



# **OAKWOOD UNIVERSITY**

## **SOCIAL WORK DEPARTMENT**



### **FIELD EDUCATION MANUAL**

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## ACKNOWLEDGMENTS

Dear Social Work Colleagues:

This Field Education Manual has been developed to help students move through Field education and gain the knowledge, values and skills sufficient for effective functioning at the entry level of the social work profession. The manual is also designed to provide our faculty and field instructors with the policies of the field education program, and information necessary to assist in the field education process.

Every attempt has been made to answer most of the questions that you may have regarding the field instruction process. However, the manual is not intended to be an exhaustive resource, but rather as a reference for the field education process and expectations.

All social work major students and field instructors are expected to become familiarized with the contents of this manual and their responsibilities as outlined in the manual. Any questions or concerns can be directed to:

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Please note the contents of this manual are subject to change. Changes will be made available to students, faculty and field instructors as they occur.

This manual would not be possible without the support of students, social work department secretary, faculty, field instructors, and schools of social work. Their feedback, ideas, resource materials, and encouragement made this manual possible.

Again, thank you for your contributions to this manual as well as your continued support and commitment to the Oakwood University Social Work Department.

George Ashley, Ph.D.

Director of Field Education

## **THE SOCIAL WORK PROGRAM**

### **INTRODUCTION**

This field manual has been developed to help students move through Field Education and gain knowledge, values and skills sufficient for effective functioning at the entry level of the social work profession. The manual is in no way expected to substitute for direct contact with advisor and/or faculty, but rather to be easily an accessible informational resource to be used as a guide in the field education process.

Every student has his/her own unique needs and concerns, and this manual may not address them all. The social work faculty has worked to compile what is felt to be a guide to aid all field education students in a general way.

Included in this manual are:

1. Requirements and information for: Field Students, Field Instructors and Director of Field Education.
2. Forms to be used by all parties involved.
3. Suggested readings have been included as an easily accessible guide of resources, and should not be conceived of as being complete. They are to be regarded as representative of the available information in the University Library and the Social Work Resource Lab.

The use of self and community resources in the practicum experiences require a blend of professional values, skills, and knowledge sufficient for the preparation of the generalist social worker. This manual is designed to help toward that end.

The manual is designed to be instrumental in helping the student reach his/her learning goals and to provide information to facilitate the agency-based field instruction for this program.

## **OVERVIEW OF THE SOCIAL WORK PROGRAM**

The Oakwood University Social Work Program has evolved into the viable program that it currently is as a result of the hard and dedicated work of a few pioneers who had a vision.

Initially, the Department of Behavioral Sciences encompassed the areas of Social Work, Psychology and Sociology. Our first full time faculty for the area of Social Work was Mrs. Juliette Phillips, who also served as the department's chairperson. In 1974, there were only four social work majors in the Department of Behavioral Sciences.

Mrs. Phillips' desire was to enhance the social work major by moving towards offering an accredited degree. In order to reach this goal, it was determined by the current CSWE standards that Oakwood University had to commit to the development of an independent social work department, which would include hiring a chairperson, allowing for office and classroom space, and instituting an operating budget. With the support of school administration, the new Social Work Department was organized. In 1977, Mr. Gregory Mims became the second full time faculty member in the department and Mrs. Juliette Phillips became the department's first chairperson.

Through the collaborative efforts of Mrs. Phillips and Mr. Mims, a full social work curriculum was instituted, with the development of new course offerings for prospective social work majors. Since that time, courses have been added and the number of required clock hours for field education has increased from 200 to the current 450.

The CSWE guidelines were utilized during this time of program development with the ultimate continued goal of accreditation. Additionally, consultants were secured as the process of conducting the first self-study commenced.

With the guidance and support of consultants such as Dr. Mary Ann Suppes, Dr. James Wilson, and Dr. Will Scott, the first self-study document was completed. Unfortunately, the social work faculty missed the deadline for submission of their documents, and had to completely re-write their documents as the standards for CSWE had changed! However, this setback did not deter the program from their goal, and in 1989 became a fully accredited BSW program.

The Social Work Program continues the commitment of preparing students to enter the social work profession at the entry level, and for continued educational development via graduate

training. Graduates from the program have made great strides and achievements through employment and in receiving graduate level degrees in social work and related fields.

It is the purpose of the Social Work Program to prepare students for beginning practice in the social work profession. The core curriculum and field practicum provide students with the knowledge, skills and values necessary to perform specific tasks and services at the entry level.

The Council on Social Work Education is the accrediting body for the program. Graduates from the program have made great strides and achievements through employment and in receiving graduate level degrees in social work and related areas.

## **DEPARTMENTAL MISSION:**

The mission of the social work program at Oakwood University is to prepare students for entry-level generalist practice by using a range of methods that seek to promote human and community wellbeing. These methods are grounded upon biblical foundations, and include the knowledge, values, skills; cognitive and affective processes that encompass a person-in-environment perspective, an appreciation for diversity; social and economic justice for the disadvantaged, and the implementation of research and policy practice.

## **DEPARTMENT GOALS**

1. To prepare generalist practitioners who will respect the principles and values of the social work profession.
2. To prepare generalist practitioners who will use the knowledge, values, skills, cognitive and affective processes to advocate for human and community wellbeing.
3. To prepare generalist practitioners who will serve God and humanity by respecting the dignity and worth of all individuals, valuing diversity, and advocating for socio-economic justice.
4. To prepare generalist practitioners for personal, spiritual, and professional introspection and growth through the integration of faith and learning from a biblically-based foundation.

## **FIELD EDUCATION**

### **Entrance Requirements for Field Education**

Social work majors are required to complete internship and service learning hours essential for integrating the knowledge, values and skills. In SW 202 Introduction to Social Work, students complete 15 service learning hours; in SW 350 Pre-Field Orientation, students complete 50 internship hours; and in SW 454 and SW 455 Field Instruction and Seminar I and II, students are required to complete a total of 450 internship hours (225 hours in each course). Transportation to service learning placements and field practicums is the student's responsibility.

Detailed information on the social work major is outlined in the *Social Work Student Handbook*, available from the departmental office, or it can be accessed on the Oakwood University Social Work website.

Other requirements are as follows:

1. Successfully complete 92 semester hours with a social work cumulative grade point average of 2.0.
2. Successfully complete SW 350 Pre-Field Orientation with a grade of C or above.
3. Apply for their field practicum course SW454 during the Spring semester. Applications will be disseminated in SW350 Pre-Field Orientation.

4. Complete a course schedule for the senior year, and the self-assessment assignment which is included in the Field Application Packet.
5. Present the “Readiness for Field Work” Power Point to Director of Field Education.
6. Attend a pre-placement interview(s) in the student’s selected agency during the Spring semester.

Every effort will be made to provide the student with a written confirmation of their senior field placement by the conclusion of the Spring Semester.

### **Purpose**

Field Education and Seminar is a valuable component of the Social Work Program and is completed concurrently for a duration of two semesters during the senior year. Upon successful completion of SW 454 the student may apply for SW 455. The completion of 450 clock hours in the agency and an on-campus weekly seminar are required for successful completion of the program. The requirement of 450 clock hours does not include travel to and from the agency nor does it include lunch time. The seminar class is held once per week for ninety minutes and affords students with an opportunity to:

1. Share their numerous and varied learning experiences with their peers,
2. Connect social work theory with their practice experience
3. As a forum to evaluate, discuss, and interpret the students’ involvement within their field placement
4. Conceptualize their experiences through participation in peer learning.

A student is assigned to an agency with the expectation that he/she will remain in that setting for two consecutive semesters, (pending the successful completion of the first semester). Every effort is made during advertisement to ensure student-agency compatibility. However, in instances where the actual practices in the agency create value dilemmas for the students, the students may be placed at an alternative agency.

However, the site may be changed if extraordinary circumstances merit it. Circumstances for agency changes are:

1. Personality conflict between student and Field Instructor.
2. Failure to match student’s strengths with the agency’s needs.
3. Insufficient supervision due to illness, termination, or job-status change.
4. Agency closure.

Students may be assigned to public and/or private agencies serving individuals, families, groups, organizations, and communities.

Field education sites are located generally within a ten-mile radius. In some instances, students may be placed in adjoining cities that are within close proximity to the university.

## **COMPETENCIES FOR FIELD EDUCATION**

The course competencies are based on the 2015 CSWE Educational Policy and Accreditation Standards (EPAS). Students must demonstrate satisfactory proficiency in each of these areas. The field education program is linked with the social work curriculum. Integration of theoretical knowledge of human behavior and the social environments, research, oppression and diversity, social welfare policy and the general method of social work establishes a firm base to provide services to individuals, families, groups, organization and communities.

## **ADMISSION TO FIELD EDUCATION PROCESS**

The program has strict requirements for admission into the field program. The program has instituted a five-step process for admitting students into its field program. The admittance process is instituted in the course SW 350 Pre-field Orientation. This five-step process helps the program evaluate the academic and professional readiness for field practicum. The program only admits students who comply with the following five steps:

1. Students applying to the field program must have successfully completed the course SW 202 Introduction to Social Work with a grade of a “C” or higher.
2. Students applying to the field program must have successfully been accepted into the social work program. Students formally apply into the program during their second year in the course SW 202.
3. Students applying to the field program must have successfully completed all prerequisites prior to enrolling course SW 350 Pre-field Orientation. Students need to have earned a “C” or higher in all social work courses, have minimum overall GPA of 2.0, and have completed all incomplete grades prior to enrolling in the SW 350 course.
4. Students applying to the field program must successfully complete the field entrance application. This application is issued during the SW 350 Pre-field Orientation course. The application includes:
  - A formal application that requests information on academic and professional accomplishments.
  - A self-evaluation of field readiness
  - A recent unofficial transcript
  - An official criminal background check
  - Proof of NASW membership
  - Proof of NASW liability insurance
  - An updated professional résumé
  - Two graded papers from previous social work courses
  - A Peer Reference Form

(All forms can be found on SW350 Pre-Field Orientation D2L site; Field Education application must be typed and submitted in the D2L Dropbox during the SW350 –Pre-Field Orientation course by the deadline assigned by the course instructor)

Once the field application has been completed, the student submits it to the Director of Field Education, and an appointment is made to have a formal interview. During the formal interview, the Director of Field Education reviews the field application packet with the student. After the interview, students receive a letter of acceptance into field program from the Director of Field Education.

5. The fifth step involves the student's professional behavior. The Director of Field Education will meet with the Chair and the faculty to review and discuss the student's professional comportment during the previous three years at Oakwood University. The program retains the right to delay or refuse entrance into the field program whenever a student has displayed behavior that is of concern to the program, the University, and the social work profession. Some of the behaviors of concern are specified in standard 3.1.8 of this document.

Students who are denied entrance into the field program will meet with the Director of Field Education to discuss the areas where they did not meet the requirements for entry into the field program. From this meeting, a plan of action will be developed to strengthen areas where the student demonstrated weaknesses. The student may be requested to:

1. Re-apply to the field program next academic school year after working on the assigned plan of action, or
2. Receive admittance to the field program based on completion of the assigned plan of action/learning contract prior to the assigned deadline. The decision to receive admittance to the program is made by the Director of Field Education and the Chair of the social work program.
3. Transfer to another major. The student's advisor will assist the student if the program chooses this option.

## **SELECTION OF FIELD EDUCATION AGENCIES**

Field placements are ascertained for each student using the following method.

The Director of Field will meet with the student to discuss potential field placements and will once again use the Agency Selection Form for the student to select their top three agencies in order of preference. The Director of Field Education will review the agencies selected by the student, and determine the suitability of the agency in meeting the educational and field instruction standards for an appropriate placement. Once the selections are confirmed, the agencies are then contacted by the Director of Field Education to determine whether the agency wishes to accept a student for field placement.

## **INTERVIEWING WITH PROSPECTIVE FIELD AGENCIES**

In preparation for the interview, students are expected to:

1. Research their assigned agency
2. Prepare for a formal interview

3. Dress professionally for interviews
4. Bring a professional resume' for the onsite interview.

Upon completion of the interview, students will contact the Director of Field Education to share the result of their interview. The Director of Field Education will contact the agency to confirm a possible match. There must be a mutual agreement between the student and agency regarding the acceptance of the student for the Fall and Spring semester practicum experience. If a mutual agreement cannot be reached, the Director of Field Education will contact the next agency on the student's Agency Selection Form for possible placement, and repeat the process.

Even though every attempt is made to match students according to their preference, the Director of Field Education reserves the right to officially place students within an agency for the 450 hour practicum experience.

Once this process is complete, the agency then becomes an official field instruction site, and a letter of agreement between the school and the agency is sent that indicates that the agency has become an affiliate of the Oakwood University Social Work Program. A formal letter is sent to the Field Instructor and the student indicating their official field placement for the upcoming school year.

### **PREREQUISITES FOR AGENCY BASED FIELD INSTRUCTOR SELECTION**

The Field Instructor's role is critical in the field education process. The Field Instructor works closely with the social work student in the form of an on-the-job social work instructor. In other words, the Field Instructor serves as an extension of the classroom experience by demonstrating and assigning tasks to the student that teach how social work theory integrates with practice. Field Instructors are selected collaboratively by the field agency and the Director of Field Education. An important requirement in field instruction is a competent and qualified instructor. It is essential that the Field Instructor possesses specific qualifications that will enable them to serve in this role. Qualifications include:

A bachelor's degree in social work with a minimum of two years of post-social work degree practice experience, or a Masters level social work education with a minimum of two years of post-graduate experience. Field Instructors are required to complete a résumé/vita (See Appendices), which is submitted to the Director of Field Education for consideration of the applicant. Occasionally, students may be placed in agencies in which the Field Instructor does not possess the professional social work credentials but understands and respects the role of social work and the NASW Code of Ethics by which they operate. In these cases, the individual will serve as the "Task Supervisor". The Director of Field Education will assign a qualified bachelor or master's level social worker with a minimum of two (2) years of post-degree practice experience to provide supplemental field supervision to the student.

Individuals who do not meet the requirements to serve as field instructors but have the educational and practice experience in a related field may serve as a task supervisor. Task supervisors must have:

1. A bachelor or master's degree in a related field (i.e., psychology, counseling)

2. A minimum of 5 years' experience within their field.
3. Be employment at the field agency for a minimum of six (6) months prior to becoming a task supervisor
4. The ability to stimulate students and support them in their learning.
5. Availability and interest in social work education.
6. Commitment to attend meetings sponsored by the University (meetings are held once each semester).
7. Willingness to communicate to the student, the field instructor, and the Director of Field Education any conditions or problems as soon as they are evident.

Field Instructors will maintain regular contact with the student, the task supervisor, and the Director of Field Education. In addition, field supervisors will:

1. Conduct weekly meetings with the student to provide the social work perspective and bridge social work practice with theory.
2. Review and sign student weekly logs
3. Visit the agency at least twice per semester to oversee student progress
4. Complete all written and oral evaluations.

Field Instructors are expected to be on-site and on-duty when a student is in field placement. During times that the Field Instructor is unavailable due to sickness or vacation, etc., it is the responsibility of the Field Instructor to inform the Director of Field Education so that appropriate arrangements can be made for supervision for the student.

### **PREREQUISITES FOR AGENCY SELECTION**

Agencies selected based on their ability to provide a student with the opportunity to acquire practical experience, interact with professionals and to conduct directed instruction/activities which will result in prepared professional entry level social workers. The following criteria are used to assess the agency's capability to provide appropriate field placement.

1. Commitment to active participation as a partner in professional education for social work. This involves an acceptance of the NASW Code of Ethics, the Oakwood University Social Work Program's educational program, and a commitment to culturally competent practice in addressing diversity as set forth by NASW's Standards for Cultural Competence in Social Work Practice.
2. Willingness to devote time and effort in the training of social work students.
3. Ability to provide qualified staff to serve as Field Instructors. Designated instructional staff are expected to have adequate time to devote to student learning. In addition, affiliated agencies are expected to do the following:
  - i. Interview the student prior to placement.
  - ii. Orient the student to the agency, its policies, and procedures as they are and as they have evolved.

- iii. Assure the availability of an appropriate variety, quality and quantity of practice learning experiences with individuals, groups, families, communities, and organizations.
- iv. Provide opportunities for learning experience with staff, other social workers and professionals from other disciplines.
  - v. Prepare other agency staff in advance of the student's arrival. Involve the staff in whatever way they can contribute most to the student's learning process so they too will understand the undergraduate social work program.
  - vi. Provide adequate work space for students. This includes privacy for interviewing, access to a telephone, desk, forms and/or other resources necessary for home visits, dictation, and other services.
  - vii. Implement the activities on the activities chart.
  - viii. Help the student to integrate theoretical knowledge and knowledge from previous experience with his/her present practice.
  - ix. Meet with the Director of Field Education at least two times per semester to discuss student progress.
  - x. Reimburse students for transportation on agency business.
  - xi. Involve the student in the preparation of the student semester evaluation.
  - xii. Inform the Director of Field Education about pertinent developments in the agency and practice.
  - xiii. Follow through with student until the expiration of the time agreed upon. Please note that an agreement between the agency and the Program is signed prior to the placement of the student (See Appendices).
  - xiv. Inform the student and Director of Field Education about any unusual developments, opportunities, conditions or problems as soon as they are evident. Open communication is crucial to all parties involved.
  - xv. Agency must be in compliance with all pertinent federal, state, and local laws and policies concerning non-discrimination.
  - xvi. Evaluate school and Director of Field Education support for agency based learning experience through training by completing the Field Instructor Program Evaluation form at the conclusion of the Spring semester (See Appendices).

A list of agencies used by Oakwood University for the placement of Social Work students in completion of the field practicum is outlined in the Appendices.

### **RESPONSIBILITIES OF DIRECTOR OF FIELD EDUCATION**

The Director of Field Education is a full-time faculty member at Oakwood University Social Work Department and is responsible for the overall coordination of the field education program. The program ensures that students are fulfilling the educational outcomes by collaborating with

agencies to provide training and experiences. The primary duties of the Director of Field Education include:

1. Identifying available agencies and developing new placements.
2. Selecting field instructors, reviewing résumés/vitae to determine if they are appropriate to meet program's objectives.
3. Developing field-related documents and contracts.
4. Serving as a liaison for program agencies.
5. Planning and conducting on-campus meetings with agency instructors.
6. Developing and recommending field education policies.
7. Developing and circulating a calendar of field-related activities.
8. Interview all potential applicants for field.
9. Conduct interviews with students regarding educational needs and goals of field education.
10. Reviewing students' files to facilitate matching student and agency for field education.
11. Evaluating experiences of student placements in agency for purpose of renewing or terminating use of agency.
12. Visiting agencies for monitoring student progress through mid-term and final evaluations.
13. Reviewing student evaluations.
14. Assigning grades to students for field education.
15. Evaluating field instructors throughout the year to determine adequacy and feasibility of retaining Field Instructor.
16. Assisting the Department Chair in the coordination of the Social Work Advisory Board.

In addition, the Director of Field Education carries the responsibility for:

1. Field Instructor Meetings
2. Advisement
3. Placement Policies
4. Monitoring and evaluating student's progress

#### **RESPONSIBILITIES OF DIRECTOR OF FIELD TO STUDENTS IN FIELD EDUCATION**

1. Continue advisor/advisee relationship during the field placement.
2. Maintain role as consultant to field supervisor on behalf of the student.
3. Help student bridge theory and practice.
4. Help student with personal anxieties surrounding field placement.

