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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 a new and innovative initiative for Samford University. The college includes four schools: Ida V. 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 5 departments: the Department of Nutrition and Dietetics, the Department of Public Health, and the Department of Health Informatics and Information Management, the Department of Health Administration, and the Department of 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 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 is in candidacy for full accreditation with the Council on Social Work Education.

DEPARTMENT OF SOCIAL WORK FACULTY AND STAFF

Ken Stoltzfus, PhD, MSW, Department Chair and Professor
Christson Adedoyin, PhD, MSW, Associate Professor
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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 inter-professional collaboration and learning.
• Prepare graduates to ethically integrate faith and social work practice.
• Have a global focus that balances sensitivity to local issues and concerns with opportunities for national and international service, collaboration, and learning.

MSW PROGRAM CONCENTRATIONS

The MSW Program prepares students for service as advanced social work practitioners by offering concentrations in Clinical Social Work and Global Community Development. 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.

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.

GLOBAL COMMUNITY DEVELOPMENT CONCENTRATION:

The Global Community Development Concentration will prepare graduates for community development social work careers in an increasingly globalized world. Global Community Development Concentration coursework utilizes an assets and strengths-based focus and emphasizes best practices for both international and domestic community development work. Graduates will be prepared to engage in macro-level social work practice aimed at mobilizing systemic change to promote stable, healthy, and sustainable communities. The Global Community Development concentration prepares graduates for employment in human service agencies, non-governmental organizations, and government programs that
are engaged in international and/or domestic community development. Students may select domestic or international field placement sites, based on their career interests.

**SAMFORD MSW FIELD PLACEMENT**

**MSW FIELD EDUCATION GOALS**

The MSW Program emphasizes the importance of field education as the signature pedagogy (CSWE EPAS, 2008) 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 11 core competencies. Samford MSW graduates will:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
11. 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 practice behaviors. In the course of Field Education, students must demonstrate competence in practice behaviors specific to the foundation and concentration sequences.

**FOUNDATION-LEVEL PRACTICE BEHAVIORS**

**COMPETENCY 1: IDENTIFY AS A PROFESSIONAL SOCIAL WORKER AND CONDUCT ONESELF ACCORDINGLY.**

- advocate for client access to the services of social work;
practice personal reflection and self-correction to assure continual professional development;
attend to professional roles and boundaries;
demonstrate professional demeanor in behavior, appearance, and communication;
engage in career-long learning; and
use supervision and consultation.

COMPETENCY 2: APPLY SOCIAL WORK ETHICAL PRINCIPLES TO GUIDE PROFESSIONAL PRACTICE.
recognize and manage personal values in a way that allows professional values to guide practice;
make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
tolerate ambiguity in resolving ethical conflicts; and
apply strategies of ethical reasoning to arrive at principled decisions.

COMPETENCY 3: APPLY CRITICAL THINKING TO INFORM AND COMMUNICATE PROFESSIONAL JUDGMENTS.
distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
analyze models of assessment, prevention, intervention, and evaluation; and
demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

COMPETENCY 4: ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE.
recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
recognize and communicate their understanding of the importance of difference in shaping life experiences; and
view themselves as learners and engage those with whom they work as informants.

COMPETENCY 5: ADVANCE HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE.
understand the forms and mechanisms of oppression and discrimination;
advocate for human rights and social and economic justice; and
engage in practices that advance social and economic justice.

COMPETENCY 6: ENGAGE IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED RESEARCH.
use practice experience to inform scientific inquiry and
use research evidence to inform practice.

COMPETENCY 7: APPLY KNOWLEDGE OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT.
utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
critique and apply knowledge to understand person and environment.
COMPETENCY 8: ENGAGE IN POLICY PRACTICE TO ADVANCE SOCIAL AND ECONOMIC WELL-BEING AND TO DELIVER EFFECTIVE SOCIAL WORK SERVICES.

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

COMPETENCY 9: RESPOND TO CONTEXTS THAT SHAPE PRACTICE.

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

COMPETENCY 10: ENGAGE, ASSESS, INTERVENE, AND EVALUATE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.

COMPETENCY 10.1: Engagement

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

COMPETENCY 10.2: Assessment

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

COMPETENCY 10.3: Intervention

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

COMPETENCY 10.4: Evaluation

- critically analyze, monitor, and evaluate interventions.

COMPETENCY 11: 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 poor, 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

CLINICAL SOCIAL WORK CONCENTRATION PRACTICE BEHAVIORS

COMPETENCY 1: IDENTIFY AS A PROFESSIONAL SOCIAL WORKER AND CONDUCT ONESELF ACCORDINGLY.
- develop appropriate therapeutic relationships in clinical social work practice; and
- demonstrate appropriate use of self in clinical work with clients.

COMPETENCY 2: APPLY SOCIAL WORK ETHICAL PRINCIPLES TO GUIDE PROFESSIONAL PRACTICE.
- utilize ethical decision-making skills in clinical practice; and
- utilize clinical supervision and professional consultation when faced with ethical dilemmas.

COMPETENCY 3: APPLY CRITICAL THINKING TO INFORM AND COMMUNICATE PROFESSIONAL JUDGMENTS.
- select appropriate theories and models and utilize them in clinical practice

COMPETENCY 4: ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE.
- recognize connections between diversity/difference and clinical issues; and
- utilize culturally appropriate clinical intervention strategies.

COMPETENCY 5: ADVANCE HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE.
- incorporate advocacy in clinical practice.

COMPETENCY 6: ENGAGE IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED RESEARCH.
- utilize evidence-informed practice in identifying and implementing clinical interventions.

COMPETENCY 7: APPLY KNOWLEDGE OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT.
- utilize knowledge of human development theories and the ecosystems perspective to guide clinical assessment and intervention.

COMPETENCY 8: ENGAGE IN POLICY PRACTICE TO ADVANCE SOCIAL AND ECONOMIC WELL-BEING AND TO DELIVER EFFECTIVE SOCIAL WORK SERVICES.
- demonstrate awareness of policy issues that affect clinical practice and clinical social work clients; and advocate for just policies related to issues that affect clinical social work clients.

COMPETENCY 9: RESPOND TO CONTEXTS THAT SHAPE PRACTICE.
- develop and utilize strategies to address the contextual issues that affect clinical practice.
COMPETENCY 10: ENGAGE, ASSESS, INTERVENTE, AND EVALUATE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.

COMPETENCY 10.1: Engagement
- develop appropriate clinical rapport with clients; and
- avoid or minimize power differentials between the clinical social worker and the client.

COMPETENCY 10.2: Assessment
- utilize current diagnostic methods within the theoretical, legal, and ethical frameworks that guide social work practice; and
- utilize holistic assessment methods that incorporate client strengths and resources.

COMPETENCY 10.3: Intervention
- utilize research and theory in developing clinical interventions; and
- engage in interdisciplinary collaboration with other professionals in order to provide excellent clinical treatment for clients.

COMPETENCY 10.4: Evaluation
- regularly evaluate clinical outcomes and adjust interventions based on evaluation results.

COMPETENCY 11: 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; and
- utilize spiritual and religious content in clinical work when appropriate and desired by clients.

