



OAKWOOD UNIVERSITY

SOCIAL WORK DEPARTMENT



FIELD EDUCATION MANUAL

ACKNOWLEDGMENTS

Dear Social Work Colleagues:

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

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

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

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

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

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

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THE SOCIAL WORK PROGRAM

INTRODUCTION

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

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

Included in this manual are:

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

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

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

OVERVIEW OF OAKWOOD UNIVERSITY

Oakwood University, a historically Black, primarily liberal arts four-year coeducational Seventh-day Adventist institution, founded in 1896, has as its fundamental purpose, quality Christian education. Its mission embodies access to educational opportunity, academic excellence, and spiritual development for its students who are diverse in geographical, cultural, educational, and socioeconomic backgrounds. In addition to its emphasis on the liberal arts, the University provides biblical, professional, pre-professional, vocational, and continuing education studies. Some of these studies emanate from a limited number of institutional cooperative programs. Its programs and activities are unequivocally Christian in character, designed to integrate faith and learning, encourage a vibrant spiritual experience, prepare individuals for service to God and humanity, and provide an atmosphere for appreciation for oneself and affirmation of cultural diversity.

OAKWOOD UNIVERSITY FACTS

Location

Oakwood University is located five miles northwest of the heart of the city of Huntsville. Huntsville is a cosmopolitan city located in the north central portion of the state of Alabama and nestles in the beautiful Tennessee Valley, in the foothills of the Appalachian Mountains. It has a population of approximately 175,000. The University property consists of 1,185 acres at an elevation of 1,100 feet above sea level. Currently, 500 acres are under cultivation, and 105 acres comprise the main campus.

Student Body

Cultural diversity abounds on the campus of Oakwood University, where the average enrollment of 1,750 students come from as many as forty states and thirty countries. The residential facilities house more than 60 percent of the student body. Family housing is also available for approximately twenty-five families.

The University's Core Values:

Aim: Education, Excellence, Eternity

Motto: Enter to learn; depart to serve

Mission Statement:

Oakwood University, a historically Black Seventh-day Adventist institution of higher learning, provides quality Christian education that emphasizes academic excellence; promotes harmonious development of mind, body, and spirit; and prepares leaders in service for God and humanity.

University Goals:

Goal 1: Spiritual Vitality: Promote a Christ-centered, Seventh-day Adventist worldview.

Goal 2: Educational Excellence: Demonstrate academic excellence in teaching and learning.

Goal 3: Nurturing Environment: Facilitate a supportive environment that is sensitive to the needs of students and all other constituents.

Goal 4: Operational Efficiency: Ensure efficient service and resource management.

Goal 5: Resource Development: Provide sufficient financial resources to support all aspects of the institution.

Goal 6: Institutional Relations: Enhance the reputation and relationships of the institution.

Goal 7: Technology Leadership: Maintain a technologically progressive campus.

Faculty

A dedicated and committed faculty of approximately one hundred-four relate to students in a caring and family-like atmosphere that emphasizes academic excellence. Approximately 60 percent of the faculty holds doctoral degrees. Motivation and academic stimulation characterize the “one-on-one” interaction of faculty with students, as they share and model Christian ideals.

Religious Institution Exemption

The University reserves constitutional and statutory rights as a religious institution and employer to give preference to Seventh-day Adventists in admissions and employment. The university believes that Title IX regulations are subject to constitutional guarantees against unreasonable entanglement with or infringements on the religious teachings and practices of the Seventh-day Adventist Church. The university expects students and employees to uphold biblical principles of morality and deportment as interpreted by the Seventh-day Adventist Church. The university claims exemptions from the provisions of Title IX set forth in CFR Sections 86.21, 86.31, 86.40, and 86.57(b) insofar as they conflict with church teachings and practices of morality, deportment, and appearance.

OVERVIEW OF THE DEPARTMENT OF SOCIAL WORK

The Social Work Department has emerged as a result of the institution's commitment to prepare students to render unselfish service to mankind. Initially the institution offered a few social work courses, however, students' interest in social work grew rapidly and employment trends in social work and the social services led to an expansion of course offerings and the hiring of a full-time faculty person in 1974. At that time there were six declared Social Work majors within the department of Behavioral Sciences. In 1977, a second full time faculty member was hired, allowing the other faculty person to carry full responsibility for field instruction. Since the inception of the Social Work major in 1974, there have been several changes in course offerings. Courses have been added and the number of required clock hours for field education has increased from 200 to the current 400.

The Social Work program became an affiliated member of the Council on Social Work Education in 1977, acquired candidacy status in 1988, and became accredited in 1989. One additional full-time faculty person was added to the program in 1981. However, this did not increase the full-time faculty membership since one faculty member was put on half-time basis and served the university in another capacity for two years. The institution's commitment to social work and its concern for the program's professional standing, led to the return of the former full-time faculty person to social work and the formation of an autonomous Social Work program within the Behavioral Science program in 1983.

A full review and revision of the curriculum followed in 1984, and the program developed the current curriculum which follows a Generalist Model designed to prepare students with competencies appropriate for use in diverse settings with diverse clientele. The Program design is in keeping with the University's mission which is to prepare students for service to others and to be responsive to the needs of society. Social Work Program has structured its curriculum on a strong liberal arts foundation. Throughout the curriculum, content which relates the ethnic and racial diversity as well as social and cultural diversities are well integrated.

In 1988 to enhance the visibility of the Social Work Program, the Behavioral Science Department was changed to the Department of Psychology and Social Work. As a result of this change, the Social Work Program was treated in many respects as any other department on campus. The department is served by a full-time secretary, a Lab Coordinator and a complement of student workers. In 1990, the Faculty Senate, Board of Trustees and faculty approved full departmental status for the program.

The Social Work program continues the commitment of preparing students to enter the social work profession at the entry level and for continued educational development via graduate training. Graduates from the program have made great strides and achievements through employment and in receiving graduate level degrees in social work and related areas.

OVERVIEW OF THE UNDERGRADUATE SOCIAL WORK PROGRAM AND ITS RELATIONSHIP TO THE MISSION OF OAKWOOD UNIVERSITY

The Social Work Department has as its primary objective the preparation of professional entry-level, generalist social workers. This primary objective relates to the mission of Oakwood University which seeks to foster the holistic view of educating the whole being through the harmonious development of the physical, cultural, intellectual, mental and spiritual faculties. The mission of the university adheres to the provision of a liberal, yet functional curriculum program in arts and sciences, and the professional preparation.