5. Work with supervisor in counseling process.
6. Inform students of grievance process.
7. Lend support to the social work field program and students in the implementation of the field practice experience and career development.

### **SPECIAL BENEFITS FOR FIELD INSTRUCTORS**

Persons serving as Field Instructors hold adjunct faculty status at the University. This entitles them to:

1. Use of the Social Work Resource Center
2. Rewards of participating in the advancement of social work education
3. Opportunity to participate on the Department Advisory Board
4. Free or reduced admission to workshops sponsored by the Oakwood University Social Work Department.
5. Free CEUs for attending field education workshops.

### **STUDENTS' RESPONSIBILITIES IN FIELD EDUCATION**

Students registering for field education make a commitment to meet the requirements of the course and accept the obligations associated with successful completion of courses. It is imperative that students assume a sense of responsibility for the assignments given and carry them through in a professional manner. Once an agency assignment has been made, absences and tardiness can seriously affect the total social work intervention.

Attendance in the field setting is compulsory. Noncompliance will be reflected in the overall performance evaluation. All field education students are required to:

1. Become familiar with their respective agency's holiday observations, lunch periods, breaks, etc. These times differ in various agencies and students are expected to adhere to agency policies.
2. Report to their agencies at scheduled times. If for any reason students must be absent (i.e., serious illness, death in family, etc.), or tardy for reasons beyond their control, the field instructor must be notified prior to starting time. If the field supervisor is unavailable, a message must be left with a secretary or another responsible person at the agency. Absence from the agency without notification is not permissible. In the event this occurs, students risk a reduction in grade or, in repeated cases, may be asked to withdraw from the course. Once arrangements have been made with a field supervisor, the Director of Field Education should be made aware of the arrangements.
3. Make up any missed time for whatever reason.

4. Contact field supervisor to make special arrangements to compensate for time missed. Time missed must be completed by the end of the semester in which the course is taken.
5. Take responsibility for cancellation of appointments with clientele. The appropriate handling of any situation during an absence must be taken care of by the student.
6. Observe school holidays, when the agency is open, only after consultation with the Field Supervisor.
7. Work and/or attend night meetings and programs that the agency may have as a part of their practicum experience.
8. Attend meetings or professional workshops outside the agency assignments as required by the University. Such experiences are regarded as a part of the field instruction experience. The University is responsible for informing both student and agency of such activities.
9. Refrain from extended social visits, pleasure surfing on the Internet, texting, reading, and responding to personal e-mails, responding to personal social page receptions, and personal telephone calls while on the job. Students should not permit their friends, families, and others to make personal visits and/or calls during their work hours.
10. Keep a daily record of their field practice hours and the related written assignments on the daily log sheet (See Appendices), for SW 454 and SW 455 and submit them weekly to their Director of Field Education. Understand that if a dispute arises concerning field hours and the student has failed to provide documented, signed log hours, the Director of Field Education's records will serve as the official record in resolving the dispute.
11. Arrange for transportation to agency placements.
12. Support and uphold the NASW Code of Ethics.
13. Use professional standards and ethics as a guide when functioning in the agency.
14. Promote the effective and humane operation of systems that provide people with services, resources and opportunities.
15. Communicate regularly and freely with their field supervisor and Director of Field Education in an open manner.
16. Make a conscious effort to continually develop interpersonal skills and develop meaningful relationships.
17. Observe agency policy regarding services to clients and professional behavior.
18. Attend and participate in weekly seminars on the Oakwood University campus.
19. Use interpersonal skills that the student has learned to develop and establish meaningful professional relationships with their field instructor, agency staff, and clients.

20. Understand that the field setting is a professional environment and the student's behavior will represent the consistent professionalism that is expected of all Oakwood University Social Work students.
21. Meet regularly with the Field Instructor in weekly supervision and communicate in an open, courteous manner.
22. If a disagreement arises between the student and the field instructor, staff, or client, the student will deal with the situation in a courteous, professional manner at all times.
23. Recognize that the Field Instruction and Seminar class is a vital component of the field experience and the student will make every effort to be in class, on time, and actively participate in the course activities.
24. Submit all assignments on due dates. Students will be penalized for late assignments.
25. Understand that failure to comply with the tenets of the Agency/University Contractual Agreement (See Appendices) may affect one or more of the following: the students' practicum evaluation, course grade, or may lead to suspension or dismissal from the program.

### **SOCIAL WORK PROGRAM/AGENCY RESPONSIBILITIES**

Both the Social Work Department and the Field Agency share responsibilities towards each other in the field education process. The Social Work Department's responsibility to the Agency includes:

1. Providing faculty consultation (field placement supervisor) to the Agency.
2. Confer with the Agency prior to the placement of any student in order to establish or to review the purpose, provisions and responsibilities involved in field experience.
3. Monitor the learning experiences of the student.
4. When circumstances beyond the control of the University or the Agency indicate the student must be replaced, or if the Agency is unable to meet conditions of the agreement, the University has the responsibility to withdraw the student from the Agency. The action would be taken in consultation with the Agency Field Instructor and other Agency personnel involved in the placement program.
5. Provide meetings during the year for Agency liaison staff and Field Instructors. These programs are planned to promote understanding of curriculum of the school, encourage communication and interaction between practice and social work education, and develop competence in field instruction. List the Agency and names of Field Instructors in its Field Manual.

## **RESPONSIBILITIES OF THE AGENCY TO THE SOCIAL WORK DEPARTMENT**

The responsibilities of the Agency to the Social Work Department include:

1. Designate one primary Field Instructor for the student. If there are multiple supervisors, the primary Field Instructor coordinates the total learning experience and is responsible for the final evaluation report. These subsidiary supervisors should be utilized only after consultation with the field placement supervisors.
2. Provide time for the Field Instructor to hold an individual conference with the student for at least one hour per week.
3. Provide time for the Field Instructor to attend approximately two meetings of Field Instructors at the University during the school year.
4. Provide office supplies, telephone facilities, and office arrangements which enable the student to function effectively
5. Provide learning experiences, including orientation to the agency, case assignments, and other meaningful assignments for the student.
6. Ensure that the student completes required process recordings, summary recording, and other recordings necessary for accountability consonant with agency policy.
7. Communicate immediately with the faculty supervisor any concern regarding the student's learning.
8. Submit promptly the submission of formal evaluation reports in proper form and content which adequately describe the student's field learning.
9. Consult with the University immediately if specific circumstances arise which require the agency to ask that a student be withdrawn from the placement during the school year.
10. Determine the number of students to the agency can accommodate.

*(Please see Agency Contractual Agreement in Appendix)*

## **EVALUATION/GRADING**

### **EVALUATION AND GRADING OF STUDENT PERFORMANCE**

Although evaluation is an ongoing process, there are specific times set aside during each semester when formal evaluations are completed: mid-semester and at the end of the semester. The mid-term evaluation is arranged by the Director of Field Education. The student, Field Instructor and Director of Field Education meet to discuss the student's growth and development. Questions are posed by the Director of Field and both the student and the Field Instructor are expected to respond to the questions.

The written and oral evaluations conducted twice each semester are primarily based on the student's ability to organize time, work within the agency system, form meaningful relationships

with clients, agency and Field Instructor, communicate effectively, use the problem solving method, and be sensitive to the needs of diverse clientele.

Students are expected to be able to satisfactorily demonstrate the program's competencies upon completion of their program.

The Midterm and Final evaluation are written documents and are to be completed by the Field Instructor in conjunction with the student. The student must complete a self-evaluation prior to the formal instructor/student evaluative conferences. Students and the Field Instructors should discuss the entire evaluation in detail and both sign the form, which indicates that they have completed the process in its totality.

If students have any disagreements with any portion of the evaluation, they may submit an addendum, where the area of disagreement is clearly stated and provide supportive evidence of the disagreement. The Field Instructor's evaluation is intended to indicate the student's level of functioning within the agency. The responsibility of assigning a letter grade rests with the University's Director of Field Education.

#### **STUDENT EVALUATION OF THE FIELD PRACTICUM:**

In addition, at the time of the year end and final evaluation, students are required to submit an evaluation of the agency. This evaluation is useful as a tool in determining the effectiveness of the agency as a teaching resource. The Director of Field Education and the student review this evaluation together and information on the agency is retained in the agency folder for future use.

#### **FIELD INSTRUCTOR EVALUATION OF THE FIELD EDUCATION PROGRAM/DIRECTOR OF FIELD EDUCATION:**

At the time of the final evaluation for the year, the agency field instructor is requested to complete an evaluation for the Field Director. This evaluation will be used in assessing the overall field education course, the Field Director's role in providing supportive service to the field instructors, and the relationship between the University and the agency. As a part of this annual evaluation, field instructors are also given the opportunity to have input into the social work program through their comments, suggestions, recommendations, questions and observations. From these evaluations the social work faculty is able to assess the strengths and weaknesses of the program as a means of strengthening the Social Work academic program and for preparing the student to meet the demands for services to clients at the entry level of the profession.

#### **STUDENT EVALUATION FOR FIELD EDUCATION PROGRAM:**

Finally, field students will meet at the end of the semester to evaluate the Field Education program. Suggestions provided by students are used to enhance the field education program.

#### **DIRECTOR OF FIELD EDUCATION EVALUATION OF THE AGENCY SETTING:**

Critical thinking is a key component of the field experience as students must critically analyze situations that they will face within their agency environment, to see if the agency is healthy enough to ensure students learn and grow within a stable setting.

The Director of Field Education's evaluation is based on information shared by students on their evaluation of the agency and through class discussions as well as ongoing observations through meetings with field instructors during Field Instructors' workshops and field evaluation meetings. The Director of Field Education also observes the field instructor's adherence to the Agency/University Contractual Agreement (i.e., providing a minimum of one hour of supervision per week, attending field instructor's workshops, etc.) as a way to evaluate Field Instructors. A list of agencies used by the Oakwood University for the placement of social work students in completion of the field practicum is outlined in the appendices of the Field Education Manual.

## **GENERAL FIELD POLICIES**

### **POLICY ON EMPLOYED STUDENT'S USE OF THEIR PLACE OF EMPLOYMENT FOR FIELD INSTRUCTION**

Sometimes, students may want to complete their field internship at their place of employment. This can only take place if the following criteria are met:

1. The student must be assigned to a different supervisor from the one they have for their regular paid hours. The assigned supervisor must have an MSW and at least two years of post-graduate experience.
2. The student must perform tasks that are significantly different from their paid position and that are in compliance with the educational outcomes of Field Education and Seminar I and II.
3. The student must work during hours where the agency is in full operation and where the assigned field instructor is on duty (this typically happens during day time hours). Sometimes, in order for this to occur, students will need to be released from their job responsibilities and placed within another program within the agency for at least 8 hours and up to 13 hours per week.

### **Processing the Request**

The student must request, in writing, their desire to use their place of employment as a site for field instruction by submitting a letter to the Director of Field Education at least one full semester prior to entering field, or, in the case of a request to use new employment, as soon as possible. The written request must contain the following information:

1. Description of current and potential job duties
2. Beginning date of employment at agency
3. Current and potential job supervisor
4. Description of proposed field assignments and how these meet the above criteria

## 5. Plan for release time for coursework and field work

Approvals from the agency to carry out the proposed request; this should include signatures on the proposal: the student, current and future job supervisor, the intended field instructor, and the program director.

The Director of Field Education will review the letter and then meet with the selected agency to negotiate the parameters of the internship in relation to the paid position. The selected agency must also agree not to use the student's performance in their paid position to inform their internship experience and vice versa.

(Adapted from Abilene Christian University, Bill Culp)

## **BLOCK PLACEMENTS**

Block placements are not considered a regular component of the social work program; however, students may apply for a block placement if the following conditions are met.

1. Applicants must have completed all required and general education courses except for SW454 and SW455.
2. Applicants must interview with the Director of Field Education and have approval of the Department.

## **ARRANGING HOURS IN FIELD**

Students are expected to complete 450 hours during two field semesters (225 hours each semester). Field hours are expected to be completed during the week on Mondays and Wednesdays between the hours of 8:00 am – 5:00 pm, and Friday's between the hours of 8:00am – 4:00pm. Students may take a 30 minute to 1-hour lunch break, depending on the needs of the agency, but cannot include this break in their log hours.

Student must negotiate their work schedule with the field instructor and provide both the Field Instructor and Director of Field Education with a typed copy of the schedule. In addition, students are expected to demonstrate the following in regards to their field hours.

1. Arrive on time for field
2. Have no more than one unexcused absence from field (a penalty will be given for more than one unexcused absence).
3. Contact the Field Instructor if late or ill within thirty (30) minutes of the agency's opening.
4. Leave a telephone message, text message, or email if unable to speak to the Field Instructor directly at the time of initial contact. A follow up message is expected later on in the day; in other words the student must make more than one attempt to contact the Field Instructor.
5. Absences for religious observance and personal days must be discussed in advance with the Field Instructor and Director of Field Education.

6. Make up any missed time or assignments in the field.
7. Students should not be left alone in the agency. This includes coverage for staff meetings, trainings, working on late projects, etc. Students should notify the Director of Field Education immediately if this happens.
8. Students should be willing to be flexible in their schedules at the agency, if needed.
9. Students should not constantly stay later than their scheduled hours. Working longer than scheduled may indicate that the learning contract should be revised or the issues with time management should be revised.
10. Students are expected to monitor their hours and keep a personal copy of the logs submitted to the Director of Field Education.

Students who have more than two (2) unexcused absences in their field agency during the course of the semester may be terminated from Field Education and Seminar I/II, or face a significant reduction in their overall field grade.

### **COMPLETION OF HOURS AND ABSENCE FROM FIELD**

Students are expected to complete 225 hours at the end of each of semester. If the student is unable to complete the hours in the allotted time, an incomplete grade "I" will be given. The student will then have the opportunity to make up the needed hours during the Christmas break or during the first month of the Spring semester. Once completed, a "Change of Grade" form will be assigned and submitted to the University's Records Office. Students who do not complete the needed hours by the end of the Spring semester will also be given an incomplete and will have to complete the remaining hours within the following six weeks. Failure to complete the remaining hours within the six-week period after the end of the Spring semester will result in a failing grade of "F". Graduation may be delayed if students do not complete their field hours prior to the end of the Spring semester.

Students who are absent from the field for an extended period of time and, in the opinion of the Field Instructor and/or Director of Field Instruction, have missed too much time in order to succeed in field, the following options are available:

1. Withdraw from field with the permission of the Director of Field Education.
2. Be assigned a grade of "I" and finish field the following equivalent semester
3. Receive a failing grade of "F".

### **CHANGE OF PLACEMENT/WHEN A STUDENT IS NOT MAKING SATISFACTORY PROGRESS IN FIELD**

It is critical that field instructors use an early warning system to deal with students who are not performing at the standards required by the social work department or the agency. While the field education experience is a learning experience, students are expected to grow in their skills and knowledge with time and training. However, if the student is unable to meet the expectations, it may be necessary to evaluate the student and the field placement to determine

whether the cause of the student's lack of progress is due to the student's performance or due to problems located within the field setting. Some problems that may be located within the field setting include the following:

1. Lack of Supervision from the assigned field instructor or, for example, the Field Instructor may not meet with the student once a week for an hour or fails to provide tasks and experiences that allow the student to successfully complete the goals on their learning contract.
2. Inadequate learning opportunities – for example, a student has little or no opportunity to engage in activities outlined in their learning contract or the activities that are assigned are too complicated for a BSW level student.
3. Incompatibility in personalities between the Field Instructor and student - a student and their Field Instructor may not get along, to the point where their differences cannot be worked out despite third party intervention by the Director of Field Education.
4. Inadequate transportation - sometimes a student may need to be moved to a closer placement or a placement within walking distance because they begin to experience problems with their vehicle during their placement.
5. Changes within the agency structure – sometimes an agency may experience changes that affect the Field Instructor's ability to supervise students, or create an environment that is not conducive for the student to learn in.

Placements cannot be changed without the approval of the Director of Field Education. Students may not independently change placements or terminate placements. Prior to a placement being changed, the Director of Field Education will first try to arrange a meeting between the Field Instructor and the student to try and bring resolution to the identified problem. However, if the problem cannot be resolved the Director of Field Education will take the necessary steps to arrange another placement for the student as soon as possible.

### **DOCUMENTATION OF FIELD PRACTICUM: STUDENT LOGS**

Students are expected to document their clock hours by submitting a completed set of daily logs at the beginning of each field seminar class each week. These logs represent their official field hours. The logs are signed and dated by both the student and the Field Instructor. A hard copy of the previous week's logs are the ones that are due in class each week. Points are awarded each week to students for logs that are turned in based on:

1. The quality of the logs (insightful content, fully completed, legible),
2. Turning in logs on time (late logs will be accepted; however, the student will lose the points awarded for log completion. Only credit for hours completed will be given).

In the event of the Field Instructor's absence or illness, it is the student's responsibility to arrange with their Field Instructor a suitable alternative person that has the authority to sign the logs.

- Points will be deducted for incomplete information (i.e., failure to clearly state hours).

- Hours should be marked off in the following way:

Monday: 8 am to 12 noon; lunch 12 noon to 1 pm; 1 pm to 5 pm ... Total Hours = 8

Logs should provide a brief account of the work that the student has engaged in for that day. Logs should include a significant learning experience for that day (comments section) such as use of supervision, self-awareness issues, social work ethics and values, client intervention strategies attempted and evaluation of interventions, diversity issues encountered, social and economic justice issues, administrative tasks learned, etc. The narrative should not only state the learning experience, but also clearly explain how this experience has enhanced their professional and spiritual growth.

The Director of Field collects and retains the official log hours. If there is a discrepancy, the student may meet with the Director of Field or appointed worker, to discuss the discrepancy. It is the student's responsibility to have a copy of all field hours. The student must have official copies of their log hours that were signed by their Field Instructor in order for a discrepancy meeting to take place. It is the student's responsibility to retain copies of their logs. Once these logs are handed in to the Field Director, they will not be returned.

### **INCLEMENT WEATHER**

If the field agency closes due to bad weather, students are expected to abide by the decisions of their field placement agency. If the field placement agency is open for business, the student must attend field instruction. If a student is unable to get to their field placement during bad weather, their absence is considered unplanned and must be made up by the student. Field Instructors are encouraged to adopt a flexible leave policy for students who cannot make it to the agency due to snow, ice, tornadoes, etc. Students are expected to call the Field Instructor and the Director of Field Education to let them know their predicament and plans to make up their lost hours.

### **PERSONAL/MEDICAL LEAVE**

During the course of the field education process students may encounter medical or personal problems that may cause them to be absent from their field placement and/or field seminar. In such cases, students are expected to communicate with the Director of Field Education their plan to address their medical or personal problems and make up lost time. However, if it is determined that the medical or personal problem will continue to interfere with the student's ability to be successful in field, the student may request a leave in writing. Failure to complete a request for leave in writing will result in no further accommodation by the Social Work Department. The Director of Field Education also reserves the right to ask a student to take leave if it is determined that the medical or personal problem will interfere with their ability to successfully complete field. Personal problems that are considered a violation of the University's code of conduct for students will automatically be turned over to the Director of Student Services and be dealt with accordingly (please see Student Handbook).

