code of Academic Conduct](#) provided in the Online Catalog.

XIV. Statement On Disability Accommodations

Contact the [Office of Disability Services \(ODS\)](#) as detailed in the Online Catalog.

XV. Severe Weather Protocol

Please see the latest [Severe Weather Guidelines](#) in the Online Catalog.

XVI. Pregnant Student Accommodations

Title IX protects against discrimination related to pregnancy or parental status. If you are pregnant and will need accommodations for this class, please review the University's FAQs on the [UAct website](#).

XVII. Religious Observances

Under the Guidelines for Religious Holiday Observances, students should notify the instructor in writing or via email during the first two weeks of the semester of their intention to be absent from class for religious observance. The instructor will work to provide reasonable opportunity to complete academic responsibilities as long as that does not interfere with the academic integrity of the course. See full guidelines at [Religious Holiday Observances Guidelines](#).

XVIII. UAct Statement

The [UAct website](#) provides an overview of The University's expectations regarding respect and civility

The University Of Alabama
School Of Social Work

SW 590: Field Education IA

3 hours

I. Course Description

The first of two foundational practica designed to prepare students for generalist social work practice.

Building on a liberal arts background, Field Education IA offers students supervised opportunities to apply knowledge, skills, and values learned in foundation social work practice, social welfare policy, human behavior in the social environment, and social work research classes. Students will have an opportunity to work in agencies that provide services to diverse populations using individual, family, group, and community interventions.

II. Objectives

After successful completion of the course students will be able to:

- A. Demonstrate commitment to the values and ethics of the profession through professional attitude and behavior.
- B. Demonstrate the ability to critically reflect upon and apply knowledge gained from their liberal arts preparation and the professional foundation.
- C. Pose questions related to their practice of social work and answer them using the best available research evidence.
- D. Engage in problem definition, data collection, assessment, goal setting, intervention planning, contracting, carrying out intervention, evaluation of practice outcomes, referral (when appropriate), and termination.
- E. Articulate and provide evidence of their ability to apply the concepts of the Life Course Perspective, specifically the interaction of relevant developmental factors with life events and transitions, as they affect client outcomes.
- F. Apply in a creative and reflective manner practice theories for individual, family,

group, or community interventions.

- G. Demonstrate sensitivity to the special needs of women, the aged, persons of minority descent, people with mental and physical limitations, persons with differing sexual orientations, and persons from other cultures and/or populations who are different from the social worker who may have experienced discrimination and oppression as a result of these demographic characteristics.
- H. Demonstrate the ability to perform, at a beginning level, the roles of a professional social worker (e.g., advocate, broker, enabler, teacher, mediator, etc.).
- I. Apply strategies grounded in research to challenge social and economic injustice.
- J. Demonstrate skills in interpersonal helping, at both the micro and macro level of intervention, including a constructive use of the structure, policy, and procedures of the agency, and the use of a range of resources, including those of other organizations, that complement agency services to clients.
- K. Demonstrate effective professional communication.
- L. Evaluate practice processes and outcomes.

III. Prerequisites/Co-Requisites

Co-requisites: SW 500, SW 510, SW 511, SW 540, SW 534

IV. Learning Goals

- A. Organizational structure, policies, and procedures of the field placement
- B. Application of the liberal arts perspective and foundation content and the Life Course Perspective
- C. Theoretical approaches to social work practice and evidence-based social work practice techniques
- D. Practice with different system sizes within the context of the life course perspective
- E. Roles of social workers

- F. Use of supervision
- G. Effective professional communication
- H. Assessment and intervention
 - a. Critical thinking skills in the assessment and intervention processes
 - b. Contracting, sustaining service relationships, referring, terminating
- I. Evaluation of practice processes and outcomes
- J. Values and ethics of social work practice, with an emphasis on challenging social and economic injustice
- K. Practice effectively with people different from her/himself

V. Core Competencies

- 2.1.1 Demonstrate Ethical and Professional Behavior
- 2.1.2 Engage Diversity and Difference in Practice
- 2.1.3 Advance Human Rights and Social, Economic, and Environmental Justice
- 2.1.4 Engage In Practice-informed Research and Research-informed Practice
- 2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities
- 2.1.8 Intervene with Individuals, Families, Groups, Organizations, and Communities
- 2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

VI. Disability Policy

Any student who because of a disability may need special arrangements or accommodations to meet the requirements of a course must present documentation of the disability to the Office for Disability Services (348-4285). This office will prepare letters to the student's instructors that indicate the accommodation to which the student is entitled. **It is the student's responsibility** to present the accommodation letter to each of his/her instructors. Questions or concerns about special arrangements or accommodations should be directed to the Office for Disability Services and/or the Office of the Assistant Dean in the School of Social Work.

VII. Statement on Academic Misconduct

Students are expected to be familiar with and adhere to the official [Code of Academic Conduct](#) provided in the Online Catalog.

VIII. Statement On Disability Accommodations

Contact the [Office of Disability Services \(ODS\)](#) as detailed in the Online Catalog.

IX. Severe Weather Protocol

Please see the latest [Severe Weather Guidelines](#) in the Online Catalog.

X. Pregnant Student Accommodations

Title IX protects against discrimination related to pregnancy or parental status. If you are pregnant and will need accommodations for this class, please review the University's FAQs on the [UAct website](#).

XI. Religious Observances

Under the Guidelines for Religious Holiday Observances, students should notify the instructor in writing or via email during the first two weeks of the semester of their intention to be absent from class for religious observance. The instructor will work to provide reasonable opportunity to complete academic responsibilities as long as that does not interfere with the academic integrity of the course. See full guidelines at [Religious Holiday Observances Guidelines](#).

XII. UAct Statement

The [UAct website](#) provides an overview of The University's expectations regarding respect and civility.

The University Of Alabama
School Of Social Work

SW 591: Field Education IB

5 hours

I. Course Description

The second of two foundational practica designed to prepare students for generalist social work practice.

Building on a liberal arts background, Field Education IB offers students supervised opportunities to apply knowledge, skills, and values learned in foundation social work practice, social welfare policy, human behavior in the social environment, and social work research classes. Students will have an opportunity to work in agencies that provide services to diverse populations using individual, family, group, and community interventions.

II. Objectives

After successful completion of the course students will be able to:

- E. Demonstrate commitment to the values and ethics of the profession through professional attitude and behavior.
 - F. Demonstrate the ability to critically reflect upon and apply knowledge gained from their liberal arts preparation and the professional foundation.
 - G. Pose questions related to their practice of social work and answer them using the best available research evidence.
 - H. Engage in problem definition, data collection, assessment, goal setting, intervention planning, contracting, carrying out intervention, evaluation of practice outcomes, referral (when appropriate), and termination.
 - E. Articulate and provide evidence of their ability to apply the concepts of the Life Course Perspective, specifically the interaction of relevant developmental factors with life events and transitions, as they affect client outcomes.
- F. Apply in a creative and reflective manner practice theories for individual, family, group, or community interventions.

- G. Demonstrate sensitivity to the special needs of women, the aged, persons of minority descent, people with mental and physical limitations, persons with differing sexual orientations, and persons from other cultures and/or populations who are different from the social worker who may have experienced discrimination and oppression as a result of these demographic characteristics.
- H. Demonstrate the ability to perform, at a beginning level, the roles of a professional social worker (e.g., advocate, broker, enabler, teacher, mediator, etc.).
- I. Apply strategies grounded in research to challenge social and economic injustice.
- J. Demonstrate skills in interpersonal helping, at both the micro and macro level of intervention, including a constructive use of the structure, policy, and procedures of the agency, and the use of a range of resources, including those of other organizations, that complement agency services to clients.
- K. Demonstrate effective professional communication.
- L. Evaluate practice processes and outcomes.

III. Prerequisites/Co-Requisites

Pre-requisites: SW 500, SW 510, SW 511, SW 540, SW 534

Co-requisites: SW 541, SW 542, SW 570, SW 535

IV. Learning Goals

- L. Organizational structure, policies, and procedures of the field placement
- M. Application of the liberal arts perspective and foundation content and the Life Course Perspective
- N. Theoretical approaches to social work practice and evidence-based social work practice techniques
- O. Practice with different system sizes within the context of the life course perspective
- P. Roles of social workers
- Q. Use of supervision
- R. Effective professional communication
- S. Assessment and intervention

- a. Critical thinking skills in the assessment and intervention processes
- b. Contracting, sustaining service relationships, referring, terminating
- T. Evaluation of practice processes and outcomes
- U. Values and ethics of social work practice, with an emphasis on challenging social and economic injustice
- V. Practice effectively with people different from her/himself

V. Core Competencies

- 2.1.1 Demonstrate Ethical and Professional Behavior
- 2.1.2 Engage Diversity and Difference in Practice
- 2.1.3 Advance Human Rights and Social, Economic, and Environmental Justice
- 2.1.4 Engage In Practice-informed Research and Research-informed Practice
- 2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities
- 2.1.8 Intervene with Individuals, Families, Groups, Organizations, and Communities
- 2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

VI. Disability Policy

Any student who because of a disability may need special arrangements or accommodations to meet the requirements of a course must present documentation of the disability to the Office for Disability Services (348-4285). This office will prepare letters to the student's instructors that indicate the accommodation to which the student is entitled. **It is the student's responsibility** to present the accommodation letter to each of his/her instructors. Questions or concerns about special arrangements or accommodations should be directed to the Office for Disability Services and/or the Office of the Assistant Dean in the School of Social Work.

VII. Statement on Academic Misconduct

Students are expected to be familiar with and adhere to the official [Code of Academic Conduct](#) provided in the Online Catalog.

VIII. Statement On Disability Accommodations

Contact the [Office of Disability Services \(ODS\)](#) as detailed in the Online Catalog.

IX. Severe Weather Protocol

Please see the latest [Severe Weather Guidelines](#) in the Online Catalog.

X. Pregnant Student Accommodations

Title IX protects against discrimination related to pregnancy or parental status. If you are pregnant and will need accommodations for this class, please review the University's FAQs on the [UAct website](#).

XI. Religious Observances

Under the Guidelines for Religious Holiday Observances, students should notify the instructor in writing or via email during the first two weeks of the semester of their intention to be absent from class for religious observance. The instructor will work to provide reasonable opportunity to complete academic responsibilities as long as that does not interfere with the academic integrity of the course. See full guidelines at [Religious Holiday Observances Guidelines](#).

XII. UAct Statement

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The University Of Alabama
School Of Social Work

SW 595 Field Education II A: Social Work Practice with Adults and Their Families
3 hours

I. Course Description

The first of two concentration practica designed to prepare students for advanced practice with adults and their families.

This specialization course provides the student the opportunity to integrate through direct experience in an educationally supervised environment the knowledge, values, and skills that are necessary for social work practice with adults and their families.

II. General Objectives

Upon successful completion of SW 595 students in all concentrations will be able to demonstrate:

- A. Progress toward the goal of autonomous practice, primarily within public and non-profit social service agencies.
- B. Responsible and professional conduct.
- C. Respect for and professional response to all clients of the field agency with a particular regard for the needs of disadvantaged and underserved persons.
- D. Critical reflective thinking in the application of social work theory and evidence-based social work practice technique.
- E. An ability to evaluate their own practice.

III. Learning Outcomes

Students who successfully complete the course, will be able to demonstrate:

- A. Ability to critically analyze laws and policies relevant to social work practice with adults and their families.
- B. Ability to critically and reflectively assess needs, strengths, and functioning of adults and their families within the context of the Life Course Perspective.

- C. Ability to apply professional values and ethics to social work practice with adults and their families.
- D. Ability to identify strengths and needs of adults and their families in order to develop evidenced-based strategies to enhance functioning.
- E. Ability to critically analyze and reflectively apply evidence-based interventions with adults and their families.
- F. Ability to use instruction and supervision for professional growth.
- G. Ability to evaluate practice processes and outcomes.
- H. Ability to engage in advocacy activities.

IV. Prerequisites

Successful completion of the professional foundation
 Co-requisites: SW 532 and SW 533

V. Learning Goals

- A. Major state and federal policies relevant to the placement setting
- B. Assess needs, strengths, and functioning of adults and their families using a Life Course Perspective
- C. Application of professional values and ethics
- D. Develop evidence-based strategies to enhance functioning
- E. Evidence-based interventions
- F. Supervision/instruction for professional growth
- G. Practice outcome evaluation
- H. Advocacy strategies

VI. CSWE Core Competencies and Specialized Competency Supported Activities

2.1.1a Demonstrate Ethical and Professional Behavior

Social workers specializing in practice with older adults and their families and persons experiencing mental health problems recognize how societal and professional values apply to this specialized practice area. They understand how their own personal experiences and affective reactions influence their professional judgment and behavior, and the ways historical contexts shape their role and responsibilities.

Social workers understand how the value and ethics of the social work profession are extended to specialized practice with older adults and their families and persons experiencing mental health problems. They understand the role of other professions within adult and family systems of care and also recognize the importance of life-long learning and are committed to continually updating specialized practice skills.

Social workers:

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making with older adults and their families and for persons experiencing mental health problems.
- Assess their own attitudes, values, and feelings about older persons and persons experiencing mental health problems, and how these factors, along with their feelings about their own aging, and about their own experiences with mental health problems, may influence their practice with this specialized population.
- Ethically represent the profession of social work within the multidisciplinary context.
- Evaluate their own practice with older adults and their families and with persons experiencing mental health problems.
- Demonstrate an understanding of special ethical concerns encountered in social work with older adults and their families and persons experiencing mental health problems, and how social work values regarding a client's right to privacy, confidentiality, and self-determination may pose special practice challenges.
- Demonstrate an understanding of ethical issues as they relate to pharmacological and psychopharmacological treatments.

2.1.2a Engage in diversity and difference in practice

Social workers specializing in practice with older adults and their families and adults experiencing mental health problems recognize and communicate the importance of difference in shaping life experiences. They recognize how the intersectionality of multiple factors including but not limited to age, class, color, race, religion/spirituality, disability, ability, gender identity, or immigration status influence individual and family development. Social workers also address the societal structures that oppress, marginalize, and alienate older adults and persons experiencing mental health problems, and understand how the dimensions of diversity influence this specialized area of practice, with particular attention to the history of poverty, oppression and marginalization of this group.

Social Workers:

- Examine their own attitudes, values, and feelings about older persons and persons experiencing mental health problems and how these factors, along with their feelings about their own aging and own experiences with mental health may influence their practice with this group.
- Demonstrate an understanding of how social work practice activities may be affected by a person's race, gender, ethnicity, sexual orientation, or membership in other special population groups, and demonstrate sensitivity to these factors in working with older adults and their families and persons experiencing mental health problems.
- Identify and contrast cultural issues and human diversity biases impinging on assessment and intervention processes, for persons experiencing mental health problems, older adults, and their families.

2.1.3a Advance Human Rights and Social, Economic and Environmental Justice

Social workers specializing in practice with older adults and their families and persons experiencing mental health problems recognize the role of this group in human rights agendas, including safety, privacy, health care, and education and an understanding of the international promotion of social and economic justice.

Social Workers:

- Apply strategies to eliminate oppression to ensure civil, political, economic, social and cultural rights.
- Engage in advocacy designed to seek the best interest and well-being of older adults and persons experiencing mental health problems, and the processes related to the elimination of oppressive structural barriers.
- Demonstrate an ability to include a variety of systems such as the family, the community, and advocacy groups when developing treatment plans.
- Demonstrate knowledge of community organization and social change approaches with older persons and their families.

2.1.4a Engage in Practice-informed Research and Research-informed Practice

Social workers specializing in practice with older adults and their families and persons experiencing mental health problems use evidence-based practice models in order to identify and apply appropriate interventions. They also understand techniques for increasing the credibility and usefulness of evaluation conclusions, with special attention to issues of cultural sensitivity in the design and implementation of studies. They make ethical decisions regarding the right to treatment, privacy, and informed consent.

Social workers:

- Understand how basic research concepts are used in direct practice
- Identify appropriate research methods to evaluate practice interventions.
- Identify major practice-related issues that require further research and study.

2.1.5a Engage in Policy Practice

Social workers specializing in practice with older adults and their families and persons experiencing mental health problems understand the connection between human rights and social welfare policies and services. They also recognize the political and organizational factors that influence social welfare policy development at the national and sub-national (state) levels. Social workers specializing in this area understand how to assess policies and their impact on older adults and their families and adults experiencing mental health problems. They are also knowledgeable about the historical, social, cultural, economic, organizational, environmental and global influences that affect policies and services for this group.

Social workers:

- Understand the frameworks for social welfare policy analysis for policies that affect older adults and persons experiencing mental health problems.
- Use tools of economic and political analyses to assess the feasibility for policies and services.

- Recognize how empirical data and social science theories are used in policy development and implementation.
- Identify applicable mental health laws and their influence on treatment provisions.
- Demonstrate a working knowledge of local, state, and federal policies, programs, resources, and services available to this group.

2.1.6a Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand the specialized skills related to ongoing engagement with older adults and their families and persons experiencing mental health problems. Social workers specializing in this area understand the importance of human relationships and apply this understanding to the engagement process. Social workers recognize the importance of inter-professional collaboration and also recognize prevention and intervention strategies, models, and techniques related to this specialized practice. Social workers understand how to apply strategies to engage with older adults and their families and persons experiencing mental health problems from diverse backgrounds. They also recognize how personal experiences and affective reactions may influence their ability to effectively engage with this group.

Social Workers:

- Use evidence-based practice models and evidence-based intervention methods for engagement with older adults and persons experiencing mental health problems from diverse backgrounds
- Demonstrate familiarity with the Life Course Perspective when identifying effective social work engagement strategies.
- Demonstrate an understanding of how social work practice activities may be affected by an adult's race, gender, ethnicity, sexual orientation, or membership in other special population groups, and demonstrate sensitivity to these factors in working with this group.
- Demonstrate an ability to include a variety of systems such as the family, the community, and advocacy groups when developing treatment plans.

2.1.7a Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand the specialized skills related to ongoing assessment with older adults and their families and persons experiencing mental health problems. Social workers understand how to apply relevant behavioral and development theories to assessment goals for this group. Social workers use the Life Course Perspective when identifying and formulating diagnostic impressions, and develop effective and evidence-based treatment strategies, including the use of behavioral and pharmacological interventions for this group.

Social Workers:

- Understand the role of inter-professional collaboration in the assessment process. Social workers are able to incorporate knowledge of relevant practice theories for work with older adults and their families and persons experiencing mental health problems.
- Use evidenced based practice models in order to assess older adults and their families and persons experiencing mental health problems.
- Understand appropriate theoretical foundations for assessment
- Demonstrate knowledge of pharmacological and psychopharmacological issues.

- Identify the critical components of peoples' social network relations and show how those relations may affect the social functioning, the quality of life, and the physical and emotional well-being of those individuals.
- Demonstrate the ability to critically analyze mental disorders, as identified in the Diagnostic and Statistical Manual of Mental Disorders, 5th ed.
- Prepare treatment plans appropriate for specific mental health problems.

2.1.8a Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand the specialized skills related to ongoing intervention with older adults and their families and adults experiencing mental health problems. Social workers understand how to incorporate appropriate theoretical frameworks in treatment with this group. Social workers specializing in this area of practice understand the role of inter-professional collaboration in the intervention process.

Social workers:

- Use evidence based practice models order to apply interventions to older adults and their families and persons experiencing mental health problems who are from diverse backgrounds.
- Identify and address emergency and crisis situations.
- Demonstrate advanced knowledge of development theories and practices.
- Understand the influence of historical context, policies and diversity on intervention. Recognize the role of the social worker in the multi-disciplinary context.
- Use knowledge of evidence-based practice models and evidence-based intervention methods to design specific intervention approaches for older clients and their families.
- Use evidence-based practice models in order to identify and apply interventions to assist in the treatment of persons with mental health problems.
- Work with at-risk populations of adults who have special needs such as: low income elders, medically and physically frail elders, elders who are members of racial or ethnic minority groups, rural dwelling elders, gay and lesbian elders, homeless elders, elders with dementia or serious mental illness, elders with developmental disabilities, elders who are caregivers, and elders who have been abused or maltreated.
- Demonstrate advanced knowledge of and interventions related to end-of-life issues related to death, dying, and bereavement.

2.1.9a Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand the specialized skills related to ongoing evaluation with older adults and their families and with persons experiencing mental health problems. Social workers understand how to critically assess and apply evidence-based practices models in the outcome evaluation process, including community-based collaborative approaches. Social workers understand best practices for qualitative and quantitative methods for evaluating outcomes in this group.

Social workers:

- Demonstrate the ability to identify, define, and measure appropriate client goals and program objectives and outcome and process indicators.

- Understand how research concepts are used in program evaluation.
- Effectively use conclusions about how program effectiveness is drawn from evaluation data.
- Demonstrate the use of critical and reflective thinking skills in engaging in the processes of assessment, problem identification, intervention planning and implementation, and practice evaluation.

VII. Disability Policy

Any student who because of a disability may need special arrangements or accommodations to meet the requirements of a course must present documentation of the disability to the Office for Disability Services (348-4285). This office will prepare letters to the student's instructors that indicate the accommodation to which the student is entitled. **It is the student's responsibility** to present the accommodation letter to each of his/her instructors. Questions or concerns about special arrangements or accommodations should be directed to the Office for Disability Services and/or the Office of the Assistant Dean in The School of Social Work.

VIII. Statement on Academic Misconduct

Students are expected to be familiar with and adhere to the official [Code of Academic Conduct](#) provided in the Online Catalog.

IX. Statement On Disability Accommodations

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X. Severe Weather Protocol

Please see the latest [Severe Weather Guidelines](#) in the Online Catalog.

XI. Pregnant Student Accommodations

Title IX protects against discrimination related to pregnancy or parental status. If you are pregnant and will need accommodations for this class, please review the University's FAQs on the [UAct website](#).

XII. Religious Observances

Under the Guidelines for Religious Holiday Observances, students should notify the instructor in writing or via email during the first two weeks of the semester of their intention to be absent from class for religious observance. The instructor will work to provide reasonable opportunity to complete academic responsibilities as long as that does not interfere with the academic integrity of the course. See full guidelines at [Religious Holiday Observances Guidelines](#).

XIII. UAct Statement

The [UAct website](#) provides an overview of The University's expectations regarding respect and civility.

The University Of Alabama
School Of Social Work

SW 595 Field Education IIA: Social Work Practice with Children, Adolescents, and Families
3 hours

I. Course Description

The first of two concentration practica designed to prepare students for advanced practice with children, adolescents, and families.

This specialization-year course provides the student the opportunity to integrate through direct experience in an educationally supervised environment the knowledge, values, and skills that are necessary for social work practice with children and adolescents and their families.

II. General Objectives

Upon successful completion of SW 595 students in all concentrations will be able to demonstrate:

- A. Progress toward the goal of autonomous practice, primarily within public and non-profit social service agencies.
- B. Responsible and professional conduct.
- C. Respect for and professional response to all clients of the field agency with a particular regard for the needs of disadvantaged and underserved persons.
- D. Critical reflective thinking in the application of social work theory and evidence-based social work practice technique.
- E. An ability to evaluate their own practice.

III. Learning Outcomes

Students who successfully complete the course, will be able to demonstrate:

- A. Knowledge of the major state and federal policies relevant to the setting where the student is placed, the ability to describe the impact of policies and delivery systems on service recipients, and the ability to design feasible policy alternatives.
- B. Knowledge of the dynamics and impact of stresses, crises, and role conflicts throughout the life course, particularly those relevant to children, adolescents, and their families.

- C. The ability to identify problems and needs of the client systems, and to develop interactions for prevention, provision of services, and the amelioration of problems.
- D. Knowledge of the Life Course Perspective and other selected theories and models of practice which provide a range of methods and approaches for intervention.
- E. The ability to assess critically and reflectively, challenge assumptions, and apply selected theories and models of practice based on evidence in the process of assessment, planning, implementation, and evaluation of service.
- F. Knowledge of the methods and techniques of research, the professional and ethical guidelines governing the process, and the ability to use relevant research findings as a practice tool to improve agency programs, delivery systems, and individual worker practice.
- G. Knowledge of professional roles, values, ethics, philosophy, and responsibilities which guide the practitioner in establishing and maintaining professional interactions with client systems, and that respect people who are different from themselves.
- H. Understanding of the impact and consequences of oppression and discrimination within society with an emphasis on the poor and undeserved and the provision of services primarily from public and non-profit social service agencies, and the importance of governing one's own attitudes and actions in accord with professional ethics and values in all relationships with clients and colleagues.

IV. Prerequisites

Successful completion of the professional foundation courses.

Co-requisites: SW 564 and 565

V. Learning Goals

- A. Major state and federal policies relevant to placement setting
- B. Stressors, crisis and role conflicts relevant to children, adolescents, and families
- C. Identifying client system concerns, prevention services, and problem resolution
- D. Theories and models of practice, to include Life Course Perspectives
- E. The use of methods and techniques of research and professional guidelines to improve service delivery
- F. Establishing and maintaining professional interactions with client systems
- G. The impact and consequences of oppression and discrimination with at-risk populations
- H. Governing our own attitudes and actions in accordance with our professional values and ethics

VI. CSWE Core Competencies and Specialized Competency Supported Activities

2.1.1a Demonstrate Ethical and Professional behavior

Social workers specializing in practice with Children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system recognize how societal and professional values apply to this area of practice. They also understand how personal experiences and affective reactions influence their professional judgment and behavior. Social workers specializing in practice with this group recognize how historical contexts shape the roles and responsibilities of this specialized area of practice and understand how the values and ethics of the social work profession are extended to specialized practice. Social workers understand the role of other professions within child, adolescent, and family systems of care. They also recognize the importance of life-long learning and are committed to continually updating specialized practice skills. They understand emerging forms of technology and ethical use of technology in specialized practice with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.

Social Workers:

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, and models for ethical decision-making with Children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.
- Understand models of ethical social work practice with Children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.
- Promote children, adolescent and family self-sufficiency and self-determination.
- Demonstrate professional demeanor in behavior, appearance, and oral, written and electronic communications.
- Use reflection and self-regulation to manage personal values and maintain professionalism in specialized practice with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.
- Use technology ethically and appropriately to facilitate practice outcomes.
- Use supervision and consultation to guide professional judgment and behavior.

2.1.2a Engage in diversity and difference in practice

Social workers specializing in practice with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system recognize and communicate understanding the importance of difference in shaping life experiences. They recognize how the intersectionality of multiple factors including, but not limited to age, class, color, race, religion/spirituality, disability, ability, gender identity, or immigration status influence child, adolescent, and family development. Social workers specializing in practice with this group also address the societal structures that oppress, marginalize, and alienate children, adolescents and families. These social workers understand how the dimensions of diversity influence their practice with particular attention to the history of poverty, oppression, and marginalization of children and adolescents. Social Workers:

- Recognize the importance of diversity and difference in shaping life differences in specialized practice settings with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.
- Understand the social, psychological, historical, political, and economic factors that influence child, adolescent, and family development.
- Apply concepts to address oppression and privilege to specialized practice with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.

2.1.3a Advance Human Rights and Social, Economic and Environmental Justice

rights Social workers specializing in practice with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system recognize the role of children and adolescents in human rights agendas including safety, privacy, health care, and education. They demonstrate understanding of the international promotion of social and economic justice for children adolescents, and families. Social workers apply strategies to eliminate oppression to ensure civil, political, economic, social, and cultural rights for this group.

Social workers:

- Engage in advocacy designed to seek the best interest and well-being of children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.
- Understand the processes related to the elimination of oppressive structural barriers for children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.
- Recognize the role of children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system in global human efforts.

2.1.4a Engage in Practice-informed Research and Research-informed Practice

Social workers specializing in practice with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system use evidence-based practice models to identify and apply interventions to assist in the treatment of this group. They also understand techniques for increasing the credibility and usefulness of evaluation conclusions, with special attention to issues of cultural sensitivity in the design and implementation of studies involving this area of specialized practice.

Social workers:

Make ethical decisions regarding the right to treatment, privacy, and informed consent for children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.

- Understand how basic research concepts are used in direct practice.
- Identify the major evidence-based treatment models for children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.

2.1.5a Engage in Policy Practice

Social workers specializing in practice with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system understand the connection between human rights and social welfare policies and services. They also recognize the political and organizational factors that influence social welfare policy development at the national and sub-national (state) levels. Social workers specializing in this area understand how to assess policies and their impact on children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system. They are also knowledgeable about the historical, social, cultural, economic, organizational, environmental, and global influences that affect policies and services for this group.

Social workers:

- Understand the frameworks for social welfare policy analysis for policies that affect children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.
- Use tools of economic and political analyses to assess the feasibility of policies and services for children, adolescents and families who are impacted by mental health problems or are involved in the child welfare system.
- Recognize how empirical data and social science theories are used in policy development and implementation.

2.1.6a Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand the specialized skills related to ongoing engagement with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system. Social workers specializing in this area of practice understand the importance of human relationships, and apply this understanding to the engagement process. Social workers recognize the importance of inter-professional collaboration in their engagement process. They also recognize prevention and intervention strategies, models, and techniques related to specialized practice with this group. Social workers understand how to apply strategies to engage with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system from diverse backgrounds and recognize how personal experiences and affective reactions may influence their ability to effectively engage with this group.

Social Workers:

- Understand how human diversity may influence engagement with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system from diverse backgrounds.
- Use evidence-based practice models and evidence-based intervention methods for engagement with Children, adolescents, and families from diverse backgrounds who are impacted by mental health problems or are involved in the child welfare system
- Demonstrate familiarity with the Life Course Perspective when identifying effective social work engagement strategies for children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.

2.1.7a Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand the specialized skills related to ongoing assessment with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system. Social workers understand how to apply theories of child and adolescent behavior and development to assessment goals for children and adolescents from diverse backgrounds. Social Workers specializing in this specialized practice area understand the role of inter-professional collaboration in the assessment process. Social workers are able to incorporate knowledge of relevant practice theories for work with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.

