SAMFORD MSW FIELD MANUAL

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FOREWORD

This student handbook has been developed and revised in an effort to acquaint you, the student, with the expectations and guidelines related to the Field Education element of the Master of Social Work degree. We hope that each of you will keep this handbook and file it in a place readily available for quick reference when questions arise.

A BRIEF HISTORY OF THE COLLEGE OF HEALTH SCIENCES AND SCHOOL OF PUBLIC HEALTH

The College of Health Sciences (College), approved by the Board of Trustees in 2013, is an innovative initiative for Samford University. The college includes four schools: Ida Moffett School of Nursing, McWhorter School of Pharmacy, School of Health Professions, and School of Public Health. The college offers multiple degree programs and majors within the health sciences with an inter-professional education focus that reflects today's team approach to healthcare delivery and professional practice. College faculty and students have special opportunities for cross-disciplinary collaboration.

The School of Public Health is comprised of four departments: Nutrition and Dietetics, Public Health, Healthcare Administration and Informatics, and Social Work. The mission statement of the School of Public Health is as follows: *to prepare servant leaders who demonstrate God's love by promoting health and well-being in individuals and communities*.

SAMFORD DEPARTMENT OF SOCIAL WORK HISTORY AND ACCREDITATION

The Samford Department of Social Work was organized in 2014, beginning with the Master of Social Work degree. Advanced standing students began in the summer of 2015, with students completing the full Master program beginning in the fall of 2015. The Department received full accreditation with the Council on Social Work Education in the summer of 2017 and was reaccredited in 2021.

DEPARTMENT OF SOCIAL WORK FACULTY AND STAFF

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SAMFORD MSW PROGRAM

MSW MISSION STATEMENT

The mission of the Samford University Master of Social Work (MSW) Program is to be a distinctively Christian learning community that prepares graduates for lives of service as advanced Social workers who promote healing, wholeness, and reconciliation. In order to prepare its graduates for ethical and competent service, the MSW Program:

- Is academically rigorous and emphasizes mastery of the core knowledge, values, and skills of the social work profession; application of the person and environment construct; and integration of research and practice.
- Emphasizes promotion of human rights and social and economic justice, as a reflection of God's desire for justice and love for all of humanity.
- Promotes interdisciplinary collaboration, in order to address the complex and multifaceted nature of human needs and concerns.
- Understands human diversity as a reflection of God's creativity and imagination and prepares advanced social work practitioners who value diversity and practice with cultural sensitivity.

MSW PROGRAM GOALS

The Samford University Master of Social Work Program will:

- Prepare ethical and competent social work practitioners who integrate practice and research, promote human rights and social justice, practice with cultural sensitivity, and display a commitment to service.
- Create opportunities for interdisciplinary and interprofessional collaboration and learning.
- Prepare graduates to ethically integrate faith and social work practice.
- Maintain a global perspective that balances sensitivity to local issues and concerns with opportunities for national and international service, collaboration, and learning.

MSW PROGRAM CONCENTRATION

The MSW Program prepares students for service as advanced social work practitioners by offering a concentration in Advanced Clinical Social Work. The program's unique context, location, and mission combine to offer students opportunities to develop advanced social work skills in rural, urban, and international practice settings in both faith-based and secular organizations.

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ADVANCED CLINICAL SOCIAL WORK CONCENTRATION:

The Clinical Social Work Concentration prepares graduates for direct practice with individuals, families, and small groups. Clinical concentration coursework emphasizes the use of evidence-informed interventions, while also recognizing the need for practitioner flexibility and client self-determination. Graduates will be prepared for advanced clinical social work practice in a wide variety of settings such as mental health and substance abuse treatment facilities, medical institutions, correctional facilities, and child welfare settings.

SAMFORD MSW FIELD PLACEMENT

MSW FIELD EDUCATION GOALS

The MSW Program emphasizes the importance of field education as the signature pedagogy (CSWE EPAS, 2022) of the social work profession. In order for the MSW Program to effectively prepare graduates for advanced social work practice, it is imperative that students have opportunities to engage in supervised social work practice in community-based settings. These field experiences serve a number of important pedagogical functions in the MSW Program.

1. Field education offers students the opportunity to apply theory and abstract knowledge from their coursework to practice situations.
2. Field education allows students to learn knowledge, values, and skills that are difficult to teach in the classroom, either because they are specific to a social work sub-specialty area or because they are difficult to learn in the classroom setting. Professional use of self is one example of a skill that is difficult to learn in a traditional classroom setting.
3. Field education allows students to be socialized into professional roles and behaviors by experienced practitioners.
4. Field education allows students to bring experiences from their field placement into the classroom, submitting questions and offering examples from situations they have encountered.

The Samford MSW Field Education experience focuses on the development of 10 core competencies as outlined in the 2022 Educational Policy and Accreditation Standards. Samford MSW graduates will:

1. Demonstrate ethical and professional behavior.
2. Advance human rights and social, racial, economic, and environmental justice.
3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.

8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.
10. Utilize knowledge of spirituality and religion in social work practice and ethically integrate personal faith with professional social work practice.

The program further defines the competencies by operationalizing them into specific behaviors. In the course of Field Education, students must demonstrate competence in behaviors specific to the foundation and concentration sequences.

FOUNDATION LEVEL PRACTICE BEHAVIORS

COMPETENCY 1: DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision-making apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand the role of their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social wor practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professions when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.
Social workers:

- make ethical decisions by applying the standards of the National Association of Social Workers (NASW) Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional behavior; appearance; and oral, written, and electronic communications;
- use technology ethically and appropriately to facilitate practice outcomes; and

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- use supervision and consultation to guide professional judgment and behavior.

COMPETENCY 2: ADVANCE HUMAN RIGHTS AND SOCIAL, RACIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social and cultural human rights are protected.
Social workers:

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

COMPETENCY 3: ENGAGE ANTI-RACISM, DIVERSITY AND EQUITY, AND INCLUSION (ADEI) IN PRACTICE

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.
Social workers:

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

COMPETENCY 4: ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.
Social workers:

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

COMPETENCY 5: ENGAGE IN POLICY PRACTICE

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice

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settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

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

COMPETENCY 6: ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

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

COMPETENCY 7: ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and

communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.
Social workers:

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

COMPETENCY 8: INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.
Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; and
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; and
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; and
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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COMPETENCY 9: EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

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

COMPETENCY 10: UTILIZE KNOWLEDGE OF SPIRITUALITY AND RELIGION IN SOCIAL WORK PRACTICE AND ETHICALLY INTEGRATE PERSONAL FAITH WITH PROFESSIONAL SOCIAL WORK PRACTICE.

- Articulate the ways in which Christian theological perspectives and traditions support care and empowerment of disenfranchised, marginalized, and oppressed people groups.
- Utilize spiritual and religious resources in the social work process, as ethically appropriate; and
- Identify and manage perceived tensions between personal religious beliefs and professional social work roles.

CONCENTRATION-SPECIFIC PRACTICE BEHAVIORS: ADVANCED CLINICAL SOCIAL WORK CONCENTRATION PRACTICE BEHAVIORS

COMPETENCY 1: DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

- develop appropriate therapeutic relationships in clinical social work practice

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- demonstrate appropriate use of self in clinical work with clients
- utilize ethical decision-making skills in clinical practice
- utilize clinical supervision and professional consultation when faced with ethical dilemmas

COMPETENCY 2: ADVANCE HUMAN RIGHTS AND SOCIAL, RACIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE

- incorporate advocacy in clinical practice

COMPETENCY 3: ENGAGE ANTI-RACISM, DIVERSITY, EQUITY, AND INCLUSION (ADEI) IN PRACTICE

- recognize connections between diversity/difference and clinical issues
- utilize culturally appropriate clinical intervention strategies
- develop and utilize strategies to address the contextual issues that affect clinical practice

COMPETENCY 4: ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE

- select appropriate theories and models and utilize them in clinical practice
- utilize evidence-informed practice in identifying and implementing clinical interventions

COMPETENCY 5: ENGAGE IN POLICY PRACTICE

- demonstrate awareness of policy issues that affect clinical practice and clinical social work clients
- advocate for just policies related to issues that affect clinical social work clients

COMPETENCY 6: ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

- develop appropriate clinical rapport with clients
- avoid or minimize power differentials between the clinical social worker and the client

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COMPETENCY 7: ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

- utilize knowledge of human development theories and the ecosystems perspective to guide clinical assessment and intervention
- utilize current diagnostic methods within the theoretical, legal, and ethical frameworks that guide social work practice
- utilize holistic assessment methods that incorporate client strengths and resources

COMPETENCY 8: INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

- utilize research and theory in developing clinical interventions
- engage in interdisciplinary collaboration with other professionals in order to provide excellent clinical treatment for clients

COMPETENCY 9: EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

- regularly evaluate clinical outcomes and adjust interventions based on evaluation results

COMPETENCY 10: UTILIZE KNOWLEDGE OF SPIRITUALITY AND RELIGION IN SOCIAL WORK PRACTICE AND ETHICALLY INTEGRATE PERSONAL FAITH WITH PROFESSIONAL SOCIAL WORK PRACTICE

- be aware of faith-related resources for clinical practice
- utilize spiritual and religious content in clinical work when appropriate and desired by clients

FIELD EDUCATION COURSES

The Samford MSW Field Education program consists of two foundation level courses (Field Placement I and II) and two advanced, clinical/concentration level courses (Field Placement III and IV).

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In the foundation level courses, the student must complete 200 hours per course, for a total of 400 hours (Field Placement I and II). Students will spend approximately 13.5 hours per week in field during the two 15-week courses/semesters. The Samford MSW program offers continuous field placement as the predominant model for field placement, meaning the student remains in the same field placement site for both Field Placement I and Field Placement II courses over two semesters.

The concentration level courses require 250 hours in field per course (Field Placement III and IV) for a total of 500 hours. Students will spend approximately 17 hours per week in field during the two 15-week courses. Students enrolling in Field Placement III will begin the process of selecting a placement at the end of the previous semester. Should a student choose to do a distance placement in the concentration year, the student will complete a block placement, meaning the two concentration field education courses are taken concurrently.

Field hours are course requirements. Students may not accumulate field hours in advance to apply to field courses in other semesters. Students must remain in their field placement site for the full semester. Field hours must be completed no later than the last day of the academic semester and no earlier than two weeks prior to the end of the academic semester. The Director of Field Education must approve any exception to this policy. Scheduling of specific days and hours is the responsibility of the student and the Field Instructor/Task Supervisor.

GRADING FOR FIELD PLACEMENT

MSW Program students are assigned a grade from the grading scale for each Field Placement course. The grade includes both assignments graded by the Field Liaison (such as process recordings, field logs, and journal article reviews) and participation. At the conclusion of each semester, the Field Instructor completes a field placement evaluation on the student. The field placement evaluation is pass/fail and is based on the following criteria:

- Professionalism in communication, dress, appearance, and behavior
- Adherence to the NASW Code of Ethics and other applicable ethical codes
- Effectiveness in performing assigned professional tasks
- Completion of Student Learning Contract Goals
- Progress toward mastery of the 10 Competencies and attendant behaviors as specified in the Student Learning Contract

The Faculty Field Liaison is responsible for determining the final course grades. Failure to complete the required field placement hours results in automatic failure in the course.