GLOBAL COMMUNITY DEVELOPMENT CONCENTRATION PRACTICE BEHAVIORS

COMPETENCY 1: IDENTIFY AS A PROFESSIONAL SOCIAL WORKER AND CONDUCT ONESELF ACCORDINGLY
- identify the role of the social work profession in a particular global community development context; and
- analyze and synthesize contextual data in order to inform professional social work practice in a specific global community development context.

COMPETENCY 2: APPLY SOCIAL WORK ETHICAL PRINCIPLES TO GUIDE PROFESSIONAL PRACTICE.
- utilize advanced decision-making skills in order to practice ethically in their specific global community development contexts; and
- design and implement interventions that promote the self-determination of the communities in which they practice.

COMPETENCY 3: APPLY CRITICAL THINKING TO INFORM AND COMMUNICATE PROFESSIONAL JUDGMENTS.
• synthesize and apply knowledge from a variety of disciplines in order to develop sustainable intervention approaches for global community development; and
• utilize culturally appropriate communication skills when interacting with community constituencies in a professional capacity.

COMPETENCY 4: ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE.
• utilize available resources to prepare for cross-cultural community development work;
• consult local/indigenous people as cultural informants when engaged in global community development practice; and
• develop interventions that are appropriate to a specific global community development context and that are consistent with anti-oppressive practice models.

COMPETENCY 5: ADVANCE HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE.
• develop collaborative and reciprocal relationships with local/indigenous groups in global community development practice; and.
• utilize sustainable community development approaches that do not create long-term community dependence on external aid.

COMPETENCY 6: ENGAGE IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED RESEARCH.
• synthesize extant interdisciplinary research to guide interventions in global community development practice; and
• encourage, conduct, and/or support research related to the global community development needs that they are working to address.

COMPETENCY 7: APPLY KNOWLEDGE OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT.
• develop and apply knowledge related to human development expectations specific to the global contexts in which they practice; and
• develop and apply knowledge of environmental and systemic factors unique to the contexts in which they practice.

COMPETENCY 8: ENGAGE IN POLICY PRACTICE TO ADVANCE SOCIAL AND ECONOMIC WELL-BEING AND TO DELIVER EFFECTIVE SOCIAL WORK SERVICES.
• research and analyze policy issues specific to the community contexts in which they practice; and
• develop informed and culturally relevant policy interventions, practices, and approaches appropriate to the global community development practice context.

COMPETENCY 9: RESPOND TO CONTEXTS THAT SHAPE PRACTICE.
• utilize knowledge related to the local, national, and global contexts in which they practice when developing global community development interventions.

COMPETENCY 10: ENGAGE, ASSESS, INTERVENE, AND EVALUATE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.

COMPETENCY 10.1: Engagement
• develop skills to engage cross-culturally in global community development practice contexts.
COMPETENCY 10.2: Assessment
• utilize cultural sensitivity in assessing need in global community practice contexts.

COMPETENCY 10.3: Intervention
• utilize culturally appropriate intervention strategies in the context of global community development practice; and
• utilize the Asset Based Community Development model in developing global community development interventions.

COMPETENCY 10.4: Evaluation
• design and implement culturally sensitive evaluation methods to assess the effectiveness of global community development practice.

COMPETENCY 11: UTILIZE KNOWLEDGE OF SPIRITUALITY AND RELIGION IN SOCIAL WORK PRACTICE AND ETHICALLY INTEGRATE PERSONAL FAITH WITH PROFESSIONAL SOCIAL WORK PRACTICE
• synthesize and apply relevant scholarship on social work practice and faith-based approaches to global community development;
• develop global community interventions that are sensitive to contextual faith perspectives;
• when appropriate, mobilize faith communities as partners in global community development.

FIELD EDUCATION COURSES

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

In the foundation level courses, the student must complete 200 hours per course, for a total of 400 hours. In Field Placement I, students spend the first 4 weeks of the semester in the field application process. Therefore, the student will spend approximately 18.5 hours per week in field during the course of the semester. In field placement II, students will spend approximately 13.5 hours per week in field. 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. Should a student choose to do a distance placement in his/her concentration year, the student completes a block placement, meaning the two concentration field education courses are taken concurrently.

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 Placement III will begin the process of selecting a placement at the end of the previous semester.

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 instructor (such as process recordings,
field logs, and journal article reviews), as well as a grade for Field Placement Performance. The Field Placement Performance Grade 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 11 Competencies and attendant practice behaviors as specified in the Student Learning Contract

At the conclusion of each semester, the Field Instructor recommends a Field Placement Performance Grade for the student. The field performance grade is based on the evaluation of the student by the Field Instructor and comprises more than half the total grade for Field Placement courses. The grading scale is detailed in each syllabus. The Field Liaison is responsible for determining the final performance and course grades.

**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 one year 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. Representatives from community organizations may also serve as a Field Representative for the program.

**FIELD REPRESENTATIVES**

The Field Representatives are comprised of 8-12 individuals from partnering field sites that have an active Affiliation Agreement with the Department of Social Work. The Representatives meet a minimum of three times a year to discuss issues pertinent to field placement, including field policies, future field sites, and current trends in practice that affect field education.

**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 on-going 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.
• Lead on-going evaluation of the Field Education program. Develop evaluative processes; implement processes; and provide feedback for improvements.
• Consult with students, Field Instructors, 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 RESPONSIBILITIES

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 on-going 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 Field Placement, which is a combination of classroom work and the field performance grade determined in conjunction with the Field Instructor.
• Meet with the individual student and the Field Instructor at the beginning of placement to complete the Field Placement Learning Contract, placement goals and objectives, and activities for the semester.
• Communicate with the student and Field Instructor mid-term to evaluate student progress to date and identify any revisions to the learning contract, if necessary.
• Hold final evaluation of the student with the student and Field Instructor at the end of the semester to discuss Field Placement performance grade and suggestions for continued learning.
• Be available to meet with students as needed.

FIELD INSTRUCTOR RESPONSIBILITIES

Field Instructors are individuals who hold an MSW degree from a CSWE-accredited program with at least one year 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.
• In conjunction with the student and Field Liaison, 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 with Field Instructor and the student.
• Be available to meet with the student should urgent 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 evaluative feedback to the student and identify next steps in the student’s professional development. 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 Instructor 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.

TASK SUPERVISOR RESPONSIBILITIES

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 the 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. On-going 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 Instructor training and orientation for Field Instructors. 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).
- 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 or SOWK 609) and IV (SOWK 613 or SOWK 614), the concentration field placement courses,
must complete 250 hours per course for a total of 500 hours of concentration based field placement.

### 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.
- 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.
- 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 College of Health Sciences and Agency Information Sheet.

#### 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 may have interest in serving in a particular agency may contact the Director of Field Education to discuss the possibility of completing a field placement with the 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, a telephone interview will be conducted.
- Should both the Department of Social Work and agency be in favor of a partnership, the Department will send the agency the College of Health Sciences Affiliation Agreement and an Agency Information Sheet. This is to be completed by the appropriate agency staff and returned to the Department.
- 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.

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 one year 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 INSTRUCTOR 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 Instructor. The Field Instructor will submit an updated resume and copies of all applicable licenses to the Director of Field Education. The Field Instructor must also attend Field Instructor training prior to the assignment of students.