The University is committed to excellence in education to enhance the quality of character, to enable each individual, out of Christian love and concern to serve mankind creatively, responsibly and humanely, and to enkindle a never ending search for knowledge and truth.

Both the commitment of the University and the primary objective of the Social Work Department allows for the creation of an environment designed to allow students to reason logically, analyze situations, develop a sense of inquiry for new knowledge and prepare for effective participation in society. Research, leadership skills, and the development of Christian attitudes and values are regarded by the University and Social Work Department as necessary qualities in preparing students to be scholars, leaders and meaningful citizens in a regional, national and international society. A strong academic assistance program is made available for unprepared students to enable them to meet the high standards of excellence held by the University and the Social Work Department.

The Department and the University, through their support of a liberal arts based curriculum provide experiences and opportunities for learning which develop students who are liberally educated with broad based interests and perspectives while accommodating the needs of particular students. The social work values endorsed by the Social Work Department are in harmony with the University's basic Christian Philosophy of human worth, community service, Christian attitudes, cross-cultural sensitivity and active participation in society. These social work values held by the Oakwood University Social Work Department are also in harmony with the Code of Ethics of the National Association of Social Work and the National Association of Christian Social Workers.

UNDERGRADUATE PROGRAM MISSION AND GOALS

DEPARTMENTAL MISSION:

The Oakwood University Department of Social Work strives to demonstrate our love for God and humanity by imparting to students a passion for promoting human and community well-being. This is accomplished through the intentional development of social work knowledge, values, and skills which include: person and environment, a global perspective, understanding and respecting diversity, social and economic justice for disadvantaged groups, infusion of a Black perspective of practice, and integrating faith into Generalist social work practice from a Christian perspective.

DEPARTMENT GOALS

1. To prepare competent, ethical, Christian social workers who are committed to integrating their faith as the foundational and motivational influence for effective intervention with diverse client systems of various sizes including the Black Diaspora.
2. Prepare students who are committed to utilizing the professions knowledge, values, and skills to strengthen practice implementation that will support and/or enhance the social and economic well-being of clients.
3. Prepare students to apply effective critical thinking skills for problem-solving, promotion of social justice and human rights within a world of global diversity, difference, and oppressive forces that impact marginalized populations.
4. Prepare students to identify and apply the content, context, and breadth of the human development and behavior experience within practice.

DEPARTMENT COMPETENCIES & RELATED GENERALIST PRACTICE BEHAVIORS

Department Goals	
5. To prepare competent, ethical, Christian social workers who are committed to integrating their faith as the foundational and motivational influence for effective intervention with diverse client systems of various sizes including the Black Diaspora. 6. Prepare students who are committed to utilizing the professions knowledge, values, and skills to strengthen practice implementation that will support and/or enhance the social and economic well-being of clients. 7. Prepare students to apply effective critical thinking skills for problem-solving, promotion of social justice and human rights within a world of global diversity, difference, and oppressive forces that impact marginalized populations. 8. Prepare students to identify and apply the content, context, and breadth of the human development and behavior experience within practice.	
Department Competencies & Related Generalist Practice Behaviors (EP = Educational Policy; PB = Practice Behavior) * Non EPAS Practice Behaviors Document Revised 5/13/09	
DEPARTMENT COMPETENCIES	GENERALIST CORE PRACTICE BEHAVIORS
1. Identify as a professional social worker and conduct oneself accordingly. (EP 2.1.1)	Advocate for client access to services provided within the field of social work. (PB 2.1.1a)
	Practice personal reflection and self-correction to assure continual professional development. (PB 2.1.1b)
	Maintain professional roles (i.e. as a professional social worker) and appropriate boundaries. (PB 2.1.1c)
	Demonstrate professional demeanor in behavior, appearance, and communication. (PB 2.1.1d)
	Engage in career-long learning (i.e., professional development). (PB 2.1.1e)
	Use supervision and consultation. (PB 2.1.1f)
2. Apply social work ethical principles to guide professional practice. (EP 2.1.2)	Recognize and manage personal values in a way that allows professional values to guide practice. (PB 2.1.2a)
	Making ethical decisions by applying standards of the National Association of Social Workers Code of Ethics. (PB 2.1.2b)
	Tolerating ambiguity in resolving ethical conflicts. (PB 2.1.2c)
	Apply strategies of ethical reasoning to get principled decisions. (PB 2.1.2d)

3. Apply critical thinking to inform and communicate professional judgments. (EP 2.1.3)	Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom. (PB 2.1.3a)
	Analyze models of assessment, prevention, intervention, and evaluation. (PB 2.1.3b)
	Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. (PB 2.1.3c)
4. Engage diversity and difference in practice. (EP 2.1.4)	Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. (PB 2.1.4a)
	Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. (PB 2.1.4b)
	Recognize and communicate their understanding of the importance of difference in shaping life experiences. (PB 2.1.4c)
	View themselves as learners and engage those with whom they work as informants. (PB 2.1.4d)
	Identify evidence-based strategies for practice with older adults. (PB 2.1.4e)*
5. Advance human rights and social and economic justice. (EP 2.1.5)	Understand the forms and mechanisms of oppression and discrimination. (PB 2.1.5a)
	Advocate for human rights and social and economic justice. (PB 2.1.5b)
	Engage in practices that advance social and economic justice. (PB 2.1.5c)
	Understand the global perspective of social work issues. (PB 2.1.5d)*
6. Engage in research-informed practice and practice-informed research. (EP 2.1.6)	Use practice experience to inform scientific inquiry. (PB 2.1.6a)
	Use research evidence to inform practice. (PB 2.1.6b)
7. Apply knowledge of human behavior and the social environment. (EP 2.1.7)	Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation. (PB 2.1.7a)
	Critique and apply knowledge to understand person and environment. (PB 2.1.7b)
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. (EP 2.1.8)	Analyze, formulate, and advocate for policies that advance social well-being. (PB 2.1.8a)
	Collaborate with colleagues and clients for effective policy action. (PB 2.1.8b)
9. Respond to contexts that shape practice. (EP 2.1.9)	Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services. (PB 2.1.9a)
	Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. (PB 2.1.9b)