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FIELD EDUCATION PERSONNEL

STRUCTURE OF THE SAMFORD MSW FIELD EDUCATION PROGRAM

The Field Education component of the MSW program is a collaborative effort between Samford MSW faculty, Samford MSW students, community organizations, and MSW social workers in professional practice.

The Director of Field Education is responsible for the administration and development of the Field Education program. Samford MSW faculty teach the field seminars that accompany the field experience and serve as field liaisons with the partnering field sites. Community organizations partner with the MSW program to serve as partnering field sites, hosting students and teaching them during field education. The field sites provide a staff member who holds an MSW degree from a CSWE-accredited program with a minimum of two years of experience to serve as Field Instructor for the student. If the organization is unable to provide this, the organization provides a staff member to serve as the Task Supervisor, and the Department of Social Work contracts with local MSW social workers in professional practice to serve as Field Instructors, or provides this from within the department.

DIRECTOR OF FIELD EDUCATION RESPONSIBILITIES

As stated earlier, the Director of Field Education is responsible for the administration and development of the Field Education component of the MSW degree program. This includes the following:

- Develop relationships with new, prospective partnering field sites and initiating appropriate contracts and forms.
- Maintain relationships with ongoing field sites, assessing periodically to ensure the appropriateness of continued partnership.
- Ensure all field site information, contracts, and forms are current.
- Maintain an easily accessible database of field education sites for students to use in their field site selection process.
- Process information and agreements with Field Instructors and Task Supervisors, maintaining documentation of their qualifications for service.
- Develop and provide training to all Field Instructors and Task Supervisors on supervision, key Field Education processes and requirements, and updated dates impacting students.
- Engage community MSW social workers in practice as Field Instructors for students who are completing their field education in organizations that are unable to provide a qualified Field Instructor.
- Direct the student application process for entry into Field Education, including acceptance, site selection, and site placement.
- Develop all necessary documentation and forms, revising as necessary to ensure quality and relevance to the Field Education program.

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- Lead ongoing evaluation of the Field Education program. Develop evaluative processes; implement processes; and provide feedback for improvements.
- Consult with students, Field Instructors/Task Supervisors, and Field Liaisons when issues or challenges arise concerning student performance, changes in field placements, or conflicts in the field placement process.
- Resource Field Liaisons in the fulfillment of their roles in the Field Education process.
- Provide input to the Department of Social Work faculty on suggested changes to curriculum based on data gained through the Field Education component of the MSW Program.

FIELD LIAISON RESPONSIBILTIES

One of the ways the MSW Program emphasizes the importance of field education is by making it the purview primarily of full-time faculty members. In most cases, Field Liaison work is done by full-time faculty members. In this role, faculty members take responsibility for ensuring that the field experience is managed appropriately, that student learning goals are being achieved, that the student is behaving in a professional and ethical manner, and that adequate communication between the MSW Program and the field agency occurs. Full-time faculty members also lead field education seminars, small group meetings in which field placement activities are discussed and field placement assignments are reviewed and processed by students and evaluated by faculty. When workload issues and/or increases in student enrollment make it difficult or impossible for all Field Liaison and/or field seminar responsibilities to be fulfilled by full-time faculty members, experienced adjunct faculty may perform these responsibilities, after being specifically trained to do so by the Director of Field Education.

The Samford MSW Field Liaisons will:

- Serve as a point of contact between the Social Work Department and the field site, representing the philosophy and mission of the MSW Program to the community. This is an ongoing function throughout the semester as needs and opportunities arise.
- Teach one section of field seminar in conjunction with the appropriate Field Placement course. As the faculty for the field seminar, the Field Liaison is responsible for assigning the grade for the course.
- Meet with the individual student and the Field Instructor/Task Supervisor at the beginning of placement to complete the Field Placement Learning Contract, placement goals and objectives, and activities for the semester. These meetings may be face-to-face, online, or via telephone.
- Communicate with the student and Field Instructor/Task Supervisor mid-term to evaluate student progress to date and identify any revisions to the learning contract, if necessary.
- Conduct a final course evaluation of the student with the student, Field Instructor, and Task Supervisor, if needed, at the end of the semester to discuss the field placement

evaluation and suggestions for continued learning. This meeting may occur face-to-face or online.
- Be available to meet with students as needed.
- Report all Title IX issues according to the Samford University policy.

FIELD INSTRUCTOR RESPONSIBILITIES

Field Instructors are individuals who hold an MSW degree from a CSWE-accredited program with at least two years of post-graduate experience in the social work field.

The responsibilities of the Field Instructor are as follows:

- Provide the student with orientation to the agency's mission, population, history, and policies. This orientation may include additional safety and crisis training, as well as certifications necessary for effective service.
- Hold an initial meeting with the student and Field Liaison to complete the learning contract to identify goals, objectives, and activities for the student during the course of the field placement. It is the responsibility of the Field Instructor to ensure that activities can be carried out and to provide meaningful learning situations for the student as the student grows as a professional through the course of the field placement.
- Provide weekly supervision to the student for at least one clock hour. This can be completed as an individual meeting with the student. When possible, some supervisory sessions can be completed in a group setting if there are multiple students at an agency. This is a time to discuss specific issues and cases, to integrate theory and classroom learning with practical experience, and to openly discuss any concerns that arise in the field placement or between the Field Instructor and the student.
- Be available to meet with the student and Field Liaison should urgent or difficult situations arise in the course of the work.
- Communicate with the student and Field Liaison mid-term and meet at the end of the semester in order to communicate formative and summative feedback to the student, identifying next steps in the student's professional development, including completing the semester evaluation of the student. If possible, the Field Instructor should arrange to observe the student in the field placement as part of the evaluation process.
- Contact the Field Liaison, should any concerns related to student performance arise.
- Attend Field Supervisor training and orientation. This will be provided in person and online.
- Provide feedback to the Director of Field Education on the relationship between the field site and the Department of Social Work, the processes related to serving as a partnering field site, and identifiable needs in students that can be addressed in the course of study.

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TASK SUPERVISOR RESPONSIBILTIES

There are times when a partnering field site cannot provide a staff member with the credentials to serve as a Field Instructor.   In those cases the Department of Social Work will contract with individuals who hold an MSW from a CSWE-accredited program and have two years post-Master's professional practice expertise to serve as the Field Instructor for the student. In these instances, the role of the Task Supervisor is as follows:

- Provide the student with orientation to the agency's mission, population, history, and policies. This orientation may include additional safety and crisis training, as well as certifications necessary for effective service.
- In communication with the student and Field Instructor, direct the activities necessary for fulfillment of the learning contract. Ensure that activities can be carried out and provide meaningful learning situations for the student as the student grows as a professional through the course of the field placement.
- Be available to meet with the student, should urgent situations arise in the course of the work. Ongoing availability includes directing the work of the student and providing guidance in the completion of tasks and workload.
- Provide the student and Field Instructor with feedback on the work style of the student. This includes the development of the professional self, encompassing attitude, willingness, productivity, and interactions with colleagues.
- Contact the Field Liaison, should any concerns over student performance arise.
- Attend Field Supervisor training and orientation. This will be provided in person and online.
- Provide feedback to the Director of Field Education on the relationship between the field site and the Department of Social Work, the processes related to serving as a partnering field site, and identifiable needs in students that can be addressed in the course of study.

STUDENT RESPONSIBILITIES

Ultimately, the MSW Field Education program exists to enrich the student and to enable the student to continue the professional growth process in advanced social work. To ensure a positive experience, the student must be fully committed to engage with the field site. In the Field Education process, the student must:

- Initiate and complete the application process for Field Education. This includes interaction with the Director of Field Education, interview processes with potential field sites, and attending all required field orientation sessions (including those conducted by the MSW Program, as well as those conducted by the field site).

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- Obtain, read, and follow Field Education policies and processes outlined in the Field Education Manual and appropriate field placement syllabi.
- Complete a background check, drug screen, and CPR training. The Department of Social Work will provide students with information on how to complete these requirements.
- Conduct self as a professional social worker, adhering to the NASW Code of Ethics and all State Board of Social Work Examiners codes of ethics as applicable to the state in which the student completes the field placement.
- Fulfill the expectations of the field placement site regarding dress, schedule, attendance, orientation, and assignments.
- Complete assignments noted in Field Placement course work, including the Learning Contract and Evaluation. This includes completing the necessary hours for each field placement as outlined in the syllabi. Students enrolled in Field Placement I (SOWK 505) and Field Placement II (SOWK 510) must complete 200 hours in field placement per course for a total of 400 hours in foundation-based field placement. Students enrolled in Field Placement III (SOWK 608) and IV (SOWK 613), the concentration field placement courses, must complete 250 hours per course for a total of 500 hours of concentration-based field placement.
- Demonstrate continued growth and development of MSW program competencies, defined in this manual and in the learning contract.
- Assist in setting meetings between the Field Liaison and the field site.

SELECTION OF FIELD EDUCATION SITES AND AFFILIATION PROCESS

CRITERIA FOR SELECTION OF FIELD EDUCATION SITES

Field sites are critical to the success of the MSW degree program. Because of their key role, field sites need to offer quality learning experiences in which MSW students can engage. In order for an agency to be approved as a field education site, the following criteria must be met:

- Agreement with the values and ethics of the social work profession.
- Support for the goals of the Department of Social Work.
- Provide quality learning opportunities for students meeting the required competencies, including in-person contact with clients and constituencies and addressing all levels of a system: individuals, groups, families, organizations, and communities
- Integrate students into the overall functioning of the agency, including staff meetings and communications, public relations efforts, and internal processes.
- Have qualified staff to serve as Field Instructors or Task Supervisors, fulfilling responsibilities as explained earlier.

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- Provide adequate space and equipment, such as phone, desk, and supplies, for the student to accomplish tasks.
- Agree to and complete the Affiliation Agreement with the Samford College of Health Sciences.

SITE AFFILIATION PROCESS

The Samford MSW program offers diverse learning experiences in Field Education and seeks to continually enrich the experience through a wide selection of field placement sites. Current affiliated sites include public and private organizations, both secular and faith-based.

The process of affiliation between the Department of Social Work and a community organization can be initiated by the organization, the Department, or a student. The community organization may contact the Director of Field Education to express interest in serving as a field education site. Similarly, the Director of Field Education may learn of the agency and initiate contact to explore if partnership is possible. A student with interest in serving in a particular agency may contact the Director of Field Education to discuss the possibility of completing a field placement with that agency. If approved by the Director of Field Education, the student must contact the agency to determine if the agency is interested in serving as a field education site. The Director of Field Education will then begin conversation with the agency to determine feasibility.