**FIELD EDUCATION PROCESS**

**PREREQUISITES FOR FIELD PLACEMENT**

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

• Complete trainings in CPR, HIPAA, OSHA, 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
TRAINING

Students will have the opportunity to complete the required trainings for CPR, HIPAA, OSHA, 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 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.

**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.
• 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”.

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 arylcyclohexylamines. 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.

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 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:

- 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 TdP

Upon acceptance to the Samford MSW program, the student should submit one completed copy of the Health Form to Student Health Services and a second completed form to the Department of Social Work.

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 in November and April, the student must be certain the required health information is on file and current to the end of the term in which you plan to enroll.

**LIABILITY INSURANCE**

Personal liability insurance for field education practice is required for all graduate students. 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, 609, 613, 614).

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 experience, professional goals, and learning needs. Based on gathered information, the Director of Field Education will recommend potential field placement sites to the student and provide contact information for the sites. The student is to 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 in writing of the final field placement. Should a site not accept a student, the student will also be notified in writing. 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 Placement 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; SOWK 609 and 614) and is assigned to a different concentration-specific field placement site.

DISTANCE PLACEMENTS

When appropriate, the Department of Social Work offers distance field placements to students in their concentration year. Such field placements occur as a block placement during the second semester of the student’s concentration year. The student must complete 500 placement hours during that semester. The student can complete remaining coursework via technology or by completing required coursework in a different semester, as decided by the Director of Field Placement and the Program Director.

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.

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
- Unethical behavior by student or field placement site staff
- Unacceptable behavior or attitude of student
- Changes in personal circumstances of student (health issues, 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 that the student will be able to complete the required hours for the course. 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 the 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 5 weeks remaining with the field placement site.
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
- Unacceptable grade in the Field Placement course
- 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 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.

If a student is accused of a professional ethics code violation, 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.

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.
STUDENTS WHO EXPERIENCE IMPAIRMENT

Section 4.05 of the NASW Code of Ethics (2008) 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 s/he 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.

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

The student is responsible for traveling to and from field placement. Travel concerns will be considered when in 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 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.

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. 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 can span 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.

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 if often complicated due to the dual roles the student and individuals in an agency must play. Therefore, it is not an ideal field placement site. However, there are times when the mission and work of an employer uniquely fit the educational goals of the student. In those rare 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:
• The focus, goals, and responsibilities of the field placement must differ from the student’s work responsibilities.
• The student’s employment supervisor cannot serve as the student’s Field Instructor or Task Supervisor.
• The student must complete all required field placement hours. There can be no decrease in hours spent working on the field placement goals and objectives.
• While we work to strengthen field placement sites in our partnerships, the final purpose of any field placement is the education of the student. When situations arise where the two are in conflict, decisions regarding the student in field placement must benefit the education of the student.
• The field placement is either for the foundation sequence or for the concentration sequence. A student may not complete both field placement experiences at a place of employment.

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 Placement 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 Placement.

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 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.

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 Office for Disability Services 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

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

<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behaviors</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| 1: Identify as a professional social worker and conduct oneself accordingly. | • advocate for client access to the services of social work  
• practice personal reflection and self-correction to assure continual professional development  
• attend to professional roles and boundaries  
• demonstrate professional demeanor in behavior, appearance, and communication  
• engage in career-long learning  
• use supervision and consultation |                                                                                                                                                                                                                  |
| 2: Apply social work ethical principles to guide professional practice.     | • recognize and manage personal values in a way that allows professional values to guide practice  
• make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles  
• tolerate ambiguity in resolving ethical conflicts  
• apply strategies of ethical reasoning to arrive at principled decisions |                                                                                                                                                                                                                  |
<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behaviors</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| **3: Apply critical thinking to inform and communicate professional judgments.** | • distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom  
• analyze models of assessment, prevention, intervention, and evaluation  
• demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues | |
| **Competency 4: Engage diversity and difference in practice.** | • recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power  
• gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups  
• recognize and communicate their understanding of the importance of difference in shaping life experiences  
• view themselves as learners and engage those with whom they work as informants | |
| **Competency 5: Advance human rights and social and economic justice.** | • understand the forms and mechanisms of oppression and discrimination  
• advocate for human rights and social and economic justice  
• engage in practices that advance social and economic justice | |
| Competency 6: Engage in research-informed practice and practice-informed research. | • use practice experience to inform scientific inquiry  
• use research evidence to inform practice |
| --- | --- |
| Competency 7: Apply knowledge of human behavior and the social environment. | • utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation  
• critique and apply knowledge to understand person and environment |
| Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services. | • analyze, formulate, and advocate for policies that advance social well-being  
• collaborate with colleagues and clients for effective policy action |
| Competency 9: Respond to contexts that shape practice. | • continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services  
• provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services |
<p>| Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. | --- |</p>
<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behaviors</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| 10.1: Engagement | • substantively and affectively prepare for action with individuals, families, groups, organizations, and communities  
• use empathy and other interpersonal skills  
• develop a mutually agreed-on focus of work and desired outcome |       |
| 10.2: Assessment | • collect, organize, and interpret client data  
• assess client strengths and limitations  
• develop mutually agreed-on intervention goals and objectives  
• select appropriate intervention strategies |       |
| 10.3: Intervention | • initiate actions to achieve organizational goals  
• implement prevention interventions that enhance client capacities  
• help clients resolve problems  
• negotiate, mediate, and advocate for clients  
• facilitate transitions and ending |       |
| 10.4: Evaluation | • critically analyze, monitor, and evaluate interventions |       |
| 11: Utilize knowledge of spirituality and religion in social work practice and ethically integrate personal faith with professional social work practice | • Utilize spiritual and religious resources in the social work process, as ethically appropriate. |       |
*Please attach copies of field instructor’s social work license and social work degree.
STUDENT LEARNING CONTRACT: CLINICAL CONCENTRATION