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (EP 2.1.10 a-d) Engagement(a)	Substantively and affectively prepare for action with individuals, families, groups, organizations and communities. (PB 2.1.10a1)
	Use empathy and other interpersonal skills. (PB 2.1.10a2)
	Develop a mutually agreed-on focus of work and desired outcomes. (PB 2.1.10a3)
Assessment (b)	Collect, organize, and interpret client data. (PB 2.1.10b1)
	Assess client strengths and limitations. (PB 2.1.10b2)
	Develop mutually agreed-on intervention goals and objectives. (PB 2.1.10b3)
	Select appropriate intervention strategies. (PB 2.1.10b4)
Intervention (c)	Initiate actions to achieve organizational goals. (PB 2.1.10c1)
	Implement prevention interventions that enhance client capacities. (PB 2.1.10c2)
	Help clients resolve problems. (PB 2.1.10c3)
	Negotiate, mediate, and advocate for clients. (PB 2.1.10c4)
	Facilitate transitions and endings. (PB 2.1.10c5)
Evaluation (d)	Social workers critically analyze, monitor, and evaluate interventions. (PB 2.1.10d1)
11. Demonstrate appropriate knowledge and practice strategies to address social problems within the Black Diaspora.	Evidence a historical knowledge of the Black Diaspora and the unique historical strengths and challenges this group has faced. (PB3.1a)*
	Identify evidence-based intervention strategies that can be implemented at various levels to address Black social problems. (PB 3.1b)*
12. Demonstrate a commitment to Christian Service within the community.	Identify biblical principles underlying Christian service and engage in service-learning activities. (PB 4)*
13. Demonstrate a Christian disposition within the classroom and practice setting.	Evidence a consistent Christian disposition in practice. (PB 5)*
14. Demonstrate Christian Social Work practice skills	Demonstrate knowledge of the historical development of Christian social work practice and specific values associated with this perspective; apply Christian social work practice skills consistent with the NASW Code of Ethics and inclusive of key aspects of the Christianity. (PB6)*

THE CHRISTIAN PERSPECTIVE OF SOCIAL WORK (DC12-14; PB4, PB5, PB6)

God created mankind as an expression of his matchless love. Man was given dominion over creation but lost it to Satan through sin. God's plan since the fall has been to restore man to his rightful place by conquering sin and healing the ravages it has wrought upon the earth. Christian social work cooperates with God in this plan of restoration. God's heart towards mankind has not changed despite our rebellion against him. He passionately loved the world so much that he gave his son, Jesus, risking the possibility of eternal separation from him. Jesus, the model social worker, healed the brokenhearted, gave insight to those who couldn't see, set free those who were in bondage, and shared the good news of healing with as many as would listen. He stood against injustice and the abuse of power and position. He publicly championed the cause of women and children. He condemned the prevailing prejudice of his time. He embraced social outcasts: the prostitutes, the addicts, and those with contagious disease. His focus was not on himself for he had no home and few earthly possessions. He told his followers to visit those in prison and the sick, to feed the hungry and clothe the naked. He suffered ridicule, betrayal, abandonment, rejection, and ultimately death for the sake of those he loved.

Christian social workers follow in the footsteps of the master social worker, Jesus. Like him, our focus is on selfless service to wherever we are called. Whether working with individuals, families, groups, organizations or communities, our methodology goes beyond knowledge of the GIM, the NASW Code of Ethics or social work practice skills. Christian social work knowledge, values and skills are fundamentally found in the bible, taught and empowered by the Spirit, and practiced humbly through a conscious, continual dependence upon God's power and direction.

Adventist Christian social workers believe that Jesus died for our salvation from sin and that he promised to return to take his children home. Because we love him for first loving us, we obey his commandments. We believe that just as Jesus is cleansing the heavenly sanctuary from sin, he is likewise at work cleansing our hearts to prepare us as pure vessels for social work ministry for him. Just as He has been intimately and personally involved in the affairs of fallen mankind, He asks us to represent him to bring healing, advocacy, justice and freedom to prepare the world for his soon return.

While striving to love the Lord with all of our hearts and our neighbors as ourselves, we are committed to keeping all of his commandments through his power and grace. While acknowledging our sovereign God as the creator and sustainer of all life, we treasure as precious the liberties guaranteed by our creator and by our constitution including the freedom given to all people to practice their faith without moral imposition from the State. This freedom was given by God at creation and demonstrated in the Garden of Eden. It will be the hallmark of God's people until his return.

THE BLACK PERSPECTIVE OF SOCIAL WORK (DC11; PB3.1a-PB3.1b)

The Black perspective at Oakwood University celebrates the rich heritage and diversity that exists within the Black Diaspora and its contributions to society on a global level. More specifically, we recognize the historical contributions that African Americans have made in developing the economic infrastructure that helped to make the United States one of the most powerful countries in the world.

The Black perspective at Oakwood University understands how African Americans have historically utilized the faith community to address issues of poverty, social and economic justice and how it is important that we continue to advocate for the Black community in partnership with the faith community. We acknowledge the significant roles that African Americans have played as some of the greatest pioneers of community planning and organization as well as professional social work. We believe that the need for black social workers to remain involved in helping the Black community is greater than ever, due to continued disparities in education, income, housing, health, and that we must embrace a holistic perspective when doing so.

***We define the Black Diaspora as people whose common ancestry can be traced back to Africa.**

THE GENERALIST INTERVENTION MODEL (GIM)

According to Kirst-Ashman and Hull's Understanding Generalist Practice, 5th Edition, generalist practice is defined as: "the application of an eclectic knowledge base, professional values, and a wide range of skills to target systems of any size, for change within the context of four primary processes. First, generalist practice emphasizes client empowerment. Second, it involves working effectively within an organizational structure. Third, it requires the assumption of a wide range of professional roles. Fourth, generalist practice involves the application of critical thinking skills to the planned change process. (p.7). The entry-level practitioner at Oakwood University is defined as one who has learned measurable practice behaviors comprised of knowledge, values and skills necessary to successfully engage in generalist practice as defined above. These competencies are more specifically identified in CSWE's 2008 EPAS in sections EP2.1.1 – EP2.1.10(d).

The following framework, also adopted from Kirst-Ashman & Hull, serves as the basis for the Oakwood University generalist practice process:

1. **Engagement:** The initial period of establishing communication and relationship, as well as addressing the problem.
2. **Assessment:** The investigation and determination of variables affecting and identifies problem or issue as viewed from micro, mezzo, or macro perspectives.
3. **Planning:** Problem prioritizations, establish needs, evaluate intervention for each need, establish primary goals and formalized contracted plan.
4. **Implementation:** Direct intervention, referral, team work and indirect intervention.
5. **Evaluation:** Analyzing the effectiveness of the intervention, reformulation of contracted plan, additional intervention contract review, and goal analysis.
6. **Termination:** Acknowledgment of timed limited service, planning for future, and closure.
7. **Follow-up:** Follow-up is the re-examination of a client's situation at some point after the intervention's completion. It involves checking to find out whether clients have maintained progress and are still functioning well on their own.