### **JURY DUTY**

Students called to active jury duty will need to inform their Field Instructor and the Director of Field Education as to the dates they have to serve as a jurist. Students need to develop a plan of action to cover their workload at the agency. Time lost in field will need to be made up.

### **MILITARY DUTY**

Students called to active military duty should inform their Field Instructor and the Director of Field Education as soon as possible. Time lost in field will need to be made up or the field semester repeated.

### **SEXUAL HARASSMENT**

Sexual harassment is prohibited by the university. All students have the right to report and are encouraged to report acts of sexual harassment. Contact the Office of Student Services for reporting procedures.

Sexual Assault Definition – University policy defines sexual assault as the commission of any unwanted sexual physical contact that involves the threat or use of force or violence, or any form of coercion or intimidation, or any sexual physical contact with a person who is unable to consent due to incapacity or impairment.

Sexual Harassment Definition – University policy defines sexual harassment as unwelcome sexual advances, requests for sexual favors and verbal (sex oriented jokes, teasing, degrading comments, propositions, tricks, etc.) or physical conduct of a sexual and/or offensive nature.

The University educates the student community about sexual assaults and date rape through the Social Work Department during the month of March. The Social Work Department solicits the assistance of experts to address date rape and sexual assaults. They invite professionals from Crisis Services of North Alabama and the Huntsville Police Department to address this issue and to provide information programs to the campus community. Literature on date rape education and risk reduction is also available from the Department of Public Safety.

If you are a victim of sexual harassment or assault at this institution **OR IN THE FIELD**, your first priority should be to get to a place of safety and contact the following, as applicable:

- On campus students – Contact the Director of Field Education/Department Chair, respective Resident Hall Director and/or the University's Police Department. If a Residence Hall Director is contacted first, the Oakwood University Police Department is to be contacted immediately by the respective director once initial information is obtained from the victim.
- Off-campus students – Contact the Director of Field Education, the office of Student Services, and/or the University's Police Department. If the office of Student Services is contacted first, the University's Police Department is to be contacted immediately by the respective Student Services staff person once initial information is obtained from the victim.
- Employee-Public Safety

The Police Department will provide the victim with options in terms of the matter being handled administratively by the University or by the Huntsville Police Department. Medical treatment will also be coordinated by the Police Department in cooperation with Health & Counseling Services.

The University's Police Department will provide the victim of sexual harassment or assault report the incident in a timely manner. Time is a critical factor for evidence collection and preservation. Filing a report will not obligate the victim to prosecute, nor will it subject the victim to scrutiny or judgmental opinions from officers. However, filing a police report will accomplish the following:

- Ensure that a victim of sexual assault receives the necessary medical treatment and tests, at no expense to the victim.
- Provide the opportunity for collection of evidence helpful in prosecution, which cannot be obtained later (ideally a victim of sexual assault should not wash, douche, use the toilet, or change clothing prior to a medical examination.
- Ensure the victim has access to free confidential counseling from counselors specifically trained in the area of sexual assault crisis intervention.

Various counseling options are available from the University through the Health & Counseling Services center. Counseling and support services outside the University system can be obtained through Crisis Services of North Alabama.

A student found guilty of violating the Oakwood University sexual assault policy could be criminally prosecuted in the state courts, and may be suspended or expelled from the institution.

Student victims have the option to change their academic and/or on-campus living arrangements after an alleged sexual assault, if such changes are reasonably available.

In addition to the University's policy for reporting and dealing with sexual harassment, each field agency will also have their own policy regarding sexual harassment. Students are expected to read and adhere to these policies.

### **DRUG FREE ENVIRONMENT**

The university has been designated "Drug Free". The possession, sale, manufacture or distribution of any controlled substance is illegal under both state and federal laws. Violators are subject to institution disciplinary action and/or criminal prosecution. Students are expected to also adhere to field agency's policy regarding drugs.

### **DRESS POLICY**

Students in field are expected to adhere to the University's guidelines regarding Christian dress even though their field agencies are off campus. Oakwood students are viewed as representatives of the University by all whom they encounter. Students are also expected to read and/or ask their field instructor about the dress code policy at their field agency. The following items should not be worn to field.

1. Ornamental jewelry such as necklaces, rings, nose rings, earrings of any kind of material (only wedding bands may be worn)
2. Shorts or short skirts
3. Spaghetti straps
4. Low-cut (front or back) or strapless attire
5. Bare midriff blouses/shirts
6. Sheer or any tight clothing worn in a way that exposes undergarment or intimate body parts (back, chest, thighs, abdomen, etc.).
7. Garments should neither be tight fitting nor extremely oversized
8. High splits on dresses, skirts or pants
9. Hats, caps, stoking caps, “do-rags”
10. Muscle shirts
11. Sagging pants
12. Ragged jeans
13. Open toe shoes (some social service agencies prohibit the wearing of open toe shoes for safety purposes; therefore, students must check with their field instructors)

Field students are expected to acquire a professional wardrobe and dress professionally while in their field placement; in addition, students are expected to be neatly groomed. Hairstyles and use of cosmetics should be tasteful and not extreme in color. The display and advertisement of tattoos is unacceptable. Tattoos with vulgar language or sexually graphic pictures must be concealed at all times.

(Adapted from the Oakwood University Student Handbook)

## **GRIEVANCE PROCESS**

The Social Work program encourages open communication and regular conferences with students, field supervisors and agency instructors, to facilitate understanding and avoid unnecessary problems. However, in the event problems do occur, the Program has adopted a grievance procedure which deals solely with the field practicum experience. This grievance procedure does not replace existing grievance procedures as described in the University’s Student Handbook or University Bulletin which relate to other problems with the University.

The step-by-step procedure outlined below is to be followed in the order and timetable designed. Whenever a problem related to the Field Practicum arises, the parties involved should make every effort to settle the matter. If the matter is not resolved:

1. The student advises the Field Instructor of his/her intent to present the matter to the Director of Field Education.

2. The student or Field Instructor must contact the Director of Field Education immediately.
3. The Director of Field Education will then meet with the student and Field Instructor separately to assess the nature of the difficulty and try to resolve the difficulty.
4. A joint meeting will then be arranged if these individual sessions do not bring a resolution to the problem.
5. The Director of Field Education will hold a three-way conference with the student and the agency instructor. This session will attempt to resolve the conflict and tensions of the setting. If a satisfactory solution is not found, the next step may be taken.
6. The Chairperson of the Social Work Department, after consultation with the Director of Field, will meet all parties involved (the student, the Field Instructor, and the Director of Field).
7. Any decision made regarding a student's grievance may be challenged by the student following procedures for grievances, as outlined in the University's Student Handbook.

#### **POLICY FOR PROBATION AND/OR TERMINATION FROM FIELD**

- A. A highly developed sense of integrity is a basic characteristic required of students in the field program. Although it is not possible to provide an exhaustive list of all types of violations, the following are some examples:
  1. Failure to meet any of the Academic Standards for the Social Work Program.
  2. Failure to meet or maintain academic requirements or conduct requirements as stated in the Oakwood University Bulletin, Oakwood University Handbook and the Social Work Student Handbook; these may include:
    - Plagiarism and lack of proper documentation.
    - Scholastic dishonesty, including lying, cheating, collusion, falsifying academic records, or any act designed to give unfair advantage to the student.
    - Any threat or attempt to harm oneself or someone else.
    - Consistent pattern of unprofessional behavior.
    - Commission of a criminal act that is contrary to professional practice, or that calls into question the student's "moral character" (as per NASW Standards), occurring during the course of study or occurring prior to admission to the Social Work program and becoming known after admission.
  3. Poor or improper professional conduct (breaching confidentiality, fabrication of information, disrespecting the Director of Field Education, field instructor, colleague, or Faculty Member, etc.)

4. Inappropriate sexual behavior in class or in a field setting, such as viewing pornography.
  5. Being under the influence of alcohol and/or other controlled substances during classes and/or practicum.
  6. Unprofessional involvement with a client, colleague or supervisor.
  7. Derogatory comments and/physical violence directed toward clients, colleagues, faculty or field personnel.
  8. Displaying prejudicial behavior and/or attitudes toward a client, colleague or supervisor of a different class, race, age, religious and/or sexual preference, or physical/mental capability.
  9. Violation of the NASW Code of Ethics.
  10. Unprofessional use of social media. Making inappropriate remarks about a faculty member, student, or field instructor.
- B. Failure to abide by the standards required by an Oakwood University student as stated in the Oakwood University Student Handbook.

#### **PROCEDURES FOR PROBATION AND/OR TERMINATION FROM FIELD**

1. In the event a student has violated the criteria, thus placing their status in jeopardy, he/she will meet with the Director of Field Education and the field instructor within 5 days of the infraction.
2. A recommendation will be made to the Chair of the program.
3. The Chair of the program will make a decision within 15 days of the infraction.
4. Student can appeal the decision to the Dean of the School of Education and Social Sciences.

#### **SAFETY/INFECTION CONTROL**

Students may sometimes be placed in agencies where they are at high risk of working with populations that might be violent and/or where the populations are at risk for infectious diseases such as HIV/AIDS, hepatitis, TB, etc. The agency, student and the University must work collaboratively together to ensure the safety of the student's environment.

#### **Agency's Responsibilities to Ensure Safety/ Infection Control:**

1. Educate students about potential risks that impact safety.
2. Provide safety training for the student on how to deal with violent behavior from a client.
3. Inform the Director of Field if a student is involved in a violent situation with a client.

4. Provide training and education on universal health precautions.
5. Provide students who have been physically harmed by a client with a suspected communicable disease (bitten, scratched, etc.) with proper medical attention and referral to a health facility for testing and treatment.
6. Contact the Director of Field Education immediately if a student has been harmed by a client and is at risk for a communicable disease.

### **Student Responsibilities to Ensure Safety Infection Control**

1. Adhere to policies/guidelines regarding safety and infection control in place at the field agency.
2. Report any incidents of safety and infection exposure to the agency and the Director of Field.

### **Director of Field Education/University's Responsibilities to Ensure Safety/Infection Control**

1. Provide information and training on safety and infection control during field orientation and field seminar class.
2. Monitor risks for safety and infection during field visits, through discussions during class and through information documented in logs.

(Adapted from Abilene Christian University Field Manual, Bill Culp)

### **SAFETY/PERSONAL**

Students need to be aware that the practice of Social Work involves an element of personal risk. When students have concern for their safety or the safety of others, they should discuss the concern with their Field Instructor to determine the best course of action. Students should not take unnecessary risks in the course of the fieldwork.

### **Precautions to Follow in Making Home Visits**

1. Review the agency's written policies regarding home visits, as well as all other safety-related issues. Ask a staff member familiar with the community itself to personally orient you.
2. Be familiar with the environment: entrances, exits, and places to avoid. Project an image of knowing where you are going and what you are doing, even if you don't. Beware of "looking lost."
3. **OBSERVE** how clients are dressed. Are they wearing coats, jackets, or other clothing that can conceal a weapon?
4. **ALWAYS BE SURE YOU HAVE ENOUGH GAS IN YOUR CAR.**
5. Visit at high activity times, like 8:00 am – 10:00 am or 2:30 pm – 4:00 pm (when children are getting out of school). Also, choose a time when people who are known to be violent are likely to be out of the home.

6. Be aware that your own clothing not misrepresent you or put you at risk of being a “target,” i.e., flashy jewelry, provocative clothing, a “salesperson look.”
7. If it seems appropriate in the community, ask clients to walk around the neighborhood or sit on the porch with you from time to time, so that others can see that you are there with the client’s permission.
8. Without violating confidentiality, be prepared to answer questions simply and directly about who you are and what you are doing. The purpose is to demonstrate to neighbors that you are not a salesperson, a policeman, or a new drug dealer.
9. **ALWAYS LET STAFF KNOW WHERE YOU ARE GOING AND WHEN YOU WILL BE BACK.**
10. Call clients to let them know to expect you at a certain time. Ask them to contact the agency if you are late.
11. At the door of a home, **LISTEN BEFORE YOU KNOCK.** If you hear sounds of a threatening situation going on, **LEAVE IMMEDIATELY.** Stand to one side of the door when you knock, not directly in front. **DO NOT** accept invitations such as “Is that you? Just come on in.” Identify yourself and ask the occupant to come to the door to let you in.
12. Once inside, **BE ALERT AND OBSERVANT** of your environment. Are there dangerous weapons lying about? Are there drugs being used in the house? Is someone drunk and physically acting out? In such cases, tell your primary client you cannot remain and try to reschedule or have them see you at the agency. Regardless, **GET OUT!**
13. If a client’s language or behavior begins to escalate, **DO NOT GET PHYSICAL.** This is especially so if the interaction is verbal.

**IF YOU ARE IN AN ESCALATING SITUATION:**

**DIVERT:** Switch attention to another subject, ask for a glass of water, and change seats. Separate agitators.

**DIFFUSE:** Use soft voice; focus on how the person feels she/he has been treated. Assure the person they are safe.

**DELAY:** Ask to postpone, get back-up “strength in numbers”

Or

**LEAVE:** While none of us like to think of the possibility that any of the aforementioned will happen to us, it is much better to be safe than sorry. If students or Field Instructors have questions or need further guidance on specific issues, they should contact the Director of Field Instruction immediately.

(Adapted from Tulane University, School of Social Work, J. Parker)

**DISABILITY ACCOMMODATION/STUDENTS WITH SPECIAL CONCERNS**

In compliance with Section 504 of the Rehabilitation Act of 1973, the University makes reasonable accommodations and assists students who are disabled. For assistance, students should contact the Center for Academic Advancement.

It is important that students communicate with the Director of Field Education, prior to being placed, about any past emotional experiences that may interfere with their ability to work within various agency settings. It is not uncommon for uncomfortable feelings that are a result of past traumatic experiences, to surface while working in various field settings, i.e., working with abused children or battered women, etc. It is imperative that students acknowledge these feelings and discuss them with the field instructor and the Director of Field Education as it may be determined that the student should attend personal counseling to address these issues, and/or be moved to another placement if they are unable to work with the agency clientele in an effective manner. Students may arrange to receive counseling through the Oakwood University Health Services Department or through approved off-campus resources.

### **EXTRACURRICULAR ACTIVITIES AND WORK SCHEDULES**

While the Oakwood University Social Work Department understands the importance of students having interests outside of the Social Work Program or working to support their educational/living expenses, students are expected to organize their extracurricular activities/work schedules in a way so that it does not interfere with their time in the field (Mondays, Wednesdays and Fridays). Students are expected to understand that field requires full participation and focus and that outside distractions cannot be used as an excuse for unprofessional behaviors such as tardiness, sleeping on the job, absences, late field assignments, poor concentration. Students who work are advised to carefully plan their work hours so that they have enough time to complete tasks and assignments related to field as well as have enough sleep so that they can be effective in the field setting. Students may also want to consider realistic ways to minimize their personal expenses prior to their senior year so that their need to work extensive hours is lessened. Students requiring assistance with time management skills may contact a counselor at the Oakwood University Health Services Department or a tutor at the Center for Academic Success.

### **FIELD HOURS ON FRIDAYS**

As a Seventh-day Adventist Institution, the University follows the fourth commandment (Exodus 20:8) of observing the Sabbath (sunset Friday to sunset Saturday). While the university closes at 12:00 noon on Fridays, in order to allow its employees and students time to prepare for the Sabbath, field students are expected to work until at least one hour before sunset or no later than 4:00pm on Fridays.

## MEDICAL INSURANCE

All students entering Oakwood University must have medical insurance coverage. Insurance for students without medical coverage may be acquired through the school. The cost for the year is divided into two premiums, August and January. Students are enrolled in the insurance plan at registration and the fee is incorporated as a part of the student's bill each semester. If a student wishes to use his/her own personal medical coverage, this must be indicated on the insurance waiver card each semester during registration. A card or copy of membership is to be carried by each student in case of an emergency. All international students must present evidence of medical coverage in the United States.

## NASW STUDENT/SCHOOL LIABILITY INSURANCE

Malpractice risk starts during social work education. That's why the NASW Insurance Trust offers specially designed student/school professional liability protection. Students will not be allowed to participate in field education unless they have liability coverage throughout their field education experience.

This program offers (1) individual coverage, which the student obtains for him/herself for field placements, and (2) blanket coverage for the school and its faculty as well as its students.

Individual coverage protects the student directly as the policyholder. To be eligible for individual coverage, a student must be enrolled in a Council on Social Work Education accredited social work degree program (or a program approved for candidacy) and be a student category member of NASW.

The Trust has negotiated low premium rates for the individual student program and increased the amount of insurance available. The limits of liability that are offered to individual students are:

<u>Limits of Liability</u>	<u>Rate for Each Student</u>
\$1,000,000/\$1,000,000	\$23**
\$1,000,000/\$3,000,000	\$35**

To obtain further information, call the Trust office at 1-800-638-8799 Ext. 387 or e-mail to [insurancet@naswdc.org](mailto:insurancet@naswdc.org).

\* May not be available in all states

\*\* Rates subject to change

## TRANSPORTATION/CAR ACCIDENT COVERAGE

Students are expected to be responsible for their own transportation to and from field as Oakwood University does not provide transportation outside of the campus. Students who are unable to secure reliable transportation will either be placed at an agency within walking distance of the school if the agency meets the standards of an appropriate placement (such placements are extremely rare). If a student is unable to secure transportation by the beginning of the Fall semester (no more than two weeks into field), they will be required to drop Field Instruction and Seminar I – SW454 and re-enroll the following school year, once they have secured transportation.

## **CAR ACCIDENT COVERAGE**

Field students are required to purchase and show proof of full coverage car insurance. Students must submit a copy of their third-party accident coverage to the Director of Field prior to starting their field placement (due the first day of field class, Fall semester). Students are not to drive to field or transport clients in their personal vehicles without third-party car accident coverage. Driving without liability insurance is illegal in the state of Alabama.

## **MILEAGE REIMBURSEMENT**

Field students should be entitled to the same reimbursement as agency staff at the field agency site. Students should inquire, during the interview process, about the agency's policies on providing students with reimbursement for home visits and any other required travel.

## **PROFESSIONAL ORGANIZATIONS**

### **COUNCIL OF SOCIAL WORK EDUCATION (CSWE)**

The Council on Social Work Education (CSWE) is a nonprofit national association representing more than 2,500 individual members, as well as graduate and undergraduate programs of professional social work education. Founded in 1952, this partnership of educational and professional institutions, social welfare agencies, and private citizens is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in this country.

### **NATIONAL ASSOCIATION OF SOCIAL WORKERS (NASW)**

#### **Code of Ethics/Ethical Principles**

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

#### **Value: Service**

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

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

#### **Value: Social Justice**

Ethical Principle: Social workers challenge social injustice.

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

**Value: Dignity and Worth of the Person**

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

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

**Value: Importance of Human Relationships**

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

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

**Value: Integrity**

Ethical Principle: Social workers behave in a trustworthy manner.