- The Director of Field Education will meet with an agency to view facilities and discern if the agency and staff meet the criteria to serve as a Field Education site. The agency will, likewise, determine if partnering as a Field Education site is in agreement with agency purpose and resources. Should a direct visit not be possible, an online meeting or telephone interview will be conducted.
- Should both the Department of Social Work and agency be in favor of a partnership, the contracts lawyer for the College of Health Sciences will send the agency the College of Health Sciences Affiliation Agreement. This is to be completed by the appropriate agency staff and returned to the College.
- The Affiliation Agreement is in effect for 3 years from the date of signing.
- Should termination of the Agreement become necessary, the termination processes outlined in the Agreement will be followed.

CRITERIA FOR SELECTION OF FIELD INSTRUCTORS AND TASK SUPERVISORS

Field Instructors and Task Supervisors are the points of contact for the student and must possess the knowledge and experience necessary to assist the student in integrating knowledge into professional practice. Instructors and Supervisors guide the student in critical thinking and analysis and in the development of the professional self.

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Field instructors must:
- Support the goals of the Samford Department of Social Work.
- Adhere to the NASW Code of Ethics and any codes of ethics applicable in their state.
- Hold an MSW degree from a CSWE-accredited program.
- Have a minimum of two years of experience post-Master's degree.
- Fulfill the responsibilities of the Field Instructor as outlined earlier.
- Provide the Department of Social Work with both an updated resume and copy of all applicable licenses.

Task Supervisors must:
- Support the goals of the Samford Department of Social Work.
- Have some knowledge of, and appreciation for, the role of social work in the agency.
- Fulfill the responsibilities of the Task Supervisor as outlined earlier.
- Provide the Department of Social Work with both an updated resume and copy of all applicable licenses.

FIELD SUPERVISOR AFFILIATION PROCESS

Once an Affiliation Agreement is executed with an agency, the agency will then identify the appropriate staff person to serve as the field supervisor. The field supervisor—whether they meet criteria as Field Instructor or Task Supervisor—will submit an updated resume and copies of all applicable licenses to the Director of Field Education. The Field Instructor must either attend Field Supervisor training or complete the online training prior to the assignment of students.

FIELD EDUCATION PROCESS

PREREQUSITES FOR FIELD PLACEMENT

All Samford MSW students must meet certain criteria before admitted into field placement:

- Complete trainings in CPR, HIPAA, OSHA, Safety, and Infectious Diseases
- Test negative on relevant drug screens
- Complete a background check
- Submit a completed health form with appropriate immunizations
- Be covered by the University liability insurance
- Complete all prerequisite courses for field placement

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TRAINING

Students will have the opportunity to complete the required trainings for CPR, HIPAA, OSHA, Safety, and Infectious Diseases. The Director of Field Education will communicate scheduling information to the students. It is the responsibility of the students to attend and complete training sessions prior to being placed in a field placement.

DRUG SCREEN

The MSW Program strictly prohibits the illicit use, possession, sale, conveyance, distribution, and manufacture of illegal drugs, intoxicants, or controlled substances in any amount or in any manner and the abuse of non-prescription and prescription drugs. Any student who tests non-negative for illegal, controlled, or abuse-potential substances and who cannot produce a valid and current prescription for the drug is at risk of being in violation of the NASW Code of Ethics and Alabama law. Furthermore, the NASW Code of Ethics requires social workers to take action if they have reason to believe that another social worker is engaging in impaired practice, including practicing while using illegal drugs and/or abusing legal substances. An MSW Program student who is aware that another MSW Program student is using or is in possession of illegal drugs, intoxicants, or controlled substances is obligated to report this information to an MSW Program faculty member. Additional information on drug screening can be located in the Master of Social Work Program Student Handbook.

SUBSTANCE ABUSE POLICY AND PROCEDURE

STATEMENT OF PURPOSE

The intent of the Substance Abuse Policy is twofold: to identify students who are chemically impaired, and to help them to return to a competent and safe level of practice. Emphasis is on deterrence, education, and reintegration. All aspects of the policy are conducted in good faith and with compassion, dignity, and confidentiality.

TESTING PROCEDURES

When. The Samford Social Work department requires the student to submit to drug testing under any or all of the following circumstances:

• Random testing as required by the Field Education sites for the Samford MSW program
    • For cause (see Testing for Cause Statement); and
    • Part of a substance abuse recovery program.

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Failure to comply. Failure to comply with random drug testing at the specified time without administrative permission will result in suspension from Field Education attendance until testing is complete.

Cost. The cost for random testing is included in the student's program fee. If the student is tested for cause, the student will be responsible for paying the cost for the urine drug screen at the time the test is administered.

Facility. The Samford MSW program will utilize Employment Screening Service (ESS) for collection of specimens, and ESS will perform testing, utilizing the laboratory's policies.

Sample Collection. The collection techniques will adhere to the guidelines in accordance with U.S. Department of Transportation 49 CFR Part 40 following chain of custody protocol. ESS will collect urine samples at the discretion of the Samford MSW Program Director. The process and procedure for sample collection will adhere to the contract between ESS and the Samford College of Health Sciences.

Substances. Substance-related disorders are listed in the *Diagnostic and Statistical Manual of Mental Disorders, fifth edition,* (DSM-5). Substances of abuse are grouped into ten classes: alcohol, caffeine, cannabis, hallucinogens, inhalants, opioids, sedatives, stimulants, tobacco, and other (unknown). Testing may include any of these drug categories. The Department of Social Work shall have the authority to change the panel of tests without notice to include other substances as suggested by local and national reports or circumstances.

Non-Negative Results. If a non-negative result is obtained, the urine sample will be sent to a Substance Abuse and Mental Health Services Administration (SAMHSA) certified laboratory. If the specimen results are non-negative after the screening process at the laboratory, the urine samples will be sent for Gas Chromatography/Mass Spectrometry (GCMS) confirmation. All positive results will be reported to the Medical Review Officer (MRO). After review by the MRO, positive results will then be reported to the Field Director and Program Director. All non-negative urine samples will be frozen in a secure and locked freezer compartment at the SAMHSA laboratory.

TESTING FOR CAUSE

Any social work student suspected of abuse related to the use of drugs, including but not limited to alcohol, may be subjected to testing. The decision to drug test for cause will be drawn from those facts in light of the experience of the observers and may be based on, but not limited to:

- Observable phenomena such as direct observation of drug use and/or physical symptoms or manifestations of being under the influence of a drug.

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- Erratic behavior, slurred speech, staggered gait, flushed face, dilated/pinpoint pupils, wide mood swings, absenteeism, tardiness, and deterioration of work performance.
- A report of drug use provided by reliable and credible sources which have been independently corroborated.
- Information that a student has caused or contributed to an accident that resulted in injury requiring treatment by a licensed healthcare professional.
- Evidence of involvement in the use, possession, sale, solicitation, or transfer of drugs while on a field site premise.
- Conviction by a court, or being found guilty of a drug, alcohol, or controlled substance in another legitimate jurisdiction.

Testing for cause will be conducted using the following procedure:

1. The faculty member or designated Field Instructor will have another healthcare provider confirm the suspicious behavior.

2. The student will be asked to leave the area and go with a faculty member or individual designated by the faculty and a witness to discuss the situation in a location ensuring privacy and confidentiality. The discussion will be documented, and the decision to drug test will be made after conferring with the Field Director, Department Chair and/or Dean.

3. If warranted, the student will submit appropriate laboratory specimens in accordance with the Substance Abuse Policy and field site policies.

4. The student will be suspended from all Field Education activities until the case has been reviewed by the appropriate personnel or committee designated by the Dean of the School of Public Health.

5. If the lab test is negative for substances classified in the current *Diagnostic and/or Clinical Statistical Manual of Mental Disorders*, the student will be allowed to return to class and Field Education activities without penalty. Arrangements to make up missed work must be initiated by the student on the first day back to class.

6. If any part of the lab test is non-negative for substances classified in the current *Diagnostic and/or Clinical Statistical Manual of Mental Disorders*, the student is in violation of the Department of Social Work Substance Abuse Policy and the Samford University Drug and Alcohol Policy. As provided in this policy in the section entitled, "Non-negative Drug Screen, Sanctions, Treatment, Referral, Re-application, Opportunity for a Re-Test", violations will result in the imposition of disciplinary sanctions up to and including expulsion of the student (Samford University Student Handbook).

7. Confidentiality will be maintained.

8. Failure to comply with "for cause" drug testing will result in immediate administrative withdrawal and a course grade of "F".

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CONFIDENTIALITY

All testing information, interviews, reports, statements, and test results specifically related to the individual are confidential. Drug test results will be sent to the Field Director in the Department of Social Work. Records will be maintained electronically in a secured location. While the issues of testing are confidential within the University community, the information regarding substance abuse and rehabilitation may be shared with a parent or legal guardian as provided in the following paragraph. Pursuant to the Family Educational Responsibility and Privacy Act (20 USC 1232g) Samford University may disclose, to a parent or legal guardian of a student, information regarding any violation of a federal, state, or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance, regardless of whether that information is contained in the student's education records, if (A) the student is under the age of 21; and (B) the institution determines that the student has committed a disciplinary violation with respect to such use or abuse.

NON-NEGATIVE DRUG SCREEN, SANCTIONS, TREATMENT, REFERRAL, AND RE-APPLICATION, OPPORTUNITY FOR A RE-TEST

A non-negative drug screen will result in three different actions.

1. *The Samford Department of Social Work*

Field Education sites cannot afford to compromise on patient safety, health, and welfare. Violations of the Samford University Drug and Alcohol Policy will result in the imposition of disciplinary sanctions by the Samford Department of Social Work up to and including expulsion of the student. ("Drug and Alcohol Policy" as printed in the Samford University Student Handbook). In order to assure patient safety at clinical sites, a positive drug screen will be considered evidence of drug use/abuse by the student. A non-negative drug screen of any of the following substances will result in immediate dismissal: amphetamines or similarly acting sympathomimetic, cannabis, cocaine, hallucinogens, inhalants, phencyclidine (PCP), or similarly acting aryl cyclohexylamines. Action taken under the Drug and Alcohol Policy will be independent of action taken, if any, through the Student Values Process. Dismissal from the Social Work Department is not automatically a dismissal from Samford University. The student will be ineligible to receive a letter of good standing from the Dean of the program.

2. *Samford University*

Violations of the Samford University Code of Values will result in the imposition of disciplinary sanctions up to and including expulsion of the student, ("Code of Values" as printed in the Samford University Student Handbook). Results of a non-negative drug screen will be referred by the MSW Program Director to the Associate Dean for Student Services and Values Advocacy. Action taken through the Student Values Process will be independent of action taken, if any, under the Substance Abuse Policy of the Department of Social Work.

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3. *Referral to a Substance Abuse Treatment Program*

A student with a non-negative drug screen will be referred to a substance abuse treatment program.

OPPORTUNITY TO REQUEST A RE-TEST

If a test result is non-negative, the student may request a re-test of the original urine sample. A student who desires to have the original sample re-tested must file a written request with the MSW Program Director within three (3) business days following notification of a positive drug test result. The student will be responsible for all costs of the re-test. If the re-test is negative the student will be reinstated.

INCIDENCE OF RECURRENCE

If a non-negative test for substance abuse is found once a student is re-admitted to the MSW program, the student will be dismissed from the program and will be ineligible to return. Furthermore, the student will be ineligible to receive a letter of good standing from the social work program.