Social Workers:

- Use evidenced based practice models in order to assess children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.
- Understand appropriate theoretical foundations for assessment with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.
- Demonstrate and ability to include a variety of systems when developing assessment and treatment goals for children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.

2.1.8a Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand the specialized skills related to ongoing intervention with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system. Social workers understand how to incorporate appropriate theoretical frameworks in treatment with this group. Social Workers specializing in practice with children, adolescents and families understand the role of inter-professional collaboration in the intervention process. Social workers:

- Use evidence based practice models order to apply interventions with children, adolescents, and families from diverse backgrounds who are impacted by mental health problems or are involved in the child welfare system.
- Demonstrate advanced knowledge of child, adolescent, and family development theories and practices.
- Understand the influence of historical context, policies and diversity on intervention planning with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.
- Recognize the role of the social worker in the multi-disciplinary context.

2.1.9a Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand the specialized skills related to ongoing evaluation with children, adolescents, and families who are impacted by mental health problems or have involvement in the child welfare system. They understand how to critically assess and apply evidence-based practice models in the outcome evaluation process, including community-based collaborative approaches. Social workers understand best practices for qualitative and quantitative methods for evaluating outcomes for this specialized area of practice.

Social workers:

- Demonstrate the ability to identify, define, and measure appropriate client goals, program objectives, outcome, and process indicators.
- Understand how research concepts are used in program evaluation.
- Recognize conclusions about how program effectiveness drawn from evaluation data.

VII. Disability Policy

Any student who because of a disability may need special arrangements or accommodations to meet the requirements of a course must present documentation of the disability to the Office for Disability Services (348-4285). This office will prepare letters to the student's instructors that indicate the accommodation to which the student is entitled. **It is the student's responsibility** to present the accommodation letter to each of his/her instructors. Questions or concerns about special arrangements or accommodations should be directed to the Office for Disability Services and/or the Office of the Assistant Dean in The School of Social Work.

VIII. Statement on Academic Misconduct

Students are expected to be familiar with and adhere to the official [Code of Academic Conduct](#) provided in the Online Catalog.

IX. Statement On Disability Accommodations

Contact the [Office of Disability Services \(ODS\)](#) as detailed in the Online Catalog.

X. Severe Weather Protocol

Please see the latest [Severe Weather Guidelines](#) in the Online Catalog.

XI. Pregnant Student Accommodations

Title IX protects against discrimination related to pregnancy or parental status. If you are pregnant and will need accommodations for this class, please review the University's FAQs on the [UAct website](#).

XII. Religious Observances

Under the Guidelines for Religious Holiday Observances, students should notify the instructor in writing or via email during the first two weeks of the semester of their intention to be absent from class for religious observance. The instructor will work to provide reasonable opportunity to complete academic responsibilities as long as that does not interfere with the academic integrity of the course. See full guidelines at [Religious Holiday Observances Guidelines](#).

XIII. UAct Statement

The [UAct website](#) provides an overview of The University's expectations regarding respect and civility.

The University Of Alabama
School Of Social Work

SW 596 Field Education IIB: Social Work Practice with Adults and Their Families 6 hours

I. Course Description

The second of two concentration practica designed to prepare students for advanced practice with adults and their families.

This specialization course provides the student the opportunity to integrate through direct experience in an educationally supervised environment the knowledge, values, and skills that are necessary for social work practice with adults and their families.

II. General Objectives

Upon successful completion of SW 596 students in all concentrations will be able to demonstrate:

- A. Progress toward the goal of autonomous practice, primarily within public and non-profit social service agencies.
- B. Responsible and professional conduct.
- C. Respect for and professional response to all clients of the field agency with a particular regard for the needs of disadvantaged and underserved persons.
- D. Critical reflective thinking in the application of social work theory and evidence-based social work practice technique.
- E. An ability to evaluate their own practice.

III. Learning Outcomes

Students who successfully complete the course, will be able to demonstrate:

- A. Ability to critically analyze laws and policies relevant to social work practice with adults and their families.
- B. Ability to critically and reflectively assess needs, strengths, and functioning of adults and their families within the context of the Life Course Perspective.
- C. Ability to apply professional values and ethics to social work practice with adults and their families.
- D. Ability to identify strengths and needs of adults and their families in order to develop evidenced-based strategies to enhance functioning.

- E. Ability to critically analyze and reflectively apply evidence-based interventions with adults and their families.
- F. Ability to use instruction and supervision for professional growth.
- G. Ability to evaluate practice processes and outcomes.
- H. Ability to engage in advocacy activities.

IV. Prerequisites

Successful completion of the professional foundation courses. Successful completion of first semester concentration courses. Co-requisite: SW 501, SW 525

V. Learning Goals

- A. Major state and federal policies relevant to the placement setting
- B. Assess needs, strengths, and functioning of adults and their families using a Life Course Perspective
- C. Application of professional values and ethics
- D. Develop evidence-based strategies to enhance functioning
- E. Evidence-based interventions
- F. Supervision/instruction for professional growth
- G. Practice outcome evaluation
- H. Advocacy strategies

VI. CSWE Core Competencies and Specialized Competency Supported Activities

2.1.1a Demonstrate Ethical and Professional Behavior

Social workers specializing in practice with older adults and their families and persons experiencing mental health problems recognize how societal and professional values apply to this specialized practice area. They understand how their own personal experiences and affective reactions influence their professional judgment and behavior, and the ways historical contexts shape their role and responsibilities.

Social workers understand how the value and ethics of the social work profession are extended to specialized practice with older adults and their families and persons experiencing mental health problems. They understand the role of other professions within adult and family systems of care and also recognize the importance of life-long learning and are committed to continually updating specialized practice skills.

Social workers:

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making with older adults and their families and for persons experiencing mental health problems.
- Assess their own attitudes, values, and feelings about older persons and persons experiencing mental health problems, and how these factors, along with their feelings about their own

aging, and about their own experiences with mental health problems, may influence their practice with this specialized population.

- Ethically represent the profession of social work within the multidisciplinary context.
- Evaluate their own practice with older adults and their families and with persons experiencing mental health problems.
- Demonstrate an understanding of special ethical concerns encountered in social work with older adults and their families and persons experiencing mental health problems, and how social work values regarding a client's right to privacy, confidentiality, and self-determination may pose special practice challenges.
- Demonstrate an understanding of ethical issues as they relate to pharmacological and psychopharmacological treatments.

2.1.2a Engage in diversity and difference in practice

Social workers specializing in practice with older adults and their families and adults experiencing mental health problems recognize and communicate the importance of difference in shaping life experiences. They recognize how the intersectionality of multiple factors including but not limited to age, class, color, race, religion/spirituality, disability, ability, gender identity, or immigration status influence individual and family development. Social workers also address the societal structures that oppress, marginalize, and alienate older adults and persons experiencing mental health problems, and understand how the dimensions of diversity influence this specialized area of practice, with particular attention to the history of poverty, oppression and marginalization of this group.

Social Workers:

- Examine their own attitudes, values, and feelings about older persons and persons experiencing mental health problems and how these factors, along with their feelings about their own aging and own experiences with mental health may influence their practice with this group.
- Demonstrate an understanding of how social work practice activities may be affected by a person's race, gender, ethnicity, sexual orientation, or membership in other special population groups, and demonstrate sensitivity to these factors in working with older adults and their families and persons experiencing mental health problems.
- Identify and contrast cultural issues and human diversity biases impinging on assessment and intervention processes, for persons experiencing mental health problems, older adults, and their families.

2.1.3a Advance Human Rights and Social, Economic and Environmental Justice

Social workers specializing in practice with older adults and their families and persons experiencing mental health problems recognize the role of this group in human rights agendas, including safety, privacy, health care, and education and an understanding of the international promotion of social and economic justice.

Social Workers:

- Apply strategies to eliminate oppression to ensure civil, political, economic, social and cultural rights.
- Engage in advocacy designed to seek the best interest and well-being of older adults and persons experiencing mental health problems, and the processes related to the elimination of oppressive structural barriers.
- Demonstrate an ability to include a variety of systems such as the family, the community, and advocacy groups when developing treatment plans.
- Demonstrate knowledge of community organization and social change approaches with older persons and their families.

2.1.4a Engage in Practice-informed Research and Research-informed Practice

Social workers specializing in practice with older adults and their families and persons experiencing mental health problems use evidence-based practice models in order to identify and apply appropriate interventions. They also understand techniques for increasing the credibility and usefulness of evaluation conclusions, with special attention to issues of cultural sensitivity in the design and implementation of studies. They make ethical decisions regarding the right to treatment, privacy, and informed consent.

Social workers:

- Understand how basic research concepts are used in direct practice
- Identify appropriate research methods to evaluate practice interventions.
- Identify major practice-related issues that require further research and study.

2.1.5a Engage in Policy Practice

Social workers specializing in practice with older adults and their families and persons experiencing mental health problems understand the connection between human rights and social welfare policies and services. They also recognize the political and organizational factors that influence social welfare policy development at the national and sub-national (state) levels. Social workers specializing in this area understand how to assess policies and their impact on older adults and their families and adults experiencing mental health problems. They are also knowledgeable about the historical, social, cultural, economic, organizational, environmental and global influences that affect policies and services for this group.

Social workers:

- Understand the frameworks for social welfare policy analysis for policies that affect older adults and persons experiencing mental health problems.
- Use tools of economic and political analyses to assess the feasibility for policies and services.
- Recognize how empirical data and social science theories are used in policy development and implementation.
- Identify applicable mental health laws and their influence on treatment provisions.
- Demonstrate a working knowledge of local, state, and federal policies, programs, resources, and services available to this group.

2.1.6a Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand the specialized skills related to ongoing engagement with older adults and their families and persons experiencing mental health problems. Social workers specializing in this area understand the importance of human relationships and apply this understanding to the engagement process. Social workers recognize the importance of inter-professional collaboration and also recognize prevention and intervention strategies, models, and techniques related to this specialized practice. Social workers understand how to apply strategies to engage with older adults and their families and persons experiencing mental health problems from diverse backgrounds. They also recognize how personal experiences and affective reactions may influence their ability to effectively engage with this group.

Social Workers:

- Use evidence-based practice models and evidence-based intervention methods for engagement with older adults and persons experiencing mental health problems from diverse backgrounds
- Demonstrate familiarity with the Life Course Perspective when identifying effective social work engagement strategies.
- Demonstrate an understanding of how social work practice activities may be affected by an adult's race, gender, ethnicity, sexual orientation, or membership in other special population groups, and demonstrate sensitivity to these factors in working with this group.
- Demonstrate an ability to include a variety of systems such as the family, the community, and advocacy groups when developing treatment plans.

2.1.7a Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand the specialized skills related to ongoing assessment with older adults and their families and persons experiencing mental health problems. Social workers understand how to apply relevant behavioral and development theories to assessment goals for this group. Social workers use the Life Course Perspective when identifying and formulating diagnostic impressions, and develop effective and evidence-based treatment strategies, including the use of behavioral and pharmacological interventions for this group.

Social Workers:

- Understand the role of inter-professional collaboration in the assessment process. Social workers are able to incorporate knowledge of relevant practice theories for work with older adults and their families and persons experiencing mental health problems.
- Use evidenced based practice models in order to assess older adults and their families and persons experiencing mental health problems.
- Understand appropriate theoretical foundations for assessment
- Demonstrate knowledge of pharmacological and psychopharmacological issues.
- Identify the critical components of peoples' social network relations and show how those relations may affect the social functioning, the quality of life, and the physical and emotional well-being of those individuals.
- Demonstrate the ability to critically analyze mental disorders, as identified in the Diagnostic and Statistical Manual of Mental Disorders, 5th ed.
- Prepare treatment plans appropriate for specific mental health problems.

2.1.8a Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand the specialized skills related to ongoing intervention with older adults and their families and adults experiencing mental health problems. Social workers understand how to incorporate appropriate theoretical frameworks in treatment with this group. Social workers specializing in this area of practice understand the role of inter-professional collaboration in the intervention process.

Social workers:

- Use evidence based practice models order to apply interventions to older adults and their families and persons experiencing mental health problems who are from diverse backgrounds.
- Identify and address emergency and crisis situations.
- Demonstrate advanced knowledge of development theories and practices.
- Understand the influence of historical context, policies and diversity on intervention. Recognize the role of the social worker in the multi-disciplinary context.
- Use knowledge of evidence-based practice models and evidence-based intervention methods to design specific intervention approaches for older clients and their families.
- Use evidence-based practice models in order to identify and apply interventions to assist in the treatment of persons with mental health problems.
- Work with at-risk populations of adults who have special needs such as: low income elders, medically and physically frail elders, elders who are members of racial or ethnic minority groups, rural dwelling elders, gay and lesbian elders, homeless elders, elders with dementia or serious mental illness, elders with developmental disabilities, elders who are caregivers, and elders who have been abused or maltreated.
- Demonstrate advanced knowledge of /and interventions related to end-of-life issues related to death, dying, and bereavement.

2.1.9a Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand the specialized skills related to ongoing evaluation with older adults and their families and with persons experiencing mental health problems. Social workers understand how to critically assess and apply evidence-based practices models in the outcome evaluation process, including community-based collaborative approaches. Social workers understand best practices for qualitative and quantitative methods for evaluating outcomes in this group.

Social workers:

- Demonstrate the ability to identify, define, and measure appropriate client goals and program objectives and outcome and process indicators.
- Understand how research concepts are used in program evaluation.
- Effectively use conclusions about how program effectiveness is drawn from evaluation data.
- Demonstrate the use of critical and reflective thinking skills in engaging in the processes of assessment, problem identification, intervention planning and implementation, and practice evaluation.

VII. Disability Policy

Any student who because of a disability may need special arrangements or accommodations to meet the requirements of a course must present documentation of the disability to the Office for Disability Services (348-4285). This office will prepare letters to the student's instructors that indicate the accommodation to which the student is entitled. **It is the student's responsibility** to present the accommodation letter to each of his/her instructors. Questions or concerns about special arrangements or accommodations should be directed to the Office for Disability Services and/or the Office of the Assistant Dean in The School of Social Work.

VIII. Statement on Academic Misconduct

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X. Severe Weather Protocol

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XI. Pregnant Student Accommodations

Title IX protects against discrimination related to pregnancy or parental status. If you are pregnant and will need accommodations for this class, please review the University's FAQs on the [UAct website](#).

XII. Religious Observances

Under the Guidelines for Religious Holiday Observances, students should notify the instructor in writing or via email during the first two weeks of the semester of their intention to be absent from class for religious observance. The instructor will work to provide reasonable opportunity to complete academic responsibilities as long as that does not interfere with the academic integrity of the course. See full guidelines at [Religious Holiday Observances Guidelines](#).

XIII. UAct Statement

The [UAct website](#) provides an overview of The University's expectations regarding respect and civility.

The University Of Alabama
School Of Social Work

SW 596 Field Education IIB: Social Work Practice with Children, Adolescents, and Families
6 hours

I. Course Description

The second of two concentration practica designed to prepare students for advanced practice with children, adolescents, and families.

This specialization course provides the student the opportunity to integrate through direct experience in an educationally supervised environment the knowledge, values, and skills that are necessary for social work practice with children and adolescents and their families.

II. General Objectives

Upon successful completion of SW 596 students in all concentrations will be able to demonstrate:

- A. Progress toward the goal of autonomous practice, primarily within public and non-profit social service agencies.
- B. Responsible and professional conduct.
- C. Respect for and professional response to all clients of the field agency with a particular regard for the needs of disadvantaged and underserved persons.
- D. Critical reflective thinking in the application of social work theory and evidence-based social work practice technique.
- E. An ability to evaluate their own practice.

III. Learning Outcomes

Students who successfully complete the course, will be able to demonstrate:

- A. Knowledge of the major state and federal policies relevant to the setting where the student is placed, the ability to describe the impact of policies and delivery systems on service recipients, and the ability to design feasible policy alternatives.
- B. Knowledge of the dynamics and impact of stresses, crises, and role conflicts throughout the life course, particularly those relevant to children, adolescents, and their families.
- C. The ability to identify problems and needs of the client systems, and to develop interactions for prevention, provision of services, and the amelioration of problems.

- D. Knowledge of the Life Course Perspective and other selected theories and models of practice which provide a range of methods and approaches for intervention.
- E. The ability to assess critically and reflectively, challenge assumptions, and apply selected theories and models of practice based on evidence in the process of assessment, planning, implementation, and evaluation of service.
- F. Knowledge of the methods and techniques of research, the professional and ethical guidelines governing the process, and the ability to use relevant research findings as a practice tool to improve agency programs, delivery systems, and individual worker practice.
- G. Knowledge of professional roles, values, ethics, philosophy, and responsibilities which guide the practitioner in establishing and maintaining professional interactions with client systems, and that respect people who are different from themselves.
- H. Understanding of the impact and consequences of oppression and discrimination within society with an emphasis on the poor and undeserved and the provision of services primarily from public and non-profit social service agencies, and the importance of governing one's own attitudes and actions in accord with professional ethics and values in all relationships with clients and colleagues.

IV. Prerequisites

Successful completion of the professional foundation courses. Successful completion of first semester concentration courses. Co-requisite: SW 501, SW 525

V. Learning Goals

- A. Major state and federal policies relevant to placement setting
- B. Stressors, crises and role conflicts relevant to children, adolescents, and families
- C. Identifying client system concerns, prevention services, and problem resolution
- D. Theories and models of practice, to include Life Course Perspectives
- E. The use of methods and techniques of research and professional guidelines to improve service delivery
- F. Establishing and maintaining professional interactions with client systems
- G. The impact and consequences of oppression and discrimination with at-risk populations
- H. Governing our own attitudes and actions in accordance with our professional values and ethics

VI. CSWE Core Competencies and Specialized Competency Supported Activities

2.1.1a Demonstrate Ethical and Professional behavior

Social workers specializing in practice with Children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system recognize how societal and professional values apply to this area of practice. They also understand how personal experiences and affective reactions influence their professional judgment and behavior. Social workers specializing in practice with this group recognize how historical contexts shape the roles and responsibilities of this specialized area of practice and understand how the values and ethics of the social work profession are extended to specialized practice. Social workers understand the role of other professions within child, adolescent, and family systems of care. They also recognize the importance of life-long learning and are committed to continually updating specialized practice skills. They understand emerging forms of technology and ethical use of technology in specialized practice with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.

Social Workers:

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, and models for ethical decision-making with Children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.
- Understand models of ethical social work practice with Children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.
- Promote children, adolescent and family self-sufficiency and self-determination.
- Demonstrate professional demeanor in behavior, appearance, and oral, written and electronic communications.
- Use reflection and self-regulation to manage personal values and maintain professionalism in specialized practice with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.
- Use technology ethically and appropriately to facilitate practice outcomes.
- Use supervision and consultation to guide professional judgment and behavior.

2.1.2a Engage in diversity and difference in practice

Social workers specializing in practice with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system recognize and communicate understanding the importance of difference in shaping life experiences. They recognize how the intersectionality of multiple factors including, but not limited to age, class, color, race, religion/spirituality, disability, ability, gender identity, or immigration status influence child, adolescent, and family development. Social workers specializing in practice with this group also address the societal structures that oppress, marginalize, and alienate children, adolescents and families. These social workers understand how the dimensions of diversity influence their practice with particular attention to the history of poverty, oppression, and marginalization of children and adolescents. Social Workers:

- Recognize the importance of diversity and difference in shaping life differences in specialized practice settings with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.

- Understand the social, psychological, historical, political, and economic factors that influence child, adolescent, and family development.
- Apply concepts to address oppression and privilege to specialized practice with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.

2.1.3a Advance Human Rights and Social, Economic and Environmental Justice

rights Social workers specializing in practice with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system recognize the role of children and adolescents in human rights agendas including safety, privacy, health care, and education. They demonstrate understanding of the international promotion of social and economic justice for children adolescents, and families. Social workers apply strategies to eliminate oppression to ensure civil, political, economic, social, and cultural rights for this group. Social workers:

- Engage in advocacy designed to seek the best interest and well-being of children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.
- Understand the processes related to the elimination of oppressive structural barriers for children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.
- Recognize the role of children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system in global human efforts.

2.1.4a Engage in Practice-informed Research and Research-informed Practice

Social workers specializing in practice with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system use evidence-based practice models to identify and apply interventions to assist in the treatment of this group. They also understand techniques for increasing the credibility and usefulness of evaluation conclusions, with special attention to issues of cultural sensitivity in the design and implementation of studies involving this area of specialized practice. Social workers:

Social workers:

Make ethical decisions regarding the right to treatment, privacy, and informed consent for children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.

- Understand how basic research concepts are used in direct practice.
- Identify the major evidence-based treatment models for children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.

2.1.5a Engage in Policy Practice

Social workers specializing in practice with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system understand the connection between human rights and social welfare policies and services. They also recognize the political and organizational factors that influence social welfare policy development at the national and

sub-national (state) levels. Social workers specializing in this area understand how to assess policies and their impact on children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system. They are also knowledgeable about the historical, social, cultural, economic, organizational, environmental, and global influences that affect policies and services for this group.

Social workers:

- Understand the frameworks for social welfare policy analysis for policies that affect children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.
- Use tools of economic and political analyses to assess the feasibility of policies and services for children, adolescents and families who are impacted by mental health problems or are involved in the child welfare system.
- Recognize how empirical data and social science theories are used in policy development and implementation.

2.1.6a Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand the specialized skills related to ongoing engagement with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system. Social workers specializing in this area of practice understand the importance of human relationships, and apply this understanding to the engagement process. Social workers recognize the importance of inter-professional collaboration in their engagement process. They also recognize prevention and intervention strategies, models, and techniques related to specialized practice with this group. Social workers understand how to apply strategies to engage with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system from diverse backgrounds and recognize how personal experiences and affective reactions may influence their ability to effectively engage with this group.

Social Workers:

- Understand how human diversity may influence engagement with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system from diverse backgrounds.
- Use evidence-based practice models and evidence-based intervention methods for engagement with Children, adolescents, and families from diverse backgrounds who are impacted by mental health problems or are involved in the child welfare system
- Demonstrate familiarity with the Life Course Perspective when identifying effective social work engagement strategies for children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.

2.1.7a Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand the specialized skills related to ongoing assessment with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system. Social workers understand how to apply theories of child and adolescent behavior and development to assessment goals for children and adolescents from diverse backgrounds. Social Workers specializing in this specialized practice area understand the role of

inter-professional collaboration in the assessment process. Social workers are able to incorporate knowledge of relevant practice theories for work with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.

Social Workers:

- Use evidenced based practice models in order to assess children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.
- Understand appropriate theoretical foundations for assessment with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.
- Demonstrate and ability to include a variety of systems when developing assessment and treatment goals for children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.

2.1.8a Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand the specialized skills related to ongoing intervention with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system. Social workers understand how to incorporate appropriate theoretical frameworks in treatment with this group. Social Workers specializing in practice with children, adolescents and families understand the role of inter-professional collaboration in the intervention process. Social workers:

- Use evidence based practice models order to apply interventions with children, adolescents, and families from diverse backgrounds who are impacted by mental health problems or are involved in the child welfare system.
- Demonstrate advanced knowledge of child, adolescent, and family development theories and practices.
- Understand the influence of historical context, policies and diversity on intervention planning with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.
- Recognize the role of the social worker in the multi-disciplinary context.

2.1.9a Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand the specialized skills related to ongoing evaluation with children, adolescents, and families who are impacted by mental health problems or have involvement in the child welfare system. They understand how to critically assess and apply evidence-based practice models in the outcome evaluation process, including community-based collaborative approaches. Social workers understand best practices for qualitative and quantitative methods for evaluating outcomes for this specialized area of practice.

Social workers:

- Demonstrate the ability to identify, define, and measure appropriate client goals, program objectives, outcome, and process indicators.
- Understand how research concepts are used in program evaluation.

- Recognize conclusions about how program effectiveness drawn from evaluation data.

VII. Disability Policy

Any student who because of a disability may need special arrangements or accommodations to meet the requirements of a course must present documentation of the disability to the Office for Disability Services (348-4285). This office will prepare letters to the student's instructors that indicate the accommodation to which the student is entitled. **It is the student's responsibility** to present the accommodation letter to each of his/her instructors. Questions or concerns about special arrangements or accommodations should be directed to the Office for Disability Services and/or the Office of the Assistant Dean in The School of Social Work.

VIII. Statement on Academic Misconduct

Students are expected to be familiar with and adhere to the official [Code of Academic Conduct](#) provided in the Online Catalog.

IX. Statement On Disability Accommodations

Contact the [Office of Disability Services \(ODS\)](#) as detailed in the Online Catalog.

X. Severe Weather Protocol

Please see the latest [Severe Weather Guidelines](#) in the Online Catalog.

XI. Pregnant Student Accommodations

Title IX protects against discrimination related to pregnancy or parental status. If you are pregnant and will need accommodations for this class, please review the University's FAQs on the [UAct website](#).

XII. Religious Observances

Under the Guidelines for Religious Holiday Observances, students should notify the instructor in writing or via email during the first two weeks of the semester of their intention to be absent from class for religious observance. The instructor will work to provide reasonable opportunity to complete academic responsibilities as long as that does not interfere with the academic integrity of the course. See full guidelines at [Religious Holiday Observances Guidelines](#).

XIII. UAct Statement

The [UAct website](#) provides an overview of The University's expectations regarding respect and civility.

**The University of Alabama School of Social Work
SW 490 Field Learning Contract and Evaluation Form**

Student's

Name:

Agency:

Field

Instructor:

Phone:

Email:

Liaison:

Liaison:

CWID:

Instructions:

The Learning Contract is generated through a collaborative effort by the student and the field instructor, and it is managed through the IPT database. The learning contract is approved by the student, field instructor and faculty liaison by submitting an signature. This approval signature occurs at the initial approval of the learning contract as well as the midterm and final evaluations.

Students: Meet with your field instructor to discuss the range of activities available to you.

FIELD INSTRUCTORS: EVALUATE STUDENTS USING THE FAR RIGHT COLUMNS USING THE NUMERICAL SYSTEM BELOW. PROVIDE ANY ADDITIONAL FEEDBACK IN THE "OTHER" TEXT BOX LOCATED IN THE ACTIVITIES SECTION OF EACH COMPETENCY OR AT THE END OF THE FORM IN OVERALL COMMENTS.

Rate each student on the degree to which she/he has exhibited beginning competence in the selected tasks indicated below. Please use the following scale.

4 Excellent Student has demonstrated competence at a mastery level in each of the tasks in **multiple settings** or with **multiple systems**.

3 Above Expectations. Student has demonstrated competence at least at a beginning level in each of the tasks in **multiple settings** or with **multiple systems**.

2 Satisfactory Student has demonstrated competence at least at a beginning level in each of the tasks in at least one setting with at least one system.

1 Unsatisfactory Student has yet to demonstrate at least beginning competency in some, but not all, of the tasks.


0 Lacks Competence Student has not demonstrated competency in any of the tasks.


N/O (No Opportunity) Student has not yet had an opportunity to exhibit this practice behavior.


NOTE: Whenever there is a rating of 1 or below at midterm, the student, field instructor, and field liaison should modify the learning contract to promote student improvement; whenever there is a N/O at midterm, plans should be made to ensure there will be an opportunity for the student to exhibit the behavior before the conclusion of the field placement. There must be no N/Os at the final. A student who has even a single 1 at final does not pass this field class



You will find several sample tasks listed for each competency. It is not necessary to complete all tasks. Please check only the tasks that apply and add other tasks as needed. Each competency contains competency supported activities in bold. For each competency supported activity, students will have to choose a minimum of one task.

If the task chosen is also listed under another practice behavior, it will automatically be selected for each practice behavior it is listed under.