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

**Value: Competence**

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

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

**National Association of Social Workers**

**750 First Street NE, Suite 700**

**Washington, DC 20002-4241**

**202-408-8600 | 800-638-8799**

# PRE-FIELD APPLICATION FORMS

## APPLICATION FOR SOCIAL WORK FIELD EDUCATION

Oakwood University Social Work Department  
 7000 Adventist Boulevard, Huntsville, AL 35749  
 Phone: (256) 726-7340 Fax: (256) 726-7527

### APPLICATION COMPLETION CHECKLIST

(To be completed by Social Work Field Director/Social Work Administrative Assistant)

This checklist must be completed in order to receive an agency placement

- \_\_\_ Self-Evaluation of Professional Fitness for Field Form completed by student and SW350Field Instructor
- \_\_\_ Peer Reference from \_\_\_\_\_ received on \_\_\_\_\_ (date)
- \_\_\_ Unofficial transcript received on \_\_\_\_\_ (date) \*must include grades for Fall semester\*
- \_\_\_ Criminal Background Check results received on \_\_\_\_\_ (date)
- \_\_\_ Copy of NASW Insurance attached
- \_\_\_ Professional resume' attached
- \_\_\_ Completed application submitted on \_\_\_\_\_ (date)
- \_\_\_ Writing samples attached (2) on \_\_\_\_\_ (date)

<i>Signature of Field Educator Coordinator Approving Student to receive an agency placement:</i> _____ Date: _____		
Name:		Date:
Local Address:		Permanent Address:
Telephone:	Fax:	Email:
Transportation: <input type="checkbox"/> Personal Car *Students are required to have their own transportation in order to participate in the field education experience and must show proof of insurance prior to first day in field.		
Please list the courses you have completed or are enrolled in this semester.		
CORE SOCIAL WORK COURSES:	GENERAL ED/ ELECTIVE COURSES (if any):	
1. 2. 3. 4. 5. 6.	1. 2. 3.  NOTE: You must attach an unofficial transcript to this application.	
GPA REQUIREMENTS: Admission to the Field Education Program requires a social work GPA of 2.50 or higher and a cumulative minimum GPA of 2.00. Students not meeting these GPA requirements will not be permitted to apply to the Field Education Program until these GPA requirements have been met.		
Club or Community Organization Involvement:		
What are your career plans after completion of the BSW degree?		
What activities or hobbies interest you? How do you manage stress?		

List all human service/social service/ volunteer service experience you have had.		
DATE	AGENCY	Job Title/Description
List other employment experiences – full/part time/summer:		
DATE	COMPANY	Job Title/Description
What are your commitments other than school, such as work, family, church, etc.?		
Do you have physical limitations which should be considered in the process of determining your placement options? <input type="checkbox"/> No <input type="checkbox"/> Yes, please describe:		
CRIMINAL BACKGROUND CHECK COMPLETED: <input type="checkbox"/> Yes <input type="checkbox"/> No; if no, application will not be considered until this is completed.		
Provide a Peer Reference. These references MUST be received in order for your application to be reviewed; the reference should be turned in with your application in a SEALED envelope. PEER REFERENCE NAME:		
NASW MEMBERSHIP and LIABILITY INSURANCE APPLICATION: Complete an application for NASW student liability insurance which costs \$45 for year-long insurance. This application is available on the Social Work Program website in PDF format under “Field Education” section. Attach a copy of your NASW insurance (not the original) to this application.		
PLEASE ATTACH A CURRENT PROFESSIONAL RESUME TO THIS APPLICATION. WORD HAS A VARIETY OF RESUME TEMPLATES TO ASSIST YOU IN PUTTING TOGETHER THIS DOCUMENT.		
FIELD EDUCATION APPLICATION STATEMENT OF UNDERSTANDING: By signing below, I do hereby agree that the above information is correct and true to the best of my knowledge. I also understand that admission to the Field Education Program is based on a social work GPA of 2.50 or higher and a cumulative minimum GPA of 2.00, and that because the application to Field Education is submitted prior to the completion of the current semester, that if my GPA does not meet the above requirements when I receive final grades, I will not be considered for Field Education. Furthermore, I understand that the Oakwood University Social Work Program will work with me to locate a field agency setting where my learning goals can be met. I understand that the selection of this field agency setting is based on many factors and may not be my first personal choice, but rather the setting where the faculty and field education director feel my unique learning goals can be met.		
Signature: _____		Date: _____

## FIELD PLACEMENT PREFERENCE FORM

Indicate the following which are important in your decision-making process regarding field placement:

ACTIVITIES – Check ALL that interest you

FIELDS OF PRACTICE – Identify the TOP THREE in order of interest

AGE GROUPS – Check ALL that interest you

### ACTIVITIES

- Administration
- Advocacy
- After Care/Follow-Up
- Assessment
- Behavioral Techniques
- Case Management
- Casework
- Community Outreach
- Crisis Intervention
- Documentation
- Evaluation/research
- Family Counseling
- Group Work
- Home Visits
- Individual counseling
- Intake
- Multidisciplinary Work
- Program Planning
- Social Histories
- Community Resource Referral
- Treatment Planning
- Termination
- Other (describe):

### FIELDS OF PRACTICE

- Adolescents
- Adoption
- Aging
- AIDS/HIV
- Child Welfare
- Community Organization
- Corrections
- Counseling
- Developmental Disabilities
- Faith-Based Services
- Families
- Foster Care
- Group Homes
- Homeless
- Immigrants
- Macro (administration, program development)
- Medical/Health
- Juvenile Delinquency
- Long-term Care
- Mental Health
- Refugees/International Social Work
- Adult Protective Services
- Child Protective Services

- School Social Work
- Substance Abuse
- Urban Community
- Inpatient Psychiatric Hospital
- Other (describe):

### AGE GROUPS

- Infants
- Children
- Elementary School Age
- Adolescents
- Young Adults
- Adults
- Older Adults

---

If you are interested in working in a specific agency, please list them or the type below:

## WHAT IS IMPORTANT TO ME IN SELECTING A FIELD PLACEMENT

Indicate which variable is more important to you in selecting a field placement. If you clearly prefer one or the other, circle your choice; if you tend more toward one variable than the other, mark your choice along the line at a point which represents your preference. **This page should be completed in handwritten form – not typed.**

**EXAMPLE:** Supervisor.....x.....Client Population

Supervisor ..... Client Population

Large Agency Setting ..... Small Agency Setting

Client Group I Know Something About ..... Client Group I Know Little About

Clients Come to my Office ..... I Go to Clients' Homes

Agency-Centered Practice ..... Home-based Services

Consistency ..... Variety

Structured Daily Activities ..... Free-Flowing Activities

Predictable Schedule ..... Variable Schedule

Sharing Space with Supervisors/coworkers ..... Having Own Space

Fast Pace ..... Slow Pace

Lots of clients/brief contact ..... Several clients/long-term contact

Rapid turnover in caseload ..... Stable caseload

Structured supervision ..... Flexible Supervision

OTHER COMMENTS:

## ESSAY SECTION

Please respond in your own words to the following sections (approximately a paragraph response per item is fine). Special attention should be given to the strengths and skills area and the growth areas. Your responses will assist the Director of Field Education with finding the best fit for you in the approved field agencies.

1. Interest in Social Work:
2. Areas of practice (top three):
3. Strengths and skills which qualify me for field placement:
4. Growth areas and expectations of supervisor:
5. Experience as a helper:
6. Ways that I was helped which influenced my career choice in Social Work:

## WRITING ASSESSMENT

Professional writing skills and critical thinking skills are two of the most essential skills required in generalist social work practice. Each student is required to submit two copies of writing assignments completed in their past social work classes. Instructors within the social work department will also be asked by the Director of Field Instruction to give a written assessment regarding the student's writing skills and ability to think critically, based upon their experience with the applicant as a student. The gathered information will be considered when deciding a student's readiness for field.

By signing below, you acknowledge you have reviewed the writing assessment instructions and understand the requirements to complete this part of the field education application.

---

*Signature*

---

*Date*

## SELF-EVALUATION OF PROFESSIONAL FITNESS FOR FIELD

**Print Name:** \_\_\_\_\_

**This form is being completed by the following:**

- Student: \_\_\_\_\_
- Social Work Professional: \_\_\_\_\_

*This completed self-evaluation from the two sources above is a required part of the Field Education Application Process.*

Please evaluate *yourself/student in terms of professional fitness* in a reflective manner, assigning appropriate points **for each section**.

### Evaluation Criteria

- 5 = Excels: Student consistently functions with a very high degree of competency in this particular area
- 4 = Competent: Student demonstrates consistent growth and change; functions with better-than-average competence in this area
- 3 = Adequate: Student's performance in this area fulfills minimum competency requirements.
- 2 = Needs to Work: Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.
- 1 = Unsatisfactory: Student's level of performance consistently low; minimum evidence of growth and change.

PROFESSIONAL FITNESS CATEGORIES	1	2	3	4	5
<b>PROFESSIONAL RESPONSIBILITY</b>					
1. I relate to peers, supervisors and others in an appropriate professional manner.					
2. I do not exploit or mislead other people during or after professional relationships.					
3. I apply legal and ethical standards during my daily practice.					
4. I apply professional and ethical behavioral guidelines when discussing interactions with peers and faculty with others outside the social work department.					
<b>COMPETENCE</b>					
1. I take responsibility for compensating my personal and professional deficiencies.					
2. I provide only those services for which I am qualified by education, training, or experience.					
3. I am able to demonstrate basic cognitive skills and appropriate effect in response to client groups.					
<b>DEPARTMENT</b>					

1. I demonstrate appropriate self-control (such as anger control, impulse control) in interpersonal relationships with supervisors, peers, and client groups.					
2. I am aware of my own belief systems, values, and limitations, and feel they do not actively affect my work.					
3. I consistently demonstrate the ability to receive, integrate, and utilize feedback from peers and supervisors.					
<b>INTEGRITY</b>					
1. I do not make statements that are false, misleading, or deceptive.					
2. I respect the fundamental rights, dignity, and worth of all people.					
3. I respect the rights of individuals to privacy, confidentiality, and choices regarding self-determination.					
4. I respect cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, physical ability/disability, language, and socioeconomic status.					
5. I consistently behave in accordance with the social work code of ethics as I develop into a beginning generalist social worker.					
<b>PROFESSIONAL DEVELOPMENT</b>					
1. I display a desire to learn and grow as a professional social worker.					
2. I attend continuing education opportunities regularly, and demonstrate a positive attitude toward lifelong learning.					
3. I honestly evaluate my personal and professional growth, and commit myself to honestly addressing areas of vulnerability.					
4. I respect and honor confidentiality in terms of content in course discussions and interactions.					
5. I respect and honor confidentiality in terms of interactions with faculty regarding my personal and academic issues.					

After an honest, critical reflection based on this evaluation, list four (4) areas of professional growth and development you wish to address as you prepare for field education next semester (these will be areas you will address in your readiness for field presentation):

1.

2.

**Oakwood University**  
**Social Work Department**

SOCIAL WORK PROGRAM APPLICATION FOR FIELD EDUCATION

**PEER REFERENCE FORM**

<b>TO BE COMPLETED BY APPLICANT:</b>	
Provisions of the Family Education and Privacy Act of 1974 give you the right to retain or waive access to this recommendation. Indicate below whether or not you waive or retain your right of access to this recommendation. Indicate your choice:	
<input type="checkbox"/> <b>I retain my right of access.</b> <input type="checkbox"/> <b>I waive my right of access.</b>	
Signature: _____	Date: _____

Reference for (please print applicant's name): \_\_\_\_\_

Please rate the applicant in the following areas:

Specific Abilities		Outstanding	Above Average	Average	Questionable	Don't Know
Quality of Relationships with:	<i>Peers</i>					
	<i>Faculty</i>					
Ability to Communicate	<i>Oral</i>					
	<i>Written</i>					
Accountability (taking responsibility for actions)						
Analytical Ability						
Academic Capability						
Ability to Complete Responsibilities ( <i>i.e.</i> , meet deadlines, complete projects, etc.)						
Initiative, including independence						
Maturity, emotional stability						
Comfort with Diversity ( <i>i.e.</i> , ethnicity, culture, gender, sexual orientation)						
Ethical Behavior						
Concern for others						
Sensitivity to Social Problems						
Constructive Use of Feedback						

1. What qualities may need strengthening or enhancement in order for applicant to grow personally and professionally during the field experience?
2. Do you have any other comments about the applicant's ability for social work field education?

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

Signature: \_\_\_\_\_

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

***\*\*COMPLETED FORM SHOULD BE PLACED IN A SEALED ENVELOPE  
AND  
GIVEN TO THE SOCIAL WORK PROGRAM ADMINISTRATIVE  
ASSISTANT. \*\****

## READINESS FOR FIELD GUIDELINES

*Create a definite plan for carrying out your desire and begin at once, whether you're ready or not, to put this plan into action.* -- Napoleon Hill

What is “readiness”?

*n.* The state or quality of being ready; preparation; promptness; aptitude; willingness.

### What content must be included in the presentation?

- Opening statement which addresses the following questions:
  1. How do you perceive yourself as an emerging social work professional?
  2. What is your area of greatest strength?
  3. What is the interpersonal area where you perceive you need the most growth?
  4. What is a specific piece of feedback you have received here in the program that resulted in a positive change in you? Why was this feedback significant to you?
  5. What is your role within the cohort? Did you choose this role or was it ascribed to you? Will you remain in this role or will you seek a role that is a better fit for you? Why or why not?
  6. What is your leadership style? Provide an example where you have demonstrated positive leadership within your cohort
  
- A demonstration of your competency level in six areas and your “readiness” for field education:
  1. Communicate effectively (oral, written, technology)
  2. Value a diverse world
  3. Think critically
  4. Advocate for social change and a commitment to the principles of social justice
  5. Succeed in the environment of a university
  6. How will you incorporate the “black perspective historical, faith community”, into practice?

### For each of the 6 areas of competency, you must rate yourself using the scale:

- 1= failing (never or rarely meets competency)
- 2= needs improvements (inconsistently meets competency)
- 3= acceptable (meets competency at expected level)
- 4= very good (consistency meets or exceeds competency)
- 5= outstanding (performs at an outstanding level)

Example of how to set up slides for each competency area:

- AREA OF COMPETENCY:

Verbal communication (self-rating = 3)  
Written Communication (self-rating = 3)  
Technology (self-rating = 4)

(Discussion of rationale for self-ratings goes here along with examples that demonstrate competency).

**OAKWOOD UNIVERSITY  
SOCIAL WORK DEPARTMENT  
FIELD PLACEMENT DECISION FORM**

Field Placement Academic Year Fall & Spring Semester \_\_\_\_\_

Student's Name: \_\_\_\_\_

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

Date of Interview with Agency Personnel: \_\_\_\_\_

DECISION:     Accepted for Placement             Rejected for Placement

Field Instructor's Name: \_\_\_\_\_

Field Instructor's Telephone Number: \_\_\_\_\_

Please return this form to:

**Director of Field Instruction**  
Social Work Department  
Oakwood University  
7000 Adventist Blvd.  
Huntsville, AL 35896

\_\_\_\_\_

**FOR OFFICE USE ONLY**

Date of Placement Confirmation:



**OAKWOOD UNIVERSITY**  
**DEPARTMENT OF SOCIAL WORK**  
**Mid-Term Evaluation Form**  
**Fall Semester**

**Student Name:** \_\_\_\_\_

**Agency Name:** \_\_\_\_\_

**Field Supervisor:**

**Phone:**

**Field Liaison:**

**Phone**

**PART I**

Please rate the student's professional behavior in practicum based on the following seven items by using the following 4-point scale.

**Evaluation Rating Scale**

- 4 = **Excels:** Student consistently functions with a very high degree of competency in this particular area
- 3= **Competent:** Student demonstrates consistent growth and change; functions with better-than-average competence in this area.
- 2 = **Adequate:** Student's performance in this area fulfills minimum competency requirements.
- 1 = **Needs improvement:** Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change

**Please Check One and Score Student Appropriately:**

1. <b>Attendance and Punctuality</b> – Student is consistently on time and attends assigned practicum activities as requested. (EPAS 1.2)	4	3	2	1
2. <b>Communication</b> – Student maintains regular contact with their field	4	3	2	1

supervisor regarding practicum activities, successes, concerns that arise, input on assignments. (EPAS 1.2)				
3. <b>Self-Awareness</b> – Student is aware of their own strengths, weaknesses, likes and dislikes, and how these may affect their interactions with others. (EPAS 1.2)	4	3	2	1
4. <b>Oral Expression</b> – Student is able to articulate their thoughts/ideas/concepts clearly both verbally and non-verbally to co-workers and their field instructor. (EPAS 1.2)	4	3	2	1
5. <b>Written Expression</b> – Student is able to express their thoughts/ideas/concepts with very few errors according to agency standards. (EPAS 1.3)	4	3	2	1
6. <b>Initiative</b> – Student takes initiative to plan work and complete assignments in a timely manner. (EPAS 1.2)	4	3	2	1
7. <b>Compliance with the NASW Code of Ethics</b> - Student complies with the NASW Code of Ethics in both thinking and behavior at the practicum. (EPAS 1.2)	4	3	2	1
8. Student is making satisfactory progress in the completion of their fall semester learning contract.*	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

\* If the student received a grade of 2 or below for question #8 please contact the field director or field liaison.

**TOTAL SUMMED SCORE FROM ALL CATEGORIES:**

**/ 32**

**Comments:**

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**I have reviewed the Field Learning Agreement and I have discussed all the content areas with the student and confirm that the student is making satisfactory progress in meeting their learning objectives by the conclusion of the fall semester.**

\_\_\_\_\_  
Field Supervisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Field Task Supervisor's Signature

\_\_\_\_\_  
Date

**For students who express a major difference of opinion regarding the result of this mid-term evaluation please inform your field supervisor and submit a detailed supplemental statement to the field director.**

**Indicate if a supplemental statement is attached: Yes \_\_\_ No \_\_\_**

**I have reviewed my mid-term evaluation and Field Learning Agreement and I have discussed all the content areas with my field instructor(s).**

\_\_\_\_\_  
Student (Please print

\_\_\_\_\_  
name) Student's Signature

\_\_\_\_\_  
Date



**OAKWOOD UNIVERSITY**  
**DEPARTMENT OF SOCIAL WORK**  
**Field Learning Agreement/Evaluation Form**  
**Fall 2017**

<b>Student Name:</b>	
<b>Agency Name:</b>	
<b>Field Supervisor</b> (MSW degree):	
<b>Task Supervisor</b> (Does not hold an MSW degree):	

The Council of Social Work Education has adopted a competency based education framework for accredited social work programs called Educational Policy Accreditation Standards (EPAS). A competency-based program refers to identifying and assessing what students demonstrate in practice (field/internship) based on specific knowledge, values, and skills in a purposeful, intentional, and professional manner. There are nine competency areas covered within the program. This evaluation covers the competency areas that students are expected to master during the fall semester. **Each task is related to a specific competency** (competencies are italicized, followed by expected learning behaviors). Students are expected to share their “task” learning experience with their field instructor/task supervisor in order to gain critical feedback and direction. Grading for this evaluation is based on the field instructor/task supervisors’ assessment of the students’ progress/attainment of each task.

Please note that in most cases, students are expected to submit evidence of their completion of tasks by writing a short, concise paper, and place this evidence in the assigned D2L Dropbox for each task.

This evaluation does NOT cover all the competencies, only those that the student is expected to master at this point of their practicum learning.