STUDENT RELEASE FORM

As a condition of progression, each student will sign the following "Substance Abuse Policy Release Form" agreeing to adhere to the terms and conditions of the Substance Abuse Policy and Procedure.

Some field placement sites will require students to repeat screening measures such as an additional drug screen and background check or to meet additional requirements. In some cases, the student will be responsible for the costs of additional screenings. A list of sites that require additional screenings will be provided to students. A non-negative result on a drug screen that cannot be resolved will be communicated to the Director of Field Education.

BACKGROUND CHECK

The Samford University MSW Program requires background checks for all MSW students. Students selected for admission to the Samford University MSW Program are admitted pending the results of a background check. Each student is required to have a background check and submit to, as requested, any additional checks once enrolled in the MSW program. The Samford University MSW Program must certify to all field placement sites that each student has had an acceptable background check. Students are required to follow the procedures established by the Samford University MSW Program.

Students must report any arrests or legal convictions that occur prior to or during their education. Reportable offenses include, but are not limited to, misdemeanors, felonies, sexual offender convictions, or governmental sanctions. The Samford University MSW Program

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reserves the right to release information regarding the student's criminal history to appropriate field placement organization representatives. Failure to report arrests or legal convictions will result in dismissal from the MSW Program. A student's admission may be withdrawn, or the student may be dismissed from the MSW Program due to findings from the background check. Even if a student with a criminal history is admitted to the MSW program, field sites reserve the right to deny field placements to such students. Students dismissed will be considered for readmission on a case-by-case basis depending on the particular situation.

Background check forms are sent to each student. The student is responsible for the cost of the background check. For additional information on policies related to background checks, consult the Master of Social Work Program Student Handbook.

HEALTH DATA AND IMMUNIZATION REQUIREMENTS

MSW students are responsible for maintaining health requirements. The student must have a complete Samford University Health Form and evidence of having met the health requirements, which include:

- 2-step Mantoux Tuberculin skin test or annual TB chest x-ray, completed within the last year
- Completed Hepatitis B vaccination series
- Chicken Pox immunization (either year of disease or evidence of vaccination series), and
- MMR and Tdap

Upon acceptance to the Samford MSW program, the student should complete all credentialing with ESS, documenting the health and immunization requirements.

Field placement sites may place additional health requirements for students affiliating with that agency. The student must have completed and submitted all necessary health documentation required by the University and the Department before registering for practice courses.

Students in the MSW Program are responsible for keeping current all immunizations as stated in our Affiliation Agreement with field placement agencies (requirements listed above). The student shall turn in a copy of each immunization/vaccine. The student shall keep original documentation for his/her personal records for future use. The Department will not provide copies of file contents for employers, etc.

Before registration each semester, the student must be certain the required health information is on file and current to the end of the term in which he or she plans to enroll.

LIABILITY INSURANCE

Samford University has coverage for liability arising from the rendering or failure to render professional social work services. Faculty and students are covered while working within

the scope of their duties as faculty or as currently enrolled students. The policy is on a "claims made" form that means any claims must occur and be recorded while the policy is in force. If the coverage is discontinued, the University may arrange an extended reporting endorsement.

ACADEMIC PREREQUISITES

No prerequisite courses are required for the student to enter Field Placement I (SOWK 505). There are two co-occurring courses for full-time students in Field Placement I. A full-time student enrolled in Field Placement I must have Foundations in Social Work (SOWK 501) and Social Work Practice I: Individuals (SOWK 502). Students following a part-time course of study will complete both courses prior to enrolling in Field Education.

Since the Samford MSW program offers continuous placement as the predominant model, the student must complete Field Placement I prior to entering Field Placement II (SOWK 510). Both foundation level field placement courses must be satisfactorily completed before the student can enroll in the concentration-level field placement courses (SOWK 608, 613).

Those students entering as advanced standing students will begin with the concentration field placement courses, having satisfied the foundation field placement course requirements during their BSW program.

For all Samford MSW students, concentration level placements can be completed successively or concurrently. Students must obtain permission from the Director of Field Education to complete concentration level placements concurrently.

APPLICATION TO FIELD EDUCATION

Acceptance into the Samford MSW program includes acceptance into Field Education. A description of acceptance criteria can be found in the Samford University Master of Social Work Student Handbook.

FIELD PLACEMENT SELECTION PROCESS

Students initiate the field placement selection process by turning in the required forms to the Director of Field Education and completing all Field Education orientation sessions. Forms are available online, and due dates will be communicated during the initial field seminar. Forms include:

- Student Field Education Information Sheet
- Updated Resume

Upon receipt of these forms, the Director of Field Education, or a designee, will discuss with the student past work experience, professional goals, and learning needs. This meeting

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may occur face-to-face or online. Based on gathered information, the Director of Field Education will recommend potential affiliated field placement sites to the student and provide contact information for the sites. The student will then identify the preferred field placement site, and the Director will initiate contact with the site to determine the feasibility of accepting an MSW student. The student will then initiate contact with the field site, requesting an interview. The field sites will schedule these interviews.

Factors that influence potential site recommendations include:

- Student's learning needs and professional goals
- Student's past experiences, personal and professional
- Population served by a field placement site
- Types of social work practiced in the field placement site
- Availability of student and needs of field placement site
- Special needs of students

A field placement site has the right to accept or not accept students. Once a decision is made, the site will notify the Director of Field Education, and the Director will notify the student of the final field placement. Should a site not accept a student, the student will also be notified. Such students should contact the Director of Field Education to discuss concerns and identify potential placements. Should a student be denied placement twice, the student will meet with the Director of Field Education and the Field Liaison to discuss remediation. Should a student be denied a third time, the student will meet with the Director of Field Education and the MSW Program Director to discuss the student's ability to continue in the program. Following the meeting, the MSW Program Director, in consultation with the Director of Field Education, will make a decision as to whether the student will be dismissed from the program. In such cases, the student will be notified in writing within five days following the meeting. If the student is not satisfied with the decision, he or she retains the right to follow the grievance procedure outlined in the student handbook.

Once a student receives site acceptance, the student is to contact the field placement to determine scheduling of hours.

In most field placements, additional orientation and screening are required. The student is to fully participate in such training and screenings. Orientation at an agency can be considered part of the 200 hours required in placement for the semester.

The Samford MSW program offers continuous field placement, meaning the student remains in the same field placement site for both Field Placement I (SOWK 505) and Field Placement II (SOWK 510) courses. After completing the foundation field placement courses (or upon admission as an advanced standing student) a student begins the concentration Field Placement courses (SOWK 608 and 613) and is assigned to a different concentration-specific field placement site.

DISTANCE PLACEMENTS

The Samford MSW Program offers distance field placement options to students in their concentration year. Domestic and international opportunities offer learning experiences that facilitate social work skill development and service in unique settings.

How does a distance placement work?
Distance placements occur in the final semester of the concentration year, so the student would take both Field Placement III and Field Placement IV concurrently in the final semester. This means, the student would have to complete 500 hours of field placement in one semester.

How is other coursework completed?
Most required courses can be completed via online learning technology. Courses such as Concentration Specialization Seminar and Applied Research can be structured so the focus of the work is applicable to the field placement and can be completed while on location. Electives can be completed during another semester. Once a student expresses interest in a distance placement, the specific course of study can be reviewed and discussed.

Will doing a distance placement affect graduation dates?
For most students, the graduation date should not be affected, provided the coursework can be completed during a distance placement.

What is the process for selecting a distance placement?
Distance placement can take time to finalize due to the constantly changing circumstances around the world. It is important to express interest as soon as possible. Students need to contact the Director of Field Education no later than the end of the spring semester of the foundation year. Full-time advanced standing students need to contact the Director of Field Education during their first summer term.

What costs is the student responsible for?
Tuition for a distance placement is the same as for a local placement. Students who enroll in a distance placement are also responsible to pay for additional costs related to the placement, including living expenses and travel expenses.

DISTANCE PLACEMENT SELECTION

Concentration-level students who are approved to complete concentration field placement at a remote location (i.e., outside of the Birmingham, AL area) are scheduled for a block placement, allowing all the required concentration field hours to be completed in one semester. Thus, the student completes both field placement courses simultaneously. Online

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learning technology is utilized to allow students to participate in field seminars and other required courses during remote field placement experiences.

- The student contacts the Director of Field Education to express interest in distance placement by the end of the spring semester of the foundation year. Advanced standing students must express interest at the beginning of the summer session.
- The student and Director of Field Education identify possible field sites, exploring each option individually.
- The Director of Field Education, or a designated representative, contacts the field site representative to assess availability and feasibility.
- If the site expresses interest, the Director of Field Education schedules an interview between the field site representative and the student, utilizing appropriate technology.
- Both the student and the field site representative must agree to the field placement. Upon acceptance, the student completes and submits the Change to Plan of Study Form.
- The Director of Field Education and student continue meetings as necessary with the site representative to finalize logistics: housing, transportation, dates, budget, food, etc.
- The Director of Field Education schedules a meeting between the Field Liaison, student, and field site representative to provide introductions, begin discussion on placement responsibilities, and discuss the incorporation of placement into fall classroom activities.
- The student initiates meeting with faculty of all classes that will occur during the distance placement to discuss participation and technology usage in classes.
- The student arrives at distance placement in early January.
- At the end of January, the student schedules a meeting between the Field Liaison, student, and Field Instructor/Task Supervisor to finalize Learning Contract.
- The student returns in late April.

FIELD PLACEMENT PROBLEMS

Just as problems arise in professional practice and professional settings, it is possible that problems will arise in the course of Field Education. Every effort is to be made by the student, faculty, and Field Instructors to utilize these moments for growth and learning. To that end, problems need to be addressed at the lowest level possible. Problems with a field placement need to be addressed first between the student and Field Instructor and recorded in supervisory notes and journals. Should the issue require further discussion, or should the student feel uncomfortable discussing the issue with the Field Instructor, the student must address the issue with the Field Liaison. If the issue cannot be resolved in this manner, the Director of Field Education should be contacted.

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CHANGING PLACEMENTS

There are circumstances under which it may become necessary for a student to change placements in the course of fulfilling the continuous field placement courses. These include:

- Changes in personnel at the field placement site
- The ability of a field site to provide ongoing, quality learning experiences that address all competencies
- Unethical behavior by student or field placement site staff
- Unacceptable behavior or attitude of student
- Changes in personal circumstances of student (health issues, impairment, etc.)

CHANGE PROCESS

The Field Liaison will make the Director of Field Education aware of the need for change, as well as provide written documentation of the efforts utilized to resolve the issues. After consulting with the Field Liaison, the Director of Field Education will contact both the student and the field placement site to discuss the issues. The Director will make the final decision regarding placement change and notify all parties involved. Should a decision be made to change placements, the student will need to initiate the field placement selection process to obtain a new placement.

It is important to note there is no guarantee a new placement can be located and implemented in a timely manner so the student will be able to complete the required hours for the course. Should a change be necessary, it may be the student's responsibility to find a new placement. It is always a possibility the student will need to withdraw from the course and wait until it is offered again. This can delay the student's course of study.