2.1.1 Demonstrate ethical and professional behavior	Midterm	Final
Average Score:	<input type="text"/>	<input type="text"/>
<p><u>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</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Keep a copy of the NASW Code of Ethics at your field placement and become familiar with it. • <input type="checkbox"/> Read agency manuals, brochures, website, annual report, etc. about agency and discuss with field instructor. • <input type="checkbox"/> Learn the agency’s policies and procedures for reporting abuse. • <input type="checkbox"/> Advocate for client access to services. • <input type="checkbox"/> Observe other workers as they describe the rules and limits of confidentiality with clients, then practice doing this. • <input type="checkbox"/> Learn agency rules regarding protecting client information, such as chart storage, computer safety, emails, faxes, cell-phones, letters, lobby, and front desk policies. • <input type="checkbox"/> In supervision, discuss one ethical dilemma you have experienced in the agency. Discuss with supervisor how ethical dilemmas are addressed and documented at the agency. • <input type="checkbox"/> Discuss in supervision the way that practice and policy decisions are made at the agency. • <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>

<p><u>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Use at least one supervision hour to discuss personal values, biases, and life experience and how they impact professional relationships in the agency context. • <input type="checkbox"/> Observe a case presentation and then in supervision use reflection to share your perspective. • <input type="checkbox"/> In supervision, identify how one's biases and life experiences affect the development of professional relationships, including work with clients and colleagues, and demonstrate the ability to modify one's behavior accordingly. • <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>
<p><u>Use supervision and consultation to guide professional judgment and behavior</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Have supervisor review all written work before it enters a permanent record or leaves the agency. • <input type="checkbox"/> Keep supervisor informed about school-related events and deadlines; go over the field manual with supervisor and make a plan about schedule, time off, sick days, etc. • <input type="checkbox"/> Maintain documentation of issues discussed in supervision, as well as assignments, advice, and work deadlines. • <input type="checkbox"/> Accept evaluative feedback in a professional manner and begin to integrate the feedback into practice. • <input type="checkbox"/> Be prepared for each supervisory meeting by developing an agenda with questions and discussion points ready before the meeting. 	<input type="text"/>	<input type="text"/>



<ul style="list-style-type: none"> • <input type="checkbox"/> Observe and practice describing Release of Information forms to clients. • <input type="checkbox"/> In supervision, discuss one ethical dilemma you have experienced in the agency. Discuss with supervisor how ethical dilemmas are addressed and documented at the agency. • <input type="checkbox"/> Receive feedback on written and oral work and integrate into practice. • <input type="checkbox"/> Other:  		
<p><u>Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Be punctual and prepared in keeping appointments with clients, colleagues, staff, and community contacts. • <input type="checkbox"/> Learn the agency’s policy on documentation of sensitive information, such as health conditions, legal histories, and substance abuse. • <input type="checkbox"/> In supervision, identify how one’s biases and life experiences affect the development of professional relationships, including work with clients and colleagues, and demonstrate the ability to modify one’s behavior accordingly. • <input type="checkbox"/> Read agency reports as well as case reports and progress notes from other professionals. • <input type="checkbox"/> In supervision, practice articulating thoughts using professional language. • <input type="checkbox"/> Represent the agency in a professional manner when in community meetings, court, other agencies, etc. • <input type="checkbox"/> Ask a relevant question or make a comment in a case staffing or other agency meeting. 	<input type="text"/>	<input type="text"/>


<ul style="list-style-type: none"> <input type="checkbox"/> Display respectful behavior during a disagreement with a coworker or client. <input type="checkbox"/> Other:  		
<p><u>Use technology ethically and appropriately to facilitate practice outcomes</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> <input type="checkbox"/> Review social media policy. If agency does not have a social media policy, discuss social media use in supervision. <input type="checkbox"/> Learn the agency’s policy on documentation of sensitive information, such as health conditions, legal histories, and substance abuse. <input type="checkbox"/> Maintain appropriate professional boundaries with clients and colleagues. <input type="checkbox"/> Observe other workers as they describe the rules and limits of confidentiality with clients, then practice doing this. <input type="checkbox"/> Learn agency rules regarding protecting client information, such as chart storage, computer safety, emails, faxes, cell-phones, letters, lobby, and front desk policies. <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>

SAVE WORK


<p><i>2.1.2 Engage diversity and difference in practice</i></p>	<p>Midterm</p>	<p>Final</p>
<p>Average Score:</p>	<input type="text"/>	<input type="text"/>
<p><u>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate an understanding of the forms and mechanisms of oppression and discrimination and their effects on vulnerable populations. 	<input type="text"/>	<input type="text"/>



<ul style="list-style-type: none"> • <input type="checkbox"/> Review the agency’s mission statement and reflect on how it relates to larger issues of social, political, and economic justice. • <input type="checkbox"/> Discuss in supervision how differences such as race, age, and gender can impact what a social worker hears and sees from a client interaction. • <input type="checkbox"/> Learn the agency’s policies and practices when working with client systems who do not speak English or who have a hearing or visual impairment or any other challenging condition. • <input type="checkbox"/> Discuss with supervisor observations about how the agency promotes, celebrates, or ignores diversity in its written materials, physical space, décor, etc. • <input type="checkbox"/> Interview staff members to learn the history of the agency context, such as the different racial and ethnic population shifts in the community that the agency serves. • <input type="checkbox"/> Attend a cultural event in the community and reflect in supervision on the experience. • <input type="checkbox"/> In supervision, identify one societal or institutional barrier resulting in different experiences between clients and staff. • <input type="checkbox"/> Expand the use of basic engagement skills to include understanding of culturally specific norms, customs, and values. • <input type="checkbox"/> Create a public list of groups or organizations that focus on an area of diversity and difference in practice such as a list of LGBTQ advocacy agencies or bloggers who write about aging in American society. 		
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<ul style="list-style-type: none"> • <input type="checkbox"/> Search for articles about an issue of diversity that is important to you and re-tweet with a comment. Consider focusing your tweet on how the article supports or does not support the dignity and worth of the person. • <input type="checkbox"/> Read NASW's Standards for Cultural Competence in Social Work Practice. Identify three ways you could use Twitter to develop culturally competent knowledge and skills as a social work student and in the future as a social work practitioner. • <input type="checkbox"/> Other:  		
<p><u>Present themselves as learners and engage clients and constituencies as experts of their own experiences</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Discuss in supervision how differences such as race, age, and gender can impact what a social worker hears and sees from a client interaction. • <input type="checkbox"/> Watch a movie or read a book recommended by supervisor to better understand the agency clientele. • <input type="checkbox"/> Attend a community event that addresses the needs of an underserved population. • <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>
<p><u>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Discuss in supervision how differences such as race, age, and gender can impact what a social worker hears and sees from a client interaction. • <input type="checkbox"/> Shadow other social workers when they meet with client systems and then discuss how differences were handled. 	<input type="text"/>	<input type="text"/>

<ul style="list-style-type: none"> • <input type="checkbox"/> Set aside and use a supervision session to explicitly discuss specific biases and assumptions related to the client population. • <input type="checkbox"/> Utilize journaling to self-reflect personal beliefs or values about groups that are different than you and assess how that might impact interactions with various clients. • <input type="checkbox"/> Other:  		
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SAVE WORK



<i>2.1.3 Advance human rights and social, economic, and environmental justice</i>	Midterm	Final
Average Score:	<input type="text"/>	<input type="text"/>
<p><u>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Review the agency’s mission statement and reflect on how it relates to larger issues of social, political, and economic justice. • <input type="checkbox"/> Discuss and gain understanding about how poverty impacts service delivery, such as daycare availability, transportation, and stigma. • <input type="checkbox"/> Sit with a client while attempting to contact a referral source by telephone to model for the client how to access services. • <input type="checkbox"/> Identify and discuss the community context for client system and agency. • <input type="checkbox"/> Identify issues of persistent poverty, discrimination, and oppression that can be seen in relation to clients served by the agency. • <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>

<p><u>Engage in practices that advance social, economic, and environmental justice.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> <input type="checkbox"/> Take a bus to or from the agency; learn how to find bus schedules. <input type="checkbox"/> Find and attend a coalition meeting related to the agency's mission. <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>
<p><u>Participate in a community advocacy event.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> <input type="checkbox"/> Attend a city council meeting and talk with council members about the needs of the community. <input type="checkbox"/> Review a case and identify barriers caused by social injustice and discuss/develop a plan with supervisors on ways to advocate on client's behalf. <input type="checkbox"/> Participate in a live Twitter Chat that addresses a social and/or economic justice issue such as the Mental Health Chat. <input type="checkbox"/> Create a public list of advocacy organizations on Twitter related to social or economic justice issues such as poverty or health care disparities. <input type="checkbox"/> Watch a documentary movie on a social justice issue and send out tweets with hashtags about the movie, focusing on the movie's message and important facts from the movie. <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>

SAVE WORK



<p><i>2.1.4 Engage in practice-informed research and research-informed practice</i></p>	<p>Midterm</p>	<p>Final</p>
<p>Average Score:</p>	<input type="text"/>	<input type="text"/>
<p><u>Use practice experience and theory to inform scientific inquiry and research</u> <input type="checkbox"/></p>	<input type="text"/>	<input type="text"/>


<ul style="list-style-type: none"> • <input type="checkbox"/> Interview staff members about how the agency has responded to the demand for evidenced-based practice approaches. • <input type="checkbox"/> With field instructor, discuss possible research projects and opportunities within the agency. • <input type="checkbox"/> Conduct a literature review of current best practices related to this setting. • <input type="checkbox"/> Locate and read the agency's monthly or yearly reports and assess how the information impacts the agency's practice. • <input type="checkbox"/> Use feedback from supervision to evaluate one's own practice (what works, what doesn't, and why). • <input type="checkbox"/> Other:  		
<p><u>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Read a social work journal (or some academic journal) and bring relevant articles to supervision. • <input type="checkbox"/> With field instructor, discuss possible research projects and opportunities within the agency. • <input type="checkbox"/> Conduct a literature review of current best practices related to this setting. • <input type="checkbox"/> Locate and read the agency's monthly or yearly reports and assess how the information impacts the agency's practice. • <input type="checkbox"/> Become familiar with the research literature related to the population/field of practice in agency. • <input type="checkbox"/> Read journal articles that address evidence-based interventions relevant to the agency. Discuss the results during supervision. 	<input type="text"/>	<input type="text"/>

<ul style="list-style-type: none"> <input type="checkbox"/> Select an evidenced-based intervention that is effective for a problem that the client presents. <input type="checkbox"/> Other:  		
<p><u>Use and translate research evidence to inform and improve practice, policy, and service delivery.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> <input type="checkbox"/> Find out what pre and post assessments the agency might use and determine why these tools were chosen and how the information is used. <input type="checkbox"/> Find out what data the agency collects and how it is used. <input type="checkbox"/> With field instructor, discuss possible research projects and opportunities within the agency. <input type="checkbox"/> Conduct a literature review of current best practices related to this setting. <input type="checkbox"/> Locate and read the agency's monthly or yearly reports and assess how the information impacts the agency's practice <input type="checkbox"/> Become familiar with the research literature related to the population/field of practice in agency. <input type="checkbox"/> Select an evidenced-based intervention that is effective for a problem that the client presents. <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>

SAVE WORK


2.1.5 Engage in Policy Practice	Midterm	Final
Average Score:	<input type="text"/>	<input type="text"/>
<p><u>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</u> <input type="checkbox"/></p>	<input type="text"/>	<input type="text"/>


<ul style="list-style-type: none"> • <input type="checkbox"/> During supervision, identify social policies that affect agency clients. • <input type="checkbox"/> Discuss how social welfare programs (Social Security, Medicaid, public housing etc.) affect client systems at the agency. • <input type="checkbox"/> Learn how the state’s new managed care systems and the national Affordable Care Act will affect agency and clients. • <input type="checkbox"/> Read local news and stay up to date on news regarding issues related to the agency. • <input type="checkbox"/> Research legislative history of an existing or proposed program. • <input type="checkbox"/> Other:  		
<p><u>Assess how social welfare and economic policies impact the delivery of and access to social services</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Discuss how social welfare programs (Social Security, Medicaid, public housing etc.) affect client systems at the agency. • <input type="checkbox"/> Learn how the state’s new managed care systems and the national Affordable Care Act will affect agency and clients. • <input type="checkbox"/> Interview a staff person or read an agency report on finances to learn how the agency is funded and discuss in supervision how this impacts services. • <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>
<p><u>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Choose one major social policy area and start to become more knowledgeable about it by reading, attending meetings, interviewing others, etc. 	<input type="text"/>	<input type="text"/>

<ul style="list-style-type: none"> • <input type="checkbox"/> Participate in lobbying efforts on local and state levels. • <input type="checkbox"/> Contact legislative or bureaucratic decision makers to explain/advocate for policy. • <input type="checkbox"/> Attend a policy development meeting at your agency. • <input type="checkbox"/> Research and track legislative initiatives that will impact the agency then create a fact sheet regarding the legislation to share with supervisor and staff. • <input type="checkbox"/> Write a draft letter to a legislator or to the newspaper editor detailing your stance on legislation along with supportive information relevant to your stance. Share with your field instructor. • <input type="checkbox"/> Research a legislative issue and interview advocates both for and against the issue in order to learn more about the topic. Present information to agency. • <input type="checkbox"/> Other:  		
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SAVE WORK


<p><i>2.1.6 Engage with individuals, families, groups, organizations, and communities</i></p>	<p>Midterm</p>	<p>Final</p>
<p>Average Score:</p>	<input type="text"/>	<input type="text"/>
<p><u>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Learn the agency’s eligibility criteria and the appropriate referral resources. • <input type="checkbox"/> Practice describing the agency and its services to clients and others in the community. • <input type="checkbox"/> Represent the agency at a community event. 	<input type="text"/>	<input type="text"/>


<ul style="list-style-type: none"> • <input type="checkbox"/> Attend a multidisciplinary team meeting. • <input type="checkbox"/> Use motivational interviewing techniques to engage with clients. • <input type="checkbox"/> Identify agencies that are community partners and develop a resource directory. • <input type="checkbox"/> Develop a user-friendly referral list that includes contact information for community resources • <input type="checkbox"/> Other:  		
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<p><u>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Have field instructor observe your work with clients to see that nonverbal and verbal messages are congruent; that empathetic responses and listening skills are evident. • <input type="checkbox"/> Have supervisor sit in on sessions and provide feedback. • <input type="checkbox"/> Represent the agency at a community event. • <input type="checkbox"/> Observe several different social workers in their initial encounters with a client system, take notes, and discuss how engagement is achieved. • <input type="checkbox"/> Explain to client systems the relevant aspects of your internship (time limits, working under supervision, etc.). • <input type="checkbox"/> Attend a multidisciplinary team meeting. • <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>
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SAVE WORK

<p><i>2.1.7 Assess with individuals, families, groups, organizations, and communities</i></p>	<p>Midterm</p>	<p>Final</p>
<p>Average Score:</p>	<input type="text"/>	<input type="text"/>


<p><u>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Role play an interviewer, with another worker, or intern as a new client. • <input type="checkbox"/> Observe a psychosocial (comprehensive assessment) interview and discuss the process in supervision. • <input type="checkbox"/> Observe an assessment and contribute to the interview by asking applicable questions and giving input. • <input type="checkbox"/> Participate in treatment team meetings in order to observe the development of a case plan. • <input type="checkbox"/> Develop a list of questions that elicit client strengths. • <input type="checkbox"/> Observe three assessment procedures; compare and contrast the process and results. • <input type="checkbox"/> Practice using the agency's assessment tools by scoring assessments. • <input type="checkbox"/> Conduct an individual interview, family interview, or group session and discuss the experience with supervisor. • <input type="checkbox"/> Identify high risk clients served by the agency and present possible prevention services. • <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>
<p><u>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</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Role play an interviewer, with another worker, or intern as a new client. • <input type="checkbox"/> Observe a psychosocial (comprehensive assessment) interview and discuss the process in supervision. 	<input type="text"/>	<input type="text"/>



<ul style="list-style-type: none"> • <input type="checkbox"/> Participate in treatment team meetings in order to observe the development of a case plan. • <input type="checkbox"/> Begin to proactively participate in treatment team and staff meetings by updating the team on a client and / or agency progress. • <input type="checkbox"/> Reflect on how presenting problems are related to underlying issues. • <input type="checkbox"/> Observe three assessment procedures; compare and contrast the process and results • <input type="checkbox"/> Conduct an individual interview, family interview, or group session and discuss the experience with supervisor. • <input type="checkbox"/> Complete a bio-psycho-social-spiritual assessment (comprehensive assessment) summary that stresses social/environmental factors as well as the life course perspective. • <input type="checkbox"/> Other:  		
<p><u>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Role play an interviewer, with another worker, or intern as a new client. • <input type="checkbox"/> Observe a psychosocial (comprehensive assessment) interview and discuss the process in supervision. • <input type="checkbox"/> Participate in treatment team meetings in order to observe the development of a case plan. • <input type="checkbox"/> Observe three assessment procedures; compare and contrast the process and results • <input type="checkbox"/> Conduct an individual interview, family interview, or group session and discuss the experience with supervisor. 	<input type="text"/>	<input type="text"/>



<ul style="list-style-type: none"> <input type="checkbox"/> Interview staff in other disciplines associated with the agency to understand how their roles complement the social work role. <input type="checkbox"/> Other:  		
<p><u>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> <input type="checkbox"/> Role play an interviewer, with another worker, or intern as a new client. <input type="checkbox"/> Observe a psychosocial (comprehensive assessment) interview and discuss the process in supervision. <input type="checkbox"/> Participate in treatment team meetings in order to observe the development of a case plan. <input type="checkbox"/> Observe three assessment procedures; compare and contrast the process and results <input type="checkbox"/> Get feedback about whether assessments have a proper balance of strengths and needs. <input type="checkbox"/> Conduct an individual interview, family interview, or group session and discuss the experience with supervisor. <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>

SAVE WORK

<p><i>2.1.8 Intervene with individuals, families, groups, organizations, and communities</i></p>	<p>Midterm</p>	<p>Final</p>
<p>Average Score:</p>	<input type="text"/>	<input type="text"/>
<p><u>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> <input type="checkbox"/> Observe various social workers during class, face to face meetings, groups, home visits, etc. 	<input type="text"/>	<input type="text"/>



<ul style="list-style-type: none"> • <input type="checkbox"/> Document progress notes professionally during a session so that it does not interfere with treatment. • <input type="checkbox"/> Start determining one method of intervention over which you will achieve mastery. • <input type="checkbox"/> Role play a client situation with supervisor. • <input type="checkbox"/> Sit in on a group led by another social worker or professional; then co-lead a session. • <input type="checkbox"/> Explain to a client what the intervention plan is and why this approach was chosen. • <input type="checkbox"/> Read any treatment manuals that the agency has available. • <input type="checkbox"/> Observe a social worker handle a crisis situation, such as facilitating a hospitalization or reporting child abuse; reflect in supervision. • <input type="checkbox"/> Other:  		
<p><u>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Observe various social workers during class, face to face meetings, groups, home visits, etc. • <input type="checkbox"/> Start determining one method of intervention over which you will achieve mastery. • <input type="checkbox"/> Role play a client situation with supervisor • <input type="checkbox"/> Sit in on a group led by another social worker or professional; then co-lead a session 	<input type="text"/>	<input type="text"/>



<ul style="list-style-type: none"> • <input type="checkbox"/> Explain to a client what the intervention plan is and why this approach was chosen • <input type="checkbox"/> Read any treatment manuals that the agency has available. • <input type="checkbox"/> Observe a social worker handle a crisis situation, such as facilitating a hospitalization or reporting child abuse; reflect in supervision. • <input type="checkbox"/> Other:  		
<p><u>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Sit in on a group led by another social worker or professional; then co-lead a session • <input type="checkbox"/> View webinars or on-line trainings related to specific intervention techniques. • <input type="checkbox"/> Attend a training about an intervention approach or technique. • <input type="checkbox"/> Gather assessment information and develop a genogram to demonstrate an understanding of the family supports and dynamics. • <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>
<p><u>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Explain to a client what the intervention plan is and why this approach was chosen. • <input type="checkbox"/> View webinars or on-line trainings related to specific intervention techniques. • <input type="checkbox"/> Attend a training about an intervention approach or technique. 	<input type="text"/>	<input type="text"/>

<ul style="list-style-type: none"> • <input type="checkbox"/> Participate in the development and planning of an agency community event/fundraiser. • <input type="checkbox"/> Develop a culturally sensitive intervention that utilizes a client's support network (religious leaders, elders, healers, etc.). • <input type="checkbox"/> Other:  		
<p><u>Facilitate effective transitions and endings that advance mutually agreed-on goals</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Observe various social workers during class, face to face meetings, groups, home visits, etc. • <input type="checkbox"/> Role play a client situation with supervisor • <input type="checkbox"/> Sit in on a group led by another social worker or professional; then co-lead a session • <input type="checkbox"/> View webinars or on-line trainings related to specific intervention techniques. • <input type="checkbox"/> Attend a training about an intervention approach or technique. • <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>

SAVE WORK

<i>2.1.9 Evaluate with individuals, families, groups, organizations, and communities</i>	Midterm	Final
Average Score:	<input type="text"/>	<input type="text"/>
<p><u>Select and use appropriate methods for evaluation of outcomes</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Review and discuss with supervisor the case file system for a client served by the agency. • <input type="checkbox"/> Set concrete, measurable goals for your session with a client. 	<input type="text"/>	<input type="text"/>



<ul style="list-style-type: none"> • <input type="checkbox"/> Follow up with a client or collateral after services have ended to determine if the intervention was effective. • <input type="checkbox"/> Submit client system goals to field instructor for refining the measurability / achievability of the goals. • <input type="checkbox"/> Develop or use an existing tool to measure client satisfaction with services. • <input type="checkbox"/> Learn the tools the agency uses to measure quality assurance. • <input type="checkbox"/> Participate in or observe a program evaluation. • <input type="checkbox"/> Other:  		
<p><u>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Ask for feedback from clients at the end of sessions. • <input type="checkbox"/> Set concrete, measurable goals for your session with a client. • <input type="checkbox"/> Develop or use an existing tool to measure client satisfaction with services. • <input type="checkbox"/> Participate in or observe a program evaluation. • <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>
<p><u>Critically analyze, monitor, and evaluate intervention and program processes and outcomes</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Ask for feedback from clients at the end of sessions. • <input type="checkbox"/> Set concrete, measurable goals for your session with a client. • <input type="checkbox"/> Check in with each client system during each session to determine if progress toward goals is being made or if the goals need to be revised. 	<input type="text"/>	<input type="text"/>

<ul style="list-style-type: none"> • <input type="checkbox"/> Contact an outside agency or person when appropriate to determine if progress is being noticed in other settings • <input type="checkbox"/> Attempt to make contact with client systems who fail to attend appointments and determine why this is the case. • <input type="checkbox"/> Follow up with a client or collateral after services have ended to determine if the intervention was effective. • <input type="checkbox"/> Submit client system goals to field instructor for refining the measurability / achievability of the goals. • <input type="checkbox"/> Develop or use an existing tool to measure client satisfaction with services. • <input type="checkbox"/> Participate in or observe a program evaluation. • <input type="checkbox"/> Other:  		
<p><u>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Ask for feedback from clients at the end of sessions. • <input type="checkbox"/> Develop or use an existing tool to measure client satisfaction with services. • <input type="checkbox"/> Participate in or observe a program evaluation. • <input type="checkbox"/> Review a case and identify the phases of treatment in the social work process. • <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>

SAVE WORK

Personal/ Professional Growth is an important part of the field experience. This section allows students to identify specific personal/professional growth needs. Please identify at least two areas of personal/professional growth you would like to strengthen during your field experience. This section may also include agency specific requirements.

4 - Excellent 3 - Above Average 2 - Average 1- Below Average 0 - Unsatisfactory 9 -Student has not yet had the opportunity to exhibit this practice behavior

<i>Personal/ Professional Growth Competency:</i>		Evaluation	
Practice Behaviors:	Activities:	Midterm	Final
		<input type="text"/>	<input type="text"/>

Learning Plan Complete

[SAVE WORK](#)

OVERALL Task Supervisor Comments



OVERALL Field Instructor Comments



OVERALL Student Comments



OVERALL Liaison Comments



Signature for Learning Contract:

Student: [Click Here to sign Learning Contract](#)

Field Instructor: [Click Here to sign Learning Contract](#)

Liaison: [Click Here to sign Learning Contract](#)

Signature for Midterm

Student: [Click Here to sign Learning Contract](#)

Field Instructor: [Click Here to sign Learning Contract](#)

Liaison: [Click Here to sign Learning Contract](#)

Signature for Final

Student: [Click to sign Completed Document](#)

Field Instructor: [Click to sign Completed Document](#)

Signature certifies that student has completed the necessary 450 hours for field

Liaison: [Click to sign Completed Document](#)

Task Supervisor: [Click to sign Completed Document](#)

Student's Grade (to be selected by the field instructor and verified by the liaison)

Note: You must click on the SAVE button to save any information entered or changed on this page before closing or printing the page, or your information will be lost.

The University of Alabama School of Social Work
SW 590 Field Learning Contract and Evaluation Form

Student's

Name:

Agency:

Field

Instructor:
mail:

Phone: E

Liaison:

CWID:

Instructions:

The Learning Contract is generated through a collaborative effort by the student and the field instructor, and it is managed through the IPT database. The learning contract is approved by the student, field instructor and faculty liaison by submitting an electronic signature. This approval/electronic signature occurs at the initial approval of the learning contract, midterm, and final.

Students: Review the following table of terms and definitions to gain a better understanding of what they mean in relation to developing your learning contract and how you are evaluated for this class. Become oriented with your field placement. Review the agency's mission, goals, programs, populations served, etc. Meet with your field instructor to discuss the range of activities available to you. Summarize the scope of these learning activities in a written paragraph directly related to the advanced competencies and practice behaviors of your concentration.

FIELD INSTRUCTORS: EVALUATE STUDENTS USING THE FAR RIGHT COLUMNS USING THE NUMERICAL SYSTEM BELOW. PROVIDE ANY ADDITIONAL FEEDBACK IN THE "OTHER" TEXT BOX LOCATED IN THE ACTIVITIES SECTION OF EACH COMPETENCY OR AT THE END OF THE FORM IN OVERALL COMMENTS.

Rate each student on the degree to which she/he has exhibited beginning competence in performing each of the competency supported activities. Please use the following scale. Note, "9" is not an allowable rating for the final evaluation. *Also note that some*

*of the practice behaviors are complex; for example, the student is expected to meet/exhibit the behavior with several groups or in several settings. To achieve a high rating, the student should have exhibited the behavior in all the ways listed. ****Note that MSW students in their “concentration year placement” are expected to exhibit these behaviors at a higher level of competency than are BSW students or first year MSW students. *****

4 Excellent. *Student has demonstrated competence at a mastery level in each of the practice behaviors in multiple settings or with multiple systems.*

3 Above Expectations. *Student has demonstrated competence at least at a beginning level in each of the practice behaviors in multiple settings or with multiple systems.*

2 Satisfactory . *Student has demonstrated competence at least at a beginning level in each of the practice behaviors in at least one setting with at least one system.*

1 Unsatisfactory . *Student has demonstrated at least beginning competency in some, but not all, of the practice behaviors.*

0 Lacks Competence . *Student has not demonstrated competency in any of the practice behaviors.*

9 *Student has not yet had an opportunity to exhibit this practice behavior*



NOTE: *Whenever there is a rating of 1 or below at midterm, the student, field instructor, and field liaison should modify the learning contract to promote student improvement; whenever there is a 9 at midterm, plans should be made to ensure there will be an opportunity for the student to exhibit the behavior before the conclusion of the field placement. **There must be no 9s at the final.** A student who has even a single 1 at final does not pass this field class.*


Below you will find several sample activities are listed for each competency. It is not necessary to complete all activities listed. Please check only the activities that apply and add other activities as needed.


Each competency contains practice behaviors in bold. For each practice behavior students will have to choose a minimum of one activity. If the activity chosen is also listed under another practice behavior it will automatically be selected for each practice behavior it is listed under.