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 practice behavior below must have at least one student task which relates directly to the behavior.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behaviors</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| 1: Identify as a professional social worker and conduct oneself accordingly. | • advocate for client access to the services of social work  
• practice personal reflection and self-correction to assure continual professional development  
• attend to professional roles and boundaries  
• demonstrate professional demeanor in behavior, appearance, and communication  
• engage in career-long learning  
• use supervision and consultation  
• develop appropriate therapeutic relationships in clinical social work practice  
• demonstrate appropriate use of self in clinical work with clients |                                                                                                                                                                                                                                                                                        |
| 2: Apply social work ethical principles to guide professional practice.    | • recognize and manage personal values in a way that allows professional values to guide practice  
• make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles  
• tolerate ambiguity in resolving ethical conflicts  
• apply strategies of ethical reasoning to arrive at principled decisions  
• utilize ethical decision-making skills in clinical practice |                                                                                                                                                                                                                                                                                        |
<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behaviors</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| Competency 3: Apply critical thinking to inform and communicate professional judgments. | - distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom  
- analyze models of assessment, prevention, intervention, and evaluation  
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues  
- select appropriate theories and models and utilize them in clinical practice |                                                                                                                                                                                                                                                                   |
| Competency 4: Engage diversity and difference in practice.                | - recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power  
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups  
- recognize and communicate their understanding of the importance of difference in shaping life experiences  
- view themselves as learners and engage those with whom they work as informants  
- recognize connections between diversity/difference and clinical issues  
- utilize culturally appropriate clinical intervention strategies |                                                                                                                                                                                                                                                                   |
| Competency 5: Advance human rights and social and economic justice.      | - understand the forms and mechanisms of oppression and discrimination  
- advocate for human rights and social and economic justice  
- engage in practices that advance social and economic justice  
- Incorporate advocacy in clinical practice |                                                                                                                                                                                                                                                                   |
<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behaviors</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| Competency 6: Engage in research-informed practice and practice-informed research. | • use practice experience to inform scientific inquiry  
• use research evidence to inform practice  
• utilize evidence-informed practice in identifying and implementing clinical interventions | |
| Competency 7: Apply knowledge of human behavior and the social environment. | • utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation  
• critique and apply knowledge to understand person and environment  
• utilize knowledge of human development theories and the ecosystems perspective to guide clinical assessment and intervention | |
| Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services. | • analyze, formulate, and advocate for policies that advance social well-being  
• collaborate with colleagues and clients for effective policy action  
• 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 9: Respond to contexts that shape practice. | • continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services  
• provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services  
• develop and utilize strategies to address the contextual issues that affect clinical practice | |
<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behaviors</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. | - substantively and affectively prepare for action with individuals, families, groups, organizations, and communities  
- use empathy and other interpersonal skills  
- develop a mutually agreed-on focus of work and desired outcomes  
- develop appropriate clinical rapport with clients  
- avoid or minimize power differentials between the clinical social worker and the client | |
| 10.1: Engagement | - collect, organize, and interpret client data  
- assess client strengths and limitations  
- develop mutually agreed-on intervention goals and objectives  
- select appropriate intervention strategies  
- 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 | |
| 10.2: Assessment | - initiate actions to achieve organizational goals  
- implement prevention interventions that enhance client capacities  
- help clients resolve problems  
- negotiate, mediate, and advocate for clients  
- facilitate transitions and endings  
- utilize research and theory in developing clinical interventions | |
<table>
<thead>
<tr>
<th>10.4: Evaluation</th>
<th>11: Utilize knowledge of spirituality and religion in social work practice and ethically integrate personal faith with professional social work practice</th>
</tr>
</thead>
</table>
| • critically analyze, monitor, and evaluate interventions  
• regularly evaluate clinical outcomes and adjust interventions based on evaluation results | • utilize spiritual and religious resources in the social work process, as ethically appropriate.  
• 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 Instructor signature: _________________________ Date: _________________
Faculty Liaison signature: _________________________ Date: _________________
Field Coordinator signature: _________________________ Date: _________________

*Please attach copies of field instructor’s social work license and social work degree.*
STUDENT LEARNING CONTRACT: GLOBAL COMMUNITY DEVELOPMENT CONCENTRATION

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.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behaviors</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| 1: Identify as a professional social worker and conduct oneself accordingly. | • advocate for client access to the services of social work  
• practice personal reflection and self-correction to assure continual professional development  
• attend to professional roles and boundaries  
• demonstrate professional demeanor in behavior, appearance, and communication  
• engage in career-long learning  
• use supervision and consultation  
• Identify the role of the social work profession in a particular global community development context  
• Analyze and synthesize contextual data in order to inform professional social work practice in a specific global community development context | |
| 2: Apply social work ethical principles to guide professional practice. | • recognize and manage personal values in a way that allows professional values to guide practice  
• make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles  
• tolerate ambiguity in resolving ethical conflicts  
• apply strategies of ethical reasoning to arrive at principled decisions | |
- utilize advanced decision-making skills in order to practice ethically in their specific global community development contexts
- design and implement interventions that promote the self-determination of the communities in which they practice

<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behaviors</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| 3: Apply critical thinking to inform and communicate professional judgments. | - distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom  
- analyze models of assessment, prevention, intervention, and evaluation  
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues  
- synthesize and apply knowledge from a variety of disciplines in order to develop sustainable intervention approaches for global community development  
- utilize culturally appropriate communication skills when interacting with community constituencies in a professional capacity | |
| Competency 4: Engage diversity and difference in practice. | - recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power  
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups  
- recognize and communicate their understanding of the importance of difference in shaping life experiences  
- view themselves as learners and engage those with whom they work as informants  
- utilize available resources to prepare for cross-cultural community development work  
- consult local/indigenous people as cultural informants when engaged | |
in global community development practice

- develop interventions that are appropriate to a specific global community development context and that are consistent with anti-oppressive practice model

<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behaviors</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| Competency 5: Advance human rights and social and economic justice. | • understand the forms and mechanisms of oppression and discrimination  
• advocate for human rights and social and economic justice  
• engage in practices that advance social and economic justice  
• develop collaborative and reciprocal relationships with local/indigenous groups in global community development practice  
• utilize sustainable community development approaches that do not create long-term community dependence on external aid | |
| Competency 6: Engage in research-informed practice and practice-informed research. | • use practice experience to inform scientific inquiry  
• use research evidence to inform practice  
• synthesize extant interdisciplinary research to guide interventions in global community development practice  
• encourage, conduct, and/or support research related to the global community development needs that they are working to address | |
| Competency 7: Apply knowledge of human behavior and the social environment. | • utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation  
• critique and apply knowledge to understand person and environment  
• develop and apply knowledge related to human development | |
### Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

- analyze, formulate, and advocate for policies that advance social well-being
- collaborate with colleagues and clients for effective policy action
- research and analyze policy issues specific to the community contexts in which they practice
- develop informed and culturally relevant policy interventions, practices, and approaches appropriate to global community development practice contexts

### Competency 9: Respond to contexts that shape practice.

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services
- utilize knowledge related to the local, national, and global contexts in which they practice when developing global community development interventions

### Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
### 10.1: Engagement
- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
- use empathy and other interpersonal skills
- develop a mutually agreed-on focus of work and desired outcomes
- develop skills to engage cross-culturally in global community development practice contexts

### 10.2: Assessment
- collect, organize, and interpret client data
- assess client strengths and limitations
- develop mutually agreed-on intervention goals and objectives
- select appropriate intervention strategies
- utilize cultural sensitivity in assessing need in global community practice contexts

### Competency Practice Behaviors Tasks

#### 10.3: Intervention
- initiate actions to achieve organizational goals
- implement prevention interventions that enhance client capacities
- help clients resolve problems
- negotiate, mediate, and advocate for clients
- facilitate transitions and endings
- utilize culturally appropriate intervention strategies in the context of global community development practice
- utilize the Asset Based Community Development model in developing global community development interventions

#### 10.4: Evaluation
- critically analyze, monitor, and evaluate interventions
- design and implement culturally sensitive evaluation methods to assess the effectiveness of global community development practice

#### 11: Utilize knowledge of spirituality and religion in social work practice and ethically integrate personal faith with professional social work practice
- utilize spiritual and religious resources in the social work process, as ethically appropriate.
- synthesize and apply relevant scholarship on social work practice and faith-based approaches to global community development
- develop global community interventions that are sensitive to contextual faith perspectives
- when appropriate, mobilize faith communities as partners in global community development

Student Signature: ___________________________ Date: __________
Field Instructor signature: ______________________ Date: __________
Faculty Liaison signature: ______________________ Date: __________
Field Coordinator signature: ____________________ Date: __________

*Please attach copies of field instructor’s social work license and social work degree.
FIELD PLACEMENT EVALUATION: FOUNDATION

(To be completed by the Field Instructor)

Based on your observations as a Field Instructor, please evaluate the student’s level of competence in each of the practice behaviors listed below using the following scale:

1=Poor: The student’s ability to perform the practice behavior is nonexistent or characterized by a very low level of competence.