FIELD DISRUPTION

Life situations may arise that necessitate a disruption in the field placement. If such circumstances occur, the Field Liaison should be notified immediately. The Field Liaison will notify the Director of Field Education. The Director will work with the field placement site and the student for the best possible outcome for both.

STUDENT PERFORMANCE CONTRACT

Students are expected to behave in an appropriate and professional manner at all times. This expectation requires students to dress modestly and professionally, to use professional language, to show appropriate respect for administrators, faculty, staff, students, and clients, to abide by all policies of Samford University, the MSW Program, and the field agency, and to be punctual. There are times when a student may struggle in Field Education, as evidenced by failure to meet the minimum number of required hours, failure to demonstrate the competencies at an acceptable level, or failure to progress in the field experience as a

professional. In these instances, a Student Performance Contract (SPC) will be initiated between the Field Instructor/Task Supervisor, the Field Liaison, and the student. The following process will be followed:

- A concern related to Field Education is identified.
- The Field Instructor/Task Supervisor, Field Liaison, and the student complete the SPC, and all parties sign the contract. A copy is given to all parties and an additional copy is provided to the Director of Field Education.
- The SPC is reviewed and updated as indicated on the SPC form.
- Should the student progress as outlined on the SPC, the student is successfully released from the SPC. Should the student fail to progress as outlined on the SPC, the student is removed from the field site and meets with the Field Liaison, Director of Field Education, and the Program Director to discuss next steps, up to and including dismissal from the program.
- The SPC must be initiated early enough in field placement to allow time for improvement. Therefore, a SPC may not be initiated if the student has less than 4 weeks remaining with the field placement site. In such cases, the concern will be reflected in the grade for the course.

The student retains the right to utilize the Grievance Procedure if he/she is dissatisfied with the outcome of the process as outlined.

TERMINATION FROM FIELD

There are some types of student conduct that are so egregious they require termination from field placement without completing a Student Performance Contract. Examples of such issues include:

- Violation of the NASW Code of Ethics or the applicable state code of ethics
- Excessive tardiness or absences from the field site that are unexcused or unexplained
- Unwillingness to accept correction or follow direction of Field Instructor or Task Supervisor
- Continued poor performance despite correction
- Unacceptable grade in the Field Placement course
- Ethical violations such as misrepresentation of completed field placement hours
- Falsification of records
- Violation of University policies that result in Program termination

Students may be terminated from the program for violating professional ethical standards as outlined in the NASW Code of Ethics and the Alabama State Board of Social Work Examiners Standards of Professional Conduct and Ethics. Students are also required to obey

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relevant ethical codes and laws, including those of other states or countries in which they may be practicing during the course of a Field Placement experience or similar practice experience.

In addition to programmatic sanctions, the MSW Program Director, MSW Program Faculty and Staff, and/or the MSW Field Instructor may be required by law to report certain types of ethical violations to the proper authorities.

Students may also be terminated from the program if they test non-negative for the use of illegal substances or abuse of legal substances, as determined by random drug testing procedures. Failure to comply with drug testing protocols and procedures will also result in sanctions, which may include termination from the program. The student retains the right to appeal the termination decision via the grievance procedure outlined in the MSW Program Student Handbook.

In the event that termination from Field Education is recommended, the following process will be followed:

1. The Director of Field Education (or other member of the social work faculty, as designated by the MSW Program Director) will meet with the individual who has lodged the accusation. The purpose of this meeting will be to document the nature of the alleged violation and to gather the information necessary to begin an investigation of the accusation.
2. The Director of Field Education (or designee) will meet with the student, in order to give the student an opportunity to respond to the allegations.
3. The Director of Field Education (or designee) will collect additional information as needed to make a recommendation as to the disposition of the complaint.
4. The Director of Field Education (or designee) will recommend a resolution to the MSW Program Director. Whenever possible and appropriate, the resolution will allow the student a chance to remediate the situation. However, some types of severe misconduct allegations, if substantiated, will result in immediate termination from the program.
5. The Director of Field Education (or designee) and the MSW Program Director will meet with the student and will present the decision. If the decision is to terminate the student's involvement in the MSW Program, the student will receive written notice of the decision and the reasons for it. If the decision involves remediation of the problem, a written remediation plan will be developed with the student and will be signed by the student, the MSW Program Director, and the Director of Field Education (or designee).
6. The student retains the right to follow the grievance procedure outlined in the Samford University Student Handbook.

All meetings may take place face-to-face or online, as needed. Termination from Field Education as a result of student conduct will result in a failing grade for the course. The student will not be able to re-enter the field program for one year, when the course is offered again. A second termination will result in removal from the program.

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STUDENTS WHO EXPERIENCE IMPAIRMENT

Section 4.05 of the National Association of Social Workers (NASW) Code of Ethics (2015) requires social workers to be diligent in addressing impairment that may have a negative effect on their clients. Section 4.05 states:

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

An MSW Program student who believes that he/she is experiencing an impairment that has the potential to disrupt the treatment of clients, the job performance of field placement staff, and/or the education of fellow students has an obligation to take appropriate remedial steps. Such students should contact their advisor, the Director of Field Education, or the MSW Program Director to discuss their concerns. The MSW Program will help the student to develop a plan to resolve or manage the impairment. The MSW Program will also help the student to come to a decision about the appropriateness of continued participation in the MSW Program.

The MSW Program strongly urges students to be proactive in dealing with issues of impairment. Presenting impairment as a reason for an ethical violation after the fact does not relieve the student of responsibility for the violation. In such incidences, the Task Supervisor or Field Instructor should present the student with written documentation of the violation and steps necessary for change, if applicable. If the student fails to show improvement, the Task Supervisor or Field Instructor should contact the Field Liaison or Field Director. The Field Director, Field Liaison, Field Instructor, and student will meet to discuss termination from field.

Students may appeal decisions according to the Grievance Procedures outlined in the Samford Master of Social Work Degree Student Handbook.

GUIDELINES RELATED TO FIELD EDUCATION

PROFESSIONAL DRESS

The appropriate attire for field placement should model the acceptable dress policy of the agency. Students must behave in a professional manner and their dress must be appropriate and professional in nature. It is expected that Samford MSW students will dress neatly and modestly, even in environments that permit casual dress. Additionally, Samford MSW students must wear identification while in field indicating they are a student.

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PROFESSIONAL ETHICS

The Samford MSW Program adheres to the National Association of Social Workers (NASW) Code of Ethics and to the Alabama State Board of Social Work Examiners' Standards of Professional Conduct and Ethics. All MSW Program faculty, staff, and students are expected to adhere to these standards. Students who complete field placement in another location are also required to abide by local and state regulations that govern the conduct of professional social workers. A violation of these Codes of Ethics may be grounds for removal from Field Placement.

CONFIDENTIALITY

The University ensures that all students complete training in protection of sensitive patient/client information as required by the Health Insurance Portability and Accountability Act (HIPAA). The University policies prohibit students from using or disclosing client information gained in field placement. Such prohibited uses and disclosures include reports, essays, class discussions, and other education activities.

Confidentiality related to work done at the field placement site applies even after the student completes the field placement course.

ACADEMIC INTEGRITY

Samford University's policies on academic integrity can be located in the Samford University Student Handbook and the Samford University Master of Social Work Program Student Handbook. All such policies apply not only to the classroom courses in the MSW Program, but also to all Field Placement courses.

FIELD EDUCATION LEARNING EXPERIENCES DURING CLASS TIME

There are times when unique learning opportunities arise in field placement that conflict with scheduled class times. It is possible for a student to take advantage of these opportunities with the appropriate approval.

The student must first contact the Field Liaison in writing to request approval, explain the opportunity and the necessity of missing class.

Once approved by the Field Liaison, the student must contact the appropriate professor to request an excused absence from class.

While the absence is excused, it will count toward the total absences the student has in the class per the department attendance policy detailed in the class syllabus.

TRAVEL

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The student is responsible for traveling to and from field placement. Travel concerns will be considered during the field placement selection process. Time spent traveling to and from field placement may not be considered as field placement hours.

Opportunities may arise when students can travel on agency business. When presented with such opportunities, the student is not obligated to accept them. Should the student choose to take advantage of the opportunity, the student must first discuss the opportunity with the Field Liaison. The activity must relate to the student's goals and be reflected in the learning contract. It is the student's responsibility to determine his or her financial obligations in regard to travel. Only hours spent engaged in the professional activities, training, or other activities as approved by the Field Liaison and Field Instructor/Task Supervisor can be included as field placement hours. Travel hours and time spent in personal activities cannot be counted.

TRANSPORTING CLIENTS

Samford MSW students are not permitted to transport agency clients in personal vehicles or in agency vehicles unless specifically addressed in the Affiliation Agreement with the agency.

ILLNESS

When a student becomes ill, he or she should follow the policies of the field placement agency. The student must contact the Field Instructor or Task Supervisor as soon as possible to address any missed appointments. Any hours missed must also be rescheduled. Should the student miss more than three days, the student should present a doctor's excuse to the Field Instructor or Task Supervisor.

HOLIDAYS

There are occasions when either the University or agency observes holidays that are not observed by the other entity. The student is permitted to observe University holidays with prior approval of the Field Instructor/Task Supervisor. Similarly, the student may find it difficult to complete field placement hours during times when the agency is closed. In either case, the student is still responsible to complete the necessary hours and must reschedule all placement hours missed due to observance of a holiday with the Field Instructor/Task Supervisor.

In instances when an agency is open during a University holiday, the student may choose to complete field placement hours.

Because the Samford MSW Program offers a continuous placement, the student's field placement typically spans two semesters. The student cannot work in the field placement site in between these semesters. Students may only work in the field placement site when enrolled and attending classes during the academic semester.

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INCLEMENT WEATHER

If an agency decides to open for business on a day when the weather is inclement, it is the student's responsibility to determine if it is safe to travel to the agency. In cases when the student does not believe it is safe to travel to the agency, the student must contact the Field Instructor or Task Supervisor to reschedule hours.

FIELD PLACEMENT STIPENDS

Some field placement sites are able to provide the student with a stipend at the end of the field placement. Such stipends are rare and voluntary on the part of the field placement site. In such instances, the student is able to accept the stipend. Any student receiving stipends from field placement sites must inform the Director of Field Education.

EMPLOYER AS FIELD PLACEMENT

The use of an employer as a field placement site is often complicated due to the dual roles the student and individuals in an agency must play. However, there are times when the mission and work of an employer uniquely fit the educational goals of the student. In those cases, the Director of Field Education and the employment site can work together to create a quality educational experience for the student. To that end, the following criteria must be met and documented by the site, the student, and the Samford MSW Program:

- Student assignments and employee tasks may qualify for field hours when directly linked to the ten social work competencies and level of practice.
- Field education supervision may be provided by the employment supervisor if field education supervision is distinct from employment supervision *and* the supervisor meets the requirements of accreditation (i.e. holds an MSW from an accredited school with at least two years of experience). When this is not possible, a supplemental Field Instructor can be provided.
- The student must complete all required field placement hours within, or in addition to, their regular employment hours.
- Students must recognize the risk employment-based field creates with Field Education as an essential component for graduating. In the instance that a student is terminated (for whatever reason) from their place of employment that is also serving as their field placement, the Director of Field Education will attempt to quickly secure another placement, but there is no guarantee. In this instance, Field and the co-occurring Field Placement course (SOWK505, SOWK510, SOWK608, SOWK613) would have to be completed again in a subsequent semester, likely altering one's plan of study and delaying the anticipated graduation date.