4-Excellent 3-Above Average 2-Average 1-Below Average 0-Unsatisfactory 9-Student has not yet had the opportunity to exhibit this practice behavior

2.1.1 Demonstrate ethical and professional behavior	Midterm	Final
Average Score:	<input type="checkbox"/>	<input type="checkbox"/>
<p><u>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</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Keep a copy of the NASW Code of Ethics at your field placement and become familiar with it. • <input type="checkbox"/> Read agency manuals, brochures, website, annual report, etc. about agency and discuss with field instructor. • <input type="checkbox"/> Learn the agency’s policies and procedures for reporting abuse. • <input type="checkbox"/> Advocate for client access to services. • <input type="checkbox"/> Observe other workers as they describe the rules and limits of confidentiality with clients, then practice doing this. • <input type="checkbox"/> Learn agency rules regarding protecting client information, such as chart storage, computer safety, emails, faxes, cell-phones, letters, lobby, and front desk policies. • <input type="checkbox"/> In supervision, discuss one ethical dilemma you have experienced in the agency. Discuss with supervisor how 	<input type="text"/>	<input type="text"/>

<p>ethical dilemmas are addressed and documented at the agency.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss in supervision the way that practice and policy decisions are made at the agency. <input type="checkbox"/> Other:  		
<p><u>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> <input type="checkbox"/> Use at least one supervision hour to discuss personal values, biases, and life experience and how they impact professional relationships in the agency context. <input type="checkbox"/> Observe a case presentation and then in supervision use reflection to share your perspective. <input type="checkbox"/> In supervision, identify how one's biases and life experiences affect the development of professional relationships, including work with clients and colleagues, and demonstrate the ability to modify one's behavior accordingly. <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>
<p><u>Use supervision and consultation to guide professional judgment and behavior</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> <input type="checkbox"/> Have supervisor review all written work before it enters a permanent record or leaves the agency. <input type="checkbox"/> Keep supervisor informed about school-related events and deadlines; go over the field manual with supervisor and make a plan about schedule, time off, sick days, etc. 	<input type="text"/>	<input type="text"/>

<ul style="list-style-type: none"> • <input type="checkbox"/> Maintain documentation of issues discussed in supervision, as well as assignments, advice, and work deadlines. • <input type="checkbox"/> Accept evaluative feedback in a professional manner and begin to integrate the feedback into practice. • <input type="checkbox"/> Be prepared for each supervisory meeting by developing an agenda with questions and discussion points ready before the meeting. • <input type="checkbox"/> Observe and practice describing Release of Information forms to clients. • <input type="checkbox"/> In supervision, discuss one ethical dilemma you have experienced in the agency. Discuss with supervisor how ethical dilemmas are addressed and documented at the agency. • <input type="checkbox"/> Receive feedback on written and oral work and integrate into practice. • <input type="checkbox"/> Other:  		
<p><u>Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Be punctual and prepared in keeping appointments with clients, colleagues, staff, and community contacts. • <input type="checkbox"/> Learn the agency’s policy on documentation of sensitive information, such as health conditions, legal histories, and substance abuse. • <input type="checkbox"/> In supervision, identify how one’s biases and life experiences affect the development of professional relationships, including work with clients and colleagues, and demonstrate the 	<input type="text"/>	<input type="text"/>


<p>ability to modify one's behavior accordingly.</p> <ul style="list-style-type: none"> • <input type="checkbox"/> Read agency reports as well as case reports and progress notes from other professionals. • <input type="checkbox"/> In supervision, practice articulating thoughts using professional language. • <input type="checkbox"/> Represent the agency in a professional manner when in community meetings, court, other agencies, etc. • <input type="checkbox"/> Ask a relevant question or make a comment in a case staffing or other agency meeting. • <input type="checkbox"/> Display respectful behavior during a disagreement with a coworker or client. • <input type="checkbox"/> Other:  		
<p><u>Use technology ethically and appropriately to facilitate practice outcomes</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Review social media policy. If agency does not have a social media policy, discuss social media use in supervision. • <input type="checkbox"/> Learn the agency's policy on documentation of sensitive information, such as health conditions, legal histories, and substance abuse. • <input type="checkbox"/> Maintain appropriate professional boundaries with clients and colleagues. • <input type="checkbox"/> Observe other workers as they describe the rules and limits of confidentiality with clients, then practice doing this. • <input type="checkbox"/> Learn agency rules regarding protecting client information, such as chart storage, computer safety, emails, 	<input type="text"/>	<input type="text"/>



faxes, cell-phones, letters, lobby, and front desk policies. <ul style="list-style-type: none"> <input type="checkbox"/> Other:  		
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SAVE WORK

4-Excellent 3-Above Average 2-Average 1-Below Average 0-Unsatisfactory 9-Student has not yet had the opportunity to exhibit this practice behavior


<i>2.1.2 Engage diversity and difference in practice</i>	Midterm	Final
Average Score:	<input type="text"/>	<input type="text"/>
<p><u>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate an understanding of the forms and mechanisms of oppression and discrimination and their effects on vulnerable populations. <input type="checkbox"/> Review the agency's mission statement and reflect on how it relates to larger issues of social, political, and economic justice. <input type="checkbox"/> Discuss in supervision how differences such as race, age, and gender can impact what a social worker hears and sees from a client interaction. <input type="checkbox"/> Learn the agency's policies and practices when working with client systems who do not speak English or who have a hearing or visual impairment or any other challenging condition. <input type="checkbox"/> Discuss with supervisor observations about how the agency promotes, celebrates, or ignores diversity 	<input type="text"/>	<input type="text"/>



<p>in its written materials, physical space, décor, etc.</p> <ul style="list-style-type: none"> • <input type="checkbox"/> Interview staff members to learn the history of the agency context, such as the different racial and ethnic population shifts in the community that the agency serves. • <input type="checkbox"/> Attend a cultural event in the community and reflect in supervision on the experience. • <input type="checkbox"/> In supervision, identify one societal or institutional barrier resulting in different experiences between clients and staff. • <input type="checkbox"/> Expand the use of basic engagement skills to include understanding of culturally specific norms, customs, and values. • <input type="checkbox"/> Create a public list of groups or organizations that focus on an area of diversity and difference in practice such as a list of LGBTQ advocacy agencies or bloggers who write about aging in American society. • <input type="checkbox"/> Search for articles about an issue of diversity that is important to you and re-tweet with a comment. Consider focusing your tweet on how the article supports or does not support the dignity and worth of the person. • <input type="checkbox"/> Read NASW's Standards for Cultural Competence in Social Work Practice. Identify three ways you could use Twitter to develop culturally competent knowledge and skills as a social work student and in the future as a social work practitioner. • <input type="checkbox"/> Other:  		
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<p><u>Present themselves as learners and engage clients and constituencies as experts of their own experiences</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Discuss in supervision how differences such as race, age, and gender can impact what a social worker hears and sees from a client interaction. • <input type="checkbox"/> Watch a movie or read a book recommended by supervisor to better understand the agency clientele. • <input type="checkbox"/> Attend a community event that addresses the needs of an underserved population. • <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>
<p><u>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Discuss in supervision how differences such as race, age, and gender can impact what a social worker hears and sees from a client interaction. • <input type="checkbox"/> Shadow other social workers when they meet with client systems and then discuss how differences were handled. • <input type="checkbox"/> Set aside and use a supervision session to explicitly discuss specific biases and assumptions related to the client population. • <input type="checkbox"/> Utilize journaling to self-reflect personal beliefs or values about groups that are different than you and assess how that might impact interactions with various clients. • <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>

SAVE WORK

4-Excellent 3-Above Average 2-Average 1-Below Average 0-Unsatisfactory 9-Student has not yet had the opportunity to exhibit this practice behavior


<i>2.1.3 Advance human rights and social, economic, and environmental justice</i>	Midterm	Final
Average Score:	<input type="checkbox"/>	<input type="checkbox"/>
<p><u>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Review the agency’s mission statement and reflect on how it relates to larger issues of social, political, and economic justice. • <input type="checkbox"/> Discuss and gain understanding about how poverty impacts service delivery, such as daycare availability, transportation, and stigma. • <input type="checkbox"/> Sit with a client while attempting to contact a referral source by telephone to model for the client how to access services. • <input type="checkbox"/> Identify and discuss the community context for client system and agency. • <input type="checkbox"/> Identify issues of persistent poverty, discrimination, and oppression that can be seen in relation to clients served by the agency. • <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>
<p><u>Engage in practices that advance social, economic, and environmental justice.</u> <input type="checkbox"/></p>	<input type="text"/>	<input type="text"/>


<ul style="list-style-type: none"> <input type="checkbox"/> Take a bus to or from the agency; learn how to find bus schedules. <input type="checkbox"/> Find and attend a coalition meeting related to the agency's mission. <input type="checkbox"/> Other:  		
<p><u>Participate in a community advocacy event.</u></p> <input type="checkbox"/> <ul style="list-style-type: none"> <input type="checkbox"/> Attend a city council meeting and talk with council members about the needs of the community. <input type="checkbox"/> Review a case and identify barriers caused by social injustice and discuss/develop a plan with supervisors on ways to advocate on client's behalf. <input type="checkbox"/> Participate in a live Twitter Chat that addresses a social and/or economic justice issue such as the Mental Health Chat. <input type="checkbox"/> Create a public list of advocacy organizations on Twitter related to social or economic justice issues such as poverty or health care disparities. <input type="checkbox"/> Watch a documentary movie on a social justice issue and send out tweets with hashtags about the movie, focusing on the movie's message and important facts from the movie. <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>


SAVE WORK

4-Excellent 3-Above Average 2-Average 1-Below Average 0-Unsatisfactory 9-Student has not yet had the opportunity to exhibit this practice behavior

<p><i>2.1.4 Engage in practice-informed research and research-informed practice</i></p>	<p>Midterm</p>	<p>Final</p>
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Average Score:	<input type="checkbox"/>	<input type="checkbox"/>
<p><u>Use practice experience and theory to inform scientific inquiry and research</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Interview staff members about how the agency has responded to the demand for evidenced-based practice approaches. • <input type="checkbox"/> With field instructor, discuss possible research projects and opportunities within the agency. • <input type="checkbox"/> Conduct a literature review of current best practices related to this setting. • <input type="checkbox"/> Locate and read the agency's monthly or yearly reports and assess how the information impacts the agency's practice. • <input type="checkbox"/> Use feedback from supervision to evaluate one's own practice (what works, what doesn't, and why). • <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>
<p><u>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Read a social work journal (or some academic journal) and bring relevant articles to supervision. • <input type="checkbox"/> With field instructor, discuss possible research projects and opportunities within the agency. • <input type="checkbox"/> Conduct a literature review of current best practices related to this setting. 	<input type="text"/>	<input type="text"/>


<ul style="list-style-type: none"> • <input type="checkbox"/> Locate and read the agency's monthly or yearly reports and assess how the information impacts the agency's practice. • <input type="checkbox"/> Become familiar with the research literature related to the population/field of practice in agency. • <input type="checkbox"/> Read journal articles that address evidence-based interventions relevant to the agency. Discuss the results during supervision. • <input type="checkbox"/> Select an evidenced-based intervention that is effective for a problem that the client presents. • <input type="checkbox"/> Other:  		
<p><u>Use and translate research evidence to inform and improve practice, policy, and service delivery.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Find out what pre and post assessments the agency might use and determine why these tools were chosen and how the information is used. • <input type="checkbox"/> Find out what data the agency collects and how it is used. • <input type="checkbox"/> With field instructor, discuss possible research projects and opportunities within the agency. • <input type="checkbox"/> Conduct a literature review of current best practices related to this setting. • <input type="checkbox"/> Locate and read the agency's monthly or yearly reports and assess how the information impacts the agency's practice 	<input type="text"/>	<input type="text"/>


<ul style="list-style-type: none"> • <input type="checkbox"/> Become familiar with the research literature related to the population/field of practice in agency. • <input type="checkbox"/> Select an evidenced-based intervention that is effective for a problem that the client presents. • <input type="checkbox"/> Other:  		
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SAVE WORK

4-Excellent 3-Above Average 2-Average 1-Below Average 0-Unsatisfactory 9-Student has not yet had the opportunity to exhibit this practice behavior

<i>2.1.5 Engage in Policy Practice</i>	Midterm	Final
Average Score:	<input type="checkbox"/>	<input type="checkbox"/>
<p><u>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> During supervision, identify social policies that affect agency clients. • <input type="checkbox"/> Discuss how social welfare programs (Social Security, Medicaid, public housing etc.) affect client systems at the agency. • <input type="checkbox"/> Learn how the state’s new managed care systems and the national Affordable Care Act will affect agency and clients. • <input type="checkbox"/> Read local news and stay up to date on news regarding issues related to the agency. • <input type="checkbox"/> Research legislative history of an existing or proposed program. • <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>



<p><u>Assess how social welfare and economic policies impact the delivery of and access to social services</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Discuss how social welfare programs (Social Security, Medicaid, public housing etc.) affect client systems at the agency. • <input type="checkbox"/> Learn how the state’s new managed care systems and the national Affordable Care Act will affect agency and clients. • <input type="checkbox"/> Interview a staff person or read an agency report on finances to learn how the agency is funded and discuss in supervision how this impacts services. • <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>
<p><u>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Choose one major social policy area and start to become more knowledgeable about it by reading, attending meetings, interviewing others, etc. • <input type="checkbox"/> Participate in lobbying efforts on local and state levels. • <input type="checkbox"/> Contact legislative or bureaucratic decision makers to explain/advocate for policy. • <input type="checkbox"/> Attend a policy development meeting at your agency. • <input type="checkbox"/> Research and track legislative initiatives that will impact the agency then create a fact sheet regarding the legislation to share with supervisor and staff. 	<input type="text"/>	<input type="text"/>

<ul style="list-style-type: none"> • <input type="checkbox"/> Write a draft letter to a legislator or to the newspaper editor detailing your stance on legislation along with supportive information relevant to your stance. Share with your field instructor. • <input type="checkbox"/> Research a legislative issue and interview advocates both for and against the issue in order to learn more about the topic. Present information to agency. • <input type="checkbox"/> Other:  		
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SAVE WORK


4-Excellent 3-Above Average 2-Average 1-Below Average 0-Unsatisfactory 9-Student has not yet had the opportunity to exhibit this practice behavior


<p><i>2.1.6 Engage with individuals, families, groups, organizations, and communities</i></p>	<p>Midterm</p>	<p>Final</p>
<p style="text-align: right;">Average Score:</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p><u>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Learn the agency’s eligibility criteria and the appropriate referral resources. • <input type="checkbox"/> Practice describing the agency and its services to clients and others in the community. • <input type="checkbox"/> Represent the agency at a community event. • <input type="checkbox"/> Attend a multidisciplinary team meeting. 	<p><input type="text"/></p>	<p><input type="text"/></p>


<ul style="list-style-type: none"> • <input type="checkbox"/> Use motivational interviewing techniques to engage with clients. • <input type="checkbox"/> Identify agencies that are community partners and develop a resource directory. • <input type="checkbox"/> Develop a user-friendly referral list that includes contact information for community resources • <input type="checkbox"/> Other:  		
<p><u>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Have field instructor observe your work with clients to see that nonverbal and verbal messages are congruent; that empathetic responses and listening skills are evident. • <input type="checkbox"/> Have supervisor sit in on sessions and provide feedback. • <input type="checkbox"/> Represent the agency at a community event. • <input type="checkbox"/> Observe several different social workers in their initial encounters with a client system, take notes, and discuss how engagement is achieved. • <input type="checkbox"/> Explain to client systems the relevant aspects of your internship (time limits, working under supervision, etc.). • <input type="checkbox"/> Attend a multidisciplinary team meeting. • <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>


SAVE WORK

4-Excellent 3-Above Average 2-Average 1-Below Average 0-Unsatisfactory 9-Student has not yet had the opportunity to exhibit this practice behavior

2.1.7 Assess with individuals, families, groups, organizations, and communities	Midterm	Final
Average Score:	<input type="text"/>	<input type="text"/>
<p><u>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Role play an interviewer, with another worker, or intern as a new client. • <input type="checkbox"/> Observe a psychosocial (comprehensive assessment) interview and discuss the process in supervision. • <input type="checkbox"/> Observe an assessment and contribute to the interview by asking applicable questions and giving input. • <input type="checkbox"/> Participate in treatment team meetings in order to observe the development of a case plan. • <input type="checkbox"/> Develop a list of questions that elicit client strengths. • <input type="checkbox"/> Observe three assessment procedures; compare and contrast the process and results. • <input type="checkbox"/> Practice using the agency's assessment tools by scoring assessments. • <input type="checkbox"/> Conduct an individual interview, family interview, or group session and discuss the experience with supervisor. • <input type="checkbox"/> Identify high risk clients served by the agency and present possible prevention services. • <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>

<p><u>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</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Role play an interviewer, with another worker, or intern as a new client. • <input type="checkbox"/> Observe a psychosocial (comprehensive assessment) interview and discuss the process in supervision. • <input type="checkbox"/> Participate in treatment team meetings in order to observe the development of a case plan. • <input type="checkbox"/> Begin to proactively participate in treatment team and staff meetings by updating the team on a client and / or agency progress. • <input type="checkbox"/> Reflect on how presenting problems are related to underlying issues. • <input type="checkbox"/> Observe three assessment procedures; compare and contrast the process and results • <input type="checkbox"/> Conduct an individual interview, family interview, or group session and discuss the experience with supervisor. • <input type="checkbox"/> Complete a bio-psycho-social-spiritual assessment (comprehensive assessment) summary that stresses social/environmental factors as well as the life course perspective. • <input type="checkbox"/> Other:  	<div style="border: 1px solid black; height: 60px; width: 100%;"></div>	<div style="border: 1px solid black; height: 60px; width: 100%;"></div>
<p><u>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</u> <input type="checkbox"/></p>	<div style="border: 1px solid black; height: 60px; width: 100%;"></div>	<div style="border: 1px solid black; height: 60px; width: 100%;"></div>


<ul style="list-style-type: none"> • <input type="checkbox"/> Role play an interviewer, with another worker, or intern as a new client. • <input type="checkbox"/> Observe a psychosocial (comprehensive assessment) interview and discuss the process in supervision. • <input type="checkbox"/> Participate in treatment team meetings in order to observe the development of a case plan. • <input type="checkbox"/> Observe three assessment procedures; compare and contrast the process and results • <input type="checkbox"/> Conduct an individual interview, family interview, or group session and discuss the experience with supervisor. • <input type="checkbox"/> Interview staff in other disciplines associated with the agency to understand how their roles complement the social work role. • <input type="checkbox"/> Other:  		
<p><u>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Role play an interviewer, with another worker, or intern as a new client. • <input type="checkbox"/> Observe a psychosocial (comprehensive assessment) interview and discuss the process in supervision. • <input type="checkbox"/> Participate in treatment team meetings in order to observe the development of a case plan. • <input type="checkbox"/> Observe three assessment procedures; compare and contrast the process and results 	<input type="text"/>	<input type="text"/>



<ul style="list-style-type: none"> • <input type="checkbox"/> Get feedback about whether assessments have a proper balance of strengths and needs. • <input type="checkbox"/> Conduct an individual interview, family interview, or group session and discuss the experience with supervisor. • <input type="checkbox"/> Other:  		
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SAVE WORK

4-Excellent 3-Above Average 2-Average 1-Below Average 0-Unsatisfactory 9-Student has not yet had the opportunity to exhibit this practice behavior

<i>2.1.8 Intervene with individuals, families, groups, organizations, and communities</i>	Midterm	Final
Average Score:	<input type="checkbox"/>	<input type="checkbox"/>
<p><u>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Observe various social workers during class, face to face meetings, groups, home visits, etc. • <input type="checkbox"/> Document progress notes professionally during a session so that it does not interfere with treatment. • <input type="checkbox"/> Start determining one method of intervention over which you will achieve mastery. • <input type="checkbox"/> Role play a client situation with supervisor. • <input type="checkbox"/> Sit in on a group led by another social worker or professional; then co-lead a session. 	<input type="text" value=""/>	<input type="text" value=""/>

<ul style="list-style-type: none"> • <input type="checkbox"/> Explain to a client what the intervention plan is and why this approach was chosen. • <input type="checkbox"/> Read any treatment manuals that the agency has available. • <input type="checkbox"/> Observe a social worker handle a crisis situation, such as facilitating a hospitalization or reporting child abuse; reflect in supervision. • <input type="checkbox"/> Other:  		
<p><u>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Observe various social workers during class, face to face meetings, groups, home visits, etc. • <input type="checkbox"/> Start determining one method of intervention over which you will achieve mastery. • <input type="checkbox"/> Role play a client situation with supervisor • <input type="checkbox"/> Sit in on a group led by another social worker or professional; then co-lead a session • <input type="checkbox"/> Explain to a client what the intervention plan is and why this approach was chosen • <input type="checkbox"/> Read any treatment manuals that the agency has available. • <input type="checkbox"/> Observe a social worker handle a crisis situation, such as facilitating a hospitalization or reporting child abuse; reflect in supervision. 	<input type="text"/>	<input type="text"/>



<ul style="list-style-type: none"> <input type="checkbox"/> Other:  		
<p><u>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> <input type="checkbox"/> Sit in on a group led by another social worker or professional; then co-lead a session <input type="checkbox"/> View webinars or on-line trainings related to specific intervention techniques. <input type="checkbox"/> Attend a training about an intervention approach or technique. <input type="checkbox"/> Gather assessment information and develop a genogram to demonstrate an understanding of the family supports and dynamics. <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>
<p><u>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain to a client what the intervention plan is and why this approach was chosen. <input type="checkbox"/> View webinars or on-line trainings related to specific intervention techniques. <input type="checkbox"/> Attend a training about an intervention approach or technique. <input type="checkbox"/> Participate in the development and planning of an agency community event/fundraiser. <input type="checkbox"/> Develop a culturally sensitive intervention that utilizes a client's support network (religious leaders, elders, healers, etc.). 	<input type="text"/>	<input type="text"/>


<ul style="list-style-type: none"> <input type="checkbox"/> Other:  		
<p><u>Facilitate effective transitions and endings that advance mutually agreed-on goals</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> <input type="checkbox"/> Observe various social workers during class, face to face meetings, groups, home visits, etc. <input type="checkbox"/> Role play a client situation with supervisor <input type="checkbox"/> Sit in on a group led by another social worker or professional; then co-lead a session <input type="checkbox"/> View webinars or on-line trainings related to specific intervention techniques. <input type="checkbox"/> Attend a training about an intervention approach or technique. <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>


SAVE WORK

4-Excellent 3-Above Average 2-Average 1-Below Average 0-Unsatisfactory 9-Student has not yet had the opportunity to exhibit this practice behavior

<i>2.1.9 Evaluate with individuals, families, groups, organizations, and communities</i>	Midterm	Final
Average Score:	<input type="text"/>	<input type="text"/>
<p><u>Select and use appropriate methods for evaluation of outcomes</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and discuss with supervisor the case file system for a client served by the agency. 	<input type="text"/>	<input type="text"/>

<ul style="list-style-type: none"> • <input type="checkbox"/> Set concrete, measurable goals for your session with a client. • <input type="checkbox"/> Follow up with a client or collateral after services have ended to determine if the intervention was effective. • <input type="checkbox"/> Submit client system goals to field instructor for refining the measurability / achievability of the goals. • <input type="checkbox"/> Develop or use an existing tool to measure client satisfaction with services. • <input type="checkbox"/> Learn the tools the agency uses to measure quality assurance. • <input type="checkbox"/> Participate in or observe a program evaluation. • <input type="checkbox"/> Other:  		
<p><u>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Ask for feedback from clients at the end of sessions. • <input type="checkbox"/> Set concrete, measurable goals for your session with a client. • <input type="checkbox"/> Develop or use an existing tool to measure client satisfaction with services. • <input type="checkbox"/> Participate in or observe a program evaluation. • <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>
<p><u>Critically analyze, monitor, and evaluate intervention and program processes and outcomes</u> <input type="checkbox"/></p>	<input type="text"/>	<input type="text"/>



<ul style="list-style-type: none"> • <input type="checkbox"/> Ask for feedback from clients at the end of sessions. • <input type="checkbox"/> Set concrete, measurable goals for your session with a client. • <input type="checkbox"/> Check in with each client system during each session to determine if progress toward goals is being made or if the goals need to be revised. • <input type="checkbox"/> Contact an outside agency or person when appropriate to determine if progress is being noticed in other settings • <input type="checkbox"/> Attempt to make contact with client systems who fail to attend appointments and determine why this is the case. • <input type="checkbox"/> Follow up with a client or collateral after services have ended to determine if the intervention was effective. • <input type="checkbox"/> Submit client system goals to field instructor for refining the measurability / achievability of the goals. • <input type="checkbox"/> Develop or use an existing tool to measure client satisfaction with services. • <input type="checkbox"/> Participate in or observe a program evaluation. • <input type="checkbox"/> Other:  		
<p><u>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Ask for feedback from clients at the end of sessions. • <input type="checkbox"/> Develop or use an existing tool to measure client satisfaction with services. 	<input type="text"/>	<input type="text"/>

<ul style="list-style-type: none"> • <input type="checkbox"/> Participate in or observe a program evaluation. • <input type="checkbox"/> Review a case and identify the phases of treatment in the social work process. • <input type="checkbox"/> Other:  		
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SAVE WORK

Personal/ Professional Growth is an important part of the field experience. This section allows students to identify specific personal/professional growth needs. Please identify at least two areas of personal/professional growth you would like to strengthen during your field experience. This section may also include agency specific requirements.

4 - Excellent 3 - Above Average 2 - Average 1- Below Average 0 - Unsatisfactory 9 - Student has not yet had the opportunity to exhibit this practice behavior

<i>Personal/ Professional Growth Competency:</i>		Evaluation	
Practice Behaviors:	Activities:	Midterm	Final
		<input type="text"/>	<input type="text"/>

Learning Plan Complete

SAVE WORK

OVERALL Task Supervisor Comments



OVERALL Field Instructor Comments



OVERALL Student Comments



OVERALL Liaison Comments



Signature for Learning Contract:

Student:

Field Instructor:

Liaison:

Signature for Midterm

Student:

Field Instructor:

Liaison:

Signature for Final

Student:

Field Instructor:

Signature certifies that student has completed the necessary hours for field

Liaison:

Task Supervisor:

Student's Grade (to be selected by the field instructor and verified by the liaison)

Note: You must click on the SAVE button to save any information entered or changed on this page before closing or printing the page, or your information will be lost.

The University of Alabama School of Social Work
SW 591 Field Learning Contract and Evaluation Form

Student's

Name:

Agency:

Field

Instructor:

Phone:

E

mail:

Liaison:

CWID:

Instructions:

The Learning Contract is generated through a collaborative effort by the student and the field instructor, and it is managed through the IPT database. The learning contract is approved by the student, field instructor and faculty liaison by submitting an electronic signature. This approval/electronic signature occurs at the initial approval of the learning contract, midterm, and final.

Students: Review the following table of terms and definitions to gain a better understanding of what they mean in relation to developing your learning contract and how you are evaluated for this class. Become oriented with your field placement. Review the agency's mission, goals, programs, populations served, etc. Meet with your field instructor to discuss the range of activities available to you. Summarize the scope of these learning activities in a written paragraph directly related to the advanced competencies and practice behaviors of your concentration.

FIELD INSTRUCTORS: EVALUATE STUDENTS USING THE FAR RIGHT COLUMNS USING THE NUMERICAL SYSTEM BELOW. PROVIDE ANY ADDITIONAL FEEDBACK IN THE "OTHER" TEXT BOX LOCATED IN THE ACTIVITIES SECTION OF EACH COMPETENCY OR AT THE END OF THE FORM IN OVERALL COMMENTS.

Rate each student on the degree to which she/he has exhibited beginning competence in performing each of the competency supported activities. Please use the following scale. Note, "9" is not an allowable rating for the final evaluation. *Also note that some*

*of the practice behaviors are complex; for example, the student is expected to meet/exhibit the behavior with several groups or in several settings. To achieve a high rating, the student should have exhibited the behavior in all the ways listed. ****Note that MSW students in their “concentration year placement” are expected to exhibit these behaviors at a higher level of competency than are BSW students or first year MSW students. *****

4 Excellent. *Student has demonstrated competence at a mastery level in each of the practice behaviors in multiple settings or with multiple systems.*

3 Above Expectations. *Student has demonstrated competence at least at a beginning level in each of the practice behaviors in multiple settings or with multiple systems.*

2 Satisfactory . *Student has demonstrated competence at least at a beginning level in each of the practice behaviors in at least one setting with at least one system.*

1 Unsatisfactory . *Student has demonstrated at least beginning competency in some, but not all, of the practice behaviors.*

0 Lacks Competence . *Student has not demonstrated competency in any of the practice behaviors.*

9 *Student has not yet had an opportunity to exhibit this practice behavior*



NOTE: *Whenever there is a rating of 1 or below at midterm, the student, field instructor, and field liaison should modify the learning contract to promote student improvement; whenever there is a 9 at midterm, plans should be made to ensure there will be an opportunity for the student to exhibit the behavior before the conclusion of the field placement. **There must be no 9s at the final.** A student who has even a single 1 at final does not pass this field class.*


Below you will find several sample activities are listed for each competency. It is not necessary to complete all activities listed. Please check only the activities that apply and add other activities as needed.


Each competency contains practice behaviors in bold. For each practice behavior students will have to choose a minimum of one activity. If the activity chosen is also listed under another practice behavior it will automatically be selected for each practice behavior it is listed under.