<b>Student Evaluation Rating Scale</b>	
<b>4 = <u>Excels:</u></b> (90-100%)	<b>Student consistently functions with a very high degree of competency in this particular area</b>
<b>3= <u>Competent:</u></b> (70-89%)	<b>Student demonstrates consistent growth and change; functions with better than average competence</b>
<b>2 = <u>Adequate:</u></b> (60-69%)	<b>Student’s performance in this area fulfills minimum competency requirements.</b>
<b>1 = <u>Needs improvement:</u></b> (59% or less)	<b>Student’s performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change</b>

<b>1.0 Demonstrate Ethical and Professional Behavior</b>					
1.	<p><b>1.1 Use technology ethically and appropriately</b>  <b>TASK #1.1:</b> Student will demonstrate proficiency in understanding and applying agency technology ethically and in accordance with agency policy by...</p> <p><i>Task(s) that will be assessed to meet this competency:</i></p> <p>Student will write a brief <b>250-word</b> paper that identifies and discusses the tasks that were implemented to achieve this competency.</p> <p>Please include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b>.</p>	4	3	2	1
2.	<p><b>1.2 Use the NASW Code of Ethics to make ethical decisions</b>  <b>TASK #1.2a:</b></p> <p><i>Task(s) that will be assessed to meet this competency:</i></p> <p>Student will discuss any professional or personal ethical/ value dilemmas with their field instructor/task supervisor and utilize the NASW Code of Ethics in resolving matters.</p> <p>Student will include samples of their use of the Code of Ethics in their <b>weekly field logs</b>.</p> <p>Please include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b>.</p>	4	3	2	1
3.	<p><b>TASK #1.2b:</b></p> <p><i>Apply strategies of ethical reasoning to a case reviewed with supervisor;</i> student will discuss their assessment of the case during supervision.</p> <p><i>Task(s) that will be assessed to meet this competency:</i></p> <p>Student will write a brief <b>250-word</b> paper of this assignment.</p> <p>Please include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b>.</p>	4	3	2	1
4.	<p><b>1.3 Attendance and Punctuality</b> – Student is consistently on time and attends assigned practicum activities as requested.</p> <p><b>TASK #1.3a:</b></p> <p><i>Task(s) that will be assessed to meet this competency:</i></p>	4	3	2	1

	<ol style="list-style-type: none"> <li>1. Field Logs - Submission of completed field logs to field director that verify consistent attendance and punctuality at their field practicum.</li> <li>2. <b>Student will scan</b> completed logs and submit to Field Director for review and assessment <b>via D2L Dropbox</b> at assigned dates.</li> </ol>				
5.	<p><b>1.3 Practice professional demeanor in behavior, appearance, oral and written communication</b></p> <p><b><u>TASK #1.3b:</u></b></p> <p><i>Task(s) that will be assessed to meet this competency:</i></p> <ol style="list-style-type: none"> <li>1. Student will meet with their Field Instructor at least once a week for one-hour supervision and receive feedback regarding their professional performance including written and oral communication within the agency.</li> <li>2. Student will develop a list of <u>learning agreement tasks</u> to discuss at each meeting.</li> </ol>	4	3	2	1
6.	<p><b><u>TASK #1.3c:</u></b></p> <p>Student will complete and submit weekly supervision logs to their field instructor/task manager for review and <b>professional feedback regarding their professional performance.</b></p> <p><i>Task(s) that will be assessed to meet this competency:</i></p> <p>Student will complete insightful professional logs that detail their learning experience and meet the minimum writing requirements as listed in the field log instructions.</p>				
7.	<p><b><u>TASK #1.3d:</u></b></p> <p>Student will dress in accordance to the agency’s dress code policy and the university’s dress policy.</p> <p><b><i>Student</i></b> will design task(s) that will be assessed to meet this competency:</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol>	4	3	2	1
8.	<p><b><u>TASK #1.3e:</u></b></p> <p>Student will notify Field supervisor verbally and/ or in writing regarding any information that may affect their <b><u>attendance, punctuality</u></b> and input on assignments for SW454. Communication will be given in a timely manner.</p>	4	3	2	1

	<p><i>Task(s) that will be assessed to meet this competency:</i></p> <ol style="list-style-type: none"> <li>1. Student will provide advance oral and/or verbal notice of potential absence or late arrival to placement</li> <li>2. Student will provide adequate advance notice to field supervisor regarding assistance with upcoming assignments.</li> </ol>				
9.	<p><b>1.4-Use critical thinking to reflect and self-regulate personal values in practice situations</b></p> <p><b>TASK #1.4a: **</b></p> <p><i>Task(s) that will be assessed to meet this competency:</i></p> <p><b>Identify at least three critical thinking concepts</b> that the student has learned in the general education critical thinking courses and apply these concepts to self-regulation, personal values and practice in the field setting.</p> <p><b>Student will write a 300-500-word paper that demonstrates this concept.</b></p> <p>Student will present assignment to field instructor for assessment and critical feedback.</p> <p>A copy of this completed assignment must be submitted in the appropriate <b>D2L Dropbox</b>.</p>	4	3	2	1
<b>3.0 Advance Human Rights and Social, Economic, and Environmental Justice</b>					
10.	<p><b>3.1-Identify fundamental rights that every person has regardless of position in society.</b></p> <p><b>TASK #1</b></p> <p><i>Task(s) that will be assessed to meet this competency:</i></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol> <p>Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b>.</p> <p><b>OR</b></p> <ol style="list-style-type: none"> <li>1. Student will research and develop a <b>300-word</b> position paper that demonstrates the agencies policy of advancing human rights and environmental justice by serving all persons regardless of their social, economic position in society.</li> <li>2. Student will present paper to their field supervisor for review and assessment.</li> </ol> <p>Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b>.</p>	4	3	2	1

11.	<p><b>3.2-Engage in practices that advance social, economic and environmental justice.</b></p> <p><b>TASK #1:</b></p> <p><i>Task(s) that will be assessed to meet this competency:</i></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol> <p><b>OR</b></p> <p>Student will work with their field instructor to design and implement an agency project that will effectively address this competency. Student will write a <b>250-word</b> paper that illustrates how they have engaged in 1. Social, 2. Economic, and 3. Environmental Justice during their field placement at their agency.</p> <p>Student will present paper to their field supervisor for review and assessment.</p> <p>Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b>.</p>	4	3	2	1
12.	<p><b>3.3-Use critical thinking as a strategy to help eliminate oppressive structural barriers.</b></p> <p><b>TASK #1:</b></p> <p><i>Task(s) that will be assessed to meet this competency:</i></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol> <p>Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b>.</p> <p><b>OR</b></p> <p>Student will list 3 critical thinking concepts and write a <b>250-word</b> paper that illustrates HOW they have used each concept within their field placement to effectively address oppressive and structural barriers with clients.</p> <p>Student will present paper to their field supervisor for review and assessment.</p> <p>Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b>.</p>	4	3	2	1
<b>4.0 Engage in practice informed research and research informed practice</b>					
13.	<p><b>4.1-Apply quantitative and qualitative methodology</b></p> <p><b><u>TASK #4.1a:**</u></b></p> <p><i>Task(s) that will be assessed to meet this competency:</i></p> <p>Student will demonstrate how:</p>	4	3	2	1

	<p>1. Qualitative research methods (skills learned in SW420 Research and Social Work)</p> <p>2. Quantitative research methods (Skills acquired in PY411 Principles of Research)</p> <p>Can be applied to improve <b><u>a specific aspect of the agency functioning.</u></b> Student will write a 500-word paper that demonstrates these concepts. Where applicable students may use assignments from the above courses to address this requirement.</p> <p>Student will present assignment to field instructor for assessment and critical feedback.</p> <p>A copy of this completed assignment must be submitted in the appropriate <b>D2L Dropbox.</b></p>				
14.	<p><b>4.2 – Use practice experience and theory to inform scientific inquiry and research</b></p> <p><b>TASK: #1:**</b></p> <p><i>Task(s) that will be assessed to meet this competency:</i></p> <p>1.</p> <p>2.</p> <p>Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox.</b></p> <p><b>OR</b></p> <p>Student will identify a problem they encountered with a client (micro, mezzo or macro levels) and propose a hypothesis. Please include a <b><u>theoretical concept</u></b> (based on the knowledge acquired in the course SW320 Modern Social Work Theories &amp; Practice) that supports your hypothesis/solution to the problem.</p> <p>Students will select a possible social science journal, social science forum, agency literature etc. that could benefit from the knowledge you would provide from your practice experience and discuss how these selected resource(s) would benefit from their contributions. Students will write a 300-500-word paper on this topic.</p> <p>Student will present paper to their field supervisor for review and assessment.</p> <p>Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox.</b></p>	4	3	2	1
15.	<p><b>4.3 – Use critical thinking and ethical approaches to translate research findings into effective practices.</b></p> <p><b>TASK #4.3:**</b></p> <p><i>Task(s) that will be assessed to meet this competency:</i></p>	4	3	2	1

	<p>Student will select a minimum of <b>3 PEER REVIEWED JOURNAL ARTICLES</b> that are directly related to the population /issues their agency serves. The student will use a minimum of <b>four</b> elements of critical thinking as they discuss with their Field Instructor what they learned from reading the articles. Student will discuss at least two ethical considerations based on their selected articles. Finally, student will discuss how they can incorporate the findings into their current and/or future practice.</p> <p><b>Student will write a 500-word paper that demonstrates this concept.</b></p> <p>Student will present assignment to field instructor for assessment and critical feedback.</p> <p>A copy of this completed assignment must be submitted in the appropriate <b>D2L Dropbox</b>.</p>				
<b>5.0 Engage in policy practice</b>					
16.	<p><b>5.1-Use critical thinking skills to analyze formulate, implement and advocate for policies that advance human rights and social justice.</b></p> <p><i>Task(s) that will be assessed to meet this competency:</i></p> <p><b><u>TASK #5.1:**</u></b></p> <p>Utilizing knowledge and skills acquired in the course SW380 Welfare Policies, student will <b>create</b> a “<b>MOCK POLICY PAPER</b>” (500-words).</p> <p>The student will create a policy related to social justice and human rights and review the impact that this policy can have on the lives of clients serviced by <b>your agency</b>. Please use at least <b>3</b> elements of critical thinking in this paper as a part of your written discussion.</p> <p>Student will present assignment to field instructor for assessment and critical feedback.</p> <p>A copy of this completed assignment must be submitted in the appropriate <b>D2L Dropbox</b>.</p>	4	3	2	1
17.	<p><b>5.2 – Identify policies at the local, state and federal levels that affect well-being, service delivery, and access to social services.</b></p>	4	3	2	1

	<p><b>TASK #5.2:**</b></p> <p><i>Task(s) that will be assessed to meet this competency:</i></p> <p>Utilizing knowledge and skills acquired in the course SW380 Welfare Policies, student will design a 500-word “<b>MOCK POLICY PAPER</b>”.</p> <p>The student will design a policy <b>OR</b> take an existing policy that exists at the <b>local, state or federal level</b>, and discuss the service delivery impact that that this policy has on your agency’s ability to deliver effective service to the population it serves.</p> <p>Student will present the mock policy paper assignment to field instructor for assessment and critical feedback.</p> <p>A copy of this completed assignment must be submitted in the appropriate <b>D2L Dropbox</b>.</p>				
18.	<p><b>5.3 – Evaluate how policies affect the delivery of and access to social services.</b></p> <p><b>TASK# 5.3: **</b></p> <p><i>Task(s) that will be assessed to meet this competency:</i></p> <ul style="list-style-type: none"> <li>• Student will design a 300-500-word paper that addresses the following: <ul style="list-style-type: none"> <li>○ Identify at least two current <b>agency</b> policies</li> <li>○ Critically discuss how these policies impact client access to services within your agency</li> <li>○ What recommendations can you suggest that could possibly <b>improve</b> the current policy and decision-making within the agency?</li> </ul> </li> </ul> <p>Student will present assignment to field instructor for assessment and critical feedback.</p> <p>A copy of this completed assignment must be submitted in the appropriate <b>D2L Dropbox</b>.</p>	4	3	2	1

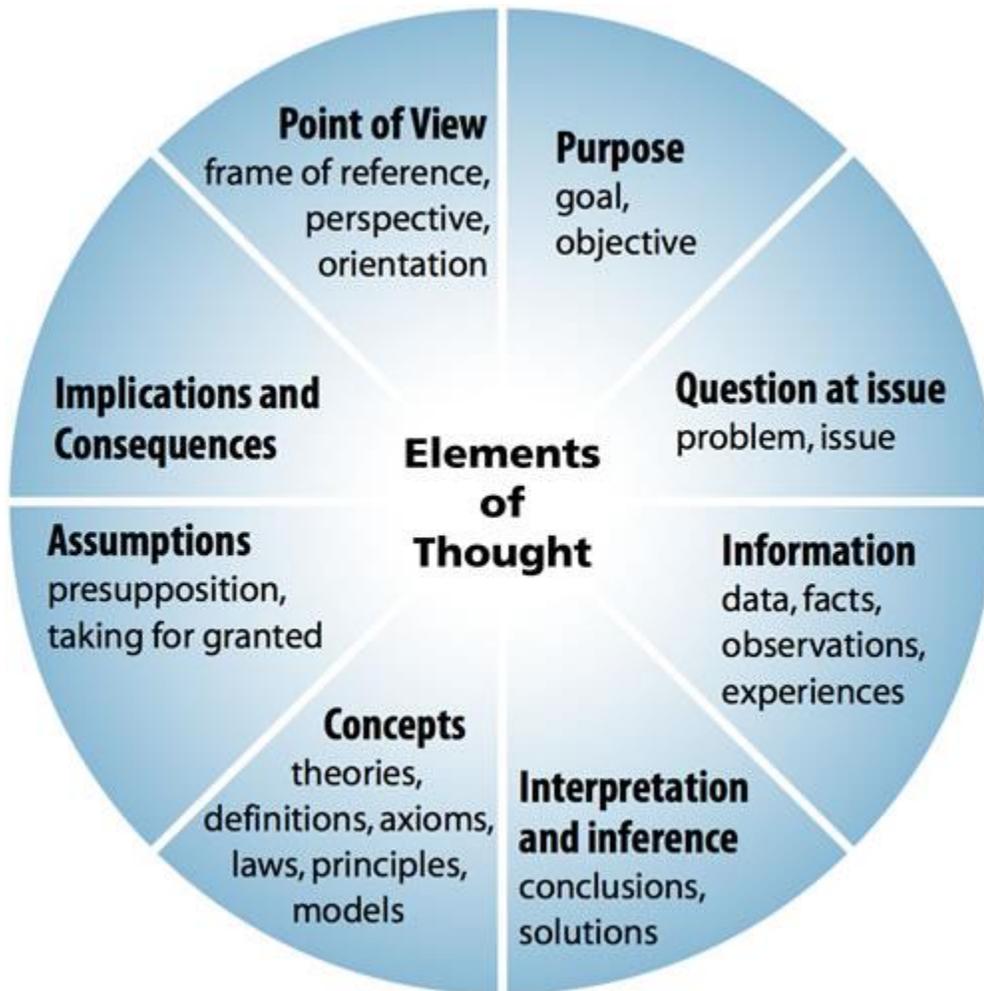
**TOTAL SUMMED SCORE FROM ALL CATEGORIES:**

**/ 72**

## IMPORTANT

\*\*Students are expected to document and submit evidence that they have completed each of these assignments in the appropriate **D2L** Dropbox (written documentation showing completion of each expected task) as well as share and discuss with their field instructor.

**Critical Thinking** required for the listed assignments are based on the “*Elements of Thought*” learned in OU 101 and general education English courses.





**I have reviewed the Field Learning Agreement and I have discussed all the content areas with the student.**

\_\_\_\_\_  
**Field Supervisor (Please Print name) Field Supervisor's Signature Date**

**For students who express a major difference of opinion regarding the result of this report, a supplemental statement may be attached to this Field Learning Agreement.**

**Indicate if a supplemental statement is attached: Yes \_\_\_ No \_\_\_**

**I have reviewed the Field Learning Agreement and I have discussed all the content areas with my field instructor(s).**

\_\_\_\_\_  
**Student (Please print name) Student's Signature Date**



SW455 Field Instruction & Seminar

**Oakwood University**  
**DEPARTMENT of SOCIAL WORK**  
**Spring Semester**

**MID-TERM EVALUATION**

**INSTRUCTIONS:** The mid-term evaluation provides the student with an overall assessment of their progress at the mid- point of the field experience for the spring semester. Please note that the evaluation should be reviewed with the student prior to the Field Director’s visit. The student should **read, sign (at the end of the form), and receive** a copy of this evaluation. Please rate the student’s level of competency based on the following seven (7) categories by marking the appropriate box.