CURRICULUM

The curriculum of the Social Work Department is built upon a liberal arts base which includes religion, humanities, social sciences, natural sciences, mathematics, health and physical education, education and business. This liberal arts base contributes to the development of professional skills. The curriculum includes content on racial, ethnic, cultural and social diversity which is integrated throughout the program.

The value of a sequential and orderly learning process is regarded highly within the Social Work Department. Therefore, the sequencing of courses is adhered to within the social work curriculum and begins with a core of liberal arts courses serving as a base. This perspective allows for the development of knowledge, logical thinking, the beginning of analytical reasoning, which prepares the student for a shift to utilizing knowledge and abstract reasoning. The first two years of student preparation are provided in the development of a solid base which is built upon, enriched and tested in the last two years.

During the third and fourth years, courses are sequenced to foster development and utilization of practice skills. This sequencing of social work courses insures that the social work knowledge and practice skills are integrated in an orderly manner.

The social work faculty continuously evaluates the curriculum and relies on external consultants, curriculum development workshops, students, advisory board, and agency representatives for input in this area. The advisory board, which made up of a group of community social work practitioners, provides valuable input regarding the curriculum based on current practice needs and trends.

The desire on the part of the faculty for a viable program serves as an impetus for on-going curriculum evaluation. Social work majors are not required to have a minor but are required to successfully complete a minimum of 128 semester hours to be eligible for graduation.

The following chart represents the required four year curriculum and sequence order, followed by the description of social work courses:

MAJOR REQUIREMENTS

Major Requirements:

SW 201 Introduction to Social Welfare.....	3 hours
SW 202 Introduction to Social Work	3 hours
SW 330 Human Behavior and Social Environment I.....	3 hours
SW 331 Human Behavior and Social Environment II.....	3 hours
SW 334 Understanding Diversity and Oppression.....	3 hours
SW 340 Modern Social Work Theories and Practice.....	3hours
SW 380 Welfare Policies.....	3 hours
SW 400 Generalist Skills and Practice	3hours
SW 420 Research in Social Work	3 hours
SW 451 General Methods of Micro Social Work	3 hours
SW 452 General Methods of Mezzo Social Work	3 hours
SW 453 General Methods of Macro Social Work.....	3 hours
SW 454 Field Instruction and Seminar I	7 hours
SW 455 Field Instruction and Seminar II.....	7 hours
SW 480 Career Preparation	2 hours
EN 304 Advanced Composition	3 hours
PY 307 Statistical Methods	3 hours
PY 411 Principles of Research	3 hours
Total	64 hours

General Education Requirement Variations:

Social Work majors are required to take PY 101 and SO 101

BI 102 substitutes for PH 101

PY 307 substitutes for Mathematics elective

DESCRIPTION OF REQUIRED COURSES

SW 201 Introduction to Social Welfare

3 hours

An introductory study of the historical development of social welfare problems in the United States and the programs, practices and policies designed to address them. The course also introduces students to global perspectives of welfare for marginalized populations including the black Diaspora and global development and role of human rights and social and economic justice. The course will include the development of social work and the profession's role as a change agent for social welfare policies in America and globally. Open to all non-majors.

SW 202 Introduction to Social Work

3 hours

An introduction to the historical development of the social work profession including its purpose, global context, professional social work values and ethics. The course will also explore the breadth of social work practice and introduce students to the types of practice skills utilized by social workers. Students are introduced to the: department goals and competency expectations of the program, and general expectations of social work majors. Students are also required to successfully complete the department admission requirements as outlined in the Social Work Admissions Handbook, to become an official social work major. Students are required to develop a group service-learning project with an underserved/marginalized group. The project should be designed to enhance human relationships and improve the quality of life for its recipients. Students must commit a minimum of 15 hours to this service-learning project. Prerequisite: SW201

SW 307 International Social Work

3 hours

This elective course focuses on the key economic, political, and social issues that shape human welfare and social development, and the role that social work plays in addressing these issues in an international context. Open to non-majors. Offered alternate years. Prerequisites: PY 101 or SO 101.

SW 312 Minority Aging

3 hours

This elective course provides an introduction to aging, focusing on minorities, and the cultural, economic, social class and sexual forces they face. The needs of the elderly and the availability of related services are addressed. An examination of the cultural aging experience of elderly minorities. Open to non-majors. Offered alternate years. Open to non-majors. Prerequisite: PY 101 or SO 101.

SW 330 Human Behavior and Social Environment I (W)

3 hours

The first component of a two-part series study of human development across the lifespan. The course examines the variety of social systems that people encounter and how these encounters may enhance or impede their health and well-being. The course explores a wide breadth of developmental theories including but not limited to: bio-psycho-social-cultural-spiritual, racial, and identify formation as the context for individual, family, and group development from infancy to adolescence. Prerequisites: BI 101, PY 101 and SO 101.

SW 331 Human Behavior and Social Environment II (W) 3 hours

The second component of a two-part series study of human development across the lifespan. The course examines the variety of social systems that people encounter and that may enhance or impede their health and well-being. The course continues the exploration of developmental theories including but not limited to: bio-psycho-social-cultural-spiritual, racial, and identity formation development theory as the context for individual, family, and group development from young adulthood to old age. Prerequisites: SW 330 or consent of instructor

SW 332 Child Welfare 3 hours

An elective course that examines the historical and contemporary analysis and study of social services for children. Open to non-majors. Prerequisite: Junior standing, PY 101 or SO101.

SW 334 Understanding Diversity and Oppression 3 hours

An analysis of the nature of oppression from historical and social structural perspective. The social and interpersonal contexts of oppression, identity formation issues, difference, racism and discrimination, and powerlessness among diverse groups will be explored. Implications for social work practice on the micro, mezzo, and macro levels will be examined and analyzed for effective intervention, and contemporary analysis. Open to non-majors. Prerequisite: SW 330, SW 331.

SW 340 Modern Social Work Theories and Practice 3 hours

This course provides the student with opportunities to examine and assess theories for social work practice. These theories are used as lenses when analyzing client interactions and aid student understanding of how social work theory and practice can inform one another in an integrated fashion. Prerequisite: SW 202, SW 330.

SW 380 Welfare Policies 3 hours

An introduction to the study of social welfare policy including its purpose and how policy is formulated, implemented, and its impact at the local, state, federal and global levels. The course will examine the link between welfare policy and social work practice with individuals, groups, families and communities. The course will review relationships between social policies, human rights and issues of social and economic justice. The course will also provide students with an opportunity for mock policy development and critical analysis. Finally, this course will promote the development of the leadership skills needed to be proactive in the design and implementation of policies within various systems. Prerequisites: SW 201 and PS 120 or 211, HI 211 and HI 212.