4-Excellent 3-Above Average 2-Average 1-Below Average 0-Unsatisfactory 9-Student has not yet had the opportunity to exhibit this practice behavior

2.1.1 Demonstrate ethical and professional behavior	Midterm	Final
Average Score:	<input type="checkbox"/>	<input type="checkbox"/>
<p><u>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</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Keep a copy of the NASW Code of Ethics at your field placement and become familiar with it. • <input type="checkbox"/> Read agency manuals, brochures, website, annual report, etc. about agency and discuss with field instructor. • <input type="checkbox"/> Learn the agency’s policies and procedures for reporting abuse. • <input type="checkbox"/> Advocate for client access to services. • <input type="checkbox"/> Observe other workers as they describe the rules and limits of confidentiality with clients, then practice doing this. • <input type="checkbox"/> Learn agency rules regarding protecting client information, such as chart storage, computer safety, emails, faxes, cell-phones, letters, lobby, and front desk policies. • <input type="checkbox"/> In supervision, discuss one ethical dilemma you have experienced in the agency. Discuss with supervisor how 	<input type="text"/>	<input type="text"/>

<p>ethical dilemmas are addressed and documented at the agency.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss in supervision the way that practice and policy decisions are made at the agency. <input type="checkbox"/> Other:  		
<p><u>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> <input type="checkbox"/> Use at least one supervision hour to discuss personal values, biases, and life experience and how they impact professional relationships in the agency context. <input type="checkbox"/> Observe a case presentation and then in supervision use reflection to share your perspective. <input type="checkbox"/> In supervision, identify how one's biases and life experiences affect the development of professional relationships, including work with clients and colleagues, and demonstrate the ability to modify one's behavior accordingly. <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>
<p><u>Use supervision and consultation to guide professional judgment and behavior</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> <input type="checkbox"/> Have supervisor review all written work before it enters a permanent record or leaves the agency. <input type="checkbox"/> Keep supervisor informed about school-related events and deadlines; go over the field manual with supervisor and make a plan about schedule, time off, sick days, etc. 	<input type="text"/>	<input type="text"/>

<ul style="list-style-type: none"> • <input type="checkbox"/> Maintain documentation of issues discussed in supervision, as well as assignments, advice, and work deadlines. • <input type="checkbox"/> Accept evaluative feedback in a professional manner and begin to integrate the feedback into practice. • <input type="checkbox"/> Be prepared for each supervisory meeting by developing an agenda with questions and discussion points ready before the meeting. • <input type="checkbox"/> Observe and practice describing Release of Information forms to clients. • <input type="checkbox"/> In supervision, discuss one ethical dilemma you have experienced in the agency. Discuss with supervisor how ethical dilemmas are addressed and documented at the agency. • <input type="checkbox"/> Receive feedback on written and oral work and integrate into practice. • <input type="checkbox"/> Other:  		
<p><u>Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Be punctual and prepared in keeping appointments with clients, colleagues, staff, and community contacts. • <input type="checkbox"/> Learn the agency's policy on documentation of sensitive information, such as health conditions, legal histories, and substance abuse. • <input type="checkbox"/> In supervision, identify how one's biases and life experiences affect the development of professional relationships, including work with clients and colleagues, and demonstrate the 	<input type="text"/>	<input type="text"/>


<p>ability to modify one's behavior accordingly.</p> <ul style="list-style-type: none"> • <input type="checkbox"/> Read agency reports as well as case reports and progress notes from other professionals. • <input type="checkbox"/> In supervision, practice articulating thoughts using professional language. • <input type="checkbox"/> Represent the agency in a professional manner when in community meetings, court, other agencies, etc. • <input type="checkbox"/> Ask a relevant question or make a comment in a case staffing or other agency meeting. • <input type="checkbox"/> Display respectful behavior during a disagreement with a coworker or client. • <input type="checkbox"/> Other:  		
<p><u>Use technology ethically and appropriately to facilitate practice outcomes</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Review social media policy. If agency does not have a social media policy, discuss social media use in supervision. • <input type="checkbox"/> Learn the agency's policy on documentation of sensitive information, such as health conditions, legal histories, and substance abuse. • <input type="checkbox"/> Maintain appropriate professional boundaries with clients and colleagues. • <input type="checkbox"/> Observe other workers as they describe the rules and limits of confidentiality with clients, then practice doing this. • <input type="checkbox"/> Learn agency rules regarding protecting client information, such as chart storage, computer safety, emails, 	<input type="text"/>	<input type="text"/>



faxes, cell-phones, letters, lobby, and front desk policies. <ul style="list-style-type: none"> <input type="checkbox"/> Other:  		
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SAVE WORK

4-Excellent 3-Above Average 2-Average 1-Below Average 0-Unsatisfactory 9-Student has not yet had the opportunity to exhibit this practice behavior


<i>2.1.2 Engage diversity and difference in practice</i>	Midterm	Final
Average Score:	<input type="checkbox"/>	<input type="checkbox"/>
<p><u>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate an understanding of the forms and mechanisms of oppression and discrimination and their effects on vulnerable populations. <input type="checkbox"/> Review the agency's mission statement and reflect on how it relates to larger issues of social, political, and economic justice. <input type="checkbox"/> Discuss in supervision how differences such as race, age, and gender can impact what a social worker hears and sees from a client interaction. <input type="checkbox"/> Learn the agency's policies and practices when working with client systems who do not speak English or who have a hearing or visual impairment or any other challenging condition. <input type="checkbox"/> Discuss with supervisor observations about how the agency promotes, celebrates, or ignores diversity 	▼	▼



<p>in its written materials, physical space, décor, etc.</p> <ul style="list-style-type: none"> • <input type="checkbox"/> Interview staff members to learn the history of the agency context, such as the different racial and ethnic population shifts in the community that the agency serves. • <input type="checkbox"/> Attend a cultural event in the community and reflect in supervision on the experience. • <input type="checkbox"/> In supervision, identify one societal or institutional barrier resulting in different experiences between clients and staff. • <input type="checkbox"/> Expand the use of basic engagement skills to include understanding of culturally specific norms, customs, and values. • <input type="checkbox"/> Create a public list of groups or organizations that focus on an area of diversity and difference in practice such as a list of LGBTQ advocacy agencies or bloggers who write about aging in American society. • <input type="checkbox"/> Search for articles about an issue of diversity that is important to you and re-tweet with a comment. Consider focusing your tweet on how the article supports or does not support the dignity and worth of the person. • <input type="checkbox"/> Read NASW's Standards for Cultural Competence in Social Work Practice. Identify three ways you could use Twitter to develop culturally competent knowledge and skills as a social work student and in the future as a social work practitioner. • <input type="checkbox"/> Other:  		
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<p><u>Present themselves as learners and engage clients and constituencies as experts of their own experiences</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Discuss in supervision how differences such as race, age, and gender can impact what a social worker hears and sees from a client interaction. • <input type="checkbox"/> Watch a movie or read a book recommended by supervisor to better understand the agency clientele. • <input type="checkbox"/> Attend a community event that addresses the needs of an underserved population. • <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>
<p><u>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Discuss in supervision how differences such as race, age, and gender can impact what a social worker hears and sees from a client interaction. • <input type="checkbox"/> Shadow other social workers when they meet with client systems and then discuss how differences were handled. • <input type="checkbox"/> Set aside and use a supervision session to explicitly discuss specific biases and assumptions related to the client population. • <input type="checkbox"/> Utilize journaling to self-reflect personal beliefs or values about groups that are different than you and assess how that might impact interactions with various clients. • <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>

SAVE WORK

4-Excellent 3-Above Average 2-Average 1-Below Average 0-Unsatisfactory 9-Student has not yet had the opportunity to exhibit this practice behavior


<i>2.1.3 Advance human rights and social, economic, and environmental justice</i>	Midterm	Final
Average Score:	<input type="text"/>	<input type="text"/>
<p><u>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Review the agency’s mission statement and reflect on how it relates to larger issues of social, political, and economic justice. • <input type="checkbox"/> Discuss and gain understanding about how poverty impacts service delivery, such as daycare availability, transportation, and stigma. • <input type="checkbox"/> Sit with a client while attempting to contact a referral source by telephone to model for the client how to access services. • <input type="checkbox"/> Identify and discuss the community context for client system and agency. • <input type="checkbox"/> Identify issues of persistent poverty, discrimination, and oppression that can be seen in relation to clients served by the agency. • <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>
<p><u>Engage in practices that advance social, economic, and environmental justice.</u> <input type="checkbox"/></p>	<input type="text"/>	<input type="text"/>


<ul style="list-style-type: none"> • <input type="checkbox"/> Take a bus to or from the agency; learn how to find bus schedules. • <input type="checkbox"/> Find and attend a coalition meeting related to the agency's mission. • <input type="checkbox"/> Other:  		
<p><u>Participate in a community advocacy event.</u></p> <input type="checkbox"/> <ul style="list-style-type: none"> • <input type="checkbox"/> Attend a city council meeting and talk with council members about the needs of the community. • <input type="checkbox"/> Review a case and identify barriers caused by social injustice and discuss/develop a plan with supervisors on ways to advocate on client's behalf. • <input type="checkbox"/> Participate in a live Twitter Chat that addresses a social and/or economic justice issue such as the Mental Health Chat. • <input type="checkbox"/> Create a public list of advocacy organizations on Twitter related to social or economic justice issues such as poverty or health care disparities. • <input type="checkbox"/> Watch a documentary movie on a social justice issue and send out tweets with hashtags about the movie, focusing on the movie's message and important facts from the movie. • <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>


SAVE WORK

4-Excellent 3-Above Average 2-Average 1-Below Average 0-Unsatisfactory 9-Student has not yet had the opportunity to exhibit this practice behavior

<p><i>2.1.4 Engage in practice-informed research and research-informed practice</i></p>	<p>Midterm</p>	<p>Final</p>
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Average Score:	<input type="checkbox"/>	<input type="checkbox"/>
<p><u>Use practice experience and theory to inform scientific inquiry and research</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Interview staff members about how the agency has responded to the demand for evidenced-based practice approaches. • <input type="checkbox"/> With field instructor, discuss possible research projects and opportunities within the agency. • <input type="checkbox"/> Conduct a literature review of current best practices related to this setting. • <input type="checkbox"/> Locate and read the agency's monthly or yearly reports and assess how the information impacts the agency's practice. • <input type="checkbox"/> Use feedback from supervision to evaluate one's own practice (what works, what doesn't, and why). • <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>
<p><u>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Read a social work journal (or some academic journal) and bring relevant articles to supervision. • <input type="checkbox"/> With field instructor, discuss possible research projects and opportunities within the agency. • <input type="checkbox"/> Conduct a literature review of current best practices related to this setting. 	<input type="text"/>	<input type="text"/>


<ul style="list-style-type: none"> • <input type="checkbox"/> Locate and read the agency's monthly or yearly reports and assess how the information impacts the agency's practice. • <input type="checkbox"/> Become familiar with the research literature related to the population/field of practice in agency. • <input type="checkbox"/> Read journal articles that address evidence-based interventions relevant to the agency. Discuss the results during supervision. • <input type="checkbox"/> Select an evidenced-based intervention that is effective for a problem that the client presents. • <input type="checkbox"/> Other:  		
<p><u>Use and translate research evidence to inform and improve practice, policy, and service delivery.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Find out what pre and post assessments the agency might use and determine why these tools were chosen and how the information is used. • <input type="checkbox"/> Find out what data the agency collects and how it is used. • <input type="checkbox"/> With field instructor, discuss possible research projects and opportunities within the agency. • <input type="checkbox"/> Conduct a literature review of current best practices related to this setting. • <input type="checkbox"/> Locate and read the agency's monthly or yearly reports and assess how the information impacts the agency's practice 	<input type="text"/>	<input type="text"/>


<ul style="list-style-type: none"> <input type="checkbox"/> Become familiar with the research literature related to the population/field of practice in agency. <input type="checkbox"/> Select an evidenced-based intervention that is effective for a problem that the client presents. <input type="checkbox"/> Other:  		
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SAVE WORK

4-Excellent 3-Above Average 2-Average 1-Below Average 0-Unsatisfactory 9-Student has not yet had the opportunity to exhibit this practice behavior

<i>2.1.5 Engage in Policy Practice</i>	Midterm	Final
Average Score:	<input type="checkbox"/>	<input type="checkbox"/>
<p><u>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> <input type="checkbox"/> During supervision, identify social policies that affect agency clients. <input type="checkbox"/> Discuss how social welfare programs (Social Security, Medicaid, public housing etc.) affect client systems at the agency. <input type="checkbox"/> Learn how the state's new managed care systems and the national Affordable Care Act will affect agency and clients. <input type="checkbox"/> Read local news and stay up to date on news regarding issues related to the agency. <input type="checkbox"/> Research legislative history of an existing or proposed program. <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>



<p><u>Assess how social welfare and economic policies impact the delivery of and access to social services</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Discuss how social welfare programs (Social Security, Medicaid, public housing etc.) affect client systems at the agency. • <input type="checkbox"/> Learn how the state’s new managed care systems and the national Affordable Care Act will affect agency and clients. • <input type="checkbox"/> Interview a staff person or read an agency report on finances to learn how the agency is funded and discuss in supervision how this impacts services. • <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>
<p><u>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Choose one major social policy area and start to become more knowledgeable about it by reading, attending meetings, interviewing others, etc. • <input type="checkbox"/> Participate in lobbying efforts on local and state levels. • <input type="checkbox"/> Contact legislative or bureaucratic decision makers to explain/advocate for policy. • <input type="checkbox"/> Attend a policy development meeting at your agency. • <input type="checkbox"/> Research and track legislative initiatives that will impact the agency then create a fact sheet regarding the legislation to share with supervisor and staff. 	<input type="text"/>	<input type="text"/>

<ul style="list-style-type: none"> • <input type="checkbox"/> Write a draft letter to a legislator or to the newspaper editor detailing your stance on legislation along with supportive information relevant to your stance. Share with your field instructor. • <input type="checkbox"/> Research a legislative issue and interview advocates both for and against the issue in order to learn more about the topic. Present information to agency. • <input type="checkbox"/> Other:  		
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SAVE WORK


4-Excellent 3-Above Average 2-Average 1-Below Average 0-Unsatisfactory 9-Student has not yet had the opportunity to exhibit this practice behavior


<i>2.1.6 Engage with individuals, families, groups, organizations, and communities</i>	Midterm	Final
Average Score:	<input type="checkbox"/>	<input type="checkbox"/>
<p><u>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Learn the agency’s eligibility criteria and the appropriate referral resources. • <input type="checkbox"/> Practice describing the agency and its services to clients and others in the community. • <input type="checkbox"/> Represent the agency at a community event. • <input type="checkbox"/> Attend a multidisciplinary team meeting. 	<input type="text"/>	<input type="text"/>


<ul style="list-style-type: none"> • <input type="checkbox"/> Use motivational interviewing techniques to engage with clients. • <input type="checkbox"/> Identify agencies that are community partners and develop a resource directory. • <input type="checkbox"/> Develop a user-friendly referral list that includes contact information for community resources • <input type="checkbox"/> Other:  		
<p><u>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Have field instructor observe your work with clients to see that nonverbal and verbal messages are congruent; that empathetic responses and listening skills are evident. • <input type="checkbox"/> Have supervisor sit in on sessions and provide feedback. • <input type="checkbox"/> Represent the agency at a community event. • <input type="checkbox"/> Observe several different social workers in their initial encounters with a client system, take notes, and discuss how engagement is achieved. • <input type="checkbox"/> Explain to client systems the relevant aspects of your internship (time limits, working under supervision, etc.). • <input type="checkbox"/> Attend a multidisciplinary team meeting. • <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>


SAVE WORK

4-Excellent 3-Above Average 2-Average 1-Below Average 0-Unsatisfactory 9-Student has not yet had the opportunity to exhibit this practice behavior

<i>2.1.7 Assess with individuals, families, groups, organizations, and communities</i>	Midterm	Final
Average Score:	<input type="text"/>	<input type="text"/>
<p><u>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Role play an interviewer, with another worker, or intern as a new client. • <input type="checkbox"/> Observe a psychosocial (comprehensive assessment) interview and discuss the process in supervision. • <input type="checkbox"/> Observe an assessment and contribute to the interview by asking applicable questions and giving input. • <input type="checkbox"/> Participate in treatment team meetings in order to observe the development of a case plan. • <input type="checkbox"/> Develop a list of questions that elicit client strengths. • <input type="checkbox"/> Observe three assessment procedures; compare and contrast the process and results. • <input type="checkbox"/> Practice using the agency's assessment tools by scoring assessments. • <input type="checkbox"/> Conduct an individual interview, family interview, or group session and discuss the experience with supervisor. • <input type="checkbox"/> Identify high risk clients served by the agency and present possible prevention services. • <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>

<p><u>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</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Role play an interviewer, with another worker, or intern as a new client. • <input type="checkbox"/> Observe a psychosocial (comprehensive assessment) interview and discuss the process in supervision. • <input type="checkbox"/> Participate in treatment team meetings in order to observe the development of a case plan. • <input type="checkbox"/> Begin to proactively participate in treatment team and staff meetings by updating the team on a client and / or agency progress. • <input type="checkbox"/> Reflect on how presenting problems are related to underlying issues. • <input type="checkbox"/> Observe three assessment procedures; compare and contrast the process and results • <input type="checkbox"/> Conduct an individual interview, family interview, or group session and discuss the experience with supervisor. • <input type="checkbox"/> Complete a bio-psycho-social-spiritual assessment (comprehensive assessment) summary that stresses social/environmental factors as well as the life course perspective. • <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>
<p><u>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</u> <input type="checkbox"/></p>	<input type="text"/>	<input type="text"/>


<ul style="list-style-type: none"> • <input type="checkbox"/> Role play an interviewer, with another worker, or intern as a new client. • <input type="checkbox"/> Observe a psychosocial (comprehensive assessment) interview and discuss the process in supervision. • <input type="checkbox"/> Participate in treatment team meetings in order to observe the development of a case plan. • <input type="checkbox"/> Observe three assessment procedures; compare and contrast the process and results • <input type="checkbox"/> Conduct an individual interview, family interview, or group session and discuss the experience with supervisor. • <input type="checkbox"/> Interview staff in other disciplines associated with the agency to understand how their roles complement the social work role. • <input type="checkbox"/> Other:  		
<p><u>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Role play an interviewer, with another worker, or intern as a new client. • <input type="checkbox"/> Observe a psychosocial (comprehensive assessment) interview and discuss the process in supervision. • <input type="checkbox"/> Participate in treatment team meetings in order to observe the development of a case plan. • <input type="checkbox"/> Observe three assessment procedures; compare and contrast the process and results 	<input type="text"/>	<input type="text"/>



<ul style="list-style-type: none"> • <input type="checkbox"/> Get feedback about whether assessments have a proper balance of strengths and needs. • <input type="checkbox"/> Conduct an individual interview, family interview, or group session and discuss the experience with supervisor. • <input type="checkbox"/> Other:  		
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SAVE WORK

4-Excellent 3-Above Average 2-Average 1-Below Average 0-Unsatisfactory 9-Student has not yet had the opportunity to exhibit this practice behavior

<i>2.1.8 Intervene with individuals, families, groups, organizations, and communities</i>	Midterm	Final
Average Score:	<input type="checkbox"/>	<input type="checkbox"/>
<p><u>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Observe various social workers during class, face to face meetings, groups, home visits, etc. • <input type="checkbox"/> Document progress notes professionally during a session so that it does not interfere with treatment. • <input type="checkbox"/> Start determining one method of intervention over which you will achieve mastery. • <input type="checkbox"/> Role play a client situation with supervisor. • <input type="checkbox"/> Sit in on a group led by another social worker or professional; then co-lead a session. 	<input type="text"/>	<input type="text"/>

<ul style="list-style-type: none"> • <input type="checkbox"/> Explain to a client what the intervention plan is and why this approach was chosen. • <input type="checkbox"/> Read any treatment manuals that the agency has available. • <input type="checkbox"/> Observe a social worker handle a crisis situation, such as facilitating a hospitalization or reporting child abuse; reflect in supervision. • <input type="checkbox"/> Other:  		
<p><u>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Observe various social workers during class, face to face meetings, groups, home visits, etc. • <input type="checkbox"/> Start determining one method of intervention over which you will achieve mastery. • <input type="checkbox"/> Role play a client situation with supervisor • <input type="checkbox"/> Sit in on a group led by another social worker or professional; then co-lead a session • <input type="checkbox"/> Explain to a client what the intervention plan is and why this approach was chosen • <input type="checkbox"/> Read any treatment manuals that the agency has available. • <input type="checkbox"/> Observe a social worker handle a crisis situation, such as facilitating a hospitalization or reporting child abuse; reflect in supervision. 	<input type="text"/>	<input type="text"/>



<ul style="list-style-type: none"> • <input type="checkbox"/> Other:  		
<p><u>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Sit in on a group led by another social worker or professional; then co-lead a session • <input type="checkbox"/> View webinars or on-line trainings related to specific intervention techniques. • <input type="checkbox"/> Attend a training about an intervention approach or technique. • <input type="checkbox"/> Gather assessment information and develop a genogram to demonstrate an understanding of the family supports and dynamics. • <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>
<p><u>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Explain to a client what the intervention plan is and why this approach was chosen. • <input type="checkbox"/> View webinars or on-line trainings related to specific intervention techniques. • <input type="checkbox"/> Attend a training about an intervention approach or technique. • <input type="checkbox"/> Participate in the development and planning of an agency community event/fundraiser. • <input type="checkbox"/> Develop a culturally sensitive intervention that utilizes a client's support network (religious leaders, elders, healers, etc.). 	<input type="text"/>	<input type="text"/>


<ul style="list-style-type: none"> <input type="checkbox"/> Other:  		
<p><u>Facilitate effective transitions and endings that advance mutually agreed-on goals</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> <input type="checkbox"/> Observe various social workers during class, face to face meetings, groups, home visits, etc. <input type="checkbox"/> Role play a client situation with supervisor <input type="checkbox"/> Sit in on a group led by another social worker or professional; then co-lead a session <input type="checkbox"/> View webinars or on-line trainings related to specific intervention techniques. <input type="checkbox"/> Attend a training about an intervention approach or technique. <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>


SAVE WORK

4-Excellent 3-Above Average 2-Average 1-Below Average 0-Unsatisfactory 9-Student has not yet had the opportunity to exhibit this practice behavior

<i>2.1.9 Evaluate with individuals, families, groups, organizations, and communities</i>	Midterm	Final
Average Score:	<input type="text"/>	<input type="text"/>
<p><u>Select and use appropriate methods for evaluation of outcomes</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and discuss with supervisor the case file system for a client served by the agency. 	<input type="text"/>	<input type="text"/>

<ul style="list-style-type: none"> • <input type="checkbox"/> Set concrete, measurable goals for your session with a client. • <input type="checkbox"/> Follow up with a client or collateral after services have ended to determine if the intervention was effective. • <input type="checkbox"/> Submit client system goals to field instructor for refining the measurability / achievability of the goals. • <input type="checkbox"/> Develop or use an existing tool to measure client satisfaction with services. • <input type="checkbox"/> Learn the tools the agency uses to measure quality assurance. • <input type="checkbox"/> Participate in or observe a program evaluation. • <input type="checkbox"/> Other:  		
<p><u>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Ask for feedback from clients at the end of sessions. • <input type="checkbox"/> Set concrete, measurable goals for your session with a client. • <input type="checkbox"/> Develop or use an existing tool to measure client satisfaction with services. • <input type="checkbox"/> Participate in or observe a program evaluation. • <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>
<p><u>Critically analyze, monitor, and evaluate intervention and program processes and outcomes</u> <input type="checkbox"/></p>	<input type="text"/>	<input type="text"/>



<ul style="list-style-type: none"> • <input type="checkbox"/> Ask for feedback from clients at the end of sessions. • <input type="checkbox"/> Set concrete, measurable goals for your session with a client. • <input type="checkbox"/> Check in with each client system during each session to determine if progress toward goals is being made or if the goals need to be revised. • <input type="checkbox"/> Contact an outside agency or person when appropriate to determine if progress is being noticed in other settings • <input type="checkbox"/> Attempt to make contact with client systems who fail to attend appointments and determine why this is the case. • <input type="checkbox"/> Follow up with a client or collateral after services have ended to determine if the intervention was effective. • <input type="checkbox"/> Submit client system goals to field instructor for refining the measurability / achievability of the goals. • <input type="checkbox"/> Develop or use an existing tool to measure client satisfaction with services. • <input type="checkbox"/> Participate in or observe a program evaluation. • <input type="checkbox"/> Other:  		
<p><u>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Ask for feedback from clients at the end of sessions. • <input type="checkbox"/> Develop or use an existing tool to measure client satisfaction with services. 	<input type="text"/>	<input type="text"/>

<ul style="list-style-type: none"> • <input type="checkbox"/> Participate in or observe a program evaluation. • <input type="checkbox"/> Review a case and identify the phases of treatment in the social work process. • <input type="checkbox"/> Other:  		
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SAVE WORK

Personal/ Professional Growth is an important part of the field experience. This section allows students to identify specific personal/professional growth needs. Please identify at least two areas of personal/professional growth you would like to strengthen during your field experience. This section may also include agency specific requirements.

4 - Excellent 3 - Above Average 2 - Average 1- Below Average 0 - Unsatisfactory 9 - Student has not yet had the opportunity to exhibit this practice behavior

<i>Personal/ Professional Growth Competency:</i>		Evaluation	
Practice Behaviors:	Activities:	Midterm	Final
		<input type="text"/>	<input type="text"/>

Learning Plan Complete

SAVE WORK

OVERALL Task Supervisor Comments



OVERALL Field Instructor Comments



OVERALL Student Comments



OVERALL Liaison Comments



Signature for Learning Contract:

Student:

Field Instructor:

Liaison:

Signature for Midterm

Student:

Field Instructor:

Liaison:

Signature for Final

Student:

Field Instructor:

Signature certifies that student has completed the necessary hours for field

Liaison:

Task Supervisor:

Student's Grade (to be selected by the field instructor and verified by the liaison)

Note: You must click on the SAVE button to save any information entered or changed on this page before closing or printing the page, or your information will be lost.

The University of Alabama School of Social Work
SW 595 Adults and Their Families PAA
Learning Contract and Evaluation Form

Student's

Name:

Agency:

Field Instructor:

Phone:

Email:

Liaison:

CWID:

Instructions:

The Learning Contract is generated through a collaborative effort by the student and the field instructor and it is managed through the IPT database. The learning contract is approved by the student, field instructor and faculty liaison by submitting an electronic signature. This approval/electronic signature occur at the initial approval of the learning contract, midterm and final.

Students: Review the following table of terms and definitions to gain a better understanding of what they mean in relation to developing your learning contract and how you are evaluated for this class. Become oriented with your field placement. Review the agency's mission, goals, programs, populations served, etc. Meet with your field instructor to discuss the range of activities available to you. Summarize the scope of these learning activities in a written paragraph directly related to the advanced competencies and competency supported activities of your concentration.

FIELD INSTRUCTORS: : EVALUATE STUDENTS USING THE FAR RIGHT COLUMNS USING THE NUMERICAL SYSTEM BELOW. PROVIDE ANY ADDITIONAL FEEDBACK IN THE "OTHER" TEXT BOX LOCATED IN THE ACTIVITIES SECTION OF EACH COMPETENCY OR AT THE END OF THE FORM IN OVERALL COMMENTS.

Rate each student on the degree to which she/he has exhibited beginning competence in performing each of the competency supported activities. Please use the following scale. Note, "9" is not an allowable rating for the final evaluation. *Also note that some of the Competency Supported Activities are complex; for example, the student is*

*expected to meet exhibit the behavior with several groups or in several settings. To achieve a high rating, the student should have exhibited the behavior in all the ways listed. ****Note that MSW students in their “concentration year placement” are expected to exhibit these behaviors at a higher level of competency than are BSW students or first year MSW students.*****

4 Excellent *Student consistently exceeds expectations regarding required performance*

3 Above Average . *Student frequently exceeds expectations regarding required performance*

2 Average. *Student consistently meets the requirements*

1 Below Average. *Student occasionally fails to meet requirements; **must improve***

0 Unsatisfactory. *Student frequently fails to meet requirements; **must improve***

9 *Student has not yet had an opportunity to exhibit this practice behavior*

NOTE: *Whenever there is a rating of 1 at midterm, the student, field instructor, and field liaison should modify the learning contract to promote student improvement; whenever there is a 9 at midterm, plans should be made to ensure there will be an opportunity for the student to exhibit the behavior before the conclusion of the field placement. **There must be no 9s at the final.** A student who has even a single 1 at final does not pass this field class.*


Below you will find several sample activities are listed for each competency. It is not necessary to complete all activities listed. Please check only the activities that apply and add other activities as needed.



4-Excellent 3-Above Average 2-Average 1-Below Average 0-Unsatisfactory 9-Student has not yet had the opportunity to exhibit this practice behavior


2.1.1a Demonstrate Ethical and Professional Behavior	Midterm	Final
Average Score:	<input type="text"/>	<input type="text"/>


Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making with older adults and their families and for persons experiencing mental health problems.


- Attend staff meetings as scheduled; increase participation.
- Before each supervision session, prepare a written agenda.
- Take suggestions and feedback from field instructor, modify behavior accordingly, and make field instructor aware of changes
- Accompany another staff member on a home visit or other client-related outing, then reflect on boundary issues.
- Participate in group supervision along with other interns and field instructor.
- Develop and follow a self-care plan related to internship stress.
- Talk to field instructor about self-disclosure and how much or how little personal information should be revealed.
- Find out agency's policy on self-disclosure.
- Be punctual and prepared in keeping appointments with clients, colleagues, staff, and community contacts.
- Keep field instructor informed about school-related events and deadlines; go over the field manual with field instructor and make a plan about schedule, time off, sick days, etc.