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PERSONAL SAFETY

Engaging in social work can mean a social worker is in locations and situations that present a potential risk to personal safety. To this end, the Director of field education works with sites to identify appropriate times for students to schedule field placement hours. However, students also have the right to assess situations in which they find themselves during field placement and to take appropriate actions to ensure their personal safety. The Department of Social Work provides training for students on personal safety and OSHA training. As part of orientation to a field placement site, the student should discuss agency safety policies with the Field Instructor or Task Supervisor and be prepared to follow those.

Should situations arise where the student feels unsafe, the student can discuss the situation with the Field Instructor to identify possible solutions, including a change in responsibilities, times, or locations. The student may also contact the Field Liaison and the Director of Field Education to discuss alternatives.

SEXUAL HARRASSMENT

The Samford MSW Program's sexual harassment policy can be located in the Master of Social Work Program Student Handbook. As part of orientation to a field placement site, the student should review the agency's sexual harassment policy and procedures. Should a student be involved in an incident that involves sexual harassment during field placement, the student is to follow the agency policy and procedures as well as immediately contact both the Field Liaison and the Director of Field Education. Issues of sexual harassment and sexual assault will be reported to the University according to the Samford Title IX and Sexual Discrimination and Misconduct policies.

FIELD PLACEMENT ILLNESS OR INJURY

Students who are injured or become ill while in field placement MUST notify the assigned Field Instructor immediately.

Additional illness and injury guidelines:

1. Follow the agency's policy and procedure for injury or illness, if appropriate.
2. Report to either personal physician or Samford University Student Health Center.
3. DO NOT report to field placement when ill, experiencing an elevated temperature, nausea, vomiting, diarrhea, or any other symptoms of illness. Students are responsible for notifying the Field Instructor/Task Supervisor and field placement site of illness.
4. Field placement agencies will not provide medical care free of charge for students who are injured or become ill during the field experience. Students are responsible for any expense incurred. Each student is required to carry personal healthcare coverage.

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CRITICAL INCIDENT REPORTING

It is the responsibility of the student to immediately notify the Director of Field Education of any incident that places the client, the student, the Field Instructor/Task Supervisor, or the University at risk. If the student is unsure if an incident is of a reportable nature, it should be reported. The Director of Field Education will determine the nature of the incident and direct the student to the appropriate subsequent procedures. Failure to immediately report the incident can result in suspension from field, dismissal from the program, and loss of liability protection.

The following procedure is to be instituted:
1. Notify the Task Supervisor of the incident.
2. Follow the policy and procedures for incident reporting at the field agency.
3. Contact the Field Liaison or Director of Field Education to notify the Department of Social Work.
4. Complete the CHS Critical Incident form and submit to the Director of Field Education within 24 hours.
5. The Director of Field Education will notify the appropriate University personnel within 48 hours.

ACCOMMODATIONS FOR DISABILITIES

The Samford MSW Program's Disability Policy can be accessed in the Master of Social Work Program Student Handbook. It is the student's responsibility to request appropriate accommodations to the Director of Field Education. This should be done prior to or during the field placement selection process. Please note that your accommodations cannot be activated unless they are filed with the Director of Field Education. If the Director of Field Education has questions or concerns about the accommodations, he/she will consult with the Samford Office for Disability Services (ODS) and/or the MSW Program Director. No student will be denied accommodations noted in the letter from ODS.

Our goal is for field placement to be a stimulating and professionally growing experience for each student. If additional clarification is needed concerning the Samford MSW Field Education program, please contact the Department of Social Work or the Director of Field Education.

APPENDICES

*All appendices are for information purposes only and are subject to change.

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Foundation Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in

anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures may create privilege and power resulting in systemic oppression.

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families,

groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Competency 10: Utilize Knowledge of Spirituality and Religion in Social Work Practice and Ethically Integrate Personal Faith with Professional Social Work Practice

Social Workers understand the role spirituality (i.e. formal religion, faith orientation, spiritual practice) plays in the lives of individuals, families, groups, organizations and communities. Social Workers acknowledge the research that indicates the positive role and power spirituality can have in shaping one's worldview, meaning-making, and coping with suffering and grief, regardless of their own spiritual orientation. However, Social Workers also acknowledge the ways in which spirituality has been used to manipulate, oppress, discriminate against, and target individuals, families, groups, organizations and communities across time in ways that produce trauma, lead to abuse, and squelch the human spirit. Social Workers are mindful of the internal tensions that may arise when personal values and spiritual beliefs differ from clients and are able to maintain ethical and professional practices that honor the other and their beliefs.

Student Learning Contract:
Foundation Field Placement

The student learning contract provides a broad framework for developing an individualized learning plan which is responsive to the needs of the student and the resources of the field agency. This learning contract outlines each competency and practice behavior that all accredited social work programs are required to measure. Each learning practice behavior below must have at least one student task which relates directly to the behavior.

Competency	Practice Behaviors	Tasks
Competency 1: Demonstrate Ethical and Professional Behavior	• make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; • use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; • demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; • use technology ethically and appropriately to facilitate practice outcomes; and • use supervision and consultation to guide professional judgment and behavior	
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	• apply their understanding of social, racial, economic, and environmental justice to advocate for human rights at the individual and system levels; and • engage in practices that advance social, racial, economic, and environmental justice.	
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	• apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; • present themselves as learners and engage clients and constituencies as experts of their own experiences; and • apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	
Competency 4: Engage in Practice-informed Research and Research-informed Practice	• use practice experience and theory to inform scientific inquiry and research; and	

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	• apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and • use and translate research evidence to inform and improve practice, policy, and service delivery.	
Competency 5: Engage in Policy Practice	• Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; • assess how social welfare and economic policies impact the delivery of and access to social services; • apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and • use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	• collect and organize data, and apply critical thinking to interpret information from clients and constituencies; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; • develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and • select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	• critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; • use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; • negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and • facilitate effective transitions and endings that advance mutually agreed-on goals.	

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	• select and use appropriate methods for evaluation of outcomes; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; • critically analyze, monitor, and evaluate intervention and program processes and outcomes; and • apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	
Competency 10: Utilize knowledge of spirituality and religion in social work practice and ethically integrate personal faith with professional social work practice	• articulate the ways in which Christian theological perspectives and traditions support care and empowerment of disenfranchised, marginalized, and oppressed people groups; • utilize spiritual and religious resources in the social work process, as ethically appropriate; • identify and manage perceived tensions between personal religious beliefs and professional social work roles;	

Student Signature:_____Date:_____

Field Supervisor signature: _____Date: _____

Faculty Liaison signature: _____ Date: _____

Field Director signature: _____ Date: _____

* Please attach copies of field instructor's social work license and social work degree.

Clinical Concentration Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in

anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures may create privilege and power resulting in systemic oppression.

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families,

groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Competency 10: Utilize Knowledge of Spirituality and Religion in Social Work Practice and Ethically Integrate Personal Faith with Professional Social Work Practice

Social Workers understand the role spirituality (i.e. formal religion, faith orientation, spiritual practice) plays in the lives of individuals, families, groups, organizations and communities. Social Workers acknowledge the research that indicates the positive role and power spirituality can have in shaping one's worldview, meaning-making, and coping with suffering and grief, regardless of their own spiritual orientation. However, Social Workers also acknowledge the ways in which spirituality has been used to manipulate, oppress, discriminate against, and target individuals, families, groups, organizations and communities across time in ways that produce trauma, lead to abuse, and squelch the human spirit. Social Workers are mindful of the internal tensions that may arise when personal values and spiritual beliefs differ from clients and are able to maintain ethical and professional practices that honor the other and their beliefs.

Student Learning Contract:
Clinical Concentration Field Placement

The student learning contract provides a broad framework for developing an individualized learning plan which is responsive to the needs of the student and the resources of the field agency. This learning contract outlines each competency and practice behavior that all accredited social work programs are required to measure. Each learning practice behavior below must have at least one student task which relates directly to the behavior.

Competency	Practice Behaviors	Tasks
Competency 1: Demonstrate Ethical and Professional Behavior	• develop appropriate therapeutic relationships in clinical social work practice • demonstrate appropriate use of self in clinical work with clients • utilize ethical decision-making skills in clinical practice • utilize clinical supervision and professional consultation when faced with ethical dilemmas	
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	• Incorporate advocacy in clinical practice	
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	• recognize connections between diversity/difference and clinical issues • utilize culturally appropriate clinical intervention strategies • develop and utilize strategies to address the contextual issues that affect clinical practice	
Competency 4: Engage in Practice-informed Research and Research-informed Practice	• select appropriate theories and models and utilize them in clinical practice • utilize evidence-informed practice in identifying and implementing clinical interventions	
Competency 5: Engage in Policy Practice	• demonstrate awareness of policy issues that affect clinical practice and clinical social work clients • advocate for just policies related to issues that affect clinical social work clients	
Competency 6: Engage with Individuals,	• develop appropriate clinical rapport with clients	

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Families, Groups, Organizations, and Communities	• avoid or minimize power differentials between the clinical social worker and the client	
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	• utilize knowledge of human development theories and the ecosystems perspective to guide clinical assessment and intervention • utilize current diagnostic methods within the theoretical, legal, and ethical frameworks that guide social work practice • utilize holistic assessment methods that incorporate client strengths and resources	
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	• utilize research and theory in developing clinical interventions • engage in interdisciplinary collaboration with other professionals in order to provide excellent clinical treatment for clients	
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	• regularly evaluate clinical outcomes and adjust interventions based on evaluation results	
Competency 10: Utilize knowledge of spirituality and religion in social work practice and ethically integrate personal faith with professional social work practice	• be aware of faith-related resources for clinical practice • utilize spiritual and religious content in clinical work when appropriate and desired by clients	

Student Signature:_____Date:_____

Field Supervisor signature: _____Date: _____

Faculty Liaison signature: _____ Date: _____

Field Director signature: _____ Date: _____

Please attach copies of field instructor's social work license and social work degree.