SW 382 Human Sexuality 3 hours

This elective course will study and analyze selected areas of human sexuality in order to equip students with a broader understanding of the personal, social, emotional and physical nature of this complex and sensitive area. The course will also provide insight concerning into the spiritual and psychological, components of sexuality. The latitude in human sexual

behavior and sexual dysfunctions will also be discussed. Open to non-majors. Prerequisite: BI 101, PY 101 or SO 101.

SW 390 Christian Philosophy of Social Work **3 hours**

A study of the underlying Christian principles utilized by the Christian social worker and an examination of church philosophy which corresponds to the social work code of ethics. The course will review the NASW Code of ethics and aid students in devising appropriate strategies for ethical decision-making in practice based on social work knowledge, relevant laws, the NASW Code of Ethics as well as other ethical codes. Prerequisite: SW201, SW202, and SW340.

SW 400 Generalist Skills and Practice **3 hours**

This course introduces students to the principles, activities and skills used by social workers in direct practice. The course includes interviewing and relationship building skills and diverse clientele, and introduces students to the relationships between values, practice and practice skills. Students are required to complete role playing assignments that demonstrate their mastery of the assigned topic area, demonstrate the ability to think critically, utilize ethical principles in their decision making, possess sound judgment, and communicate planned intervention in an effective professional manner. Students are also required to demonstrate leadership initiative by participation in classroom discussions and completion of interactive assignments. A preparation course for senior-level field education experience. Students are required to complete 50 practicum hours in an assigned agency and 15 hours of service learning. Prerequisites: SW 202, SW 331 and SW 340.

SW 420 Research in Social Work **3 hours**

This course is designed to enable students to learn and develop critical thinking skills required in scientific inquiry. Students are expected to utilize principles of logic, scientific inquiry, social work ethics, and judgment to: distinguish and appraise problems; utilize scholarly literature to understand and direct their study; devise and employ an appropriate research strategy; organize, evaluate, and integrate relevant research data; and develop relevant resolutions to presented problems for the client systems being studied. The course curriculum includes an overview of the basic social research methodologies utilized within the social sciences. Students are required to complete research projects with systems of varying sizes. Students will also be better able to recognize the impact that diversity has on the research process as well as identify the rationale for advancing human rights and social economic justice within their practice based on their own research observation. Prerequisite: PY 307 and PY 411.

SW 451 General Methods of Micro Social Work **3 hours**

This course is the first in a series of practice courses. It is designed to introduce students to the General Intervention Method (GIM) of social work practice small client systems. The course will focus on the theories, principles and skills necessary to engage, assess, intervene, and evaluate clients for micro social work practice. Students are also required to demonstrate leadership initiative by participation in classroom discussions, completion of interactive assignments, role-play, and simulation activities, interview and observe

professional social workers engage in the problem solving process. Prerequisite: SW 331, SW 340, and SW 380 or consent of instructor.

SW 452 General Methods of Mezzo Social Work

3 hours

This course is the second in a series of practice courses and builds on the knowledge and skills acquired in SW 451. The course equips students with knowledge, values, and practice skills necessary for effective intervention with families and groups from diverse backgrounds. Students will learn how to apply family and group behavior theories, the GIM, and social work values and ethics in order to engage, assess, intervene, and evaluate families and groups. The course values the direct practice experience for knowledge and skill development of generalist social workers. Students are provided with several opportunities to develop their practice skills in group leadership dynamics, by facilitating: community-based projects outside of the classroom that addresses a specific group issue; in-class group development and leadership scenarios and family intervention knowledge and practice skills through the use of field-based assignments, role plays, case studies, and other classroom exercises. Prerequisite: SW 451

SW 453 General Methods of Macro Social Work

3 hours

This course is the third and final segment of a three-part series of practice courses. The course utilizes the GIM, theories, principles, skills and techniques necessary to engage, assess, intervene, and evaluate effectiveness in working with organizations and communities. Students are required to engage in a variety of macro level projects that are designed to: demonstrate their understanding of macro practice; exhibit leadership and competence in initiating positive change at the macro level of practice using evidence based interventions; and demonstrate how their intervention can promote social and economic justice within diverse population groups. The course includes community needs assessment and community development proposal, creating a community development project, and engaging with diverse community projects. Students will also engage in resource development skill activities. Prerequisite: SW 452.

SW 454 Field Instruction and Seminar I

7 hours

The first of the two part field education course series. This is the department's signature pedagogy course that is designed to help students integrate into the professional role of being a social work practitioner. The course allows students to connect social work theory, knowledge, values and skills acquired throughout the social work curriculum with actual practice within an agency setting. Along with assigned coursework, students receive supervised field practice within an approved agency selected by the department. Students are expected to demonstrate growth in their progress towards the achievement of the course competencies, which are based on the program goals. Students are required to complete 200 field practicum hours, along with 15 service-learning hours. Prerequisite: SW400 and SW451 (SW420 and SW454 must be taken concurrently).

SW 455 Field Instruction and Seminar II**7 hours**

A continuation of SW 454, the department's signature pedagogy course designed to aid students' integration into the role of professional generalist practitioner. The course allows students to connect social work theory, knowledge, values, and skills learned within the classroom environment with actual practice within an agency setting. Students will continue to receive assigned coursework designed to aid their understanding of the connection between social work theories, knowledge, values and skills learned in the classroom and actual social work practice. Students will continue to receive supervised field practice within their approved agency. Students are expected to demonstrate achievement of the course competencies, which are based on the departmental goals. Students are required to complete 200 field practicum hours, along with 15 service-learning hours. Prerequisite: SW 454.

SW 480 Career Preparation**2 hours**

This course is designed to equip students with the skills and knowledge to prepare them for a professional career in social work. Students are required to investigate and complete assignments designed to aid them in their transition to professional generalist practice and encourage graduate school entrance. The course incorporates strategies that will prepare students for: professional networking, job search skills, interviewing skills, social work licensure, employment skills and preparation for graduate school. Students are required to develop a professional track career plan and timeline and a plan for pursuing life-long learning. Students must also demonstrate how self-evaluation has improved their behavior, appearance and communication skills. The course includes a review of social work career options available in faith-based institutions and afro-centric agencies. Students are required to complete the first section of the professional portfolio requirement for the Department's exit examination process. Prerequisite: Senior standing.

SW 490 Research and Independent Study**1-3 hours**

A major research project or independent activity and course work that will contribute to the knowledge base of the field of social work. This course is offered under the direction of an advisor. Prerequisite: permission of the departmental chair.