<b>Student Evaluation Rating Scale</b>	
<b>4 = <u>Excels:</u> (90-100%)</b>	<b>Student consistently functions with a very high degree of competency in this particular area</b>
<b>3= <u>Competent:</u> (70-89%)</b>	<b>Student demonstrates consistent growth and change; functions with better than average competence</b>
<b>2 = <u>Adequate:</u> (60-69%)</b>	<b>Student’s performance in this area fulfills minimum competency requirements.</b>
<b>1 = <u>Needs improvement:</u> (59% or less)</b>	<b>Student’s performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change</b>

Student’s Name: \_\_\_\_\_

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

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

**I. PERFORMANCE IN THE LEARNING ROLE** (Competency 1: Demonstrate Ethical and Professional Behavior)

1. Actively utilizes and appropriately seeks supervision.	1	2	3	4	5
2. Has made a concerted effort towards implementing the learning agreement.	1	2	3	4	5
3. During supervision has identified and discussed strengths and limitations in knowledge, skills and learning needs.	1	2	3	4	5
4. Demonstrates an openness to learning and feedback for own professional development and growth.	1	2	3	4	5

5.	Seeks direction as needed, without excessive reliance.	1	2	3	4	5
6.	Consistently makes appropriate use of learning opportunities (in-service training, reading, videotapes, etc.).	1	2	3	4	5
7.	Demonstrates an ability to analyze and apply learning from practice experience and supervisory feedback.	1	2	3	4	5
8.	Demonstrates the increasing ability to link theory with practice.	1	2	3	4	5
9.	Applies critical thinking skills to practice experience.	1	2	3	4	5
<b>CATEGORY TOTAL SCORE:</b>		<hr/> <hr/> <b>/45</b>				

**II. PROFESSIONAL BEHAVIORS, VALUES AND ETHICS (Competency 1: Demonstrate Ethical and Professional Behavior)**

1.	Demonstrates a commitment to social work values and ethics.	1	2	3	4	5
2.	Has a working knowledge of current issues and their impact on practice.	1	2	3	4	5
3.	Demonstrates compliance with professional expectations of the agency, Oakwood University Department of Social Work and NASW Code of Ethics.	1	2	3	4	5
4.	Demonstrates beginning ability to address and resolve professional ethical dilemmas.	1	2	3	4	5
5.	Protects the client's right to self-determination.	1	2	3	4	5
6.	Identifies the range of resources available in the community to the client population served.	1	2	3	4	5
7.	Understands and practices culturally competent practice by recognizing client differences based on values, ethnic, sexual and cultural identities.	1	2	3	4	5
8.	Forms and sustains appropriate and effective professional relationships.	1	2	3	4	5
9.	Prevents personal values and biases from interfering with practice decisions in the best interest of the client.	1	2	3	4	5
10.	Demonstrates "teamwork" behavior with colleagues.	1	2	3	4	5
11.	Demonstrates professional behavior through appropriate work attire, language, attendance, punctuality and presentation of self.	1	2	3	4	5
<b>CATEGORY TOTAL SCORE:</b>		<hr/> <hr/> <b>/55</b>				

**III. POLICY (Competency 5: Engage in Policy and Practice)**

1.	Understands agency policy and procedures, organizational structure and the channels of communication.	1	2	3	4	5
2.	Applies relevant policies and procedures to practice.	1	2	3	4	5
3.	Understands how agency policies relate to local, state, federal and other regulatory authorities.	1	2	3	4	5
4.	Demonstrates a beginning understanding of how social policies impact client systems.	1	2	3	4	5
5.	Identifies the range of resources available in the community to the client population served.	1	2	3	4	5
6.	Utilizes problem solving skills to identify problems and barriers in accessing services.	1	2	3	4	5
<b>CATEGORY TOTAL SCORE:</b>		<hr/> <hr/> <b>/30</b>				

**IV. PRACTICE SKILLS (Competency 6: Engage with Individuals, Families, Groups,**

**Organizations, and Communities)**

1.	Appears comfortable interacting with clients.	1	2	3	4	5
2.	Demonstrates an ability to build rapport with clients.	1	2	3	4	5
3.	Demonstrates empathic responses toward client groups.	1	2	3	4	5
4.	Demonstrates an understanding of skills with verbal and non-verbal communication.	1	2	3	4	5
5.	Demonstrates sensitivity to engage with persons with ethnic, gender, cultural or disability differences.	1	2	3	4	5
6.	Appears comfortable engaging with a variety of client populations, colleagues and members of the community.	1	2	3	4	5
7.	Communicates needs with field instructor/task supervisor in terms of developing professional skills; takes the initiative to seek out feedback and supervision.	1	2	3	4	5
8.	Performs all written documentation in a professional and timely manner.	1	2	3	4	5
<b>CATEGORY TOTAL SCORE:</b>						<b>/40</b>

**V. ASSESSMENT SKILLS (Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities)**

1.	Demonstrates the ability to identify and obtain the necessary data required from clients.	1	2	3	4	5
2.	Demonstrates the beginning ability to formulate a comprehensive psychosocial assessment.	1	2	3	4	5
3.	Considers individual differences with regard to emotional, economic, and social considerations.	1	2	3	4	5
4.	Identifies sources of strength and stress in the client's life.	1	2	3	4	5
<b>CATEGORY TOTAL SCORE:</b>						<b>/20</b>

**VI. INTERVENTION SKILLS (Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities)**

1.	Demonstrates a beginning ability of how to develop a social work plan based on the psychosocial assessment.	1	2	3	4	5
2.	Demonstrates the ability to identify and select appropriate helping strategies consistent with theoretical frameworks.	1	2	3	4	5
3.	Demonstrates a beginning ability to describe and analyze the different phases of the helping process.	1	2	3	4	5
4.	Utilizes client strengths in intervention plans.	1	2	3	4	5
5.	Utilizes resources from appropriate agencies to meet client needs.	1	2	3	4	5
6.	Demonstrates the positive "use of self" to effect client change.	1	2	3	4	5
7.	Demonstrates beginning skills in client advocacy.	1	2	3	4	5
<b>CATEGORY TOTAL SCORE:</b>						<b>/35</b>

**VII. EVALUATION SKILLS (Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities)**

1.	Demonstrates an understanding of importance of evaluating the effectiveness of interventions with systems of all sizes.	1	2	3	4	5
2.	Demonstrates an understanding of the use of process recordings in the field experience to aid in the evaluation of student learning.	1	2	3	4	5
3.	Demonstrates an ability to seek feedback from various sources	1	2	3	4	5





**OAKWOOD UNIVERSITY**  
**DEPARTMENT OF SOCIAL WORK**  
**Field Learning Agreement/Evaluation Form**  
**SW455 Field Instruction & Seminar - Spring Semester 2018**

<b>Student Name:</b>	
<b>Agency Name:</b>	
<b>Field Supervisor (MSW degree)</b>	
<b>Task Supervisor (Does not hold an MSW degree):</b>	

**INTRODUCTION:** The Council of Social Work Education has adopted a competency based education framework for accredited social work programs. A competency-based program refers to identifying and assessing what students demonstrate in the practice based on specific knowledge, values, and skills in a purposeful, intentional, and professional manner.

There are nine competency areas covered within the program. Each competency lists various behaviors that must be mastered for successful achievement of each competency. These behaviors are listed as “**tasks**” that the student must complete to fulfill the requirement. The Field Instruction & Seminar course is considered the capstone course, thus, this evaluation covers most these competency fields.

**INSTRUCTIONS:** The final evaluation provides comprehensive assessment of the student’s growth and development and their readiness for generalist level social work practice. Students are required to meet the minimum practice standards in each competency. Students are to do **either** of the following to fulfill this requirement.

1. Review each competency and with the input of their field supervisor, **design a measurable, specific tasks** (projects/activities) **which once completed will satisfactorily demonstrate mastery of each behavior. OR**
2. Complete the task assignment designed by the program as listed.

Please note that some areas do not provide a choice and students must execute the listed task. Each behavior is housed in one of the nine (9) competencies, thus once students satisfactorily fulfill all the required behaviors in each competency they will have completed the requirements of this learning agreement. **Students are to share their “task” learning experience with their field instructor/task supervisor to gain critical feedback and direction. Grading for this evaluation is based on the field instructor/task supervisors’ assessment of the students’ progress/attainment of each task.**

Students are required to **plan in advance**, how they will complete each task throughout the semester and systematically submit completed tasks to their field supervisor for review during their field supervision times. **Students must also submit a written copy or explanation of the completed task to D2L** (online course management). Field supervisors, please note that the completed evaluation should be reviewed with the student prior to the Field Director’s visit. The student should review the evaluation, sign it (at the end of the form), and receive a copy of this evaluation for their records. Please rate (by circling the appropriate box) the student’s level of competency based on the student’s ability to satisfactorily complete their learning agreement, which covers the key competencies that students are expected to master.

<b>Student Evaluation Rating Scale</b>	
<b>4 = <u>Excels:</u></b> <b>(90-100%)</b>	<b>Student consistently functions with a very high degree of competency in this particular area.</b>
<b>3= <u>Competent:</u></b> <b>(70-89%)</b>	<b>Student demonstrates consistent growth and change; functions with better than average competence</b>
<b>2 = <u>Adequate:</u></b> <b>(60-69%)</b>	<b>Student’s performance in this area fulfills minimum competency requirements.</b>
<b>1 = <u>Needs improvement:</u></b> <b>(59% or less)</b>	<b>Student’s performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change</b>

<b>2.0 Engage diversity and difference in practice.</b>					
1.	<p><b>2.1 – Describe how diversity and difference shapes life experiences at the micro, mezzo and macro levels of practice</b>  <b>TASK#2.1a: Micro**</b></p> <p><i>Task(s) that will be assessed to meet this competency:</i></p> <p>Student will write a <b>300-500</b>-word paper that describes how you have interacted with diverse individuals and theoretical concepts (i.e. social work knowledge, values, skills, resources) you have applied in your practice with diversity and difference.</p> <p>Student will present assignment to field instructor for assessment and critical feedback.</p> <p>A copy of this completed assignment must be submitted in the appropriate <b>D2L Dropbox.</b></p>	4	3	2	1
2.	<p><b>2.2-Use critical thinking to become self-aware and self-regulate personal biases and values</b>  <b>TASK #1: **</b></p> <p><i>Task(s) that will be assessed to meet this competency:</i></p> <p>Student will use a minimum of <b>four</b> (4) elements of critical thinking to write a <b>300-500</b>-word paper that discusses personal biases and/or values that have affected their practice with clients and/or co-workers.</p> <p>Student will present paper to their field supervisor for review and assessment.</p> <p>Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox.</b></p>	4	3	2	1
3.	<p><b>2.3-Define the forms and mechanisms of oppression and discrimination</b>  <b>TASK #1: **</b></p> <p><i>Task(s) that will be assessed to meet this competency:</i></p> <p>Student will identify a local, state, and federal policy that protect their clients from discrimination as well as the various forms of oppression and discrimination. Student will write a <b>300-500</b>-word paper that reflects their research and responds to this task issue. Student will present and discuss findings with field supervisor for review and assessment.</p> <p>Student will present paper to their field supervisor for review and assessment.</p> <p>Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox.</b></p>	4	3	2	1
<b>6.0 Engage with individuals, families, groups, organizations and communities</b>					

4.	<p><b>6.1-Use theories of human development to facilitate engagement at the micro, mezzo and macro levels.</b></p> <p><b><u>TASK #1: Micro</u></b></p> <p><i>Task(s) that will be assessed to meet this competency:</i></p> <p>At the micro level, students will use the theory of <b>Maslow Hierarchy of Needs</b> to <b>engage</b> a client’s needs according to their unique diagnosis.</p> <p>Student will write a <b>300-500</b>-word paper that reflects their research and responds to this task issue. Student will present and discuss findings with field supervisor for review and assessment.</p> <p>Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b>.</p>	4	3	2	1
5.	<p><b><u>TASK #2: Mezzo</u></b></p> <p><i>Task(s) that will be assessed to meet this competency:</i></p> <p>At the mezzo level, students will utilize the <b>Cognitive Development Theory</b>, to demonstrate how they were able to use questions before and after meetings as a methodology for <b>engaging</b> clients and processing new information.</p> <p>Student will write a <b>300-500</b>-word paper that reflects their research and responds to this task issue. Student will present and discuss findings with field supervisor for review and assessment.</p> <p>Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b>.</p>	4	3	2	1
6.	<p><b><u>TASK #3: Macro</u></b></p> <p><i>Task(s) that will be assessed to meet this competency:</i></p> <p>Develop a proposal to <b>engage</b> with clients who require community based services. Student will select and discuss an appropriate human development theory that supports their macro level proposal.</p> <p>Student will write a <b>300-500</b>-word paper that reflects their research and responds to this task issue. Student will present and discuss findings with field supervisor for review and assessment.</p> <p>Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b>.</p>	4	3	2	1
7.	<p><b>6.2–Use empathy, reflection, and interpersonal skills to engage diverse clients.</b></p> <p><i>Task(s) that will be assessed to meet this competency:</i></p> <p><b><u>TASK #1:</u></b></p>	4	3	2	1

	<p>Students will use <b>empathy, reflection, and interpersonal skills</b> to demonstrate being aware of the client’s condition before entering room, to ensure a proper and genuine greeting and use reflection and interpersonal skills to engage diverse clients. Students will also practice cultural competency with each client.</p> <p>Student will write a <b>300-500-word</b> paper that responds to this task issue. Student will present and discuss findings with field supervisor for review and assessment.</p> <p>Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b>.</p>				
8.	<p><b>6.3-Use critical thinking skills to engage clients at the micro, mezzo and macro levels.</b></p> <p><b><u>TASK#1: Micro</u></b></p> <p><i>Task(s) that will be assessed to meet this competency:</i></p> <p>Student will select at least <b>three</b> elements of critical thinking that can be used to <b>engage</b> with clients in order to assess what their needs are on a micro level.</p> <p>Student will write a <b>300-500-word</b> paper that responds to this task issue. Student will present and discuss findings with field supervisor for review and assessment.</p> <p>Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b>.</p>	4	3	2	1
9.	<p><b><u>TASK#2: Mezzo</u></b></p> <p><i>Task(s) that will be assessed to meet this competency:</i></p> <p>Student will select at least <b>three</b> elements of critical thinking that can be used to <b>engage</b> with clients in order to assess what their needs are at the mezzo level.</p> <p>Student will write a <b>300-500-word</b> paper that responds to this task issue. Student will present and discuss findings with field supervisor for review and assessment.</p> <p>Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b>.</p>	4	3	2	1
10.	<p><b><u>TASK#3: Macro</u></b></p> <p><i>Task(s) that will be assessed to meet this competency:</i></p> <p>Students will use three elements of critical thinking to engage clients with community resources/services.</p> <p>Student will write a <b>300-500-word</b> paper that responds to this task issue. Student will present and discuss findings with field supervisor for review and assessment.</p>	4	3	2	1

	Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b> .				
<b>7.0 Assess individuals, families, groups, organizations and communities</b>					
11.	<p><b>7.1-Explain how theories of human development facilitate assessment at the micro, mezzo, and macro levels.</b></p> <p><b><u>TASK #1: Micro</u></b>  <i>Task(s) that will be assessed to meet this competency:</i></p> <p>Students will discuss how human development theory was incorporated in their assessment of three (3) new clients at the micro level.</p> <p>Student will write a <b>300-500-word</b> paper that responds to this task issue. Student will present and discuss findings with field supervisor for review and assessment.</p> <p>Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b>.</p>	4	3	2	1
12.	<p><b><u>TASK #2: Mezzo</u></b>  <i>Task(s) that will be assessed to meet this competency:</i></p> <p>Students will discuss how they incorporated human development theory to facilitate assessment of three (3) clients at the mezzo level.</p> <p>Student will write a <b>300-500-word</b> paper that responds to this task issue. Student will present and discuss findings with field supervisor for review and assessment.</p> <p>Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b>.</p>	4	3	2	1
13.	<p><b><u>TASK #3: Macro</u></b>  <i>Task(s) that will be assessed to meet this competency:</i></p> <p>Students will discuss how they incorporated human development theory to facilitate assessment of a macro service.</p> <p>Student will write a <b>300-500-word</b> paper that responds to this task issue. Student will present and discuss findings with field supervisor for review and assessment.</p> <p>Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b>.</p>	4	3	2	1
14.	<p><b>7.2-Use critical thinking when collecting, organizing and interpreting information</b></p> <p><b><u>TASK#1:</u></b>  <i>Task(s) that will be assessed to meet this competency:</i></p>	4	3	2	1

	<p>Student will collect information, review client summaries, and research the most beneficial services to match client’s individual need (micro, mezzo, or macro).</p> <p>Student will write a <b>300-500</b>-word paper that responds to this task issue. Student will present and discuss findings with field supervisor for review and assessment.</p> <p>Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b>.</p>				
15.	<p><b>7.3-Develop mutually agreed-on intervention goals and objectives based on strengths, needs, and challenges</b></p> <p><b>TASK #1:</b> <i>Task(s) that will be assessed to meet this competency:</i></p> <p>Student will work with the client (micro, mezzo, or macro) to develop mutually agreed on client goals and objectives based on strengths, needs and challenges. Students will then construct the best solution to help the client achieve their goals.</p> <p>Student will write a <b>300-500</b>-word paper that responds to this task issue. Student will present and discuss findings with field supervisor for review and assessment.</p> <p>Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b>.</p>	4	3	2	1
16.	<p><b>7.4-Identify appropriate intervention strategies based on assessment, research knowledge, values and preferences of clients</b></p> <p><b>TASK #1:</b> <i>Task(s) that will be assessed to meet this competency:</i></p> <p>Student will work with client (micro, mezzo, or macro) to develop appropriate intervention strategies based on assessment, research knowledge, values and client preferences.</p> <p>Student will write a <b>300-500</b>-word paper that responds to this task issue. Student will present and discuss findings with field supervisor for review and assessment.</p> <p>Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b>.</p>	4	3	2	1
<b>8.0 Intervene with individuals, families, groups, organizations and communities</b>					
17.	<p><b>8.1-Use critical thinking and evidence-informed interventions to help achieve mutually identified goals</b></p> <p><b>TASK #1:</b></p>	4	3	2	1

	<p><i>Task(s) that will be assessed to meet this competency:</i></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol> <p>Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b>.</p> <p><b>OR</b></p> <p>Student will use a minimum of four elements of critical thinking to identify <i>evidence-informed</i> (scholarly literature) interventions that can/or will be used to help a minimum of 3 clients (micro, mezzo or macro) attain documented goals. Student will discuss progress with Field Instructor.</p> <p>Student will write and submit a paper discussing what student has completed to address this task requirement (<b>300 to 500-words</b>).</p> <ol style="list-style-type: none"> <li>1. Written evidence</li> <li>2. Present results to field instructor for review and assessment.</li> </ol> <p>Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b>.</p>				
18.	<p><b>8.2 – Use theories of human development to facilitate interventions at the micro level, mezzo and macro levels</b></p> <p><b><u>TASK #1a: Micro</u></b></p> <p><i>Task(s) that will be assessed to meet this competency:</i></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol> <p>Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b></p> <p><b>OR</b></p> <p>Student will use a minimum of <b><u>two human development theories</u></b> to develop an intervention to work with a client at the <b>micro</b> level.</p> <p>Student will discuss intervention with Field Instructor prior to interaction with clients and evaluate intervention with field instructor following interaction with client.</p> <ol style="list-style-type: none"> <li>1. Student will write a <b>300-500-word</b> paper of this assignment.</li> <li>2. Present results to field instructor for review and assessment.</li> </ol> <p>Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b></p>	4	3	2	1
19.	<p><b><u>TASK #1b:Mezzo</u></b></p> <p><i>Task(s) that will be assessed to meet this competency:</i></p> <ol style="list-style-type: none"> <li>1.</li> </ol>	4	3	2	1

	<p>2. Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b></p> <p><b>OR</b></p> <p><i>Task(s) that will be assessed to meet this competency:</i></p> <p>Student will use a minimum of <b>two human development theories</b> to develop an intervention that they can implement with a group or family. Student will discuss intervention with field instructor prior to interaction with clients and evaluate intervention with Field Instructor following interaction with group/family.</p> <ol style="list-style-type: none"> <li>1. Student will write a <b>300-500-word</b> summary of this assignment.</li> <li>2. Present results to field instructor for review and assessment.</li> </ol> <p>Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b>.</p>				
20.	<p><b><u>TASK #3: Macro</u></b></p> <p><i>Task(s) that will be assessed to meet this competency:</i></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol> <p>Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b></p> <p><b>OR</b></p> <p>Utilizing concepts learned in the SW 453 Macro Practice course, students will develop a macro level intervention with their assigned agency designed to address an identified problem,</p> <p>Student will develop a <b>300–500-word</b> summary paper that lists and describes how <b>two human development theories</b> were used at the macro level to aid in the practice methods used to address this problem.</p> <p>Student will discuss the needs assessment with their field instructor.</p> <p>Student will Present results to field instructor for review and assessment.</p> <p>Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b>.</p>	4	3	2	1
21.	<p><b>8.3-Facilitate effective transitions and endings that advance mutually agreed-on-goals</b></p> <p><b><u>TASK#1:</u></b></p> <p><i>Task(s) that will be assessed to meet this competency:</i></p> <ol style="list-style-type: none"> <li>1.</li> </ol>	4	3	2	1