2=Below Average: The student’s ability to perform the practice behavior is limited and/or characterized by a low level of competence.

3=Average/Adequate: The student’s ability to perform the practice behavior is acceptable, but a significant amount of further development or improvement is possible.

4=Above Average: The student’s ability to perform the practice behavior is of good quality and displays substantial mastery. A small amount of minor improvement or further development is possible.

5=Excellent: The student’s ability to perform the practice behavior is of very good quality and advanced mastery. No areas for further improvement or development are noted.

Competency 1: Identifies as a professional social worker and conducts himself/herself accordingly.

Please rate the student’s ability to perform each of the following practice behaviors:

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.a: advocate for client access to the services of social work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.b: practice personal reflection and self-correction to assure continual professional development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.c: attend to professional roles and boundaries</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.d: demonstrate professional demeanor in behavior, appearance, and communication</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.e: engage in career-long learning</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.f: use supervision and consultation</td>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments

__________________________________________________________________________

__________________________________________________________________________

48
Competency 2: Apply social work ethical principles to guide professional practice.

Please rate the student’s ability to perform each of the following practice behaviors:

<table>
<thead>
<tr>
<th>2.a: recognize and manage personal values in a way that allows professional values to guide practice</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.b: make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>2.c: tolerate ambiguity in resolving ethical conflicts</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>2.d: apply strategies of ethical reasoning to arrive at principled decisions</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

Comments


Competency 3: Apply critical thinking to inform and communicate professional judgments.

Please rate the student’s ability to perform each of the following practice behaviors:

<table>
<thead>
<tr>
<th>3.a: distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
</table>
3.b: analyze models of assessment, prevention, intervention, and evaluation

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
</table>

3.c: demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
</table>

Comments

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Competency 4: Engage diversity and difference in practice.

Please rate the student’s ability to perform each of the following practice behaviors:

<table>
<thead>
<tr>
<th>4.a: recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>4.b: gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>4.c: recognize and communicate their understanding of the importance of difference in shaping life experiences</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>4.d: view themselves as learners and engage those with whom they work as informants</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
</table>

Comments

---
### Competency 5: Advance human rights and social and economic justice.

Please rate the student’s ability to perform each of the following practice behaviors:

<table>
<thead>
<tr>
<th>5.a: understand the forms and mechanisms of oppression and discrimination</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.b: advocate for human rights and social and economic justice</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>5.c: engage in practices that advance social and economic justice</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

Comments

---

### Competency 6: Engage in research-informed practice and practice-informed research.

Please rate the student’s ability to perform each of the following practice behaviors:

<table>
<thead>
<tr>
<th>6.a: use practice experience to inform scientific inquiry</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.b: use research evidence to inform practice</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

Comments

---

### Competency 7: Apply knowledge of human behavior and the social environment.

Please rate the student’s ability to perform each of the following practice behaviors:
7.a: utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
</table>

7.b: critique and apply knowledge to understand person and environment

<table>
<thead>
<tr>
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<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
</table>

Comments


Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Please rate the student’s ability to perform each of the following practice behaviors:

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
</table>

8.a: analyze, formulate, and advocate for policies that advance social well-being

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
</table>

8.b: collaborate with colleagues and clients for effective policy action

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
</table>

Comments


Competency 9: Respond to contexts that shape practice.

Please rate the student’s ability to perform each of the following practice behaviors:

<table>
<thead>
<tr>
<th></th>
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<th>Below Average</th>
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<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
</table>

9.a: continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

<table>
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<tr>
<th></th>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
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<th>Excellent</th>
</tr>
</thead>
</table>

52
9.b: provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

<table>
<thead>
<tr>
<th>competency</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
</table>

Comments

Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Please rate the student’s ability to perform each of the following practice behaviors:

### 10.1: Engagement

<table>
<thead>
<tr>
<th>Competency</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.1.a: substantively and affectively prepare for action with individuals, families, groups, organizations, and communities</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>10.1.b: use empathy and other interpersonal skills</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>10.1.c: develop a mutually agreed-on focus of work and desired outcomes</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

### 10.2: Assessment

<table>
<thead>
<tr>
<th>Competency</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.2.a: collect, organize, and interpret client data</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>10.2.b: assess client strengths and limitations</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>10.2.c: develop mutually agreed-on intervention goals and objectives</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>10.2.d: select appropriate intervention strategies</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
</tbody>
</table>
## 10.3: Intervention

<table>
<thead>
<tr>
<th>10.3.a: initiate actions to achieve organizational goals</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.3.b: implement prevention interventions that enhance client capacities</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>10.3.c: help clients resolve problems</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>10.3.d: negotiate, mediate, and advocate for clients</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>10.3.e: facilitate transitions and endings</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

## 10.4: Evaluation

| 10.4.a: critically analyze, monitor, and evaluate interventions | Poor | Below Average | Average/Adequate | Above Average | Excellent |

Comments

Competency 11: Utilize knowledge of spirituality and religion in social work practice and ethically integrate personal faith with professional social work practice

Please rate the student’s ability to perform each of the following practice behaviors:

| 11.b: Utilize spiritual and religious resources in the social work process, as ethically appropriate. | Poor | Below Average | Average/Adequate | Above Average | Excellent |

Comments
Did the student satisfactorily complete his/her Student Learning Contract? If the contract was not completed, please list tasks not completed and explain reason for non-completion.

Note specific areas of strength you observed in this student during field placement.

Please note any specific areas in which the student will need continued growth.

Field Instructor Signature: _____________________________   Date: __________

Student Signature: ___________________________________   Date: __________

This evaluation may be shared as needed for graduate school or employer references.

Field Instructor Signature: _____________________________   Date: __________
FIELD PLACEMENT EVALUATION: CLINICAL CONCENTRATION
(To be completed by the Field Instructor)

Based on your observations as a Field Instructor, please evaluate the student’s level of competence in each of the practice behaviors listed below using the following scale:

1=**Poor**: The student’s ability to perform the practice behavior is nonexistent or characterized by a very low level of competence.
2=**Below Average**: The student’s ability to perform the practice behavior is limited and/or characterized by a low level of competence.
3=**Average/Adequate**: The student’s ability to perform the practice behavior is acceptable, but a significant amount of further development or improvement is possible.
4=**Above Average**: The student’s ability to perform the practice behavior is of good quality and displays substantial mastery. A small amount of minor improvement or further development is possible.
5=**Excellent**: The student’s ability to perform the practice behavior is of very good quality and advanced mastery. No areas for further improvement or development are noted.