GRADING SYSTEM

The grading system uses a four point scale. The grade point values are outlined below.

Grade		Grade Points Per Hour
A	Superior	4.0
A-		3.7
B+		3.3
B	Above Average	3.0
B-		2.7
C+		2.3
C	Average	2.0
C-		1.7
D+		1.3
D	Below Average	1.0
D-		0.7
F	Failure	0.0
FA	Failure Due to Absences	0.0
AU	Audit	0.0
DG	Deferred Grade	0.0
I	Incomplete	0.0
NC	Non-Credit	0.0
P/U	Pass/Unsatisfactory	0.0
W	Withdrew	--

Grade Point Average

The grade point average (GPA) for the semester is computed by totaling the grade points earned in all courses attempted and dividing by the total hours attempted ($GPA = QP/QHA$). Credits are included in calculating the GPA for grades of F, FA and I. The symbols AU, NC, DG, IP, NR, W and P/U are disregarded in computing the Grade Point Average.

The academic progress record allows for repeated courses without GPA penalty. However, the GPA used to determine the eligibility for financial aid includes all work attempted.

Deferred Grades

A deferred grade is assigned when a student is unable to complete the work because of equipment failure, insufficient time (i.e. field hours), or research material having arrived late or other circumstances deemed not the student's fault.

Pass/Fail Procedures

To qualify for taking courses on a Pass/Fail basis, a student must be a sophomore, junior or senior and not be on academic probation. Not more than 16 hours may be taken on this basis. The Pass/Fail system applies to elective courses only. Field and Seminar cannot be taken on Pass/Fail basis.

Approval for Pass/Fail option should be obtained at the Records Office before the close of the registration. Registration changes in the process are final as of the last day to drop without academic penalty.

Note: some graduate and professional schools treat the "P" as a "D".

Honor Roll

Students who carry a minimum of twelve hours and who maintain a Grade Point Average of 3.00 or above during a given semester, with no grade below a "C", shall be considered honor students for the semester.

Incomplete Work

When at the end of a semester and a student is behind in his or her class work, the teacher does not automatically grant a grade of "I" to that student for more time to complete the course requirements. If, however, because of interruptive illness or other unavoidable circumstances, a student should request the privilege of receiving a grade of "I" (incomplete) to allow more time to fulfill class requirements, that student may apply by doing all of the following before the beginning of final exam week:

1. Obtain and fill out a "Request and Authorization for INCOMPLETE" at the Office of Academic Affairs. (If the reason is medical, a physician's statement must be attached).
2. Obtain the signature of the class instructor, the instructor's department head, and the Academic Vice-President.
3. Return the form to the Office of the Vice-President of Academic Affairs.

An “I” may be changed to a regular grade when the class work is completed within the approval deadline. Such a deadline might range from a few days to several weeks but no longer than the sixth week of the next semester, even when the student is not registered the next semester. The “I” automatically converts to an “F” if not removed within the prescribed time. Should more time because of further illness or unavoidable circumstances, be required to remove the incomplete, the student may, before the deadline expires, request in writing an extension of time from the Academic Policies Committee.

Credit for Social Work Courses

The social work department adheres to the policies which affect transfer students who wish to attend Oakwood University. *Please refer to the University Bulletin for general transfer credit information.* Students transferring from another CSWE accredited institution must have their transcripts evaluated by the Social Work Department Chair. Transcripts will be assessed to determine what courses will be accepted towards the professional foundation curriculum. Syllabi and other descriptive information may be requested to assist in this process.

Credit from non-accredited social work programs will be reviewed by the Department Chair and faculty to determine if they meet all the required standards established by the program in the area of curriculum content and specified course objectives. Students will be requested to present a copy of the course syllabi, bulletin and other supporting materials, with a written request to the Department Chair. The Department Chair and faculty will review each case based on a review of the course objectives, content outline, learning activities, theoretical frames of reference and bibliographies. *Qualifications of the instructor will also be reviewed.* Students will be informed in writing of the decision of the program within 2 weeks of submission of the special request. *Field practicum courses may not be transferred from an unaccredited to an accredited program.*

Students **cannot** receive credit for any social work course for life experience or former social agency work. Also, no credit will be given for a course taken at a lower division level to be substituted for a similar course at Oakwood University at the upper division level.

COURSE CONTRIBUTIONS TO FIELD

SW201 Introduction to Social Welfare

This Introductory course (which is considered an elective for non-majors) traces the development of the welfare system and social workers role within the system. The course provides students with the knowledge and value base that forms the basis of public, private, non -profit and for- profit agencies that students will be placed in as interns during their sophomore, junior and senior year.

SW 202 - Introduction to Social Work

This introductory course explores historical development of the social work profession including its purpose, global context, professional social work values and ethics. It is the student's first introduction to internship by requiring students to complete 15 hours service learning. This service learning prepares the student to work with clients at the micro, mezzo, and macro level.

PY307 Statistical Methods

This course provides students with an introductory level opportunity to learn about statistical procedures. Students are taught how to prepare graphs, tables, measures of central tendency and dispersion, probability and sampling and test of significance and association. Students are also exposed to the SPSS program and computer lab for future research projects. This course provides the statistical background knowledge and skills for future research projects in PY411 and SW420.

SW 330 Human Behavior and Social Environment I

The course is the first component of a two-part series study of human development across the lifespan. The first component teaches basic life-span from conception to adolescence. This course is important to field because student may work with infants and adolescence in many field practicum sites. The students through this course will learn what is normal for this stage of life.

SW331 Human Behavior and the Social Environment II

This course teaches basic life-span content specifically from young adulthood through old age. It is important to field in that students will work with adults and the elderly in many field practicum sites. Through this course they will know what is normal for these stages of life. This course offers an experiential component with an elderly person that gives students direct contact and prolonged exposure to a person of old age.

SW334 Understanding Diversity and Oppression

This course analyzes the nature of oppression from a historical and social structural perspective. It prepares students for field by providing them with knowledge and skills that will enable them to be apply culturally competent interventions for clients on a micro, mezzo and macro level as well as advocate for social justice.

SW340 Modern Social Work Theory and Practice:

Theory is the foundation of practice. Whether known or not, every practice strategy has a theoretical base. This course explores common modern social work theories that prepare students for the field experience. It gives them a context in which to place their field experience.

SW380 Welfare Policy

This course challenges students to look beyond micro and mezzo perspectives, and to look at social policy issues that affect service delivery. This course is significant to field practice in that students will need to assess clients who may be having difficulty obtaining access to needed resources due to policies and programs that are either discriminatory, or insufficiently funded.