	<p>2. Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b>.</p> <p><b>OR</b></p> <p>Student will select at least 2 clients; <b>briefly</b> state the case scenario and how long the student has worked with this client. Discuss how they will (or have) facilitate <b>effective transitions</b> and <b>endings</b> (termination) with each client.</p> <p><b>Student</b> will develop and submit a <b>300–500-word</b> summary paper that lists and describes this interaction. Student will present results to field instructor for review and assessment.</p> <p>Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b>.</p>				
22.	<p><b>8.4-Negotiate, mediate, and advocate with and on behalf of diverse clients</b></p> <p><b><u>TASK#1:</u></b></p> <p><i>Task(s) that will be assessed to meet this competency:</i></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol> <p>Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b>.</p> <p><b>OR</b></p> <p>Student will work with a minimum of <b>3 diverse clients</b> at the agency. Student will list specific problem, state the diversity area being addressed for clients and discuss how they were able to <b>negotiate, mediate and advocate</b> for each client.</p> <p>The student will write and submit a <b>300–500-word</b> paper that briefly discusses how student was able to implement negotiation, mediation, advocacy while working with each of these clients.</p> <p>The student will present results to field instructor for review and assessment.</p> <p>Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b>.</p>	4	3	2	1
23.	<p><b><u>TASK#2:</u></b></p> <p><i>Task(s) that will be assessed to meet this competency:</i></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol> <p><b>OR</b></p> <p><i>Task(s) that will be assessed to meet this competency:</i></p> <p>Student will work with a minimum of 2 diverse clients at their agency and develop a <b>“<u>MOCK TREATMENT PLAN/PLAN OF ACTION</u>”</b> that has been negotiated with the client and can be</p>	4	3	2	1

	<p>implemented to mediate and advocate the client's needs.</p> <p>Student may use the treatment plan assignment for this course as one of their submissions.</p> <p>Student will review and seek feedback on plan from Field Instructor.</p> <p>Student will submit the completed treatment plan assignment to their field supervisor for review and assessment.</p> <p>Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b>.</p>				
<b>9.0 Evaluate practice with individuals, families, groups, organizations and communities</b>					
24.	<p><b>9.1-Apply qualitative and quantitative methods for evaluation of outcomes</b> <b><u>TASK#1:</u></b> <i>Task(s) that will be assessed to meet this competency:</i></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol> <p>Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b>.</p> <p><b>OR</b></p> <p>Utilizing cases from the student's placement agency or an approved simulation activity, student will select a micro, mezzo and macro problem and discuss how qualitative and quantitative measures can or were used to effectively assist in the evaluation of the selected case problem.</p> <p>Student will submit the completed assignment to their field supervisor for review and assessment.</p> <p>Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b></p>	4	3	2	1
25.	<p><b>9.2-Use theories of human development to facilitate evaluative outcomes at the micro, mezzo, and macro levels</b> <b><u>TASK #2: Micro</u></b> <i>Task(s) that will be assessed to meet this competency:</i></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol> <p>Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b>.</p> <p><b>OR</b></p> <p>Student will select a human development theories learned in SW</p>	4	3	2	1

	<p>330 HBSE I, SW331 HBSE II, or SW382 Social Work Theories and Practice. Student will apply this theory as a part of the evaluation process of a client problem/issue being addressed at the <b>micro level</b>.</p> <p>Student will write a brief 300-500-word paper on this completed assignment.</p> <p>Student will submit the completed assignment to their field supervisor for review and assessment.</p> <p>Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b>.</p>				
26.	<p><b><u>TASK #2a: Mezzo</u></b>  <i>Task(s) that will be assessed to meet this competency:</i></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol> <p>Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b>.</p> <p><b>OR</b></p> <p>Student will select a human development theories learned in SW 330 HBSE I, SW331 HBSE II, or SW382 Social Work Theories and Practice. Student will apply this theory as a part of the evaluation process of a client problem/issue being addressed at the <b>mezzo level</b>.</p> <p>Student will write a brief 300-500-word paper on this completed assignment.</p> <p>Student will use at least one theory as a part of the evaluation process of a client problem/issue being addressed at the micro level.</p> <p>Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b>.</p>	4	3	2	1
27.	<p><b><u>TASK #2c: Macro</u></b>  <i>Task(s) that will be assessed to meet this competency:</i></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol> <p>Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b>.</p> <p><b>OR</b></p> <p>Student will select a human development theories learned in SW 330 HBSE I, SW331 HBSE II, or SW382 Social Work Theories and Practice. Student will apply this theory as a part of the evaluation process of a client problem/issue being addressed at</p>	4	3	2	1

	<p>the <b>macro level</b>.</p> <p>Student will write a brief 300-500-word paper on this completed assignment.</p> <p>Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b>.</p>				
28.	<p><b>9.3-Use critical thinking to analyze, monitor, and evaluate interventions and outcomes.</b></p> <p><b><u>TASK#1:</u></b> <i>Task(s) that will be assessed to meet this competency:</i></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol> <p>Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b>.</p> <p><b>OR</b></p> <p><b>Identify at least three critical thinking concepts</b> that the student has learned through aforementioned completed critical thinking general education courses and apply these concepts to aid in the evaluation of a selected field placement problem. Students must demonstrate <b>how</b> they utilized these critical thinking concepts to help <b>analyze</b> the problem, <b>monitor</b> the problem, and <b>evaluate</b> the effectiveness of their interventions and outcomes at the micro, mezzo, or macro level.</p> <p>Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b>.</p>	4	3	2	1
29.	<p><b>9.4-Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels</b></p> <p><b><u>TASK#1: Micro</u></b> <i>Task(s) that will be assessed to meet this competency:</i></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol> <p>Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b>.</p> <p><b>OR</b></p> <p>Student will briefly list their evaluation findings of a selected micro case problem. Student will then briefly discuss how they were able to utilize the results of their evaluation findings to improve their own future practice effectiveness at the <b>micro</b> level.</p> <p>Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b>.</p>	4	3	2	1
30.	<p><b><u>TASK #2: Mezzo</u></b> <i>Task(s) that will be assessed to meet this competency:</i></p>	4	3	2	1

	<p>1. 2.</p> <p>Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b>.</p> <p><b>OR</b></p> <p>Student will briefly list their evaluation findings of a selected case mezzo problem. Student will then briefly discuss how they were able to utilize the results of their evaluation findings to improve their own future practice effectiveness at the <b>mezzo</b> level.</p> <p>Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b>.</p>				
31.	<p><b><u>TASK #3: Macro</u></b> <i>Task(s) that will be assessed to meet this competency:</i></p> <p>1. 2.</p> <p>Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b>.</p> <p><b>OR</b></p> <p>Student will briefly list their evaluation findings of a selected macro case problem. Student will then briefly discuss how they were able to utilize the results of their evaluation findings to improve their own future practice effectiveness at the <b>macro</b> level.</p> <p>Student will include a copy of this completed assignment in the appropriate <b>D2L Dropbox</b>.</p>	4	3	2	1
32.	<p><b>Student's general attitude and demeanor during the spring semester.</b></p>	4	3	2	1

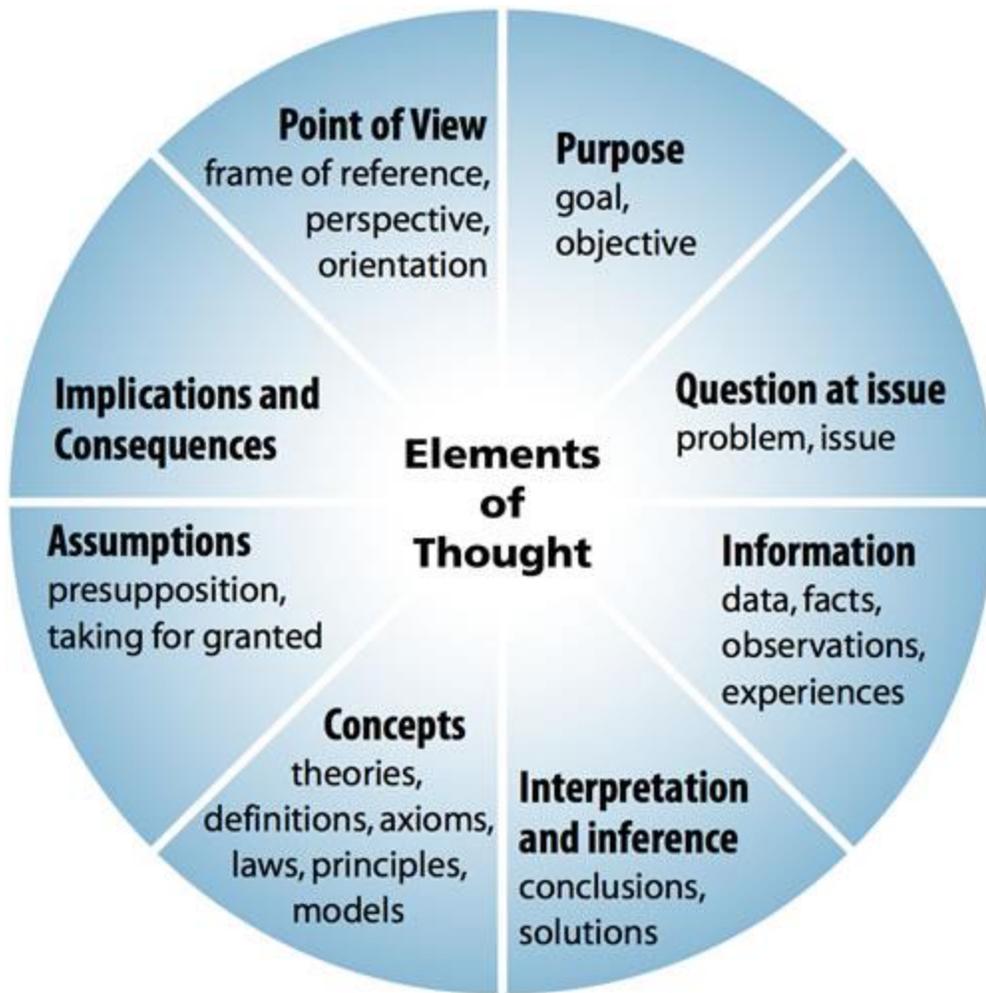
**TOTAL SUMMED SCORE FROM ALL CATEGORIES:**

**/ 128**

**IMPORTANT**

**\*\*Students are expected to document and submit evidence that they have completed each of these assignments in the appropriate **D2L** Dropbox (written documentation showing completion of each expected task).**

**Critical Thinking** required for the listed assignments are based on the “*Elements of Thought*” learned in OU 101 and general education English courses.



**Comments:**

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**I have reviewed the Field Learning Agreement and I have discussed all the content areas with the student**

\_\_\_\_\_  
**Field Supervisor (Please Print name) Field Supervisor's Signature Date**

**For students who express a major difference of opinion regarding the result of this report, a supplemental statement may be attached to this Field Learning Agreement**

**Indicate if a supplemental statement is attached: Yes \_\_\_ No \_\_\_**

**I have reviewed the Field Learning Agreement and I have discussed all the content areas with my field instructor(s)**

\_\_\_\_\_  
**Student (Please print name) Student's Signature Date**



**Oakwood University**  
Social Work Department  
Field Instruction and Seminar I  
**FALL SEMESTER – WEEKLY LOG**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
DATE					
ARRIVAL					
LUNCH BREAK					
DEPARTURE					
TOTAL HOURS COMPLETED					

Answer the following questions on a separate sheet using a narrative format. All logs should be typed double spaced using 12 point Times New Roman Font. Logs will be graded on quality and content. Logs are worth 10 points each. **No late logs will be assigned points;** only hours will be given.

*In an effort to encourage students to formulate high professional standards, in terms of completing documentation in a timely fashion, failure to turn in logs on time will result in half a letter grade course reduction for each two logs that are late.*

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

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

Student Signature: \_\_\_\_\_

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



**Oakwood University**  
 Social Work Department  
 Field Instruction and Seminar II  
**SPRING SEMESTER – WEEKLY LOG**

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

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

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>DATE</b>					
<b>ARRIVAL</b>					
<b>LUNCH BREAK</b>					
<b>DEPARTURE</b>					
<b>TOTAL HOURS COMPLETED</b>					

Answer the following questions on a separate sheet using a narrative format. All logs should be typed double spaced using 12 point Times New Roman Font. Logs will be graded on quality and content. Logs are worth 10 points each. **No late logs will be assigned points**; only hours will be given.

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

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

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

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



**OAKWOOD UNIVERSITY**  
**SOCIAL WORK DEPARTMENT**  
**AGENCY/UNIVERSITY CONTRACTUAL AGREEMENT**

This memorandum of understanding is made this \_\_\_\_\_ by and between Oakwood University Social Work Program (hereinafter called the “University”), and the name of the Agency where the student is placed (hereinafter called the “Agency”).

**WHEREAS**, the University is desirous of utilizing the social services facilities of the Agency for students enrolled in the Social Work Program of the University; and

**WHEREAS**, the Agency has such facilities and is desirous of cooperating with the University in making them available for educational purposes:

**NOW THEREFORE**, in consideration of these premises and the natural understandings hereinafter stated, it is hereby understood and agreed as follows:

**A. The University and the Agency jointly agree:**

As of \_\_\_\_\_, the Agency will allow the University to use its facilities for the teaching of social work to students enrolled in the Social Work Program at the University.

1. This agreement shall be effective for a period of nine (9) months (academic school year). Either party may terminate this agreement by giving the other written notice of termination, not less than three (3) months prior to the scheduled date for the next class students.
2. The Agency and University cooperate in the placement of students, each sharing responsibility for the final selection of students. The Agency has no obligation to work with the students who are initially considered to be, or are later found to be, unsuited to the Agency program.
3. Neither party of this understanding shall be legally liable for the consequences, whether bodily injury or property damage, occasioned by act, neglect, or operation of law, chargeable to the other party. Where Workmen’s Compensation, or other obligation for payments of benefits arise, the Agreement will neither enlarge nor diminish such obligation. It shall be the intent of each party to be responsible, both factually and legally, only for its own employees and its own acts or omissions.
4. No party to this agreement shall, in connection with any aspect of its performance, discriminate against any person by reason of race, color, sex or national or ethnic origin.

## **B. Responsibilities of the University**

1. The University provides a faculty consultation (field placement supervisor) to the Agency. Educational requirements for Field Instructors are found in the University's Field Work Manual. Also refer to the Manual for the responsibilities of the faculty consultant to the Agency and the student.
2. The University will confer with the Agency Prior to the placement of any student in order to establish or to review the purpose, provisions and responsibilities involved in field experience.
3. The University is responsible for monitoring the learning experiences of the student.
4. When circumstances beyond the control of the University or the Agency indicate the student must be replaced, or if the Agency is unable to meet conditions of the agreement, the University has the responsibility to withdraw the student from the Agency. The action would be taken in consultation with the Agency Field Instructor and other Agency personnel involved in the placement program.
5. The University provides meetings during the year for Agency liaison staff and Field Instructors. These programs are planned to promote understanding of curriculum of the school, encourage communication and interaction between practice and social work education, and develop competence in field instruction.
6. The University lists the Agency and names of Field Instructors in its Bulletin.
7. The University provides library privileges for Field Instructors.
- 8.

## **C. Responsibilities of the Agency**

1. The Agency designates one primary Field Instructor for the student. If there are multiple supervisors, the primary Field Instructor coordinates the total learning experience and is responsible for the final evaluation report. These subsidiary supervisors should be utilized only after consultation with the field placement supervisors.
2. The Agency provides time for the Field Instructor to hold an individual conference with the student for at least one hour per week.
3. The Agency provides time for the Field Instructor to attend approximately two meetings of Field Instructors at the University during the school year.
4. The Agency provides office supplies, telephone facilities, and office arrangements which enable the student to function effectively.
5. The Agency provides learning experiences, including orientation to the Agency, case assignments, and other meaningful assignments as appropriate.
6. The Agency requires the student to do process recording, summary recording, and other recordings necessary for accountability consonant with Agency policy.

7. The Agency communicates immediately with the faculty supervisor any concern regarding the student's learning.
8. The Field Instructor is responsible for prompt submission of formal evaluation reports in proper form and content which adequately describe the student's field learning.
9. The Agency will consult with the University immediately if specific circumstances arise which require the Agency to ask that a student be withdrawn from the placement during the school year.
10. The determination of the number of students to be assigned to the Agency shall be negotiated between the Agency and the University. The Agency has the final decision on the number of students it can accommodate.

**D. Responsibilities of the Student:**

1. The student will follow Agency and School policies, procedures, programs, and operating standards. Examples are rules for hours of agency operation, necessary absence, monthly statistical reports, narrative reports and provision for continuity of services and treatment during school holidays, which may be necessary and which are planned for in advance with the Field Instructor.
2. The student will complete all required documentation such as process recording and reports required by the University and the Field Instructor.
3. The student will prepare for and participate in regular evaluation conferences.
4. The Student has the responsibility to act professionally and ethically, to maintain confidentiality, and to give priority to the client's rights and needs over his/her own.
5. The student is not an employee and is not entitled to financial reimbursement during placement unless otherwise arranged for with the Agency and University. The Agency reimburses the student for travel incurred in fulfilling duties at the Agency. Travel to and from the field placement is paid by the student.

**Agency Signature of Approval:**

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

\_\_\_\_\_  
*Date*

**University Signature of Approval**

\_\_\_\_\_  
*Field Director*

\_\_\_\_\_  
*Date*

Student

“I, \_\_\_\_\_, have read this Contractual Agreement between the Agency and the University and understand and agree to Section D, Responsibilities of the Student.”

\_\_\_\_\_  
*Student*

\_\_\_\_\_  
*Date*

**OAKWOOD UNIVERSITY**  
**SOCIAL WORK DEPARTMENT**  
**NEW AGENCY SITE VISIT REPORT**

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

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_ Date of Visit: \_\_\_\_\_

Describe Agency (Size, Number of Staff/Volunteers): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Site \_\_\_\_\_ Visitor: \_\_\_\_\_ Met with: \_\_\_\_\_

Purpose of Agency: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Funding Base of Agency: \_\_\_\_\_

Number MSWs available to provide field instruction: \_\_\_\_\_

Distance from School: \_\_\_\_\_

Experience Available to Students: \_\_\_\_\_

\_\_\_\_\_

Is there a stipend for students:  Yes  No

What expenses might students have which are not reimbursed? (*i.e.*, travel, supplies, parking)

\_\_\_\_\_

Does the Agency provide in-service training for the student?  Yes  No

Are there other students in the placement?  Yes  No

If "Yes", what colleges or universities? \_\_\_\_\_

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If “Yes”, what are the disciplines? \_\_\_\_\_

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Has the agency received \_\_\_\_\_, signed \_\_\_\_\_, returned \_\_\_\_\_ the field agreement?

Is the agency ethnically and culturally diverse?      Staff:  Yes  No;

Clients:  Yes     No

Is the agency suitable for BSW students?     Yes  No

Does the agency understand the Oakwood University Social Work Department requirements?