Field Placement Evaluation: Foundation

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice. Social workers:

	1 – *Not demonstrated* verbally or in practice	2 – Unsure of how to proceed; *Occasionally* identifies the appropriate response in dialogue with supervisor/co-workers	3 – Frequently identifies the appropriate response in dialogue, but *unable* to demonstrate behavior	4 – Regularly identifies appropriate response and able to demonstrate behavior *occasionally*	5 – Consistently able to both identify the appropriate response and demonstrate the behavior
• make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes					

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of ethics as appropriate to context;					
• use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;					
• demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;					
• use technology ethically and appropriately to facilitate practice outcomes; and					
• use supervision and consultation to guide professional judgment and behavior					

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected. Social workers:

	1 – *Not demonstrated* verbally or in practice	2 – Unsure of how to proceed; *Occasionally* identifies the appropriate response in dialogue with supervisor/co-workers	3 – Frequently identifies the appropriate response in dialogue, but *unable* to demonstrate behavior	4 – Regularly identifies appropriate response and able to demonstrate behavior *occasionally*	5 – Consistently able to both identify the appropriate response and demonstrate the behavior
• apply their understanding of social, racial, economic, and environmental justice to advocate for human rights at the individual and system levels; and					
• engage in practices that advance social, racial, economic, and environmental justice.					

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Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures may create privilege and power resulting in systemic oppression. Social workers:

	1 – *Not demonstrated* verbally or in practice	2 – Unsure of how to proceed; *Occasionally* identifies the appropriate response in dialogue with supervisor/co-workers	3 – Frequently identifies the appropriate response in dialogue, but *unable* to demonstrate behavior	4 – Regularly identifies appropriate response and able to demonstrate behavior *occasionally*	5 – Consistently able to both identify the appropriate response and demonstrate the behavior
• apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;					
• present themselves as learners and engage clients and constituencies as experts of their own experiences; and					
• apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.					

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources. Social workers:

	1 – *Not demonstrated* verbally or in practice	2 – Unsure of how to proceed; *Occasionally* identifies the appropriate response in dialogue with supervisor/co-workers	3 – Frequently identifies the appropriate response in dialogue, but *unable* to demonstrate behavior	4 – Regularly identifies appropriate response and able to demonstrate behavior *occasionally*	5 – Consistently able to both identify the appropriate response and demonstrate the behavior
• use practice experience and theory to inform scientific inquiry and research;					
• apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and					
• use and translate research evidence to inform and improve practice, policy, and service delivery.					

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Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings. Social workers:

	1 – *Not demonstrated* verbally or in practice	2 – Unsure of how to proceed; *Occasionally* identifies the appropriate response in dialogue with supervisor/co-workers	3 – Frequently identifies the appropriate response in dialogue, but *unable* to demonstrate behavior	4 – Regularly identifies appropriate response and able to demonstrate behavior *occasionally*	5 – Consistently able to both identify the appropriate response and demonstrate the behavior
• identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;					
• assess how social welfare and economic policies impact the delivery of and access to social services;					
• apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.					

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

	1 – *Not demonstrated* verbally or in practice	2 – Unsure of how to proceed; *Occasionally* identifies the appropriate response in dialogue with supervisor/co-workers	3 – Frequently identifies the appropriate response in dialogue, but *unable* to demonstrate behavior	4 – Regularly identifies appropriate response and able to demonstrate behavior *occasionally*	5 – Consistently able to both identify the appropriate response and demonstrate the behavior
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and					
• use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.					

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making. Social workers:

	1 – *Not demonstrated* verbally or in practice	2 – Unsure of how to proceed; *Occasionally* identifies the appropriate response in dialogue with supervisor/co-workers	3 – Frequently identifies the appropriate response in dialogue, but *unable* to demonstrate behavior	4 – Regularly identifies appropriate response and able to demonstrate behavior *occasionally*	5 – Consistently able to both identify the appropriate response and demonstrate the behavior
• collect and organize data, and apply critical thinking to interpret information from clients and constituencies;					
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;					
• develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and					
• select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.					

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings. Social workers:

	1 – *Not demonstrated* verbally or in practice	2 – Unsure of how to proceed; *Occasionally* identifies the appropriate response in dialogue with supervisor/co-workers	3 – Frequently identifies the appropriate response in dialogue, but *unable* to demonstrate behavior	4 – Regularly identifies appropriate response and able to demonstrate behavior *occasionally*	5 – Consistently able to both identify the appropriate response and demonstrate the behavior
• critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;					
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;					
• use interprofessional collaboration as appropriate to achieve beneficial practice outcomes;					
• negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and					
• facilitate effective transitions and endings that advance mutually agreed-on goals.					

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

	1 – *Not demonstrated* verbally or in practice	2 – Unsure of how to proceed; *Occasionally* identifies the appropriate response in dialogue with supervisor/co-workers	3 – Frequently identifies the appropriate response in dialogue, but *unable* to demonstrate behavior	4 – Regularly identifies appropriate response and able to demonstrate behavior *occasionally*	5 – Consistently able to both identify the appropriate response and demonstrate the behavior
• select and use appropriate methods for evaluation of outcomes;					
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;					
• critically analyze, monitor, and evaluate intervention and program processes and outcomes; and					
• apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.					

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Competency 10: Utilize knowledge of spirituality and religion in social work practice and ethically integrate personal faith with professional social work practice

Social Workers understand the role spirituality (i.e. formal religion, faith orientation, spiritual practice) plays in the lives of individuals, families, groups, organizations and communities. Social Workers acknowledge the research that indicates the positive role and power spirituality can have in shaping one's worldview, meaning-making, and coping with suffering and grief, regardless of their own spiritual orientation. However, Social Workers also acknowledge the ways in which spirituality has been used to manipulate, oppress, discriminate against, and target individuals, families, groups, organizations and communities across time in ways that produce trauma, lead to abuse, and squelch the human spirit. Social Workers are mindful of the internal tensions that may arise when personal values and spiritual beliefs differ from clients and are able to maintain ethical and professional practices that honor the other and their beliefs. Social workers:

	1 – *Not demonstrated* verbally or in practice	2 – Unsure of how to proceed; *Occasionally* identifies the appropriate response in dialogue with supervisor/co-workers	3 – Frequently identifies the appropriate response in dialogue, but *unable* to demonstrate behavior	4 – Regularly identifies appropriate response and able to demonstrate behavior *occasionally*	5 – Consistently able to both identify the appropriate response and demonstrate the behavior
• Articulate the ways in which Christian theological perspectives and traditions support care and empowerment of disenfranchised, marginalized, and oppressed people groups.					
• Utilize spiritual and religious resources in the social work process, as ethically appropriate					
• Identify and manage perceived tensions between personal religious beliefs and professional social work roles					

Field Placement Evaluation: Clinical Concentration

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice. Social workers:

	1 – *Not demonstrated* verbally or in practice	2 – Unsure of how to proceed; *occasionally* identifies the appropriate response in dialogue with supervisor/co-workers	3 – Frequently identifies the appropriate response in dialogue, but *unable* to demonstrate behavior	4 – Regularly identifies appropriate response and able to demonstrate behavior *occasionally*	5 – Consistently able to both identify the appropriate response and demonstrate the behavior
• develop appropriate therapeutic relationships in clinical social work practice					
• demonstrate appropriate use of self in clinical work with clients					
• utilize ethical decision-making skills in clinical practice					
• utilize clinical supervision and professional consultation when faced with ethical dilemmas					

Approved July 24, 2023

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected. Social workers:

	1 – *Not demonstrated* verbally or in practice	2 – Unsure of how to proceed; *inconsistently* identifies the appropriate response in dialogue with supervisor/co-workers	3 –Consistently identifies the appropriate response in dialogue, but *unable to* demonstrate behavior	4 – Consistently identifies appropriate response and able to demonstrate behavior *intermittently*	5 – *Consistently* able to both identify the appropriate response and demonstrate the behavior
• Incorporate advocacy in clinical practice					

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures may create privilege and power resulting in systemic oppression. Social workers:

	1 – *Not demonstrated* verbally or in practice	2 – Unsure of how to proceed; *inconsistently* identifies the appropriate response in dialogue with supervisor/co-workers	3 –Consistently identifies the appropriate response in dialogue, but *unable* to demonstrate behavior	4 – Consistently identifies appropriate response and able to demonstrate behavior *intermittently*	5 – *Consistently* able to both identify the appropriate response and demonstrate the behavior
• recognize connections between diversity/difference and clinical issues					
• utilize culturally appropriate clinical intervention strategies					
• develop and utilize strategies to address the contextual issues that affect clinical practice					

Approved July 24, 2023

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources. Social workers:

	1 – *Not demonstrated* verbally or in practice	2 – Unsure of how to proceed; *inconsistently* identifies the appropriate response in dialogue with supervisor/co-workers	3 –Consistently identifies the appropriate response in dialogue, but *unable* to demonstrate behavior	4 – Consistently identifies appropriate response and able to demonstrate behavior *intermittently*	5 – *Consistently* able to both identify the appropriate response and demonstrate the behavior
• select appropriate theories and models and utilize them in clinical practice					
• utilize evidence-informed practice in identifying and implementing clinical interventions					

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings. Social workers:

	1 – *Not demonstrated* verbally or in practice	2 – Unsure of how to proceed; *inconsistently* identifies the appropriate response in dialogue with supervisor/co-workers	3 –Consistently identifies the appropriate response in dialogue, but *unable* to demonstrate behavior	4 – Consistently identifies appropriate response and able to demonstrate behavior *intermittently*	5 – *Consistently* able to both identify the appropriate response and demonstrate the behavior
• demonstrate awareness of policy issues that affect clinical practice and clinical social work clients					
• advocate for just policies related to issues that affect clinical social work clients					

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

	1 – *Not demonstrated* verbally or in practice	2 – Unsure of how to proceed; *inconsistently* identifies the appropriate response in dialogue with supervisor/co-workers	3 –Consistently identifies the appropriate response in dialogue, but *unable* to demonstrate behavior	4 – Consistently identifies appropriate response and able to demonstrate behavior *intermittently*	5 – *Consistently* able to both identify the appropriate response and demonstrate the behavior
• develop appropriate clinical rapport with clients					
• avoid or minimize power differentials between the clinical social worker and the client					

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making. Social workers:

	1 – *Not demonstrated* verbally or in practice	2 – Unsure of how to proceed; *inconsistently* identifies the appropriate response in dialogue with supervisor/co-workers	3 –Consistently identifies the appropriate response in dialogue, but *unable* to demonstrate behavior	4 – Consistently identifies appropriate response and able to demonstrate behavior *intermittently*	5 – *Consistently* able to both identify the appropriate response and demonstrate the behavior
• utilize knowledge of human development theories and the ecosystems perspective to guide clinical assessment and intervention					
• utilize current diagnostic methods within the theoretical, legal, and ethical frameworks that guide social work practice					
• utilize holistic assessment methods that incorporate client strengths and resources					

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings. Social workers:

	1 – *Not demonstrated* verbally or in practice	2 – Unsure of how to proceed; *inconsistently* identifies the appropriate response in dialogue with supervisor/co-workers	3 –Consistently identifies the appropriate response in dialogue, but *unable* to demonstrate behavior	4 – Consistently identifies appropriate response and able to demonstrate behavior *intermittently*	5 – *Consistently* able to both identify the appropriate response and demonstrate the behavior
• utilize research and theory in developing clinical interventions					
• engage in interdisciplinary collaboration with other professionals in order to provide excellent clinical treatment for clients					