<ul style="list-style-type: none"> • <input type="checkbox"/> Maintain documentation of issues discussed in supervision, as well as assignments, advice, and work deadlines. • <input type="checkbox"/> Read an article about ethical issues related to professional boundaries; share insights with field instructor. • <input type="checkbox"/> Learn the agency's policy about client confidentiality and protecting client information. • <input type="checkbox"/> Learn how ethical dilemmas are addressed and documented at the agency. • <input type="checkbox"/> In supervision, practice articulating thoughts and opinions using the professional language of the agency. • <input type="checkbox"/> Receive feedback on written and oral work and make necessary modifications. • <input type="checkbox"/> Review social media policy. If agency does not have a social media policy discuss social media use in supervision. • <input type="checkbox"/> Other:  		
<p><u>Assess their own attitudes, values, and feelings about older persons and persons experiencing mental health problems, and how these factors, along with their feelings about their own aging, and about their own experiences with mental health problems, may influence their practice with this specialized population.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Use at least one supervision hour to discuss personal values, biases, and life experience. • <input type="checkbox"/> Have supervisor probe for counter-transference reactions from client experiences. 	<input type="text"/>	<input type="text"/>

<ul style="list-style-type: none"> • <input type="checkbox"/> Shadow a social worker or other member of the IDT to a visit/session and discuss insight with supervisor. • <input type="checkbox"/> Other:  		
<p><u>Ethically represent the profession of social work within the multidisciplinary context.</u></p> <p><input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Attend staff meetings as scheduled; increase participation. • <input type="checkbox"/> Seek out consultation from co-workers and field instructor on a regular basis. • <input type="checkbox"/> Attend case conferences and trainings that are appropriate for professional development. • <input type="checkbox"/> Accompany another staff member on a home visit or other client-related outing, then reflect on boundary issues. • <input type="checkbox"/> Do an oral presentation/case conceptualization in front of the agency staff. • <input type="checkbox"/> Ask a relevant question or make comments in staffing or agency meetings. • <input type="checkbox"/> Advocate for client access to services. • <input type="checkbox"/> Represent the agency in a professional manner when in community meetings, court, other agencies, etc. • <input type="checkbox"/> Display respectful behavior during a disagreement with a coworker or client. • <input type="checkbox"/> Other:  	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>



<p><u>Evaluate their own practice with older adults and their families and with persons experiencing mental health problems.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Bring to supervision session a question about an aspect of ongoing work. • <input type="checkbox"/> Review existing treatment plans and determine how theories may be incorporated into them. • <input type="checkbox"/> Use feedback from supervision to evaluate one's own practice. • <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>
<p><u>Demonstrate an understanding of special ethical concerns encountered in social work with older adults and their families and persons experiencing mental health problems, and how social work values regarding a client's right to privacy, confidentiality, and self-determination may pose special practice challenges.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Seek out consultation from co-workers and field instructor on a regular basis. • <input type="checkbox"/> Attend case conferences and trainings that are appropriate for professional development. • <input type="checkbox"/> Become more familiar with HIPPA laws/regulations and how they impact the agency. • <input type="checkbox"/> Learn the agency's policy about client confidentiality and protecting client information. • <input type="checkbox"/> Learn how ethical dilemmas are addressed and documented at the agency. • <input type="checkbox"/> Attend ethics training. 	<input type="text"/>	<input type="text"/>


<ul style="list-style-type: none"> • <input type="checkbox"/> Read agency manuals, brochures, website, annual report, etc. about agency and discuss with supervisor. • <input type="checkbox"/> Read agency reports as well as case reports and progress notes from other professionals and discuss in supervision. • <input type="checkbox"/> Learn the agency's policy on documentation of sensitive information, such as health conditions, legal histories, and substance abuse. • <input type="checkbox"/> Learn the agency's policy and procedures for reporting abuse. • <input type="checkbox"/> Learn the agency's rules regarding protecting client information, such as chart storage, computer safety, e-mails, social and digital media, faxes, cell phones, letters, lobby, and front desk policies. • <input type="checkbox"/> Conduct an in-service for staff about a relevant issue in relation to the population served by your agency. • <input type="checkbox"/> Be familiar with ethical standards that address dilemmas related to the use of digital and social technology in social work. Write up a case study of one possible ethical dilemma. • <input type="checkbox"/> Other:  		
<p><u>Demonstrate an understanding of ethical issues as they relate to pharmacological and psycho-pharmacological treatments.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Seek out consultation from co-workers and field instructor on a regular basis. • <input type="checkbox"/> Attend case conferences and trainings that are appropriate for professional development. 	<input type="text"/>	<input type="text"/>


<ul style="list-style-type: none"> <input type="checkbox"/> Become more familiar with HIPPA laws/regulations and how they impact the agency. <input type="checkbox"/> Conduct an in-service for staff about a relevant issue in relation to the population served by your agency. <input type="checkbox"/> Attend ethics training. <input type="checkbox"/> Other:  		
<input type="button" value="SAVE WORK"/>		
2.1.2a-Engage Diversity and Difference in Practice	Midterm	Final
Average Score:	<input type="text"/>	<input type="text"/>
<p><u>Examine their own attitudes, values, and feelings about older persons and persons experiencing mental health problems and how these factors, along with their feelings about their own aging and own experiences with mental health may influence their practice with this group.</u> <input type="text"/></p> <ul style="list-style-type: none"> <input type="checkbox"/> Journal or reflect on how differences can impact what a social worker hears and sees from a client interaction. <input type="checkbox"/> Discuss in supervision specific biases and assumptions related to the client population. <input type="checkbox"/> Utilize journaling to self-reflect personal beliefs or values about groups that are different than you and assess how that might impact interactions with various clients. <input type="checkbox"/> Attend a cultural event in the community and reflect in supervision on the experience. 	<input type="text"/>	<input type="text"/>



<ul style="list-style-type: none"> • <input type="checkbox"/> Other:  		
<p><u>Demonstrate an understanding of how social work practice activities may be affected by a person's race, gender, ethnicity, sexual orientation, or membership in other special population groups, and demonstrate sensitivity to these factors in working with older adults and their families and persons experiencing mental health problems.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Identify different cultural frameworks used by colleagues in a discussion of their best practices in regard to cultural competency. • <input type="checkbox"/> Learn the agency's policies and practices when working with clients (and family members) who do not speak English, who have a hearing or visual impairment, or any other challenging condition. • <input type="checkbox"/> Talk to clients about their own culture; when relevant, talk with clients about your own cultural influences. • <input type="checkbox"/> Discuss with supervisor how the agency promotes, celebrates, or ignores diversity in its written materials, physical space, décor, etc. • <input type="checkbox"/> Attend an open community meeting such as an open alcoholics anonymous meeting and journal or reflect about the experience. • <input type="checkbox"/> Shadow other social workers/professionals when they meet with client systems and discuss how differences were handled. • <input type="checkbox"/> Interview staff members to learn the history of the agency context, such as the different racial and ethnic population 	<input type="text"/>	<input type="text"/>

<p>shifts in the community that the agency serves.</p> <ul style="list-style-type: none"> • <input type="checkbox"/> In supervision, identify one societal or institutional barrier resulting in different experiences between clients and staff. • <input type="checkbox"/> Expand the use of engagement skills to include understanding of culturally specific norms, customs, and values. • <input type="checkbox"/> Search for articles about an issue of diversity that is important to you and re-tweet with a comment. Consider focusing your tweet on how the article supports or does not support the dignity and worth of the person. • <input type="checkbox"/> Read NASW's Standards for Cultural Competence in Social Work Practice. Identify three ways you could use Twitter to develop culturally competent knowledge and skills as a social work student in the future as a social work practitioner. • <input type="checkbox"/> Create a public list of groups or organizations on Twitter that focus on an area of diversity and difference in practice such as a list of LGBTQ advocacy agencies or bloggers who write about aging in American society. • <input type="checkbox"/> Find out who in the agency is responsible for ADA compliance and interview that person about accessibility and accommodation issues. • <input type="checkbox"/> From the Pew Research Center's website, search for information about the use of social media in the United States based on age, race, gender, SES, etc. and then create a one page digital handout for staff at your practicum agency, focused on one of the agency's populations served. 		
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<ul style="list-style-type: none"> <input type="checkbox"/> Other:  		
<p><u>Identify and contrast cultural issues and human diversity biases impinging on assessment and intervention processes, for persons experiencing mental health problems, older adults, and their families.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify different cultural frameworks used by colleagues in a discussion of their best practices in regard to cultural competency. <input type="checkbox"/> Talk to clients about their own culture; when relevant, talk with clients about your own cultural influences. <input type="checkbox"/> Expand the use of assessment and intervention to include understanding of culturally specific norms, customs, and values. <input type="checkbox"/> Learn the agency's policies and practices when working with clients (and family members) who do not speak English, who have a hearing or visual impairment, or any other challenging condition. <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>
<input type="button" value="SAVE WORK"/>		
<p><i>2.1.3a Advance Human Rights and Social, Economic and Environmental Justice</i></p>	<p>Midterm</p>	<p>Final</p>
<p>Average Score:</p>	<input type="text"/>	<input type="text"/>
<p><u>Apply strategies to eliminate oppression to ensure civil, political, economic, social and cultural rights.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> <input type="checkbox"/> Find and review the agency's mission statement and reflect on how it is 	<input type="text"/>	<input type="text"/>



<p>related to larger issues of social, political, and economic justice.</p> <ul style="list-style-type: none"> • <input type="checkbox"/> Assess whether indigent clients receive the same treatment as other clients as it relates to the agency's mission statement. • <input type="checkbox"/> Identify issues of persistent poverty, discrimination, and oppression that can be seen in relation to clients served by the agency. • <input type="checkbox"/> Discuss and gain understanding on how poverty and transportation issues affect treatment compliance. • <input type="checkbox"/> When suggesting a referral source to a client, make the call along with the client to experience the process; visit the site of the referral agency when possible. • <input type="checkbox"/> Write a letter to the editor regarding an issue that impacts the agency/clients, and share with supervisor. • <input type="checkbox"/> Find out what demographic data the agency collects on clients and critique how and why this information is utilized in the agency. • <input type="checkbox"/> Choose a specific client population and describe five ways that social media can be used as an advocacy tool for this population. Give an example of current efforts to use social media for advocacy for this population. • <input type="checkbox"/> Other:  		
<p><u>Engage in advocacy designed to seek the best interest and well-being of older adults and persons experiencing mental health problems, and the processes related to the elimination of oppressive structural barriers.</u> <input type="checkbox"/></p>	<input type="text"/>	<input type="text"/>

<ul style="list-style-type: none"> • <input type="checkbox"/> Participate in a community advocacy event. • <input type="checkbox"/> Attend a city council meeting and talk with council members about the needs of the community. • <input type="checkbox"/> Review a case and identify barriers caused by social injustice and discuss/develop a plan with supervisors on ways to advocate on client's behalf. • <input type="checkbox"/> Participate in a live Twitter Chat that addresses a social and/or economic justice issue such as the Mental Health Chat. • <input type="checkbox"/> Create a public list of advocacy organizations on Twitter related to social or economic justice issues such as poverty or health care disparities. • <input type="checkbox"/> Watch a documentary movie on a social justice issue and send out tweets with hashtags about the movie, focusing on the movie's message and important facts from the movie. • <input type="checkbox"/> Find and attend a coalition meeting or task force related to the agency's mission. Share insight with supervisor. • <input type="checkbox"/> Other:  		
<p><u>Demonstrate an ability to include a variety of systems such as the family, the community, and advocacy groups when developing treatment plans.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Participate in a community advocacy event. • <input type="checkbox"/> Attend a city council meeting and talk with council members about the needs of the community. 	<input type="text"/>	<input type="text"/>


<ul style="list-style-type: none"> • <input type="checkbox"/> Review a case and identify barriers caused by social injustice and discuss/develop a plan with supervisors on ways to advocate on client's behalf. • <input type="checkbox"/> Participate in a live Twitter Chat that addresses a social and/or economic justice issue such as the Mental Health Chat. • <input type="checkbox"/> Find and attend a coalition meeting or task force related to the agency's mission. • <input type="checkbox"/> Identify issues of persistent poverty, discrimination, and oppression that can be seen in relation to clients served by the agency. • <input type="checkbox"/> Create informal forum for client systems to discuss relevant concerns. • <input type="checkbox"/> Other:  		
<p><u>Demonstrate knowledge of community organization and social change approaches with older persons and their families.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Find and attend a coalition meeting or task force related to the agency's mission. • <input type="checkbox"/> Identify issues of persistent poverty, discrimination, and oppression that can be seen in relation to clients served by the agency. • <input type="checkbox"/> Create informal forum for client systems to discuss relevant concerns. • <input type="checkbox"/> Participate in a live Twitter Chat that addresses a social and/or economic justice issue such as the Mental Health Chat. • <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>



<input type="button" value="SAVE WORK"/>		
2.1.4a Engage in Practice-informed Research and Research-informed Practice	Midterm	Final
Average Score:	<input type="text"/>	<input type="text"/>
<p><u>Understand how basic research concepts are used in direct practice</u> <input type="text"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Research, and discuss in supervision, journal articles on issues that the agency addresses. • <input type="checkbox"/> Provide field instructor or colleagues with information regarding new practice skills and theoretical frameworks that have been learned in class. • <input type="checkbox"/> Find out what data the agency collects and how it is used. • <input type="checkbox"/> Find out what pre and post assessments the agency might use and determine why these tools were chosen and how the information is used. • <input type="checkbox"/> Read a social work journal (or other academic journal) and bring relevant articles to supervision for discussion. • <input type="checkbox"/> Interview staff members about how the agency has responded to the demand for evidenced-based practice approaches. • <input type="checkbox"/> Discuss possible research projects and opportunities available in the agency. • <input type="checkbox"/> Become familiar with the research literature related to population/field of practice in agency. • <input type="checkbox"/> Select an evidenced-based intervention that is effective for a problem that the client presents. 	<input type="text"/>	<input type="text"/>


<ul style="list-style-type: none"> • <input type="checkbox"/> Research the background of assessment tools that are used at the agency and discuss in supervision. • <input type="checkbox"/> Conduct a survey of the agency's workers regarding some issue of interest to you and field instructor. • <input type="checkbox"/> Articulate why a particular intervention model is right for a specific situation. • <input type="checkbox"/> Read assessments at the agency and analyze how they do or do not stress social/environmental factors. • <input type="checkbox"/> Design a survey tool that can be used to get client feedback about services. • <input type="checkbox"/> Other:  		
<p><u>Identify appropriate research methods to evaluate practice interventions.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Interview staff members about their theoretical orientations and approaches. • <input type="checkbox"/> Discuss in supervision how a theoretical approach deepened the understanding of a client situation. • <input type="checkbox"/> Articulate why a particular intervention model is right for a specific situation. • <input type="checkbox"/> Select an evidenced-based intervention that is effective for a problem that the client presents. • <input type="checkbox"/> Interview staff members about how the agency has responded to the demand for evidenced-based practice approaches. • <input type="checkbox"/> Use feedback from supervision to evaluate one's own practice. 	<input type="text"/>	<input type="text"/>


<ul style="list-style-type: none"> • <input type="checkbox"/> Research, and discuss in supervision, journal articles on issues that the agency addresses. • <input type="checkbox"/> Other:  		
<p><u>Identify major practice-related issues that require further research and study.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Conduct a survey of the agency’s workers regarding some issue of interest to you and field instructor. • <input type="checkbox"/> Select an evidenced-based intervention that is effective for a problem that the client presents. • <input type="checkbox"/> Interview staff members about how the agency has responded to the demand for evidenced-based practice approaches. • <input type="checkbox"/> Read the following articles: Social Media Policy in Social Work Education: A Review and Recommendations by Karpman & Drisko and Social Media Policies at US Medical Schools by Kind et al. Write a one page paper that compares and contrasts the similarities and differences between social media policies for the professions. • <input type="checkbox"/> Read a social work journal (or other academic journal) and bring relevant articles to supervision. • <input type="checkbox"/> Research, and discuss in supervision, journal articles on issues that the agency addresses. • <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>
<input type="button" value="SAVE WORK"/>		
2.1.5a Engage in Policy Practice	Midterm	Final

Average Score:	<input type="text"/>	<input type="text"/>
<p><u>Understand the frameworks for social welfare policy analysis for policies that affect older adults and persons experiencing mental health problems.</u> <input type="text"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Choose one major social policy (housing, education, health care, etc.) and become deeply knowledgeable about it by reading, attending meetings, etc. • <input type="checkbox"/> Provide a presentation to the agency staff on a relevant policy that you have studied. • <input type="checkbox"/> Participate in lobbying efforts on local, state, or national levels. • <input type="checkbox"/> Research legislative history of an existing or proposed program. • <input type="checkbox"/> Contact legislative or bureaucratic decision makers to explain/advocate for policy. • <input type="checkbox"/> Attend a policy development meeting in your agency. • <input type="checkbox"/> Write a draft letter to a legislator or to an editor detailing your stance on legislation along with supportive information relevant to your stance. Share with your field instructor. • <input type="checkbox"/> Research a legislative issue and interview advocates both for and against the issue in order to learn more about the topic. Present information to agency. • <input type="checkbox"/> Attend professional conferences and workshops including NASW meetings. • <input type="checkbox"/> Attend advocacy day (examples include NASW state advocacy days, Washington, D.C. Fly-In, etc.). 	<input type="text"/>	<input type="text"/>

<ul style="list-style-type: none"> • <input type="checkbox"/> Other:  		
<p><u>Use tools of economic and political analyses to assess the feasibility for policies and services.</u></p> <p><input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Discuss how social welfare programs (Social Security, Medicaid etc.) affect client systems at the agency. • <input type="checkbox"/> Learn how the states' managed care systems and national affordable health care act will affect the agency and clients. • <input type="checkbox"/> Attend a city council meeting or other community meeting and bring relevant information back to field instructor. • <input type="checkbox"/> Provide a presentation to the agency staff on a relevant policy that you have studied. • <input type="checkbox"/> Participate in lobbying efforts on local, state, or national levels. • <input type="checkbox"/> Research legislative history of an existing or proposed program. • <input type="checkbox"/> Contact legislative or bureaucratic decision makers to explain/advocate for policy. • <input type="checkbox"/> Attend a policy development meeting in your agency. • <input type="checkbox"/> Research and track legislative initiatives that will impact the agency then create a fact sheet regarding the legislation to share with supervisor and staff. • <input type="checkbox"/> Write a draft letter to a legislator or to an editor detailing your stance on legislation along with supportive 	<p><input type="text"/></p>	<p><input type="text"/></p>


<p>information relevant to your stance. Share with your field instructor.</p> <ul style="list-style-type: none"> • <input type="checkbox"/> Research a legislative issue and interview advocates both for and against the issue in order to learn more about the topic. Present information to agency. • <input type="checkbox"/> Other:  		
<p><u>Recognize how empirical data and social science theories are used in policy development and implementation.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Provide a presentation to the agency staff on a relevant policy that you have studied. • <input type="checkbox"/> Interview a staff person or read an agency report on finances to learn how the agency is funded and discuss in supervision how this impacts services. • <input type="checkbox"/> Research legislative history of an existing or proposed program. • <input type="checkbox"/> Attend a policy development meeting in your agency. • <input type="checkbox"/> Research and track legislative initiatives that will impact the agency then create a fact sheet regarding the legislation to share with supervisor and staff. • <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>
<p><u>Identify applicable mental health laws and their influence on treatment provisions.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Provide a presentation to the agency staff on a relevant policy that you have studied. 	<input type="text"/>	<input type="text"/>


<ul style="list-style-type: none"> • <input type="checkbox"/> Attend a community or political hearing to learn how the agency’s work might fit into the larger context. • <input type="checkbox"/> Research and track legislative initiatives that will impact the agency then create a fact sheet regarding the legislation to share with supervisor and staff. • <input type="checkbox"/> Learn about and, if possible, participate in the grant writing process in the agency. • <input type="checkbox"/> Attend advocacy day (examples include NASW state advocacy days, Washington, D.C. Fly-In, etc.). • <input type="checkbox"/> Other:  		
<p><u>Demonstrate a working knowledge of local, state, and federal policies, programs, resources, and services available to this group.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Discuss how social welfare programs (Social Security, Medicaid etc.) affect client systems at the agency. • <input type="checkbox"/> Learn how the states managed care systems and national affordable health care act will affect the agency and clients. • <input type="checkbox"/> Provide a presentation to the agency staff on a relevant policy that you have studied. • <input type="checkbox"/> Attend a community or political hearing to learn how the agency’s work might fit into the larger context. • <input type="checkbox"/> Find out how the agency’s mission and services are delivered in a different community and discuss the comparison. 	<input type="text"/>	<input type="text"/>


<ul style="list-style-type: none"> • <input type="checkbox"/> Visit institutions where the agency's clients might also receive services or be referred, such as clinics, schools, courts, community action centers, recreation programs. Discuss observations. • <input type="checkbox"/> Learn how people apply for relevant services, such as food assistance, disability benefits, housing assistance, job programs, etc. • <input type="checkbox"/> Develop a list of contacts gained from collateral contacts and community involvements. • <input type="checkbox"/> Attend a policy development meeting in your agency. • <input type="checkbox"/> Research and track legislative initiatives that will impact the agency then create a fact sheet regarding the legislation to share with supervisor and staff. • <input type="checkbox"/> Research a legislative issue and interview advocates both for and against the issue in order to learn more about the topic. Present information to agency. • <input type="checkbox"/> Learn about and, if possible, participate in the grant writing process in the agency. • <input type="checkbox"/> Other:  		
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SAVE WORK

2.1.6a Engage with Individuals, Families, Groups, Organizations, and Communities	Midterm	Final
Average Score:	<input type="text"/>	<input type="text"/>
<u>Use evidence-based practice models and evidence-based intervention methods for engagement with older adults and persons</u>	<input type="text"/>	<input type="text"/>

<p><u>experiencing mental health problems from diverse backgrounds</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Be assigned more clients and conduct comprehensive assessments, develop treatment plans, establish rapport, and work towards discharge planning. • <input type="checkbox"/> Write a comprehensive assessment summary that stresses social/environmental factors of the client situation. • <input type="checkbox"/> Conduct an individual interview and then a family interview and discuss with field instructor. • <input type="checkbox"/> Have field instructor observe an assessment interview and critique. • <input type="checkbox"/> Get feedback about whether or not assessments have the correct balance of strengths and problems. • <input type="checkbox"/> Observe assessment procedures: compare and contrast the process and results. • <input type="checkbox"/> Use DSM criteria to support a diagnostic impression of a client's condition. • <input type="checkbox"/> Other:  		
<p><u>Demonstrate familiarity with the Life Course Perspective when identifying effective social work engagement strategies.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Use DSM criteria to support a diagnostic impression of a client's condition. • <input type="checkbox"/> Identify high risk clients served by the agency and present possible prevention services. 	<input type="text"/>	<input type="text"/>


<ul style="list-style-type: none"> • <input type="checkbox"/> Conduct group session and discuss with supervisor. • <input type="checkbox"/> Discuss in supervision how presenting problems are related to underlying issues. • <input type="checkbox"/> Write a comprehensive assessment summary that stresses social/environmental factors and life course perspective of the client situation. • <input type="checkbox"/> Conduct an individual interview and then a family interview and discuss with field instructor. • <input type="checkbox"/> Have field instructor observe an assessment interview and critique • <input type="checkbox"/> Get feedback about whether or not assessments have the correct balance of strengths and problems. • <input type="checkbox"/> Observe assessment procedures: compare and contrast the process and results. • <input type="checkbox"/> Rate yourself and have your field instructor observe and rate you on the following interview techniques: listening, observing, questioning, probing, uncovering, drawing out, commenting, clarifying, educating, suggesting, guiding, reassuring, reframing, paraphrasing, confronting, summarizing, using silence, and self-disclosing. • <input type="checkbox"/> Other:  		
<p><u>Demonstrate an understanding of how social work practice activities may be affected by an adult’s race, gender, ethnicity, sexual orientation, or membership in other special population groups, and demonstrate sensitivity to these factors in working with this group.</u> <input type="checkbox"/></p>	<input type="text"/>	<input type="text"/>


<ul style="list-style-type: none"> • <input type="checkbox"/> Identify different cultural frameworks used by colleagues in a discussion of their best practices in regard to cultural competency. • <input type="checkbox"/> Talk to clients about their own culture; when relevant, talk with clients about your own cultural influences. • <input type="checkbox"/> Expand the use of assessment and intervention to include understanding of culturally specific norms, customs, and values. • <input type="checkbox"/> Develop a list of questions for clients at your agency about their digital communication preferences, such as email, texting, and video calls, which can be used on a referral questionnaire form or during the first session with a client. ?? • <input type="checkbox"/> Other:  		
<p><u>Demonstrate an ability to include a variety of systems such as the family, the community, and advocacy groups when developing treatment plans.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Have field instructor observe a session to see that nonverbal and verbal messages are congruent. • <input type="checkbox"/> Review client session with field instructor and discuss use of empathetic listening and response with client. • <input type="checkbox"/> Represent the agency at a community event. • <input type="checkbox"/> Learn the agency's eligibility criteria and the appropriate referral resources. 	<input type="text"/>	<input type="text"/>


<ul style="list-style-type: none"> • <input type="checkbox"/> Explain to client systems the relevant aspects of your internship (time limits, working under supervision, etc.). • <input type="checkbox"/> Attend multidisciplinary team meetings. • <input type="checkbox"/> Create opportunity for interdisciplinary activity (must include students from other professions: e.g. nursing, education, psychology). • <input type="checkbox"/> Identify agencies that are community partners and develop a resource directory. • <input type="checkbox"/> Observe several different social workers in their initial encounters with clients and discuss how engagement is achieved. • <input type="checkbox"/> Practice using interviewing skills and discuss in supervision. • <input type="checkbox"/> Make notes of miscommunications and misunderstandings that occur and analyze in supervision. • <input type="checkbox"/> Create an informal forum for client systems to discuss relevant concerns. • <input type="checkbox"/> Other:  		
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SAVE WORK


2.1.7a Assess Individuals, Families, Groups, Organizations, and Communities	Midterm	Final
Average Score:	<input type="text"/>	<input type="text"/>
<u>Understand the role of inter-professional collaboration in the assessment process. Social workers are able to incorporate knowledge of relevant practice theories for work with older adults and their families and persons experiencing mental health problems.</u> <input type="text"/>	<input type="text"/>	<input type="text"/>


<ul style="list-style-type: none"> • <input type="checkbox"/> Proactively participate in treatment team meetings and staff meetings updating the team on a client and/or agency progress. • <input type="checkbox"/> Participate in treatment team meetings in order to observe the development of a case plan. • <input type="checkbox"/> Create opportunity for interdisciplinary activity (must include students from other profession: e.g. nursing, education, psychology). • <input type="checkbox"/> Read blog post Technology Ecomaps by Ellen Belluomini and then create your own technology ecomap. • <input type="checkbox"/> Other:  		
<p><u>Use evidenced based practice models in order to assess older adults and their families and persons experiencing mental health problems.</u></p> <p><input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Use DSM criteria to support a diagnostic impression of a client's condition. • <input type="checkbox"/> Identify high risk clients served by the agency and present possible prevention services. • <input type="checkbox"/> Conduct group session and discuss with supervisor. • <input type="checkbox"/> Discuss in supervision how presenting problems are related to underlying issues. • <input type="checkbox"/> Write a comprehensive assessment summary that stresses social/environmental factors of the client situation. 	<input type="text"/>	<input type="text"/>


<ul style="list-style-type: none"> • <input type="checkbox"/> Conduct an individual interview and then a family interview and discuss with field instructor. • <input type="checkbox"/> Have field instructor observe an assessment interview and critique. • <input type="checkbox"/> Get feedback about whether or not assessments have the correct balance of strengths and problems. • <input type="checkbox"/> Observe assessment procedures: compare and contrast the process and results. • <input type="checkbox"/> Rate yourself and have your field instructor observe and rate you on the following interview techniques: listening, observing, questioning, probing, uncovering, drawing out, commenting, clarifying, educating, suggesting, guiding, reassuring, reframing, paraphrasing, confronting, summarizing, using silence, and self-disclosing. • <input type="checkbox"/> Other:  		
<p><u>Understand appropriate theoretical foundations for assessment</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Write a comprehensive assessment summary that stresses social/environmental factors of the client situation. • <input type="checkbox"/> Conduct an individual interview and then a family interview and discuss with field instructor. • <input type="checkbox"/> Have field instructor observe an assessment interview and critique. • <input type="checkbox"/> Get feedback about whether or not assessments have the correct balance of strengths and problems. 	<input type="text"/>	<input type="text"/>



<ul style="list-style-type: none"> • <input type="checkbox"/> Observe assessment procedures: compare and contrast the process and results. • <input type="checkbox"/> Review existing treatment plans/assessments and discuss how theories are incorporated. • <input type="checkbox"/> Discuss with field instructor how particular conceptual frameworks, theories, models, or perspectives are applied within the agency. • <input type="checkbox"/> Other:  		
<p><u>Demonstrate knowledge of pharmacological and psychopharmacological issues.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Use DSM criteria to support a diagnostic impression of a client's condition. • <input type="checkbox"/> Identify high risk clients served by the agency and present possible prevention services. • <input type="checkbox"/> Discuss in supervision how presenting problems are related to underlying issues. • <input type="checkbox"/> Write a comprehensive assessment summary that stresses social/environmental factors of the client situation. • <input type="checkbox"/> Conduct an individual interview and then a family interview and discuss with field instructor. • <input type="checkbox"/> Have field instructor observe an assessment interview and critique. • <input type="checkbox"/> Get feedback about whether or not assessments have the correct balance of strengths and problems. 	<input type="text"/>	<input type="text"/>



<ul style="list-style-type: none"> • <input type="checkbox"/> Observe assessment procedures: compare and contrast the process and results. • <input type="checkbox"/> Other:  		
<p><u>Identify the critical components of peoples' social network relations and show how those relations may affect the social functioning, the quality of life, and the physical and emotional well-being of those individuals.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Drive around the community from which most of your agency's clients reside. • <input type="checkbox"/> Drawing on your knowledge of macro social work practice and through an observation of the community, make an informal assessment of the community's needs and problems. • <input type="checkbox"/> Complete an ecomap on client system. • <input type="checkbox"/> Complete a genogram on client system. • <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>
<p><u>Demonstrate the ability to critically analyze mental disorders, as identified in the Diagnostic and Statistical Manual of Mental Disorders, 5th ed.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Use DSM criteria to support a diagnostic impression of a client's condition. • <input type="checkbox"/> Identify high risk clients served by the agency and present possible prevention services. • <input type="checkbox"/> Conduct group session and discuss with supervisor. 	<input type="text"/>	<input type="text"/>



<ul style="list-style-type: none"> • <input type="checkbox"/> Discuss in supervision how presenting problems are related to underlying issues. • <input type="checkbox"/> Write a comprehensive assessment summary that stresses social/environmental factors of the client situation. • <input type="checkbox"/> Conduct an individual interview and then a family interview and discuss with field instructor. • <input type="checkbox"/> Have field instructor observe an assessment interview and critique. • <input type="checkbox"/> Observe assessment procedures: compare and contrast the process and results. • <input type="checkbox"/> Other:  		
<p><u>Prepare treatment plans appropriate for specific mental health problems.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Use DSM criteria to support a diagnostic impression of a client's condition. • <input type="checkbox"/> Identify high risk clients served by the agency and present possible prevention services. • <input type="checkbox"/> Conduct group session and discuss with supervisor. • <input type="checkbox"/> Discuss in supervision how presenting problems are related to underlying issues. • <input type="checkbox"/> Write a comprehensive assessment summary that stresses social/environmental factors of the client situation. 	<input type="text"/>	<input type="text"/>



<ul style="list-style-type: none"> • <input type="checkbox"/> Conduct an individual interview and then a family interview and discuss with field instructor. • <input type="checkbox"/> Have field instructor observe an assessment interview and critique. • <input type="checkbox"/> Get feedback about whether or not assessments have the correct balance of strengths and problems. • <input type="checkbox"/> Observe assessment procedures: compare and contrast the process and results. • <input type="checkbox"/> Other:  		
<input type="button" value="SAVE WORK"/>		
2.1.8a Intervene with Individuals, Families, Groups, Organizations, and Communities	Midterm	Final
Average Score:	<input type="text"/>	<input type="text"/>
<p><u>Use evidence based practice models order to apply interventions to older adults and their families and persons experiencing mental health problems who are from diverse backgrounds.</u> <input type="text"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Be assigned more clients and conduct comprehensive assessments, develop a treatment plan, establish rapport, and work towards discharge planning. • <input type="checkbox"/> Achieve a sense of mastery with at least one method of intervention. • <input type="checkbox"/> Role play a client situation with supervisor and then exchange roles. • <input type="checkbox"/> Be the lead social worker on a case/family and deliver services from beginning to end. 	<input type="text"/>	<input type="text"/>

<ul style="list-style-type: none"> • <input type="checkbox"/> Co-lead and lead a group. • <input type="checkbox"/> Read and apply treatment manuals that the agency has available. • <input type="checkbox"/> Observe a social worker handle a crisis situation, such as facilitating a hospitalization or reporting child abuse; reflect in supervision. • <input type="checkbox"/> Participate in the development and planning of an agency community event/fundraiser. • <input type="checkbox"/> Develop a culturally sensitive intervention that utilizes a client's support network (religious leaders, elders, healers etc.). • <input type="checkbox"/> View webinars or online training related to specific intervention techniques. • <input type="checkbox"/> Discuss with field instructor how particular conceptual frameworks, theories, models, or perspectives are applied within the agency. • <input type="checkbox"/> Other:  		
<p><u>Identify and address emergency and crisis situations.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Be assigned more clients and conduct comprehensive assessments, develop a treatment plan, establish rapport, and work towards discharge planning. • <input type="checkbox"/> Observe a social worker handle a crisis situation, such as facilitating a hospitalization or reporting child abuse; reflect in supervision • <input type="checkbox"/> View webinars or online training related to specific intervention techniques. 	<input type="text"/>	<input type="text"/>