<table>
<thead>
<tr>
<th>Competency 1: Identifies as a professional social worker and conducts himself/herself accordingly.</th>
<th>1.a: advocate for client access to the services of social work</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.b: practice personal reflection and self-correction to assure continual professional development</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
<td></td>
</tr>
<tr>
<td>1.c: attend to professional roles and boundaries</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
<td></td>
</tr>
<tr>
<td>1.d: demonstrate professional demeanor in behavior, appearance, and communication</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
<td></td>
</tr>
<tr>
<td>1.e: engage in career-long learning</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
<td></td>
</tr>
<tr>
<td>1.f: use supervision and consultation</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
<td></td>
</tr>
<tr>
<td>1.g: develop appropriate therapeutic relationships in clinical social work practice</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
<td></td>
</tr>
<tr>
<td>1.h: demonstrate appropriate use of self in clinical work with clients</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
<td></td>
</tr>
</tbody>
</table>
Competency 2: Apply social work ethical principles to guide professional practice.

Please rate the student’s ability to perform each of the following practice behaviors:

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.a: recognize and manage personal values in a way that allows professional values to guide practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.b: make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.c: tolerate ambiguity in resolving ethical conflicts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.d: apply strategies of ethical reasoning to arrive at principled decisions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.e: utilize ethical decisionmaking skills in clinical practice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.f: utilize clinical supervision and professional consultation when faced with ethical dilemmas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments
Competency 3: Apply critical thinking to inform and communicate professional judgments.

Please rate the student’s ability to perform each of the following practice behaviors:

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.a: distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>3.b: analyze models of assessment, prevention, intervention, and evaluation</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>3.c: demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>3.d: select appropriate theories and models and utilize them in clinical practice</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

Comments


Competency 4: Engage diversity and difference in practice.

Please rate the student’s ability to perform each of the following practice behaviors:

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.a: recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>4.b: gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>Competency 4: Cultural Competency</td>
<td>Rating</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>--------</td>
<td>------</td>
<td>---------------</td>
<td>------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>4.c: recognize and communicate their understanding of the importance of difference in shaping life experiences</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>4.d: view themselves as learners and engage those with whom they work as informants</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>4.e: recognize connections between diversity/difference and clinical issues</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>4.f: utilize culturally appropriate clinical intervention strategies</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

Comments

<table>
<thead>
<tr>
<th>Competency 5: Advance human rights and social and economic justice</th>
<th>Rating</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.a: understand the forms and mechanisms of oppression and discrimination</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
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<td>Excellent</td>
<td></td>
</tr>
<tr>
<td>5.b: advocate for human rights and social and economic justice</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
<td></td>
</tr>
<tr>
<td>5.c: engage in practices that advance social and economic justice</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
<td></td>
</tr>
<tr>
<td>5.d: incorporate advocacy in clinical practice</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
<td></td>
</tr>
</tbody>
</table>

Comments
### Competency 6: Engage in research-informed practice and practice-informed research.

Please rate the student’s ability to perform each of the following practice behaviors:

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Poor</th>
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<th>Average/Adequate</th>
<th>Above Average</th>
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</thead>
<tbody>
<tr>
<td>6.a: use practice experience to inform scientific inquiry</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>6.b: use research evidence to inform practice</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>6.c: utilize evidence-informed practice in identifying and implementing clinical interventions</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

**Comments**

---

### Competency 7: Apply knowledge of human behavior and the social environment.

Please rate the student’s ability to perform each of the following practice behaviors:

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.a: utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>7.b: critique and apply knowledge to understand person and environment</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>7.c: utilize knowledge of human development theories and the ecosystems perspective to guide clinical assessment and intervention</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
</tbody>
</table>
Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.a: analyze, formulate, and advocate for policies that advance social well-being</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>8.b: collaborate with colleagues and clients for effective policy action</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>8.c: demonstrate awareness of policy issues that affect clinical practice and clinical social work clients</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>8.d: advocate for just policies related to issues that affect clinical social work client</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

Comments

Competency 9: Respond to contexts that shape practice.

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.a: continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

Comments

61
9.b: provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

<table>
<thead>
<tr>
<th>Competency</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
</table>

9.c: develop and utilize strategies to address the contextual issues that affect clinical practice

<table>
<thead>
<tr>
<th>Competency</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
</table>

Comments


Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Please rate the student’s ability to perform each of the following practice behaviors:

10.1: Engagement

<table>
<thead>
<tr>
<th>Competency</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
</table>

10.1.a: substantively and affectively prepare for action with individuals, families, groups, organizations, and communities

<table>
<thead>
<tr>
<th>Competency</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
</table>

10.1.b: use empathy and other interpersonal skills

<table>
<thead>
<tr>
<th>Competency</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
</table>

10.1.c: develop a mutually agreed-on focus of work and desired outcomes

<table>
<thead>
<tr>
<th>Competency</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
</table>

10.1.d: develop appropriate clinical rapport with clients

<table>
<thead>
<tr>
<th>Competency</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
</table>

10.1.e: avoid or minimize power differentials between the clinical social worker and the client

<table>
<thead>
<tr>
<th>Competency</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
</table>

10.2: Assessment
<table>
<thead>
<tr>
<th>10.2.a: collect, organize, and interpret client data</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.2.b: assess client strengths and limitations</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>10.2.c: develop mutually agreed-on intervention goals and objectives</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>10.2.d: select appropriate intervention strategies</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>10.2.e: utilize current diagnostic methods within the theoretical, legal, and ethical frameworks that guide social work practice</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>10.2.f: utilize holistic assessment methods that incorporate client strengths and resources</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>10.3: Intervention</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>10.3.a: initiate actions to achieve organizational goals</td>
<td>Poor</td>
<td>Below Average</td>
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<tr>
<td>10.3.b: implement prevention interventions that enhance client capacities</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>10.3.c: help clients resolve problems</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>10.3.d: negotiate, mediate, and advocate for clients</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>10.3.e: facilitate transitions and endings</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>10.3.f: Utilize research and theory in developing clinical interventions</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>10.3.g: Engage in interdisciplinary collaboration with other professionals in order to provide excellent clinical treatment for clients</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>10.4: Evaluation</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>10.4.a: critically analyze, monitor, and evaluate interventions</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>10.4.b: regularly evaluate clinical outcomes and adjust interventions based on evaluation results</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Competency 11:** Utilize knowledge of spirituality and religion in social work practice and ethically integrate personal faith with professional social work practice

Please rate the student’s ability to perform each of the following practice behaviors:

| 11.b: Utilize spiritual and religious resources in the social work process, as ethically appropriate. | Poor | Below Average | Average/Adequate | Above Average | Excellent |
| 11.d: Be aware of faith-related resources for clinical practice | Poor | Below Average | Average/Adequate | Above Average | Excellent |
| 11.e: Utilize spiritual and religious content in clinical work when appropriate and desired by clients | Poor | Below Average | Average/Adequate | Above Average | Excellent |

Comments

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Did the student satisfactorily complete his/her Student Learning Contract? If the contract was not completed, please list tasks not completed and explain reason for non-completion.

Note specific areas of strength you observed in this student during field placement.

18. Please note any specific areas in which the student will need continued growth.

Field Instructor Signature: _____________________________   Date: __________
Student Signature: _____________________________   Date: __________

This evaluation may be shared as needed for graduate school or employer references.