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

	1 – *Not demonstrated* verbally or in practice	2 – Unsure of how to proceed; *inconsistently* identifies the appropriate response in dialogue with supervisor/co-workers	3 –Consistently identifies the appropriate response in dialogue, but *unable* to demonstrate behavior	4 – Consistently identifies appropriate response and able to demonstrate behavior *intermittently*	5 – *Consistently* able to both identify the appropriate response and demonstrate the behavior
• regularly evaluate clinical outcomes and adjust interventions based on evaluation results					

Competency 10: Utilize knowledge of spirituality and religion in social work practice and ethically integrate personal faith with professional social work practice

Social Workers understand the role spirituality (i.e. formal religion, faith orientation, spiritual practice) plays in the lives of individuals, families, groups, organizations and communities. Social Workers acknowledge the research that indicates the positive role and power spirituality can have in shaping one's worldview, meaning-making, and coping with suffering and grief, regardless of their own spiritual orientation. However, Social Workers also acknowledge the ways in which spirituality has been used to manipulate, oppress, discriminate against, and target individuals, families, groups, organizations and communities across time in ways that produce trauma, lead to abuse, and squelch the human spirit. Social Workers are mindful of the internal tensions that may arise when personal values and spiritual beliefs differ from clients and are able to maintain ethical and professional practices that honor the other and their beliefs. Social workers:

	1 – *Not demonstrated* verbally or in practice	2 – Unsure of how to proceed; *inconsistently* identifies the appropriate response in dialogue with supervisor/co-workers	3 –Consistently identifies the appropriate response in dialogue, but *unable* to demonstrate behavior	4 – Consistently identifies appropriate response and able to demonstrate behavior *intermittently*	5 – *Consistently* able to both identify the appropriate response and demonstrate the behavior
• are aware of faith-related resources for clinical practice					
• utilize spiritual and religious content in clinical work when appropriate an desired by clients					

SAMFORD MSW FIELD EDUCATION EVALUATION
(To be completed by the Field Supervisor: Field Instructor or Task Supervisor)

Your feedback is essential in improving our Field Education program. Based on your experiences this year, please complete this evaluation. Only one evaluation is necessary per faculty Field Liaison with which you worked.

1=**Poor**: There was no attempt to meet this expectation.
2=**Below Average**: Small attempts were made to meet this expectation but failed to fully satisfy the responsibility.
3=**Average/Adequate**: The expectation was met but improvement could be made.
4=**Above Average**: The expectation was met and efforts were made to exceed the responsibility.
5=**Excellent**: Exceeded the expectation and provided additional resources. No improvement is necessary.

FIELD LIAISON					
Based on your experiences this year, please rate the Faculty Field Liaison's fulfillment of responsibilities:					
Remained accessible to Field supervisor, communicating in a timely manner	Poor	Below Average	Average/ Adequate	Above Average	Excellent
Met with student and Field supervisor at the beginning of the semester to complete Learning Contract	Poor	Below Average	Average/ Adequate	Above Average	Excellent
Met with student and Field supervisor mid-semester to assess progress and address issues if necessary	Poor	Below Average	Average/ Adequate	Above Average	Excellent
Met with student and Field supervisor at the end of the semester to conduct evaluations	Poor	Below Average	Average/ Adequate	Above Average	Excellent

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Represented the mission, values, and philosophy of the Samford MSW program to the field site	Poor	Below Average	Average/ Adequate	Above Average	Excellent
Responded quickly and appropriately to urgent issues, if applicable	Poor	Below Average	Average/ Adequate	Above Average	Excellent

FIELD EDUCATION PROGRAM					
Based on your experiences this year, please rate the Director of Field Education's fulfillment of responsibilities:					
Provided training and orientation to site personnel on Field Education policies and processes	Poor	Below Average	Average/ Adequate	Above Average	Excellent
Remained accessible to site personnel to discuss issues related to field education	Poor	Below Average	Average/ Adequate	Above Average	Excellent
Responded quickly and appropriately to urgent issues, if applicable	Poor	Below Average	Average/ Adequate	Above Average	Excellent
Communicated clearly on issues related to Affiliation Agreements, student placement, and timelines	Poor	Below Average	Average/ Adequate	Above Average	Excellent
Represented the mission, values, and philosophy of the Samford MSW program to the field site	Poor	Below Average	Average/ Adequate	Above Average	Excellent

Comments

_____

_____

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Concerns regarding Field Placement

_____

_____

Suggestions

_____

_____

*This evaluation may be shared as needed with Department of Social Work faculty and staff.

Field Instructor/Task Supervisor Signature: _____ Date: _____

SAMFORD MSW FIELD PLACEMENT EVALUATION
(To be completed by the Student)

Field Placement Site: _____

Field Instructor/Task Supervisor: _____

It is important that Field Education be a growing experience for every student and that each field placement site provides quality learning experiences. In order to accomplish this, we depend on your feedback. Based on your experiences this year, please complete this evaluation on your field placement.

1=**Poor**: There was no attempt to meet this expectation.
2=**Below Average**: Small attempts were made to meet this expectation but failed to fully satisfy the responsibility.
3=**Average/Adequate**: The expectation was met but improvement could be made.
4=**Above Average**: The expectation was met and efforts were made to exceed the responsibility.
5=**Excellent**: Exceeded the expectation and provided additional resources. No improvement is necessary.

FIELD INSTRUCTOR/TASK SUPERVISOR					
Based on your experiences this year, please rate the Field Instructor/Task Supervisor's fulfillment of responsibilities:					
Communicated in a timely manner with student	Poor	Below Average	Average/ Adequate	Above Average	Excellent
Met with student and Field Liaison to complete Learning Contract and evaluations	Poor	Below Average	Average/ Adequate	Above Average	Excellent

In case presentations, intentionally discussed applicable theories and integration of theory and practice	Poor	Below Average	Average/ Adequate	Above Average	Excellent
Remained accessible to student for feedback, including weekly supervisory sessions with student	Poor	Below Average	Average/ Adequate	Above Average	Excellent
Provided opportunities for student to accomplish learning goals and practice advanced social work	Poor	Below Average	Average/ Adequate	Above Average	Excellent
Gave meaningful feedback on student's work, addressing areas of strength and areas of weakness	Poor	Below Average	Average/ Adequate	Above Average	Excellent

FIELD PLACEMENT SITE					
Based on your experiences this year, please rate the Field Placement Site's fulfillment of responsibilities:					
Provided orientation and training on agency mission, services, and policies	Poor	Below Average	Average/ Adequate	Above Average	Excellent
Offered adequate space and facilities for student to accomplish work	Poor	Below Average	Average/ Adequate	Above Average	Excellent
Communicated clearly with student regarding site expectations, including scheduling and work hours	Poor	Below Average	Average/ Adequate	Above Average	Excellent

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Incorporated student into the working of the agency, such as participation in staff meetings and staff communications	Poor	Below Average	Average/ Adequate	Above Average	Excellent
Provided opportunities for student to accomplish learning goals and practice advanced social work	Poor	Below Average	Average/ Adequate	Above Average	Excellent

Comments

_____

_____

Concerns regarding Field Placement

_____

_____

Suggestions

_____

_____

*This evaluation may be shared as needed with Department of Social Work faculty and staff.

Student Signature: _____Date:_____

STUDENT PERFORMANCE CONTRACT

Student:

Class:

Effective Date:

Faculty Field Liaison:

Agency:

Field Instructor:

Task Supervisor (if applicable);

Description of concerns related to the student's field performance (in paragraph form):

Competency	Current Performance	Expected Performance	Steps to be Taken by student	Target Date

Support needed by Field Instructor/Task Supervisor:

Support needed by Faculty Field Liaison:

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Review Dates:
Initial Review: _____   Outcome: _____
Second Review: _____   Outcome: _____

By signing below, all parties agree to the contract outlined above and accept responsibility for completing roles as outlined.

Student:_____ Date: _____

Faculty Field Liaison: _____ Date:_____

Field Instructor: _____ Date:_____

Task Supervisor (if applicable): _____ Date:_____

A copy of this contract and subsequent revisions will be provided to the Director of Field Education.

ACKNOWLEDGMENT AND ASSUMPTION OF RISK IN THE FIELD PLACEMENT

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

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

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

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

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

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

Transportation: Samford MSW students are not allowed to transport agency clients in their own vehicles or in agency vehicles. Should students choose to transport agency clients, they do so under their personal automobile liability insurance policies.

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

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

accompanied by your field instructor. Do not take risks. Know who to call or what steps to take if you should experience a vehicle breakdown.

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

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

Student Signature_____ Date _____

AUTHORIZATION FOR RELEASE OF RECORDS AND INFORMATION

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

RE: _____ (Print Name of Student)

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

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

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

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

      I have read, or have had read to me, the above statements, and understand them as they apply to me. I hereby certify that I am eighteen (18) years of age or older, suffer under no

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legal disabilities, and that I have freely and voluntarily signed this Authorization for Release of Records and Information.

This the _____ day of _____, 20_____.

Student Signature: _____

Name:_____ (Please print)

Witness Signature:_____

Name:_____ (Please print)

Samford University
School of Public Health
Social Work

SAMFORD UNIVERSITY MSW FIELD EDUCATION INFORMATION FORM

As part of the Field Education placement process, please complete this form. After completing, submit this form and an updated resume to the Director of Field Education at lyndsay.clark@samford.edu

Name _____

Address _____

Phone _____

Email _____

SU ID _____

Are you a full-time student or a part-time student? * please check one

      Part-time ___

      Full-time____

Placement Year (Foundation, Concentration) * please check one

      Foundation (first year) ___

      Concentration (second year, advanced standing) ___

If you are an advanced standing student, please describe your BSW placement. If you are not an advanced standing student, you may leave this question blank: _____
_____
_____
_____

Relevant past experience: _____
_____
_____
_____

Professional Goals: _____
_____

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_____
_____
_____

Professional Strengths: _____
_____
_____
_____
_____

Professional Challenges: _____
_____
_____
_____

Placement Preferences – target population, scheduling needs, etc.: _____
_____
_____
_____
_____

Special Needs or Considerations. If none, please state none: _____
_____
_____
_____

RECEIPT OF FIELD MANUAL

I, (please print)_____, am aware the **Samford University MSW Field Manual** is online and acknowledge responsibility for reviewing the contents contained therein. I will clarify with my advisor any part(s) I do not understand. I further understand that failure to follow these rules and regulations contained in the handbook may result in various consequences, according to the infraction.

Student's Signature_____Date:_____

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Samford University
School of Public Health
Social Work

Request for Change to Plan of Study

Student Name/ID: _____

Semester(s) for exception: _____

Discussed with faculty mentor?   Y/N
If yes, name of faculty? _____

Describe requested change:
_____
_____

Reason for change:
_____
_____

Course Numbers involved:
_____

Notes:
_____
_____

Approvals:
_____ (Faculty Mentor, if applicable) Date: _____

_____ (Ms. Amber Kustos, Director of Graduate Services) Date: _____

_____ (Dr. Lisa Baker, Department Chair) Date: _____

I recognize that implementing the above changes will result in altering my original plan of study, which could potentially impact number of credit hours taken each semester and anticipated graduation date.

Student Signature_____

Please attach Revised Plan of Study

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