<ul style="list-style-type: none"> <input type="checkbox"/> Discuss agency policies and procedures regarding emergency and crisis situations. <input type="checkbox"/> Other:  		
<p><u>Demonstrate advanced knowledge of development theories and practices.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> <input type="checkbox"/> Be assigned more clients and conduct comprehensive assessments, develop a treatment plan, establish rapport, and work towards discharge planning. <input type="checkbox"/> Achieve a sense of mastery with at least one method of intervention. <input type="checkbox"/> Write a proposal that outlines a private Facebook group for a client population at your agency that incorporates best practices. <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>
<p><u>Understand the influence of historical context, policies and diversity on intervention. Recognize the role of the social worker in the multi-disciplinary context.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> <input type="checkbox"/> Be assigned more clients and conduct comprehensive assessments, develop a treatment plan, establish rapport, and work towards discharge planning <input type="checkbox"/> Discuss with field instructor how particular conceptual frameworks, theories, models, or perspectives are applied within the agency <input type="checkbox"/> Develop a culturally sensitive intervention that utilizes a client's support network (religious leaders, elders, healers etc.). 	<input type="text"/>	<input type="text"/>

<ul style="list-style-type: none"> • <input type="checkbox"/> Present to agency staff how a relevant policy impacts services received by clients. • <input type="checkbox"/> Other:  		
<p><u>Use knowledge of evidence-based practice models and evidence-based intervention methods to design specific intervention approaches for older clients and their families.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Be assigned more clients and conduct comprehensive assessments, develop a treatment plan, establish rapport, and work towards discharge planning. • <input type="checkbox"/> Get feedback on whether or not treatment plan addresses the concerns, sets realistic goals, and balances strengths and weaknesses. • <input type="checkbox"/> Using knowledge gained from classroom experience, research articles, and/or agency literature, create an intervention for a common concern of older clients and their families. • <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>
<p><u>Use evidence-based practice models in order to identify and apply interventions to assist in the treatment of persons with mental health problems.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Be assigned more clients and conduct comprehensive assessments, develop a treatment plan, establish rapport, and work towards discharge planning. • <input type="checkbox"/> Prepare a practice treatment plan based on the diagnostic impression formed based on DSM criteria. 	<input type="text"/>	<input type="text"/>

<ul style="list-style-type: none"> • <input type="checkbox"/> Get feedback on whether or not treatment plan addresses the concerns, sets realistic goals, and balances strengths and weaknesses. • <input type="checkbox"/> Other:  		
<p><u>Work with at-risk populations of adults who have special needs such as: low income elders, medically and physically frail elders, elders who are members of racial or ethnic minority groups, rural dwelling elders, gay and lesbian elders, homeless elders, elders with dementia or serious mental illness, elders with developmental disabilities, elders who are caregivers, and elders who have been abused or maltreated.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Be assigned more clients and conduct comprehensive assessments, develop a treatment plan, establish rapport, and work towards discharge planning. • <input type="checkbox"/> Participate in a support group for adults who have special needs. • <input type="checkbox"/> Create a list of related agencies and resources for at risk adult populations and share with clients and their families. • <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>
<p><u>Demonstrate advanced knowledge of and interventions related to end-of-life issues related to death, dying, and bereavement.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Be assigned more clients and conduct comprehensive assessments, develop a treatment plan, establish rapport, and work towards discharge planning. 	<input type="text"/>	<input type="text"/>


<ul style="list-style-type: none"> <input type="checkbox"/> Role play and end-of-life-discussion with supervisor. <input type="checkbox"/> Participate in a bereavement group. <input type="checkbox"/> Other:  		
<input type="button" value="SAVE WORK"/>		
2.1.9a Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Midterm	Final
Average Score:	<input type="text"/>	<input type="text"/>
<p><u>Demonstrate the ability to identify, define, and measure appropriate client goals and program objectives and outcome and process indicators.</u> <input type="text"/></p> <ul style="list-style-type: none"> <input type="checkbox"/> Set concrete measureable goals with clients. <input type="checkbox"/> Check in with each client during each session to determine if progress toward goals is being made and/or if goals need to be revised. <input type="checkbox"/> Contact an outside agency or person when appropriate to determine if progress is being noticed in other settings. <input type="checkbox"/> Attempt to make contact with clients who fail to attend appointments and determine why this is the case. <input type="checkbox"/> Submit client goals to field instructor for refining the measurability/achievability of the goals. <input type="checkbox"/> Review and discuss with supervisor the case file system for a client served by the agency. <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>

Understand how research concepts are used in program evaluation.

- Participate in or observe a program evaluation.
- Set concrete measureable goals with clients.
- Check in with each client during each session to determine if progress toward goals is being made and/or if goals need to be revised.
- Contact an outside agency or person when appropriate to determine if progress is being noticed in other settings.
- Attempt to make contact with clients who fail to attend appointments and determine why this is the case.
- Submit client goals to field instructor for refining the measurability/achievability of the goals.
- Review and discuss with supervisor the case file system for a client served by the agency.
- Other: 

Effectively use conclusions about how program effectiveness is drawn from evaluation data.

- Develop or use an existing tool to measure client satisfaction with services.
- Ask for feedback from clients at the end of sessions.
- Learn the tools the agency uses to measure quality assurance.



<ul style="list-style-type: none"> • <input type="checkbox"/> Use an online survey instrument to create a client satisfaction survey about your practicum agency's use of social media. • <input type="checkbox"/> Participate in or observe a program evaluation. • <input type="checkbox"/> Other:  		
<p><u>Demonstrate the use of critical and reflective thinking skills in engaging in the processes of assessment, problem identification, intervention planning and implementation, and practice evaluation.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Review a case and identify the phases of treatment in the social work process • <input type="checkbox"/> Set concrete measurable goals with clients. • <input type="checkbox"/> Check in with each client during each session to determine if progress toward goals is being made and/or if goals need to be revised. • <input type="checkbox"/> Contact an outside agency or person when appropriate to determine if progress is being noticed in other settings. • <input type="checkbox"/> Attempt to make contact with clients who fail to attend appointments and determine why this is the case. • <input type="checkbox"/> Submit client goals to field instructor for refining the measurability/achievability of the goals. 	<input type="text"/>	<input type="text"/>

SAVE WORK

Personal/ Professional Growth is an important part of the field experience. This section allows students to identify specific personal/professional growth needs.

Please identify at least two areas of personal/professional growth you would like to strengthen during your field experience. This section may also include agency specific requirements.

4 - Excellent 3 - Above Average 2 - Average 1- Below Average 0 - Unsatisfactory 9 - Student has not yet had the opportunity to exhibit this practice behavior

<i>Personal/ Professional Growth Competency:</i>		Evaluation	
Practice Behaviors:	Activities:	Midterm	Final
		<input type="text"/>	<input type="text"/>

Learning Plan Complete

OVERALL Task Supervisor Comments



OVERALL Field Instructor Comments



OVERALL Student Comments



OVERALL Liaison Comments



Signature for Learning Contract:

Student:

Field Instructor:

Liaison:

Signature for Midterm

Student:

Field Instructor:

Liaison:

Signature for Final

Student:

Field Instructor:

Signature certifies that student has completed the necessary hours for field

Liaison:

Task Supervisor:

Student's Grade (to be selected by the field instructor and verified by the liaison)

Note: You must click on the SAVE button to save any information entered or changed on this page before closing or printing the page, or your information will be lost.

The University of Alabama School of Social Work
SW 596 Children, Adolescents, and Their Families PAA
Learning Contract and Evaluation Form

Student's

Name:

Agency:

Field Instructor: Phone:
 Email:

Liaison:

CWID:

Instructions:

The Learning Contract is generated through a collaborative effort by the student and the field instructor, and it is managed through the IPT database. The learning contract is approved by the student, field instructor and faculty liaison by submitting an electronic signature. This approval/electronic signature occur at the initial approval of the learning contract, midterm and final.

Students: Review the following table of terms and definitions to gain a better understanding of what they mean in relation to developing your learning contract and how you are evaluated for this class. Become oriented with your field placement. Review the agency's mission, goals, programs, populations served, etc. Meet with your field instructor to discuss the range of activities available to you. Summarize the scope of these learning activities in a written paragraph directly related to the advanced competencies and competency supported activities of your concentration.

FIELD INSTRUCTORS: EVALUATE STUDENTS USING THE FAR RIGHT COLUMNS BY USING THE NUMERICAL SYSTEM BELOW. PROVIDE ANY ADDITIONAL FEEDBACK IN THE "OTHER" TEXT BOX LOCATED IN THE ACTIVITIES SECTION OF EACH COMPETENCY OR AT THE END OF THE FORM IN OVERALL COMMENTS.

Rate each student on the degree to which she/he has exhibited beginning competence in performing each of the competency supported activities. Please use the following

scale. Note, “9” is not an allowable rating for the final evaluation. *Also note that some of the competency supported activities are complex; for example, the student is expected to meet exhibit the behavior with several groups or in several settings. To achieve a high rating, the student should have exhibited the behavior in all the ways listed. ****Note that MSW students in their “concentration year placement” are expected to exhibit these behaviors at a higher level of competency than are BSW students or first year MSW students. *****

4 Excellent *Student consistently exceeds expectations regarding required performance*

3 Above Average . *Student frequently exceeds expectations regarding required performance*

2 Average. *Student consistently meets the requirements*

1 Below Average. *Student occasionally fails to meet requirements; **must improve***

0 Unsatisfactory. *Student frequently fails to meet requirements; **must improve***

9 *Student has not yet had an opportunity to exhibit this practice behavior*


NOTE: *Whenever there is a rating of 1 at midterm, the student, field instructor, and field liaison should modify the learning contract to promote student improvement; whenever there is a 9 at midterm, plans should be made to ensure there will be an opportunity for the student to exhibit the behavior before the conclusion of the field placement. **There must be no 9s at the final.** A student who has even a single 1 at final does not pass this field class.*


Below you will find several sample activities are listed for each competency. It is not necessary to complete all activities listed. Please check only the activities that apply and add other activities as needed.


4-Excellent 3-Above Average 2-Average 1-Below Average 0-Unsatisfactory 9-Student has not yet had the opportunity to exhibit this practice behavior


2.1.1a Demonstrate Ethical and Professional Behavior	Midterm	Final
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Average Score:	<input type="text"/>	<input type="text"/>
<p><u>Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, and models for ethical decision-making with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.</u> <input type="text"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Attend staff meetings as scheduled; increase participation. • <input type="checkbox"/> Before each supervision session, prepare a written agenda. • <input type="checkbox"/> Take suggestions and feedback from field instructor, modify behavior accordingly, and make field instructor aware of changes. • <input type="checkbox"/> Accompany another staff member on a home visit or other client-related outing, then reflect on boundary issues. • <input type="checkbox"/> Participate in group supervision along with other interns and field instructor. • <input type="checkbox"/> Develop and follow a self-care plan related to internship stress. • <input type="checkbox"/> Talk to field instructor about self-disclosure and how much or how little personal information should be revealed. • <input type="checkbox"/> Find out agency's policy on self-disclosure. • <input type="checkbox"/> Be punctual and prepared in keeping appointments with clients, colleagues, staff, and community contacts. 	<input type="text"/>	<input type="text"/>


<ul style="list-style-type: none"> • <input type="checkbox"/> Keep field instructor informed about school-related events and deadlines; go over the field manual with field instructor and make a plan about schedule, time off, sick days, etc. • <input type="checkbox"/> Maintain documentation of issues discussed in supervision, as well as assignments, advice, and work deadlines. • <input type="checkbox"/> Read an article about ethical issues related to professional boundaries; share insights with field instructor. • <input type="checkbox"/> Learn the agency’s policy about client confidentiality and protecting client information. • <input type="checkbox"/> Learn how ethical dilemmas are addressed and documented at the agency. • <input type="checkbox"/> In supervision, practice articulating thoughts and opinions using the professional language of the agency. • <input type="checkbox"/> Receive feedback on written and oral work and make necessary modifications. • <input type="checkbox"/> Review social media policy. If agency does not have a social media policy discuss social media use in supervision. • <input type="checkbox"/> Other:  		
<p><u>Understand models of ethical social work practice with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Seek out consultation from co-workers and field instructor on a regular basis. 	<input type="text"/>	<input type="text"/>


<ul style="list-style-type: none"> • <input type="checkbox"/> Attend case conferences and trainings that are appropriate for professional development. • <input type="checkbox"/> Become more familiar with HIPAA laws/regulations and how they impact the agency. • <input type="checkbox"/> Learn the agency's policy about client confidentiality and protecting client information. • <input type="checkbox"/> Learn how ethical dilemmas are addressed and documented at the agency. • <input type="checkbox"/> Attend ethics training. • <input type="checkbox"/> Read agency manuals, brochures, website, annual report, etc. about agency and discuss with supervisor. • <input type="checkbox"/> Read agency reports as well as case reports and progress notes from other professionals and discuss in supervision. • <input type="checkbox"/> Learn the agency's policy on documentation of sensitive information, such as health conditions, legal histories, and substance abuse. • <input type="checkbox"/> Learn the agency's policy and procedures for reporting abuse. • <input type="checkbox"/> Learn the agency's rules regarding protecting client information, such as chart storage, computer safety, e-mails, faxes, cell phones, letters, lobby, and front desk policies. • <input type="checkbox"/> Conduct an in-service for staff about an ethical decision making framework for child welfare or mental health. • <input type="checkbox"/> Other:  		
<p><u>Promote children, adolescent and family self-sufficiency and self-determination.</u> <input type="checkbox"/></p>	<input type="text"/>	<input type="text"/>

<ul style="list-style-type: none"> • <input type="checkbox"/> Seek out consultation from co-workers and field instructor on a regular basis. • <input type="checkbox"/> Read an article related to understanding self-sufficiency and self-determination with clients and discuss in supervision. • <input type="checkbox"/> Attend treatment meetings and actively participate on behalf of client system's ability to be self-sufficient. • <input type="checkbox"/> Other:  		
<p><u>Demonstrate professional demeanor in behavior and appearance as well as oral, written and electronic communications.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Attend staff meetings as scheduled; increase participation. • <input type="checkbox"/> Before each supervision session, prepare a written agenda. • <input type="checkbox"/> Take suggestions and feedback from field instructor, modify behavior accordingly, and make field instructor aware of changes. • <input type="checkbox"/> Accompany another staff member on a home visit or other client-related outing, then reflect on boundary issues. • <input type="checkbox"/> Participate in group supervision along with other interns and field instructor. • <input type="checkbox"/> Develop and follow a self-care plan related to internship stress. • <input type="checkbox"/> Talk to field instructor about self-disclosure and how much or how little personal information should be revealed. 	<input type="text"/>	<input type="text"/>

<ul style="list-style-type: none"> • <input type="checkbox"/> Find out agency’s policy on self-disclosure. • <input type="checkbox"/> Be punctual and prepared in keeping appointments with clients, colleagues, staff, and community contacts. • <input type="checkbox"/> Keep field instructor informed about school-related events and deadlines; go over the field manual with field instructor and make a plan about schedule, time off, sick days, etc. • <input type="checkbox"/> Maintain documentation of issues discussed in supervision, as well as assignments, advice, and work deadlines. • <input type="checkbox"/> Read an article about ethical issues related to professional boundaries; share insights with field instructor. • <input type="checkbox"/> Learn the agency’s policy about client confidentiality and protecting client information. • <input type="checkbox"/> Learn how ethical dilemmas are addressed and documented at the agency. • <input type="checkbox"/> In supervision, practice articulating thoughts and opinions using the professional language of the agency. • <input type="checkbox"/> Receive feedback on written and oral work and make necessary modifications. • <input type="checkbox"/> Review social media policy. If agency does not have a social media policy discuss social media use in supervision. • <input type="checkbox"/> Other:  		
<p><u>Use reflection and self-regulation to manage personal values and maintain professionalism in specialized practice with children, adolescents, and families who are impacted</u></p>	<input type="text"/>	<input type="text"/>

<p><u>by mental health problems or are involved in the child welfare system.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Use at least one supervision hour to discuss personal values, biases, and life experience. • <input type="checkbox"/> Have supervisor probe for counter-transference reactions from client experiences. • <input type="checkbox"/> Shadow a social worker or other member of the team to a visit/session and discuss insight with supervisor. • <input type="checkbox"/> Other:  		
<p><u>Use technology ethically and appropriately to facilitate practice outcomes.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Review social media policy. If agency does not have a social media policy discuss social media use in supervision. • <input type="checkbox"/> Be familiar with ethical standards that address dilemmas related to the use of digital and social technology in social work (e.g. ASWB Model Regulatory Standards for Technology, NASW/ASWB Standards for Technology in Social Work Practice, NASW Code of ethics. Discuss an ethical dilemma in field related to technology. • <input type="checkbox"/> Write a personal digital and social technology policy that reflects your professional use of social and digital technologies in social work practice that could be shared with a client to let them know how to contact you and your policies about the use of technology with clients. 	<input type="text"/>	<input type="text"/>


<ul style="list-style-type: none"> • <input type="checkbox"/> Search for information about yourself on the internet including websites, social media accounts and other online resources, and review the content, including words and images, for quantity, quality and accuracy. Discuss what you find with your field instructor and how this impacts your professional digital presence. • <input type="checkbox"/> Other:  		
<p><u>Use supervision and consultation to guide professional judgment and behavior.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Before each supervision session, prepare a written agenda. • <input type="checkbox"/> Take suggestions and feedback from field instructor, modify behavior accordingly, and make field instructor aware of changes. • <input type="checkbox"/> Participate in group supervision along with other interns and field instructor. • <input type="checkbox"/> Talk to field instructor about self-disclosure and how much or how little personal information should be revealed. • <input type="checkbox"/> Find out agency's policy on self-disclosure. • <input type="checkbox"/> Be punctual and prepared in keeping appointments with clients, colleagues, staff, and community contacts. • <input type="checkbox"/> Keep field instructor informed about school-related events and deadlines; go over the field manual with field instructor and make a plan about schedule, time off, sick days, etc. 	<input type="text"/>	<input type="text"/>


<ul style="list-style-type: none"> • <input type="checkbox"/> Maintain documentation of issues discussed in supervision, as well as assignments, advice, and work deadlines. • <input type="checkbox"/> In supervision, practice articulating thoughts and opinions using the professional language of the agency. • <input type="checkbox"/> Receive feedback on written and oral work and make necessary modifications. • <input type="checkbox"/> Bring to supervision session a question about an aspect of ongoing work. • <input type="checkbox"/> Review existing treatment plans and determine how theories may be incorporated into them. • <input type="checkbox"/> Use feedback from supervision to evaluate one's own practice. • <input type="checkbox"/> Other:  		
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SAVE WORK

2.1.2a Engage in diversity and difference in practice	Midterm	Final
Average Score:	<input type="text"/>	<input type="text"/>
<p><u>Recognize the importance of diversity and difference in shaping life differences in specialized practice settings with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Discuss in supervision specific biases and assumptions related to the client population. • <input type="checkbox"/> Utilize journaling to self-reflect personal beliefs or values about groups that are different than you and assess 	<input type="text"/>	<input type="text"/>

<p>how that might impact interactions with various clients.</p> <ul style="list-style-type: none">• <input type="checkbox"/> Attend a cultural event in the community and reflect in supervision on the experience.• <input type="checkbox"/> Identify different cultural frameworks used by colleagues in a discussion of their best practices in regard to cultural competency.• <input type="checkbox"/> Learn the agency's policies and practices when working with clients (and family members) who do not speak English, who have a hearing or visual impairment or any other challenging condition.• <input type="checkbox"/> Talk to clients about their own culture; when relevant, talk with clients about your own cultural influences.• <input type="checkbox"/> Discuss with supervisor how the agency promotes, celebrates, or ignores diversity in its written materials physical space, décor, etc.• <input type="checkbox"/> Attend an open community meeting such as an open alcoholics anonymous meeting and journal or reflect about the experience.• <input type="checkbox"/> Shadow other social workers/professionals when they meet with client systems and discuss how differences were handled.• <input type="checkbox"/> Interview staff members to learn the history of the agency context, such as the different racial and ethnic population shifts in the community that the agency serves.• <input type="checkbox"/> In supervision, identify one societal or institutional barrier resulting in different experiences between clients and staff.		
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<ul style="list-style-type: none"> • <input type="checkbox"/> Expand the use of engagement skills to include understanding of culturally specific norms, customs, and values. • <input type="checkbox"/> Search for articles about an issue of diversity that is important to you and re-tweet with a comment. Consider focusing your tweet on how the article supports or does not support the dignity and worth of the person. • <input type="checkbox"/> Read NASW's Standards for Cultural Competence in Social Work Practice. Identify three ways you could use Twitter to develop culturally competent knowledge and skills as a social work student in the future as a social work practitioner. • <input type="checkbox"/> Create a public list of groups or organizations that focus on an area of diversity and difference in practice such as a list of LGBTQ advocacy agencies or bloggers who write about adolescent mental health in American society. • <input type="checkbox"/> Find out who in the agency is responsible for ADA compliance and interview that person about accessibility and accommodation issues. • <input type="checkbox"/> Other:  		
<p><u>Understand the social, psychological, historical, political, and economic factors that influence child, adolescent, and family development.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Interview staff members to learn the history of the agency context, such as the different racial and ethnic population shifts in the community that the agency serves. • <input type="checkbox"/> In supervision, identify one societal or institutional barrier resulting in 	<input type="text"/>	<input type="text"/>


<p>different experiences between clients and staff.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attend a cultural event in the community and reflect in supervision on the experience. <input type="checkbox"/> Other:  		
<p><u>Apply concepts to address oppression and privilege to specialized practice with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> <input type="checkbox"/> Journal or reflect on how the concept of privilege can impact work with clients. <input type="checkbox"/> Discuss in supervision specific biases and assumptions related to the client population and the stigma associated with the population. <input type="checkbox"/> Utilize journaling to self-reflect personal beliefs or values about groups that are different than you and assess how that might impact interactions with various clients. <input type="checkbox"/> Attend an event in the community related to child welfare or mental health and reflect in supervision on the experience. <input type="checkbox"/> Talk to clients about their own culture; when relevant, talk with clients about your own cultural influences. <input type="checkbox"/> Discuss with supervisor how the agency promotes, celebrates, or ignores diversity in its written materials physical space, décor, etc. <input type="checkbox"/> Shadow other social workers/professionals when they meet 	<input type="text"/>	<input type="text"/>

<p>with client systems and discuss how differences were handled.</p> <ul style="list-style-type: none"> • <input type="checkbox"/> In supervision, identify one societal or institutional barrier resulting in different experiences between clients and staff. • <input type="checkbox"/> Search for articles related to the concept of privilege and discuss this concept in supervision. • <input type="checkbox"/> Read NASW's Standards for Cultural Competence in Social Work Practice. Identify three ways you could use Twitter to develop culturally competent knowledge and skills as a social work student in the future as a social work practitioner. • <input type="checkbox"/> Create a public list of groups or organizations that focus on an area of diversity and difference in practice such as a list of LGBTQ youth advocacy agencies or bloggers who write about adolescent mental health in American society. • <input type="checkbox"/> Identify different cultural frameworks used by colleagues in a discussion of their best practices in regard to cultural competency. • <input type="checkbox"/> Expand the use of assessment and intervention to include understanding of culturally specific norms, customs, and values. • <input type="checkbox"/> Other:  		
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SAVE WORK


<i>2.1.3a Advance Human Rights and Social, Economic and Environmental Justice</i>	Midterm	Final
Average Score:	<input type="text"/>	<input type="text"/>

Engage in advocacy designed to seek the best interest and well-being of children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.

- Participate in a community advocacy event.
- Attend a city council meeting and talk with council members about the needs of the community.
- Review a case and identify barriers caused by social injustice and discuss/develop a plan with supervisors on ways to advocate on client's behalf.
- Participate in a live Twitter Chat that addresses a social and/or economic justice issue such as the Mental Health Chat.
- Create a public list of advocacy organizations on Twitter related to social or economic justice issues such as poverty or health care disparities.
- Watch a documentary movie on a social justice issue and send out tweets with hashtags about the movie, focusing on the movie's message and important facts from the movie.
- Find and attend a coalition meeting or task force related to the agency's mission. Share insight with supervisor.
- Other: 


Understand the processes related to the elimination of oppressive structural barriers for children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.


<ul style="list-style-type: none"> • <input type="checkbox"/> Find and review the agency’s mission statement and reflect on how it is related to larger issues of social, political, and economic justice. • <input type="checkbox"/> Assess whether indigent clients receive the same treatment as other clients as it relates to the agency’s mission statement. • <input type="checkbox"/> Identify issues of persistent poverty, discrimination, and oppression that can be seen in relation to clients served by the agency. • <input type="checkbox"/> Discuss and gain understanding on how poverty and transportation issues affect treatment compliance. • <input type="checkbox"/> When suggesting a referral source to a client, make the call along with the client to experience the process; visit the site of the referral agency when possible. • <input type="checkbox"/> Write a letter to the editor regarding an issue that impacts the agency/clients and share with supervisor. • <input type="checkbox"/> Find out what demographic data the agency collects on clients and critique how and why this information is utilized in the agency. • <input type="checkbox"/> Choose a specific client population and describe five ways that social media can be used as an advocacy tool for this population. Give an example of current efforts to use social media for advocacy for this population. • <input type="checkbox"/> Other:  		
<p><u>Recognize the role of children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system in global human efforts.</u> <input type="checkbox"/></p>	<input type="text"/>	<input type="text"/>

<ul style="list-style-type: none"> • <input type="checkbox"/> Participate in a community advocacy event. • <input type="checkbox"/> Attend a city council meeting and talk with council members about the needs of the community. • <input type="checkbox"/> Review a case and identify barriers caused by social injustice and discuss/develop a plan with supervisors on ways to advocate on client's behalf. • <input type="checkbox"/> Participate in a live Twitter Chat that addresses a social and/or economic justice issue such as the Mental Health Chat. • <input type="checkbox"/> Find and attend a coalition meeting or task force related to the agency's mission. • <input type="checkbox"/> Identify issues of persistent poverty, discrimination, and oppression that can be seen in relation to clients served by the agency. • <input type="checkbox"/> Create informal forum for client systems to discuss relevant concerns. • <input type="checkbox"/> Other:  		
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2.1.4a Engage in Practice-informed Research and Research-informed Practice	Midterm	Final
Average Score:	<input type="text"/>	<input type="text"/>
<u>Understand how basic research concepts are used in direct practice.</u> <input type="text"/> <ul style="list-style-type: none"> • <input type="checkbox"/> Research, and discuss in supervision, journal articles on issues that the agency addresses. 	<input type="text"/>	<input type="text"/>

<ul style="list-style-type: none"> • <input type="checkbox"/> Provide field instructor or colleagues with information regarding new practice skills and theoretical frameworks that have been learned in class. • <input type="checkbox"/> Find out what data the agency collects and how it is used. • <input type="checkbox"/> Find out what pre and post assessments the agency might use and determine why these tools were chosen and how the information is used. • <input type="checkbox"/> Read a social work journal (or other academic journal) and bring relevant articles to supervision for discussion. • <input type="checkbox"/> Interview staff members about how the agency has responded to the demand for evidenced-based practice approaches. • <input type="checkbox"/> Discuss possible research projects and opportunities available in the agency. • <input type="checkbox"/> Become familiar with the research literature related to population/field of practice in agency. • <input type="checkbox"/> Select an evidenced-based intervention that is effective for a problem that the client presents. • <input type="checkbox"/> Research the background of assessment tools that are used at the agency and discuss in supervision. • <input type="checkbox"/> Conduct a survey of the agency's workers regarding some issue of interest to you and field instructor. • <input type="checkbox"/> Articulate why a particular intervention model is right for a specific situation. 		
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<ul style="list-style-type: none"> • <input type="checkbox"/> Read assessments at the agency and analyze how they do or do not stress social/environmental factors. • <input type="checkbox"/> Design a survey tool that can be used to get client feedback about services. • <input type="checkbox"/> Other:  		
<p><u>Identify the major evidence-based treatment models for children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.</u></p> <p><input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Interview staff members about their theoretical orientations and approaches. • <input type="checkbox"/> Discuss in supervision how a theoretical approach deepened the understanding of a client situation. • <input type="checkbox"/> Articulate why a particular intervention model is right for a specific situation. • <input type="checkbox"/> Select an evidenced-based intervention that is effective for a problem that the client presents. • <input type="checkbox"/> Interview staff members about how the agency has responded to the demand for evidenced-based practice approaches. • <input type="checkbox"/> Use feedback from supervision to evaluate one's own practice. • <input type="checkbox"/> Research, and discuss in supervision, journal articles on issues that the agency addresses. • <input type="checkbox"/> Conduct a survey of the agency's workers regarding some issue of interest to you and field instructor. • <input type="checkbox"/> Read the following articles: Social Media Policy in Social Work Education: 	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>


<p>A Review and Recommendations by Karpman & Drisko and Social Media Policies at US Medical Schools by Kind et al. Write a one page paper that compares and contrasts the similarities and differences between social media policies for the professions.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read a social work journal (or other academic journal) and bring relevant articles to supervision. <input type="checkbox"/> Other:  		
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SAVE WORK