\_\_\_ Hours in                      field    \_\_\_ Amount of direct client contact

\_\_\_ Macro experiences    \_\_\_ Learning contract

\_\_\_ Field Director’s visits    \_\_\_ Ethnicity and cultural diversity

\_\_\_ Agency            Agreement    \_\_\_ Supervision of student



## OAKWOOD UNIVERSITY

Social Work Department

### RÉSUMÉ/VITAE FOR FIELD INSTRUCTORS

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

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

Home Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Name of Agency: \_\_\_\_\_

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

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

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

#### EDUCATION:

Please list all graduate degrees earned: \_\_\_\_\_

Name of School: \_\_\_\_\_

Location: \_\_\_\_\_

Degree Conferred and Date: \_\_\_\_\_

Degree Concentration: \_\_\_\_\_

Name of School: \_\_\_\_\_

Location: \_\_\_\_\_

Degree Conferred and Date: \_\_\_\_\_

Degree Concentration: \_\_\_\_\_

**INSTITUTES OR SEMINARS ATTENDED IN PAST THREE YEARS**

Subject/Title	Presenter/Sponsoring Institution	Date

**SUPERVISED SOCIAL WORK EXPERIENCE (Please start with your present position)**

Agency	Responsibilities	Dates

**MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**HAVE YOU BEEN A FIELD INSTRUCTOR IN THE PAST?**       Yes    No

If “Yes”, for how many years? \_\_\_\_ How many years at Oakwood University? \_\_\_\_

**HAVE YOU RECEIVED FIELD INSTRUCTION TRAINING?**       Yes    No

If “Yes”, at what College or University? \_\_\_\_\_ Year: \_\_\_\_\_

**AREAS OF PROFESSIONAL INTEREST AND/OR EXPERIENCE:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**RESEARCH PROJECTS AND/OR PUBLICATIONS:**

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**Oakwood University**  
Social Work Department

**FINAL EVALUATION OF FIELD PLACEMENT**

Your opinions regarding your agency placement are important to us. In order to ensure that your educational needs were met satisfactorily we have developed a list of questions asking your opinion about your placement. All information is completely confidential.

Name of Agency: \_\_\_\_\_

Name of Student: \_\_\_\_\_

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

How satisfied were you with the following aspects of your placement?

	Not at all satisfied 1	Not satisfied 2	Neutral 3	Satisfied 4	Very satisfied 5
I have developed new social work skills and competencies.					
The experience has enhanced my professional development.					
I have had the opportunity to work with diverse and/or at-risk population.					
The staff within the field agency have been supportive of my professional growth.					
My duties and responsibilities have been interesting and challenging.					
The Field agency staff have been responsive to the immediate concerns I have had in my field placement.					
I felt I had adequate supervision from my Field Instructor.					
I felt my Field Instructor helped me in linking theory to practice.					
I feel that my field placement prepared me for generalist social work practice.					

**OAKWOOD UNIVERSITY**  
 Social Work Department  
**FIELD INSTRUCTOR PROGRAM EVALUATION**

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

Program: \_\_\_\_\_

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

		Strongly Disagree		Neither	Strongly Agree	
1.	The Field Instructor Manual is helpful	1	2	3	4	5
2.	I have a good understanding of the curriculum.	1	2	3	4	5
3.	I had few, if any, problems with integrating the curriculum and practice experience with the student.	1	2	3	4	5
4.	The number of student evaluations is satisfactory.	1	2	3	4	5
5.	The criteria for evaluation of students are understandable.	1	2	3		4
6.	Appropriate consultation was provided when I needed it.	1	2	3	4	5
7.	Communication with the University has been good.	1	2	3	4	5
8.	The overall quality of our students is high (maturity, motivation, intellectual ability).	1	2	3	4	5
9.	Oakwood University's expectations of field instructor and agency were clearly communicated.	1	2	3	4	5
10.	The matching process of student and agency are satisfactory.	1	2	3	4	5
11.	My overall experience as a Field Instructor this year has been gratifying.	1	2	3	4	5



**OAKWOOD UNIVERSITY**  
**DEPARTMENT OF SOCIAL WORK**

**PROFESSIONAL PROBLEM-SOLVING FORM**

From time to time differences will occur even in the best of relationships. The Social Work Department has developed a process for faculty involvement when such situations occur. This process is based on biblical process discussed in Matthew 18:15. This form is to be used when you need a “Third Party” involved in a dispute (i.e. Chair, Field Director, faculty member to be involved in a problem solving meeting issue over a grade, dispute over a group project, field issue with field instructor etc.)

Student: Please complete the form and include:

- Subject Matter – State what the problem is.
- Your role in the matter
- Specific strategies YOU have tried to resolve the issue.
- The result of these strategies YOU have tried.
- Please attach supporting documentation.

Student: \_\_\_\_\_ OUID: \_\_\_\_\_

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

Is problem related to a specific social work course?  Yes  No

If yes, list SW Course: \_\_\_\_\_

Is problem related to field education:  Yes  No

If yes, name of field instructor: \_\_\_\_\_

If none of the above, state how this problem or concern is directly related to your academic experience: \_\_\_\_\_

Please provide an explanation of any strategies you have utilized to address this problem or concern and attach supporting documentation: \_\_\_\_\_

1. Description of Problem/Concern: \_\_\_\_\_

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2. Describe your role in this matter or concern (be specific): \_\_\_\_\_

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3. Describe the steps you have taken to address this concern (be specific with each step and attach supporting documentation):

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

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4. What are two suggestions or strategies you could use to resolve this concern?

a. \_\_\_\_\_

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b. \_\_\_\_\_

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Faculty Assessment and Recommendations: \_\_\_\_\_

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Please indicate by initialing below if you are in agreement with the faculty recommendations for the resolution of this process or if you have attached a supplemental statement.

\_\_\_\_ In agreement      \_\_\_\_ Not in agreement. Supplemental statement attached.

Follow-Up Plans (if needed): \_\_\_\_\_

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Matter Resolved     Matter NOT Resolved; Referred to Chair or Social Work Academic and Professional Performance Committee for review

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

Chair or Social Work Professional Performance Committee. Assessment and Recommendations:

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**STUDENT SIGNATURE:**

By signing below, you indicate you have had the opportunity for full participation in this problem-solving process.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

cc:    Copy placed in student's program file

      Copy given to student

      Copy given to student's academic advisor

***(NOTE: This form will not be submitted to the faculty for consideration unless the document is COMPLETELY filled out and documentation attached). The form must be typed; no handwritten forms accepted for consideration.***

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**INTERNAL DEPARTMENT USE ONLY (FACULTY)**

Date Received in Department: \_\_\_\_\_

Verification of Completed Form with Supporting Documentation: \_\_\_\_\_

If form/documentation verified, list individuals (in addition to student) who will be invited to participate in problem-solving meeting:

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

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

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

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

Date of scheduled meeting: \_\_\_\_\_

Date all individuals notified via email of scheduled meeting: \_\_\_\_\_ (attach emails)

**(Adapted from the University of Chattanooga, Social Work Department and used with permission)**

## **SOCIAL WORK ADVISORY COUNCIL**

The Social Work Advisory Council is made up of community based Social Workers and other professionals in the social services. Membership in this council is limited to five individuals each year.

The Advisory Council members are selected by the Social Work faculty to assure a representation of varied sectors of social services. Members are chosen to serve two-year terms but may be reappointed or retained at the discretion of the social work faculty. The council is expected to meet twice per year, October and May, but may be called at other times, as needed.

The Department Chair is responsible for coordinating and chairing the Social Work Advisory Council with the assistance of the Director of Field Instruction.

The responsibilities of the Advisory Council are:

1. Review and analyze curriculum
2. Contribute to course development and field instruction
3. Review and analyze forms and manuals used in the social work program
4. Make recommendations for selection of field agencies, their use, and termination
5. Provide advice on improving the field education program
6. Provide information and suggestions for field education agencies
7. Review forms and manuals used for field education.
8. Participate in Pre-Field Interviews

## AGENCY FACT SHEET

<b>POTENTIAL PRACTICUM AGENCIES</b>	
<b>AGENCY NAME, ADDRESS AND TELEPHONE NUMBER</b>	<b>AGENCY DESCRIPTION</b>
<p>AIDS Action Coalition (Davis Clinic) P.O. Box 871 Huntsville, AL 35801</p>	<p>The AIDS Action Coalition provides health care, education, social services, and financial assistance to people infected or affected by HIV/AIDS. Direct Services: Davis Clinic (specializing in the health care of persons with HIV), dental care referrals, medication assistance, mental health counseling, and optometrist can do eye exams. Social Services: case management, housing assistance, community referrals, transportation assistance, food bank, support groups, care teams, emergency financial assistance. Education and Prevention: lending library of videos, books and brochures, audience presentations, peer education program. The AAC serves 12 counties of northern Alabama. HIV testing offered free of charge. Appointments preferred, but will take walk-ins. Fees are on a sliding fee scale and most insurances are accepted. Serves Madison, Marshall, Jackson, Cullman, Morgan, Limestone, Lawrence, Winston, Marion, Lauderdale, Colbert, and Franklin Counties.</p>
<p>Ability Plus 111 Research Blvd. Madison, AL 35758 (256) 924-4783</p>	<p>A non-profit residential agency that maintains residential homes and day habilitation for individuals in North Alabama with intellectual disabilities.</p>
<p>Alabama Mentor 9582 Madison Blvd. Suite 11 Madison, AL 35758</p>	<p>Provides mentoring services for children.</p>
<p>Behavioral Healthcare Center at Huntsville 5315 Millennium Drive Huntsville, AL 35896</p>	<p>Provides residential services for persons who might be experiencing acute psychotic episodes as a result of their medications.</p>
<p>Boys and Girls Club of Greater Huntsville 215 Abingdon Avenue Huntsville, AL 35801 (256) 534-6060</p>	<p>A low-cost day care that offers physical education (teams tournaments and time to do your own thing), cultural programs (library, music, arts and crafts) educational programs (computer, help with studies), health and social services and vocational programs, and positive peer leader group. Open to children ages 6-18.</p>
<p>Bradford Health Services 1600 Browns Ferry Rd.</p>	<p>Private treatment program structured to support the 12-step recovery of AA. The agency educates clients and their families on</p>

**POTENTIAL PRACTICUM AGENCIES**

<b>AGENCY NAME, ADDRESS AND TELEPHONE NUMBER</b>	<b>AGENCY DESCRIPTION</b>
P.O. Box 176 Madison, AL 35758 (256) 879-7272	the process of substance abuse recovery. They teach life skills to maintain abstinence. Transportation can be arranged for indigent clients. Bradford will make the initial assessment then try to place the client in a state facility.
CASA of Madison County 701 Andrew Jackson Way Huntsville, AL 35801	CASA is a non-profit social service agency devoted to promoting independent living among the elderly and homebound of Madison County. Must be 60+ years of age, and/or wheel chair or bed bound. Volunteers are used to provide transportation to doctors' appointments, grocery shopping assistance, friendly visiting, telephone reassurance, chore and repair service, weatherization of homes, removal of barriers by the installation of ramps, grab bars and handrails, a community garden with fresh vegetables at no cost, and other services that provide safety, warmth, and independence. No financial assistance, plumbing, or electrical work done. We serve as a source for information to the elderly in the community.
Catholic Center of Concern 1010 Church St. NW Huntsville, AL 35758 (256) 536-1041	Provides direct aid to the poor the provision of food, clothing, and financial assistance and referral to other resources.
Center for Academic Success 7000 Adventist Blvd. Huntsville, AL 35896 (256) 726-7341	Provides academic, financial, and social support to at-risk minority students. Program is designed to help decrease retention among at-risk young adults.
Crestwood Hospital One Hospital Drive, S.E. Huntsville, AL 35804	An acute care 120-bed hospital located off Airport Road in Huntsville, Alabama.
Crisis Services of North Alabama P.O. Box 368 Huntsville, AL 35806	Provides emergency shelter, counseling and assistance to victims of domestic violence, emotional/psychological abuse, rape, eating disorders, depression, loneliness, suicide, information and referral. Support groups for children are also provided. Agency also provides community educational programs on domestic violence.
Department of Human Resources Madison County 2206 Oakwood Ave., NW Huntsville, AL 35810 (256) 535-4500	State Welfare Services: Family Assistance Program and Food Stamps, JOBS (for recipients), Child Support Enforcement Program, Child/Adult Abuse and Neglect Reporting, Foster Care and Adoptions, Day Care/Home Licensing, Protection Services for children and adults, Homemakers for children and adults.
Department of Human	State welfare services; Family Assistance Program; Food

**POTENTIAL PRACTICUM AGENCIES**

<b>AGENCY NAME, ADDRESS AND TELEPHONE NUMBER</b>	<b>AGENCY DESCRIPTION</b>
<p>Resources Morgan County 507 14<sup>th</sup> Street, SE Decatur, AL 35602</p>	<p>Assistance program, child and adult protective services, Child Abuse Reporting Agency; Homemaker service and Medicaid; Foster home placements for adults and children. Adult Services: Public Assistance, call the above number, Food Stamps: 256-340-5960. Emergency after-hours number for child abuse/adult protective services.</p>
<p>Downtown Rescue Mission 1400 Evangel Drive Huntsville, AL 35806</p>	<p>Provides temporary transitional residential services for homeless clients. Services includes life skills coaching, community outreach, recovery programs, job skills.</p>
<p>Family Services Center 600 St. Clair Avenue Building 3 Huntsville, AL 35801</p>	<p>Provides counseling and assessment of children and adults by licensed therapists. Classes for divorcing parents, children of divorce, first time offenders, domestic violence offenders, drug and alcohol awareness, anger management. Nurturing Fathers Program, support for families of homicide victims, parenting classes and a low-interest car loan program are just some of the services offered. Evening hours by appointment. Supervised visitation services available. Offers Employee Assistance Programs and Speakers Bureau. Children under 14 must have parental consent. \$15.00 minimum counseling fee. Offers a sliding fee scale and no one is turned away for inability to pay. They also offer Credit Counseling and Financial Literacy Training.</p>
<p>Floyd "Tut Fan" State Veterans Home 2701 Meridian Street Huntsville, AL 35811 (256) 851-2807</p>	<p>Provides residential support services to ill or chronically injured veterans. Services include 24/7 nursing care, occupational therapy, speech therapy, counselling and social support.</p>
<p>Free2Be Safe 200 Poole Drive, Suite B Huntsville, AL 35810 (256) 585-2584</p>	<p>Provides individual, couple, and family counseling to support services to youth and young adults who are LGBTQ, victims of domestic violence, abuse or violent crime.</p>
<p>Harris Home 1210 Church Street Huntsville, AL 35801 (256) 837-0332</p>	<p>Provides full-time foster care residential and support services for neglected and dependent adolescent males and females.</p>
<p>Hospice of North Alabama 3311 Bob Wallace Ave. Suite 101 Huntsville, AL 35805 (256) 303-0781</p>	<p>Provides care and support to those facing a life threatening illness as well as to their families and loved ones. A comprehensive team of nurses, Home Health Aides, Social Workers, Bereavement Coordinator, Medical Director and volunteers help the patient live in comfort, dignity and the familiarity of home and family. Hospice supports the family members and children. Offers several</p>

**POTENTIAL PRACTICUM AGENCIES**

<b>AGENCY NAME, ADDRESS AND TELEPHONE NUMBER</b>	<b>AGENCY DESCRIPTION</b>
	support groups for all ages: Grief in the Workplace, The Caring House, and Educational Programs for the community. There are no charges for services.
Huntsville City Schools Social Work Dept. 714 Bob Wallace Ave., SW. (Warehouse) Huntsville, AL 35801 (256) 480-6800	Provides educational, social and behavioral support to children within the school system.
Huntsville Hospital Corporate University 109 Governors Drive Huntsville, AL 35801	One of the largest locally owned not-for-profit hospitals in the nation with 881 licensed acute care beds. Facilities include Huntsville Hospital, Huntsville Hospital for Women & Children, an outpatient Medical Mall, Madison Medical Park and a 70-bed rehabilitation hospital located on the campus.
International Services Council of North Alabama (256) 532-3560	Coordinates programs designed to bring the international community and Alabama community together to converse and partner on important global issues. Incorporates programs that educate foreign visitors and Alabamians on issues pertinent to both parties and build commerce and awareness that will enhance productivity.
Legal Services of North Central Alabama 2000-C Vernon Drive P.O. Box 2465 Huntsville, AL 35804 (256) 536-9645	Legal Services of N.C. Alabama is a non-profit law firm founded in 1969. They provide free civil (non-criminal) legal help to low-income families in five counties: Madison, Jackson, Morgan, Limestone, Cullman. They provide a range of services but no longer handle divorce cases, except in physical abuse cases. New clients should come in between 8:00 am & 11:00 am Mondays and Tuesdays only. Emergency cases are taken anytime. They have a "Prose' For Dads" with visitation problems. Legal Services will try to help them establish regular visitation with their children. They must have already exhausted all other resources. The Decatur office also handles Cullman clients at their office at 17 Vine St., Decatur, AL Phone (256)350-3551
Madison County Mental Health Center Comprehensive Care 4040 South Memorial Parkway Huntsville, AL 35805	A public non-profit comprehensive community mental health agency dedicated to the well-being of the citizens of Madison County. The Center provides services in varying degrees of intensity from preventative to in-patient care, and offers treatment programs for all types of mental illness, emotional disorders, and substance abuse problems. 24-hour emergency crisis response is available; and clients can walk in during office hours for emergency care. Operates Shelter Plus housing program,

<b>POTENTIAL PRACTICUM AGENCIES</b>	
<b>AGENCY NAME, ADDRESS AND TELEPHONE NUMBER</b>	<b>AGENCY DESCRIPTION</b>
	information available on group homes, case managers, and outreach programs.
Mental Health Center, Huntsville-Madison County 660 Gallatin Street Huntsville, AL 35801 (256) 533-1970	A public non-profit comprehensive community mental health agency dedicated to the well-being of the citizens of Madison County. The Center provides services in varying degrees of intensity from preventative to in-patient care, and offers treatment programs for all types of mental illness, emotional disorders, and substance abuse problems. 24 Hour emergency crisis response is available; and clients can walk-in during office hours for emergency care. Operates Shelter Plus Care housing program, information available on group homes, case managers, and outreach programs.
Madison County Public Health 301 Max Luther Drive, NW Huntsville, AL 35811 (256) 539-3711	Agency provides services that protect and improve the health of families and communities through the promotion of healthy lifestyles.
Millennium Nursing Home & Rehab Center 5275 Millennium Drive Huntsville, AL 35806 (866) 870-8999	Provides short term and long term care for elderly patients as well as rehabilitation services.
National Children's Advocacy Center 210 Parrett Ct. Huntsville, AL 35810 (256) 533-5437	Provides leadership and education in child abuse prevention and response services.
Office of Multicultural Affairs City of Huntsville 308 Fountain Circle Huntsville, AL 35801	This is a city sponsored office designed to foster support for the many cultural and ethnic groups within the city. Agency uses community outreach to build relationships with diverse groups and encourage partnerships between the city and/or other community groups that will enhance goodwill and justice within the City of Huntsville.
Sequel Youth and Family Services 1329 Brownsferry Rd. Madison, AL 35758	This is long-term residential treatment utilizing a wilderness model in conjunction with more traditional psychiatric and psychological treatments and interventions. Length of treatment is one to two years. The company serves southeast USA.

**POTENTIAL PRACTICUM AGENCIES**

<b>AGENCY NAME, ADDRESS AND TELEPHONE NUMBER</b>	<b>AGENCY DESCRIPTION</b>
Three Springs of Courtland P.O. Box 370 Courtland, AL 35618	This is long-term residential treatment utilizing a wilderness model in conjunction with more traditional psychiatric and psychological treatments and interventions. Length of treatment is one to two years. They serve the Southeast USA.