SW 390 Christian Philosophy of Social Work

This course introduces students to solving ethical dilemmas in the field. This prepares students for field by teaching them how to critically use their discussion making skills, which they will need in their profession. The course will review the NASW Code of Ethics and aid students in devising appropriate strategies for ethical decision making in practice based on social work knowledge, relevant laws, the NASW Code of Ethics as well as other ethical codes

SW400 Generalist Skills

This course is a more in-depth course that teaches interviewing skills in work with individuals. It is important to field in that it gives students an opportunity to practice micro skills via role play, video presentations and a fifty-hour introductory field practicum experience.

SW451 General Methods of Micro Social Work Practice

This foundation course gives an orientation to practice with individuals. It is essential to successful field practice in that it introduces students to micro practice skills as well as the GIM as it applies to individuals.

SW452 General Methods of Mezzo Social Work Practice

This introductory course explores methodology for working with families and groups. To the extent that students will have practice experiences with families and/or groups, this course prepares them to utilize the GIM in its application on the mezzo level in their field experience.

SW453 General Methods of Macro Social Work

This is the final segment of the three practice courses. This course focuses on the GIM with organizations and communities. Students are introduced to needs assessments, program development, grant writing, working with diverse populations in communities, and evaluations. This course is an important part of the field education learning experience as students not only learn the theoretical knowledge but must also apply this knowledge by working in groups on community based projects that allow them to experience the

connection between practice and theory. Through these experiences students are able to acquire the knowledge, values and skills for intervention with macro systems.

SW 480 Career Preparation 2 hours

This course is designed to equip students with the skills and knowledge to prepare them for a professional career in social work. Students are required to investigate and complete assignments designed to aid them in their transition to professional generalist practice and encourage graduate school entrance. This course prepares the student by teaching them practical skills they will need in field and in the profession.

Research Connection with Field Education

The research sequence is developed to assist students with acquiring the necessary knowledge, values and skills to become effective research practitioners. Students are required not only to learn the theory associated with research but must complete “hands on” projects within the field education setting that will provide them with a direct understanding of the relationship between theory and practice. The three research courses are PY307 Statistical Methods, PY411 Principles of Research, SW420 Research in Social Work. Course must be taken in the sequence listed in the previous sentence for knowledge development and understanding purposes.

THE FIELD PRACTICUM

STUDENT PREREQUISITES FOR FIELD EDUCATION

Social work majors are required to complete internship and service learning hours essential for integrating knowledge, values and skills. In SW 202 Introduction to Social Work, students complete 15 service learning hours; in SW 400 Generalist Skills and Practice, students complete 50 internship hours and 15 service learning hours; and in SW 454 and SW 455 Field Instruction and Seminar I and II, students are required to complete a total of 400 hours internship hours (200 hours in each course) and 30 service learning hours (15 hours each semester) in an assigned social service agency. Transportation to internship and service learning placements is the student's responsibility. While engaged in the senior field component, the student is limited to two 3-hour courses of additional class work (must have prior approval)

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

Other requirements are as follows:

1. Successfully complete 92 semester hours with a social work cumulative grade point average of 2.5.
2. Apply for Field Instruction during the Spring semester before enrolment in Field Instruction I. Applications will be disseminated in SW400 Generalist Skills.
3. Complete a course schedule for the senior year, and the self-assessment assignment which is included in the Field Application Packet
4. Present the "Readiness for Field Work" power-point to Director of Field Education and members of the Field Advisory Board.
5. Attend scheduled group orientation meeting (two) with the Director of Field Education during SW 400 Generalist Skills.
6. Attend the Social Work Fair (hosted by Alabama A & M University Social Work Department) when possible (fair is held once every two years during the Spring semester).
7. Attend a pre-placement interview(s) in the students selected agency during the Spring semester.

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

FIELD EDUCATION

Field Education and Seminar is a valuable component of the Social Work Program and is completed concurrently for a duration of two semesters during the senior year. Upon completion of the required pre-requisites, a student may apply for Field Education and Seminar, SW 454 (7 credit hours per semester). Upon successful completion of SW 454 the student may apply for SW 455 (7 credit hours per semester). A minimum of 400 clock hours in the agency and an on-campus seminar are required for successful completion of the program. The requirement of 400 clock hours **does not** include travel to and from the agency nor does it include lunch time. The seminar class is held once per week for ninety minutes and affords students with an opportunity to share their numerous and varied learning experiences. The seminar is also used as a forum to evaluate, discuss and interpret the students' involvement within their field placement and further conceptualize their experiences through participation in peer learning.

A student is assigned to an agency with the expectation that he/she will remain in that setting for two consecutive semesters, (pending the successful completion of the first semester). The site may be changed, however, if extraordinary circumstances merit it. Included in this definition are:

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

Every effort is made during advertisement to ensure student-agency compatibility. However, in instances where the actual practices in the agency create value dilemmas for the students, the students may be placed at an alternative agency.

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

Field education sites are located generally within a ten-mile radius. In some instances students may be placed in outside cities in close proximity.

PRACTICE BEHAVIORS FOR FIELD EDUCATION

The course Practice Behaviors are based on the CSWE Educational Policy and Accreditation Standards (EPAS) and the Department's own required Practice Behaviors. Together these form the Departmental Competencies which students must demonstrate satisfactory proficiency. Upon completion of this course, the student will demonstrate practice proficiency in the following areas *within the context of this course*:

1. **PB 2.1.1a; DC 1:** Advocate for client access to services provided within the field of social work.
2. **PB 2.1.1b; DC 1:** Practice personal reflection and self-correction to assure continual professional development.
3. **PB 2.1.1c; DC 1:** Maintain professional roles (i.e. as a professional social worker) and appropriate boundaries.
4. **PB 2.1.1d; DC 1:** Demonstrate professional demeanor in behavior, appearance, and communication.
5. **PB 2.1.1e; DC 1:** Engage in career-long learning (i.e. professional development).
6. **PB 2.1.1f; DC 1:** Use supervision and consultation
7. **PB 2.1.2a; DC 2:** Recognize and manage personal values in a way that allows professional values to guide practice.
8. **PB 2.1.2b; DC 2:** Making ethical decision by applying standards of the National Association of Social Workers Code of Ethics.
9. **PB2.1.2d; DC 2:** Apply strategies of ethical reasoning to principled decisions.
10. **PB 2.1.3a; DC 3:** Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
11. **PB 2.1.3b; DC 3:** Analyze models of assessment, prevention, intervention, and evaluation.
12. **PB 2.1.3c; DC 3:** Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
13. **PB 2.1.4a; DC 4:** Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, create or enhance privilege and power.
14. **PB 2.1.4b; DC 4:** Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
15. **PB 2.1.5a; DC 5:** Understand the forms and mechanisms of oppression and discrimination.
16. **PB 2.1.5b; DC 5:** Advocate for human rights and social and economic Justice.
17. **PB 2.1.5c; DC 5:** Engage in practices that advance social and economic justice.
18. **PB 2.1.5d; DC 5:** Global Perspective