2.1.5a Engage in Policy Practice	Midterm	Final
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Average Score:	<input type="text"/>	<input type="text"/>
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<p><u>Understand the frameworks for social welfare policy analysis for policies that affect children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> <input type="checkbox"/> Choose one major social policy (housing, education, health care, etc.) and become deeply knowledgeable about it by reading, attending meetings, etc. <input type="checkbox"/> Visit institutions where the agency's clients might also receive services or be referred, such as clinics, schools, courts, community action centers, recreation programs. Discuss observations. <input type="checkbox"/> Learn how people apply for relevant services, such as food assistance, disability benefits, housing assistance, job programs, etc. <input type="checkbox"/> Develop a list of contacts gained from collateral contacts and community involvement. 	<input type="text"/>	<input type="text"/>
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<ul style="list-style-type: none"> • <input type="checkbox"/> Provide a presentation to the agency staff on a relevant policy that you have studied. • <input type="checkbox"/> Participate in lobbying efforts on local, state, or national levels. • <input type="checkbox"/> Research legislative history of an existing or proposed program. • <input type="checkbox"/> Contact legislative or bureaucratic decision makers to explain/advocate for policy. • <input type="checkbox"/> Attend a policy development meeting in your agency. • <input type="checkbox"/> Write a draft letter to a legislator or to an editor detailing your stance on legislation along with supportive information relevant to your stance. Share with your field instructor. • <input type="checkbox"/> Research a legislative issue and interview advocates both for and against the issue in order to learn more about the topic. Present information to agency. • <input type="checkbox"/> Attend professional conferences and workshops including NASW meetings. • <input type="checkbox"/> Attend advocacy day (examples include NASW state advocacy days, Washington, D.C. Fly-In, etc.). • <input type="checkbox"/> Other:  		
<p><u>Use tools of economic and political analyses to assess the feasibility of policies and services for children, adolescents and families who are impacted by mental health problems or are involved in the child welfare system.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Discuss how social welfare programs (Social Security, Medicaid etc.) affect client systems at the agency. 	<input type="text"/>	<input type="text"/>


<ul style="list-style-type: none"> • <input type="checkbox"/> Learn how the states' managed care systems and national affordable health care act will affect the agency and clients. • <input type="checkbox"/> Attend a city council meeting or other community meeting and bring relevant information back to field instructor. • <input type="checkbox"/> Provide a presentation to the agency staff on a relevant policy that you have studied. • <input type="checkbox"/> Participate in lobbying efforts on local, state, or national levels. • <input type="checkbox"/> Research legislative history of an existing or proposed program. • <input type="checkbox"/> Contact legislative or bureaucratic decision makers to explain/advocate for policy. • <input type="checkbox"/> Attend a policy development meeting in your agency. • <input type="checkbox"/> Research and track legislative initiatives that will impact the agency then create a fact sheet regarding the legislation to share with supervisor and staff. • <input type="checkbox"/> Write a draft letter to a legislator or to an editor detailing your stance on legislation along with supportive information relevant to your stance. Share with your field instructor. • <input type="checkbox"/> Research a legislative issue and interview advocates both for and against the issue in order to learn more about the topic. Present information to agency. • <input type="checkbox"/> Other:  		
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<p><u>Recognize how empirical data and social science theories are used in policy development and implementation.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Provide a presentation to the agency staff on a relevant policy that you have studied. • <input type="checkbox"/> Interview a staff person or read an agency report on finances to learn how the agency is funded and discuss in supervision how this impacts services. • <input type="checkbox"/> Research legislative history of an existing or proposed program. • <input type="checkbox"/> Attend a policy development meeting in your agency. • <input type="checkbox"/> Research and track legislative initiatives that will impact the agency then create a fact sheet regarding the legislation to share with supervisor and staff. • <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>
<input type="button" value="SAVE WORK"/>		
<p><i>2.1.6a Engage with Individuals, Families, Groups, Organizations, and Communities</i></p>	<p>Midterm</p>	<p>Final</p>
<p style="text-align: right;">Average Score:</p>	<input type="text"/>	<input type="text"/>
<p><u>Understand how human diversity may influence engagement with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system from diverse backgrounds. Identify different cultural frameworks used by colleagues in a discussion of their best practices in regard to cultural competency.</u> <input type="checkbox"/></p>	<input type="text"/>	<input type="text"/>


<ul style="list-style-type: none"> • <input type="checkbox"/> Talk to clients about their own culture; when relevant, talk with clients about your own cultural influences. • <input type="checkbox"/> Expand the use of assessment and intervention to include understanding of culturally specific norms, customs, and values. • <input type="checkbox"/> Develop a list of questions for clients at your agency about their digital communication preferences, such as email, texting, and video calls, which can be used on a referral questionnaire form or during the first session with a client. • <input type="checkbox"/> Other:  		
<p><u>Use evidence-based practice models and evidence-based intervention methods for engagement with children, adolescents, and families from diverse backgrounds who are impacted by mental health problems or are involved in the child welfare system</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Be assigned more clients and conduct comprehensive assessments, develop treatment plans, establish rapport, and work towards discharge planning. • <input type="checkbox"/> Write a comprehensive assessment summary that stresses social/environmental factors of the client situation. • <input type="checkbox"/> Conduct an individual interview and then a family interview and discuss with field instructor. • <input type="checkbox"/> Have field instructor observe an assessment interview and critique. 	<input type="text"/>	<input type="text"/>


<ul style="list-style-type: none"> • <input type="checkbox"/> Get feedback about whether or not assessments have the correct balance of strengths and problems. • <input type="checkbox"/> Observe assessment procedures: compare and contrast the process and results. • <input type="checkbox"/> Use DSM criteria to support a diagnostic impression of a client's condition. • <input type="checkbox"/> Review client session with field instructor and discuss use of empathetic listening and response with client. • <input type="checkbox"/> Represent the agency at a community event. • <input type="checkbox"/> Learn the agency's eligibility criteria and the appropriate referral resources. • <input type="checkbox"/> Explain to client systems the relevant aspects of your internship (time limits, working under supervision, etc.). • <input type="checkbox"/> Attend multidisciplinary team meetings. • <input type="checkbox"/> Create opportunity for interdisciplinary activity (must include students from other professions: e.g. nursing, education, psychology). • <input type="checkbox"/> Identify agencies that are community partners and develop a resource directory. • <input type="checkbox"/> Observe several different social workers in their initial encounters with clients and discuss how engagement is achieved. • <input type="checkbox"/> Practice using interviewing skills and discuss in supervision. • <input type="checkbox"/> Make notes of miscommunications and misunderstandings that occur and analyze in supervision. 		
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<ul style="list-style-type: none"> • <input type="checkbox"/> Other:  		
<p><u>Demonstrate familiarity with the Life Course Perspective when identifying effective social work engagement strategies for children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Use DSM criteria to support a diagnostic impression of a client's condition. • <input type="checkbox"/> Identify high risk clients served by the agency and present possible prevention services. • <input type="checkbox"/> Conduct group session and discuss with supervisor. • <input type="checkbox"/> Discuss in supervision how presenting problems are related to underlying issues. • <input type="checkbox"/> Write a comprehensive assessment summary that stresses social/environmental factors and life course perspective of the client situation. • <input type="checkbox"/> Conduct an individual interview and then a family interview and discuss with field instructor. • <input type="checkbox"/> Have field instructor observe an assessment interview and critique. • <input type="checkbox"/> Get feedback about whether or not assessments have the correct balance of strengths and problems. • <input type="checkbox"/> Observe assessment procedures: compare and contrast the process and results. • <input type="checkbox"/> Rate yourself and have your field instructor observe and rate you on the following interview techniques: 	<input type="text"/>	<input type="text"/>

<p>listening, observing, questioning, probing, uncovering, drawing out, commenting, clarifying, educating, suggesting, guiding, reassuring, reframing, paraphrasing, confronting, summarizing, using silence, and self-disclosing.</p> <ul style="list-style-type: none"> • <input type="checkbox"/> Other:  		
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<i>2.1.7a Assess Individuals, Families, Groups, Organizations, and Communities</i>	Midterm	Final
Average Score:	<input type="text"/>	<input type="text"/>
<p><u>Use evidenced based practice models in order to assess children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.</u></p> <p><input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Use DSM criteria to support a diagnostic impression of a client's condition. • <input type="checkbox"/> Identify high risk clients served by the agency and present possible prevention services. • <input type="checkbox"/> Conduct group session and discuss with supervisor. • <input type="checkbox"/> Discuss in supervision how presenting problems are related to underlying issues. • <input type="checkbox"/> Write a comprehensive assessment summary that stresses social/environmental factors of the client situation. • <input type="checkbox"/> Conduct an individual interview and then a family interview and discuss with field instructor. 	<p><input type="text"/></p>	<p><input type="text"/></p>

<ul style="list-style-type: none"> • <input type="checkbox"/> Have field instructor observe an assessment interview and critique. • <input type="checkbox"/> Get feedback about whether or not assessments have the correct balance of strengths and problems. • <input type="checkbox"/> Observe assessment procedures: compare and contrast the process and results. • <input type="checkbox"/> Rate yourself and have your field instructor observe and rate you on the following interview techniques: listening, observing, questioning, probing, uncovering, drawing out, commenting, clarifying, educating, suggesting, guiding, reassuring, reframing, paraphrasing, confronting, summarizing, using silence, and self-disclosing. • <input type="checkbox"/> Other:  		
<p><u>Understand appropriate theoretical foundations for assessment with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Write a comprehensive assessment summary that stresses social/environmental factors of the client situation. • <input type="checkbox"/> Conduct an individual interview and then a family interview and discuss with field instructor. • <input type="checkbox"/> Have field instructor observe an assessment interview and critique. • <input type="checkbox"/> Get feedback about whether or not assessments have the correct balance of strengths and problems. 	<input type="text"/>	<input type="text"/>



<ul style="list-style-type: none"> • <input type="checkbox"/> Observe assessment procedures: compare and contrast the process and results. • <input type="checkbox"/> Review existing treatment plans/assessments and discuss how theories are incorporated. • <input type="checkbox"/> Discuss with field instructor how particular conceptual frameworks, theories, models, or perspectives are applied within the agency. • <input type="checkbox"/> Other:  		
<p><u>Demonstrate an ability to include a variety of systems when developing assessment and treatment goals for children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Drive around the community from which most of your agency’s clients reside. • <input type="checkbox"/> Drawing on your knowledge of macro social work practice and through an observation of the community, make an informal assessment of the community’s needs and problems. • <input type="checkbox"/> Complete an ecomap on client system. • <input type="checkbox"/> Complete a genogram on client system. • <input type="checkbox"/> Create opportunity for interdisciplinary activity (must include students from other professions: e.g. nursing, education, psychology). • <input type="checkbox"/> Identify agencies that are community partners and develop a resource directory. 	<input type="text"/>	<input type="text"/>



<ul style="list-style-type: none"> <input type="checkbox"/> Observe several different social workers in their initial encounters with clients and discuss how engagement is achieved. <input type="checkbox"/> Other:  		
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2.1.8a Intervene with Individuals, Families, Groups, Organizations, and Communities	Midterm	Final
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Average Score:	<input type="text"/>	<input type="text"/>
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<p><u>Use evidence based practice models in order to apply interventions with children, adolescents, and families from diverse backgrounds who are impacted by mental health problems or are involved in the child welfare system.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> <input type="checkbox"/> Be assigned more clients and conduct comprehensive assessments, develop a treatment plan, establish rapport, and work towards discharge planning. <input type="checkbox"/> Achieve a sense of mastery with at least one method of intervention. <input type="checkbox"/> Role play a client situation with supervisor and then exchange roles. <input type="checkbox"/> Be the lead social worker on a case/family and deliver services from beginning to end. <input type="checkbox"/> Co-lead and lead a group. <input type="checkbox"/> Read and apply treatment manuals that the agency has available. <input type="checkbox"/> Observe a social worker handle a crisis situation, such as facilitating a hospitalization or reporting child abuse; reflect in supervision. 	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>

<ul style="list-style-type: none"> • <input type="checkbox"/> Participate in the development and planning of an agency community event/fundraiser. • <input type="checkbox"/> Develop a culturally sensitive intervention that utilizes a client's support network (religious leaders, elders, healers etc.). • <input type="checkbox"/> View webinars or online training related to specific intervention techniques. • <input type="checkbox"/> Discuss with field instructor how particular conceptual frameworks, theories, models, or perspectives are applied within the agency. • <input type="checkbox"/> Other:  		
<p><u>Demonstrate advanced knowledge of child, adolescent, and family development theories and practices.</u> <input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Be assigned more clients and conduct comprehensive assessments, develop a treatment plan, establish rapport, and work towards discharge planning. • <input type="checkbox"/> Achieve a sense of mastery with at least one method of intervention. • <input type="checkbox"/> Write a proposal that outlines a private Facebook group for a client population at your agency that incorporates best practices. • <input type="checkbox"/> Other:  	<input type="text"/>	<input type="text"/>
<p><u>Understand the influence of historical context, policies and diversity on intervention planning with children, adolescents, and families who are impacted by mental health problems or are involved in the child welfare system.</u> <input type="checkbox"/></p>	<input type="text"/>	<input type="text"/>

<ul style="list-style-type: none"> • <input type="checkbox"/> Be assigned more clients and conduct comprehensive assessments, develop a treatment plan, establish rapport, and work towards discharge planning . • <input type="checkbox"/> Discuss with field instructor how particular conceptual frameworks, theories, models, or perspectives are applied within the agency. • <input type="checkbox"/> Develop a culturally sensitive intervention that utilizes a client's support network (religious leaders, elders, healers etc.). • <input type="checkbox"/> Present to agency staff how a relevant policy impacts services received by clients. • <input type="checkbox"/> Other:  <p><u>Recognize the role of the social worker in the multi-disciplinary context.</u> <input type="text"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Other:  		
<input type="button" value="SAVE WORK"/>		
<i>2.1.9a Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</i>	Midterm	Final
Average Score:	<input type="text"/>	<input type="text"/>
<p><u>Demonstrate the ability to identify, define, and measure appropriate client goals, program objectives, outcomes, and process indicators.</u> <input type="text"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Set concrete measureable goals with clients. 	<input type="text"/>	<input type="text"/>



<ul style="list-style-type: none"> • <input type="checkbox"/> Check in with each client during each session to determine if progress toward goals is being made and/or if goals need to be revised. • <input type="checkbox"/> Contact an outside agency or person when appropriate to determine if progress is being noticed in other settings. • <input type="checkbox"/> Attempt to make contact with clients who fail to attend appointments and determine why this is the case. • <input type="checkbox"/> Submit client goals to field instructor for refining the measurability/achievability of the goals. • <input type="checkbox"/> Review and discuss with supervisor the case file system for a client served by the agency. • <input type="checkbox"/> Other:  		
<p><u>Understand how research concepts are used in program evaluation.</u> <input type="text"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Participate in or observe a program evaluation. • <input type="checkbox"/> Set concrete measureable goals with clients. • <input type="checkbox"/> Check in with each client during each session to determine if progress toward goals is being made and/or if goals need to be revised. • <input type="checkbox"/> Contact an outside agency or person when appropriate to determine if progress is being noticed in other settings. • <input type="checkbox"/> Attempt to make contact with clients who fail to attend appointments and determine why this is the case. 	<input type="text"/>	<input type="text"/>

<ul style="list-style-type: none"> • <input type="checkbox"/> Submit client goals to field instructor for refining the measurability/achievability of the goals. • <input type="checkbox"/> Review and discuss with supervisor the case file system for a client served by the agency. • <input type="checkbox"/> Other:  		
<p><u>Recognize conclusions about how program effectiveness is drawn from evaluation data.</u></p> <input type="checkbox"/> <ul style="list-style-type: none"> • <input type="checkbox"/> Review a case and identify the phases of treatment in the social work process. • <input type="checkbox"/> Set concrete measureable goals with clients. • <input type="checkbox"/> Check in with each client during each session to determine if progress toward goals is being made and/or if goals need to be revised. • <input type="checkbox"/> Contact an outside agency or person when appropriate to determine if progress is being noticed in other settings. • <input type="checkbox"/> Attempt to make contact with clients who fail to attend appointments and determine why this is the case. • <input type="checkbox"/> Submit client goals to field instructor for refining the measurability/achievability of the goals. 	<input type="text"/>	<input type="text"/>
<input type="button" value="SAVE WORK"/>		

Personal/ Professional Growth is an important part of the field experience. This section allows students to identify specific personal/professional growth needs. Please identify at least two areas of personal/professional growth you would like to strengthen during your field experience. This section may also include agency

specific requirements. . Students requesting a field placement with an emphasis in PAA should develop two competencies that reflect this emphasis.

4 - Excellent 3 - Above Average 2 - Average 1- Below Average 0 - Unsatisfactory 9 - Student has not yet had the opportunity to exhibit this practice behavior

<i>Personal/ Professional Growth Competency:</i>		Evaluation	
Practice Behaviors:	Activities:	Midterm	Final
		<input type="text"/>	<input type="text"/>

Learning Plan Complete

OVERALL Task Supervisor Comments



OVERALL Field Instructor Comments



OVERALL Student Comments



OVERALL Liaison Comments



Signature for Learning Contract:

Student:

Field Instructor:

Liaison:

Signature for Midterm

Student:

Field Instructor:

Liaison:

Signature for Final

Student:

Field Instructor:

Signature certifies that student has completed the necessary hours for field

Liaison:

Task Supervisor:

Student's Grade (to be selected by the field instructor and verified by the liaison)

Note: You must click on the SAVE button to save any information entered or changed on this page before closing or printing the page, or your information will be lost.

Alabama State Board of Examiners Standards of Professional Conduct and Ethics

The **Alabama State Board of Social Work Examiners** is a seven-member board consisting of LBSW, LGSW and LCSW. The members are appointed by the Governor.

The Board is charged by law with regulating the practice of social work in order to protect the health, safety and welfare of the people of Alabama. It does so by enforcing the education and training requirements established by law for licensure in social work, by adopting and enforcing a code of ethics governing licensees, by establishing and enforcing continuing education requirements, and by addressing unlicensed practice.

Alabama Board of Examiners Standards for Professional Conduct and Ethics can be found at: <http://www.abswe.state.al.us/pdfs/850-X-9%20Standards%20of%20Professional%20Conduct%20and%20Ethics.pdf>). Students are responsible for printing from this site to ensure that they have the most current version of the Code.

COUNCIL ON SOCIAL WORK EDUCATION

The BSW and MSW programs are accredited by the Council on Social Work Education and conform to standards set forth by its Educational Policy and Accreditation Standards. A copy of the EPAS is provided to all adjunct faculty, liaisons, and students through the Field Education Office during orientations. It is also printed in the student handbooks, which are provided to students at orientation and are available on our website.

NASW Code of Ethics

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly

The NASW *Code of Ethics* is intended to serve as a guide to the everyday professional conduct of social workers. This *Code* includes four sections. The first Section, "Preamble," summarizes the social work profession's mission and core values. The second section, "Purpose of the NASW *Code of Ethics*," provides an overview of the *Code*'s main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice. The third section, "Ethical Principles," presents broad ethical principles, based on social work's core values that inform social work practice. The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

National Association of Social Workers (NASW) Code of Ethics can be found at:

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English.aspx>. Students are responsible for printing from this site to ensure that they have the most current version of the Code.

School of Social Work Policy Statement on Cultural Diversity

As stated in the National Association of Social Worker's Code of Ethics and consistent with the University of Alabama's Equal Opportunity Policy, we the faculty, staff, and students of the School of Social Work:

1. Advocate the elimination of any form of discrimination on the basis of race, color, gender, sexual orientation, age, religion, national origin, marital status, political belief, mental or physical limitation, or socio-economic status.
2. Are committed to teach, encourage, and promote an appreciation for and understanding of diversity in the School of Social Work, the University of Alabama, our profession, and our community.
3. Affirm the value of soliciting and incorporating diversity into all aspects of our educational experiences, our profession, and our personal lives as one way to enrich our total life experience individually and collectively as members of a world community.



COUNCIL ON SOCIAL WORK EDUCATION

Educational Policy and Accreditation Standards

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

Introduction

Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions as having a level of performance, integrity, and quality that entitles them to the confidence of the educational community and the public they serve. The Commission on Accreditation (COA) of the Council on Social Work Education (CSWE) is recognized by the Council for Higher Education Authority to accredit baccalaureate and master's degree programs in social work education in the United States and its territories. The COA is responsible for formulating, promulgating, and implementing the accreditation standards for baccalaureate and master's degree programs in social work, for ensuring the standards define competent preparation, and for confirming that accredited social work programs meet the standards. To this end, CSWE's COA administers a multistep accreditation process that involve program self-studies and benchmarks, site visits, and COA reviews.

The accreditation review process provides professional judgments on the quality of a social work education program in an institution. These findings are based on applying the Educational Policy and

Accreditation Standards (EPAS) promulgated by the Commission on Educational Policy (COEP) and the COA. The essential purpose of the accreditation process is to provide a professional judgment of the quality of the program offered and to encourage continual improvement. Moreover, systematic examination of compliance with established standards supports public confidence in the quality of professional social work education and in the competence of social work practice.

EPAS Revision Process

The COA and the COEP are responsible for revising the EPAS. The revision takes place in accordance with the CSWE bylaws, which mandate that the policy statement be reviewed by COEP “at periodic intervals not to exceed 7 years.” CSWE’s recognition by the Council for Higher Education Authority also requires that accreditors have a process whereby standards are reviewed periodically by the COA.

The most recent standards review process took more than 5 years and resulted in three drafts issued for public review and comment. The intent of the COA and the COEP was to solicit feedback from as many constituents as possible in as many ways as possible. The COEP and the COA would like to thank the programs, individuals, organizations, and communities of interest that provided feedback on all of the drafts.

The educational policy, which details the new social work competencies for the 2015 EPAS, was developed by COEP and approved by the CSW Board of Directors on March 20, 2015. The accreditation standards were developed and approved by the COA on June 11, 2015. Programs that have reaffirmation reviews in October 2017 or later will use the 2015 EPAS to prepare their self-studies. Programs applying for candidacy in 2016 and beyond would use the 2015 EPAS for their benchmark documents.

For updated information about the 2015 EPAS, please visit www.cswe.org/Accreditation or send an email to accreditation@cswe.org.

July 2015

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education at the baccalaureate, master's, and doctoral levels shapes the profession's future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and master's level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrate curriculum design: (1) program mission and goals, (2) explicit curriculum, (3) implicit curriculum, and (4) assessment. The educational policy and the accreditation standards are conceptually linked to each other. Educational Policy describes each curriculum feature. Accreditation standards are derived from the Educational policy and specify the requirements used to develop and maintain and accredited social work program at the baccalaureate (B) or master's (M) level.

Competency-Based Education

In 2018 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy.

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognition and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning.

Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes.

Using a curriculum design that begins with the outcomes, expressed as the expected competencies, programs develop the substantive content, pedagogical approach, and educational activities that provide learning opportunities for students to demonstrate competencies.

Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows programs are successful in achieving their goals. Assessment information is used to improve the educational program and the methods used to assess student learning outcomes.

Programs assess students' demonstration of competence. The assessment methods used by programs gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used by programs and the data collected may vary by context.

Social Work Competencies

The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent that underlying content and processes that inform the behaviors.

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:

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

Competency 2: Engage Diversity and Difference in Practice

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 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:

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

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

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:

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

Competency 4: Engage In Practice-informed Research and Research-informed Practice

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:

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

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

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation and 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, and implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services; and
- 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:

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

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

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:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- 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 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 to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

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

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 evaluation outcomes. Social workers:

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

Program Mission and Goals

Educational Policy 1.0 – Program Mission and Goals

The mission and goals of each social work program address the profession’s purpose, are grounded in core professional values, and are informed by program context.

Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession’s commitment to respect for all people and the quest for social and economic justice.

Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting and program options. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local, regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research.

Accreditation Standard 1.0 – Program Mission and Goals

- 1.0.1** The program submits its mission statement and explains how it is consistent with the profession’s purpose and values.
- 1.0.2** The program explains how its mission is consistent with the institutional mission and the program’s context across all program options.
- 1.0.3** The program identifies its goals and demonstrates how they are derived from the program’s mission.

Explicit Curriculum

The explicit curriculum constitutes the program’s formal educational structure and includes the courses and field education used for each of its program options. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. Using a competency-based education framework, the explicit curriculum prepares students for professional practice at the baccalaureate and master’s levels. Baccalaureate programs prepare students for generalist practice. Master’s programs prepare students for generalist practice and specialized practice. The explicit curriculum, including field education, may include forms of technology as a component of the curriculum.

Educational Policy 2.0 – Generalist Practice

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

The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.

Accreditation Standard B2.0 – Generalist Practice

B2.0.1 The program explains how its mission and goals are consistent with generalist practice as defined in EP2.0.

B2.0.2 The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.

B2.0.3 The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Accreditation Standard M2.0 – Generalist Practice

M2.0.1 The program explains how its mission and goals are consistent with generalist practice as defined in EP2.0

M2.0.2 The program provides a rationale for its formal curriculum design for generalist practice demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.

M2.0.3 The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy M2.1 – Specialized Practice

Specialized practice builds on generalist practice as described in EP2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge,

values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

The master's program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, and cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization.

Accreditation Standard M2.1 – Specialized Practice

- M2.1.1** The program identifies its area(s) of specialized practice (EP M2.1), and demonstrates how it builds on generalist practice.
- M2.1.2** The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field.
- M2.1.3** The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in area(s) of specialization.
- M2.1.4** For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy 2.2 – Signature Pedagogy: Field Education

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline – to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum – classroom and field – are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

Accreditation Standard 2.2 – Field Education

- 2.2.1** The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.

- B2.2.2** The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.
- M2.2.2** The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.
- M2.2.3** The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.
- 2.2.4** The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.
- 2.2.5** The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.
- 2.2.6** The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.
- 2.2.7** The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.
- 2.2.8** The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.
- B2.2.9** The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2-years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
- M2.2.9** The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2-years post-master's social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

- 2.2.10** The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.
- 2.2.11** The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

Implicit Curriculum

The implicit curriculum refers to the learning environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy and fair distribution of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession and the mission, goals, and context of the program.

Educational Policy 3.0 – Diversity

The program's expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. 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. The learning environment consists of the program's institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

Accreditation Standard 3.0 – Diversity

3.0.1 The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.

3.0.2 The program explains how these efforts provide a supportive and inclusive learning environment.

3.0.3 The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.

Educational Policy 3.1 – Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students' professional development.

To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master's social work programs are presented with an articulated pathway toward specialized practice.

Accreditation Standard 3.1 – Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

B3.1.1 The program identifies the criteria it uses for admission to the social work program.

M3.1.1 The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master's program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering master's social work programs are not to repeat what has been achieved in their baccalaureate programs.

3.1.2 The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

M3.1.3 The program describes the policies and procedures used for awarding advanced standing. The program indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services,¹ or covered under a memorandum of understanding with international social work accreditors.

3.1.4 The program describes its policies and procedures concerning the transfer of credits.

¹ This and all future references to degrees from social work programs accredited by CSWE, include degrees from CSWE-accredited programs or recognized through CSWE's International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

- 3.1.5** The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

Advisement, retention, and termination

- 3.1.6** The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.
- 3.1.7** The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.
- 3.1.8** The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.

Student Participation

- 3.1.9** The program submits its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.
- 3.1.10** The program describes how it provides opportunities and encourages students to organize in their interests.

Educational Policy 3.2 – Faculty

Faculty qualifications including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program's mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service – as well as their interactions with one another, administration, students, and community – the program's faculty models the behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.

Accreditation Standard 3.2 – Faculty

- 3.2.1** The program identifies each full- and part-time social work faculty member and discusses their qualifications, competence, expertise in social work education and practice, and years of service to the program.
- 3.2.2** The program documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2-years of post-master's social work degree practice experience.
- 3.2.3** The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains

how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities.

- B3.2.4** The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred.
- M3.2.4** The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree, preferably in social work.
- 3.2.5** The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.
- 3.2.6** Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.
- 3.2.7** The program demonstrates how its faculty models the behavior and values of the profession in the program's educational environment.

Educational Policy 3.3 – Administrative and Governance Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program's mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.

Accreditation Standard 3.3 – Administrative Structure

- 3.3.1** The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.

- 3.3.2** The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.
- 3.3.3** The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.
- 3.3.4** The program identifies the social work program director. Institutions with accredited baccalaureate and master's programs appoint a separate director for each.
- B3.3.4(a)* The program describes the baccalaureate program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.
- B.3.3.4(b)* The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.
- B.3.3.4(c)* The program describes the procedures for calculating the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.
- M3.3.4(a)* The program describes the master's program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the master's program director have a doctoral degree, preferably in social work.
- M3.3.4(b)* The program provides documentation that the director has a full-time appointment to the social work master's program.
- M3.3.4(c)* The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.
- 3.3.5** The program identifies the field education director.
- 3.3.5(a)* The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.
- B3.3.5(b)* The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2-years of post-baccalaureate or post-master's social work degree practice experience.

- M3.3.5(b)* The program documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2-years of post-master’s social work degree practice experience.
- B.3.3.5(c)* The program describes the procedures for calculating the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, a minimum of 25% assigned time is required at the baccalaureate programs. The program demonstrates this time is sufficient.
- M3.3.5(c)* The program describes the procedures for calculating the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program at least 50% assigned time is required for master’s programs. The program demonstrates this time is sufficient.
- 3.3.6** The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.

Educational Policy 3.4 – Resources

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to carry out the program’s mission and goals and to support learning and professionalization of students and program improvement.

Accreditation Standard 3.4 – Resources

- 3.4.1** The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.
- 3.4.2** The program describes how it uses resources to address challenges and continuously improve the program.
- 3.4.3** The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.
- 3.4.4** The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.
- 3.4.5** The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.
- 3.4.6** The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.

Assessment

Educational Policy 4.0 – Assessment of Student Learning Outcomes

Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice.

Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multi-dimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

Programs assess students' demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used and the data collected may vary by context.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used.

Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.

Accreditation Standard 4.0 – Assessment

4.0.1 The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:

- A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.
- At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.
- An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.

- Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark.
- An explanation of how the program determines the percentage of students achieving the benchmark.
- Copies of all assessment measures used to assess all identified competencies.

4.0.2 The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.

4.0.3 The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2-years) its findings.

4.0.4 The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.

4.0.5 For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.