Field Instructor Signature: _____________________________   Date: __________
FIELD PLACEMENT EVALUATION: GLOBAL COMMUNITY DEVELOPMENT CONCENTRATION
(To be completed by the Field Instructor)

Based on your observations as a Field Instructor, please evaluate the student’s level of competence in each of the practice behaviors listed below using the following scale:

1=Poor: The student’s ability to perform the practice behavior is nonexistent or characterized by a very low level of competence.
2=Below Average: The student’s ability to perform the practice behavior is limited and/or characterized by a low level of competence.
3=Average/Adequate: The student’s ability to perform the practice behavior is acceptable, but a significant amount of further development or improvement is possible.
4=Above Average: The student’s ability to perform the practice behavior is of good quality and displays substantial mastery. A small amount of minor improvement or further development is possible.
5=Excellent: The student’s ability to perform the practice behavior is of very good quality and advanced mastery. No areas for further improvement or development are noted.

Competency 1: Identifies as a professional social worker and conducts himself/herself accordingly.

Please rate the student’s ability to perform each of the following practice behaviors:

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.a: advocate for client access to the services of social work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.b: practice personal reflection and self-correction to assure continual professional development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.c: attend to professional roles and boundaries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.d: demonstrate professional demeanor in behavior, appearance, and communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.e: engage in career-long learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.f: use supervision and consultation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.i: Identify the role of the social work profession in a particular global community development context</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1.j: Analyze and synthesize contextual data in order to inform professional social work practice in a specific global community development context.

<table>
<thead>
<tr>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
</table>

Comments

Competency 2: Apply social work ethical principles to guide professional practice.

Please rate the student’s ability to perform each of the following practice behaviors:

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.a: recognize and manage personal values in a way that allows professional values to guide practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.b: make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>2.c: tolerate ambiguity in resolving ethical conflicts</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>2.d: apply strategies of ethical reasoning to arrive at principled decisions</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>2.g: utilize advanced decisionmaking skills in order to practice ethically in their specific global community development contexts</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
</tbody>
</table>
2.h: design and implement interventions that promote the self-determination of the communities in which they practice

| Competency 3: Apply critical thinking to inform and communicate professional judgments. |
|-----------------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Please rate the student’s ability to perform each of the following practice behaviors: | Poor | Below Average | Average/Adequate | Above Average | Excellent |
| 3.a: distinguish, appraise, and integrate multiple sources of knowledge, including research based knowledge, and practice wisdom | Poor | Below Average | Average/Adequate | Above Average | Excellent |
| 3.b: analyze models of assessment, prevention, intervention, and evaluation | Poor | Below Average | Average/Adequate | Above Average | Excellent |
| 3.c: demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues | Poor | Below Average | Average/Adequate | Above Average | Excellent |
| 3.e: synthesize and apply knowledge from a variety of disciplines in order to develop sustainable intervention approaches for global community development | Poor | Below Average | Average/Adequate | Above Average | Excellent |
| 3.f: utilize culturally appropriate communication skills when interacting with community constituencies in a professional capacity. | Poor | Below Average | Average/Adequate | Above Average | Excellent |

Comments

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## Competency 4: Engage diversity and difference in practice.

Please rate the student’s ability to perform each of the following practice behaviors:

<table>
<thead>
<tr>
<th>4.a: recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.b: gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>4.c: recognize and communicate their understanding of the importance of difference in shaping life experiences</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>4.d: view themselves as learners and engage those with whom they work as informants</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>4.g: utilize available resources to prepare for cross-cultural community development work</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>4.h: consult local/indigenous people as cultural informants when engaged in global community development practice</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>4.i: develop interventions that are appropriate to a specific global community development context and that are consistent with antioppressive practice models</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

Comments


### Competency 5: Advance human rights and social and economic justice.

Please rate the student’s ability to perform each of the following practice behaviors:

| 5.a: understand the forms and mechanisms of oppression and discrimination | Poor | Below Average | Average/Adequate | Above Average | Excellent |
| 5.b: advocate for human rights and social and economic justice | Poor | Below Average | Average/Adequate | Above Average | Excellent |
| 5.c: engage in practices that advance social and economic justice | Poor | Below Average | Average/Adequate | Above Average | Excellent |
| 5.e: develop collaborative and reciprocal relationships with local/indigenous groups in global community development practice | Poor | Below Average | Average/Adequate | Above Average | Excellent |
| 5.f: utilize sustainable community development approaches that do not create long-term community dependence on external aid | Poor | Below Average | Average/Adequate | Above Average | Excellent |

**Comments**


### Competency 6: Engage in research-informed practice and practice-informed research.

Please rate the student’s ability to perform each of the following practice behaviors:

| 6.a: use practice experience to inform scientific inquiry | Poor | Below Average | Average/Adequate | Above Average | Excellent |
| 6.b: use research evidence to inform practice | Poor | Below Average | Average/Adequate | Above Average | Excellent |
| 6.d: Synthesize extant interdisciplinary research to guide interventions in global community development practice | Poor | Below Average | Average/Adequate | Above Average | Excellent |
6.e: encourage, conduct, and/or support research related to the global community development needs that they are working to address

<table>
<thead>
<tr>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
</table>

Comments

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Competency 7: Apply knowledge of human behavior and the social environment.

Please rate the student’s ability to perform each of the following practice behaviors:

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.a: utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>7.b: critique and apply knowledge to understand person and environment</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>7.d: Develop and apply knowledge related to human development expectations specific to the global contexts in which they practice</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>7.e: Develop and apply knowledge of environmental and systemic factors unique to the global contexts in which they practice</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

Comments

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Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Please rate the student’s ability to perform each of the following practice behaviors:

<table>
<thead>
<tr>
<th>8.a: analyze, formulate, and advocate for policies that advance social well-being</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.b: collaborate with colleagues and clients for effective policy action</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>8.e: research and analyze policy issues specific to the community contexts in which they practice</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>8.f: develop informed and culturally relevant policy interventions, practices, and approaches appropriate to global community development practice contexts</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

Comments

________________________________________________________________________

________________________________________________________________________

Competency 9: Respond to contexts that shape practice.

Please rate the student’s ability to perform each of the following practice behaviors:

<table>
<thead>
<tr>
<th>9.a: continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
</table>
9.b: provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

<table>
<thead>
<tr>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
</table>

9.d: utilize knowledge related to the local, national, and global contexts in which they practice when developing global community development interventions

<table>
<thead>
<tr>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
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</thead>
</table>

Comments


Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Please rate the student’s ability to perform each of the following practice behaviors:

10.1: Engagement

10.1.a: substantively and affectively prepare for action with individuals, families, groups, organizations, and communities

<table>
<thead>
<tr>
<th>Poor</th>
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<th>Average/Adequate</th>
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</thead>
</table>

10.1.b: use empathy and other interpersonal skills

<table>
<thead>
<tr>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
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<th>Excellent</th>
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</thead>
</table>

10.1.c: develop a mutually agreed-on focus of work and desired outcomes

<table>
<thead>
<tr>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
</table>

10.1.f: develop skills to engage cross-culturally in global community development practice contexts

<table>
<thead>
<tr>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.2: Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>10.2.a: collect, organize, and interpret client data</strong></td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
</tr>
<tr>
<td><strong>10.2.b: assess client strengths and limitations</strong></td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
</tr>
<tr>
<td><strong>10.2.c: develop mutually agreed on intervention goals and objectives</strong></td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
</tr>
<tr>
<td><strong>10.2.d: select appropriate intervention strategies</strong></td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
</tr>
<tr>
<td><strong>10.2.g: utilize cultural sensitivity in assessing need in global community practice contexts</strong></td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
</tr>
<tr>
<td><strong>10.3: Intervention</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>10.3.a: initiate actions to achieve organizational goals</strong></td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
</tr>
<tr>
<td><strong>10.3.b: implement prevention interventions that enhance client capacities</strong></td>
<td>Poor</td>
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<td>Average/Adequate</td>
<td>Above Average</td>
</tr>
<tr>
<td><strong>10.3.c: help clients resolve problems</strong></td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
</tr>
<tr>
<td><strong>10.3.d: negotiate, mediate, and advocate for clients</strong></td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
</tr>
<tr>
<td><strong>10.3.e: facilitate transitions and endings</strong></td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
</tr>
<tr>
<td><strong>10.3.h: utilize culturally appropriate intervention strategies in the context of global community development practice</strong></td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
</tr>
<tr>
<td>Competency</td>
<td>Description</td>
<td>Rating</td>
<td>Poor</td>
<td>Below Average</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-------------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>10.3.i</td>
<td>Utilize the Asset Based Community Development model in developing global community development interventions</td>
<td></td>
<td>Poor</td>
<td>Below Average</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>10.4: Evaluation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.4.a:</td>
<td>Critically analyze, monitor, and evaluate interventions</td>
<td></td>
<td>Poor</td>
<td>Below Average</td>
</tr>
<tr>
<td>10.4.c:</td>
<td>Design and implement culturally sensitive evaluation methods to assess the effectiveness of global community development practice</td>
<td></td>
<td>Poor</td>
<td>Below Average</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Competency 11: Utilize knowledge of spirituality and religion in social work practice and ethically integrate personal faith with professional social work practice

Please rate the student’s ability to perform each of the following practice behaviors:

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Rating</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.b: Utilize spiritual and religious resources in the social work process, as ethically appropriate.</td>
<td></td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>11.f: Synthesize and apply relevant scholarship on social work practice and faith-based approaches to global community development</td>
<td></td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>11.g: Develop global community interventions that are sensitive to contextual faith perspectives</td>
<td></td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
</tbody>
</table>
11.h: when appropriate, mobilize faits communities as partners in global community development

<table>
<thead>
<tr>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
</table>

Comments


Did the student satisfactorily complete his/her Student Learning Contract? If the contract was not completed, please list tasks not completed and explain reason for non-completion.

Note specific areas of strength you observed in this student during field placement.

Please note any specific areas in which the student will need continued growth.

Field Instructor Signature: _____________________________ Date: __________

Student Signature: _____________________________ Date: __________

This evaluation may be shared as needed for graduate school or employer references.

Field Instructor Signature: _____________________________ Date: __________
SAMFORD MSW FIELD EDUCATION EVALUATION
(To be completed by the Field Instructor)

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 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.

<table>
<thead>
<tr>
<th>Field Liaison</th>
<th>Based on your experiences this year, please rate the Field Liaison’s fulfillment of responsibilities:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Remained accessible to Field Instructor, communicating in a timely manner</td>
</tr>
<tr>
<td></td>
<td>Poor</td>
</tr>
<tr>
<td></td>
<td>Poor</td>
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<td></td>
<td>Poor</td>
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<td></td>
<td>Poor</td>
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<tr>
<td></td>
<td>Poor</td>
</tr>
<tr>
<td>Field Education Program</td>
<td>Poor</td>
</tr>
<tr>
<td>-------------------------</td>
<td>------</td>
</tr>
<tr>
<td><strong>Provided training and orientation to site personnel on Field Education policies and processes</strong></td>
<td>Poor</td>
</tr>
<tr>
<td><strong>Remained accessible to site personnel to discuss issues related to field education</strong></td>
<td>Poor</td>
</tr>
<tr>
<td><strong>Responded quickly and appropriately to urgent issues, if applicable</strong></td>
<td>Poor</td>
</tr>
<tr>
<td><strong>Communicated clearly on issues related to Affiliation Agreements, student placement, and timelines</strong></td>
<td>Poor</td>
</tr>
<tr>
<td><strong>Represented the mission, values, and philosophy of the Samford MSW program to the field site</strong></td>
<td>Poor</td>
</tr>
</tbody>
</table>

Comments

________________________________________________________________________

Concerns regarding Field Placement

________________________________________________________________________

________________________________________________________________________
Suggestions

________________________________________________________________________

________________________________________________________________________

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

Field Instructor Signature: ___________________________ Date: ______________
SAMFORD MSW FIELD PLACEMENT EVALUATION
(To be completed by the Student)

Field Placement Site: __________________________________________

Field Instructor: ______________________________________________

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.

<table>
<thead>
<tr>
<th>Field Instructor</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicated in a timely manner with student</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Met with student and Field Liaison to complete Learning Contract and evaluations</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>In case presentations, intentionally discussed applicable theories and integration of theory and practice</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>Remained accessible to student for feedback, including weekly supervisory sessions with student</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>Provided opportunities for student to accomplish learning goals and practice advanced social work</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
<tr>
<td>Gave meaningful feedback on student’s work, addressing areas of strength and areas of weakness</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average/Adequate</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Field Placement Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on your experiences this year, please rate the Field Placement Site’s fulfillment of responsibilities:</td>
</tr>
<tr>
<td>Provided orientation and training on agency mission, services, and policies</td>
</tr>
<tr>
<td>Offered adequate space and facilities for student to accomplish work</td>
</tr>
<tr>
<td>Communicated clearly with student regarding site expectations, including scheduling and work hours</td>
</tr>
<tr>
<td>Incorporated student into the working of the agency, such as participation in staff meetings and staff communications</td>
</tr>
<tr>
<td>Provided opportunities for student to accomplish learning goals and practice advanced social work</td>
</tr>
</tbody>
</table>
Comments

______________________________________________________________________________

______________________________________________________________________________

Concerns regarding Field Placement

______________________________________________________________________________

______________________________________________________________________________

Suggestions

______________________________________________________________________________

______________________________________________________________________________

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

Student Signature: ___________________________ Date: ______________

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# STUDENT PERFORMANCE CONTRACT

Student:

Class:

Effective Date:

Field Liaison:

Agency:

Field Instructor:

Task Supervisor (if applicable)

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

<table>
<thead>
<tr>
<th>Competency</th>
<th>Current Performance</th>
<th>Expected Performance</th>
<th>Steps to be Taken by student</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Support needed by Field Instructor/Task Supervisor:

Support needed by Field Liaison:

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: __________

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.*
Acknowledgement and Assumption of Risk in the Field Placement

This document is designed to inform you of the potential risks associated with a field placement. It is the 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 blood-born 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+ 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 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 MSW FIELD EDUCATION INFORMATION FORM

As part of the Field Education placement process, please complete this form. After completing, select SUBMIT. An updated resume must also be sent to the Director of Field Education at croberso@samford.edu.

* Required

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 this is your concentration year, what is your concentration?
  Clinical
  Global Community Development

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 *

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:____________