19. **PB 2.1.6b; DC 6:** Use research evidence to inform practice.
20. **PB 2.1.7a; DC 7:** Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
21. **PB 2.1.8a; DC 8:** Analyze, formulate, and advocate for policies that advance social well-being.
22. **PB 2.1.9a; DC 9:** Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services.
23. **PB 2.1.10, DC 10:** Engagement (a)
 - a. **PB 2.1.10a1** Substantively and affectively prepare for action with individuals, families, groups, *organizations, and communities*.
 - b. **PB 2.1.10a2** Use empathy and other interpersonal skills.
 - c. **PB 2.1.10a3** Develop a mutually agreed-on focus of work and desired outcomes.
 - d. **PB 2.1.10, DC 10:** Assessment (b)
 - PB 2.1.10b1** Collect, organize, and interpret client data.
 - PB 2.1.10b2** Assess client strengths and limitations.
 - PB 2.1.10b3** Develop mutually agreed-on intervention goals and objectives.
 - PB 2.1.10b4** Select appropriate intervention strategies.
 - e. **PB 2.1.10, DC 10:** Intervention (c)
 - PB 2.1.10c1** Initiate actions to achieve organizational goals.
 - PB 2.1.10c2** Implement prevention interventions that enhance client capacities
 - PB 2.1.10c3** Help clients resolve problems
 - PB 2.1.10c4** Negotiate, mediate, and advocate for clients Negotiate, mediate, and advocate for clients Negotiate, mediate, and advocate for clients Negotiate, mediate, and advocate for clients Negotiate, mediate, and advocate for clients Negotiate, mediate, and advocate for clients
 - PB 2.1.10c5** Facilitate transitions and endings.
 - f. **PB 2.1.10, DC 10:** Evaluation (d)
 - PB 2.1.10d** Social workers critically analyze, monitor, and evaluate interventions
24. **PB 11a, DC 10:** Black Diaspora -Demonstrate historical knowledge of the Black Diaspora and the unique historical strengths and challenges this group has faced.
25. **PB 11b, DC 10:** Identify evidence-based intervention strategies with Black that can be implemented at various levels to address Black social problems at various levels of practice.
26. **PB 13** Christian Service

The field education program is related to the total social work curriculum. Integration of theoretical knowledge of human behavior and the social environments, research, oppression and

diversity, social welfare policy and the general method of social work establishes a firm base to provide services to individuals, families, groups, organization and communities.

ADMISSION TO FIELD EDUCATION

Students anticipating Field Education must (no exceptions) complete the following requirements:

1. Complete all prerequisites for Field Education I (SW454) as listed in the university catalog.
2. Completion of credit hours required with no grade lower than a “C” in any required SW course and a minimum social work cumulative GPA of 2.5 on a 4.0 scale at Oakwood University.
3. Complete all incomplete grades.
4. Be in good standing, academically, with both the university and the social work program.
5. Submit a completed Application for Social Work Field Education Form to the Director of Field by the specified date announced in SW400-Generalist Skills (generally during the second week of February of each year) which includes the following:
 - Self-Evaluation of Professional Fitness for Field Form (completed by the student and the field supervisor for their SW400 –Generalist Practice).
 - A recent Unofficial Transcript
 - Criminal Background Check (students will need to pay \$15.00 which can be added to school account).
 - NASW membership (\$23.00) and NASW liability Insurance (\$45.00 with NASW membership)
 - Professional resume’
 - Writing samples (2 graded papers from previous social work courses)
 - Peer Reference Form

(All forms can be found on SW400 Generalist Skills D2L site and must be typed. Application must be turned in during SW400 Generalist Skills)

6. Make an appointment with the Director of Field to present the “Readiness for Field” Power-Point Presentation (see appendix for sample) and to discuss Field Application Packet.
7. Receive letter of acceptance to field from Director of Field Education.
8. Attend Social Work Fair and/or Schedule and attend interviews with prospective field agency.
9. Attend 2 required Field Orientation meetings with the Director of Field Education.

Students will be given written notification by the Director of Field Education stating whether they have been selected to participate in Field Education and Seminar I for the Fall semester or have been denied. Written Notification of a student's acceptance or denial for Field Education will be given no later than April of each year.

Students who are denied from entering Field Education and Seminar will meet with the Director of Field Education to discuss the areas where they did not meet the requirements for entry into Field Education and Seminar. From this meeting, a plan of action/learning contract will be developed to strengthen areas where the student demonstrated weaknesses (academic and /or personal). The student may be requested to:

10. Re-apply for field the next academic school year after working on the assigned plan of action/learning contract or
11. Receive admittance to field for the Fall semester based on completion of the assigned plan of action/learning contract prior to the assigned deadline (this will only be permissible for students with minor areas that require strengthening).

SELECTION OF FIELD EDUCATION AGENCIES

Students who have been selected for field placement will meet with the Director of Field Education to discuss potential field placements. Field placements can be selected from the following methods:

1. Students can attend the Social Work Career Fair hosted by Alabama A&M Social Work Department in the Spring semester. Students will be provided with a blank Agency Selection Form and will be asked to select their top three agencies in order of preference. This form will be collected at the close of the fair and use for the individual placement consultation, the Director of Field Education will review the agencies selected by the student, agencies selected must meet the field instruction prerequisites requirements for agencies. Once the selections are confirmed the agencies are then contacted by the Director of Field Education to determine whether the agency wishes to accept a student for field placement and the suitability of the agency in meeting the educational and field instruction standards for an appropriate placement.
2. In the event that students are unable to attend the Social Work Career Fair, the Director of Field will meet with the student to discuss potential field placements and will once again use the Agency Selection Form for the student to select their top three agencies in order of preference. The Director of Field Education will review the agencies selected by the student, and determine the suitability of the agency in meeting the educational and field instruction standards for an appropriate placement. Once the selections are confirmed the agencies are then contacted by the Director of Field Education to determine whether the agency wishes to accept a student for field placement.

INTERVIEWING WITH PROSPECTIVE FIELD AGENCIES

All students are required to contact prospective agencies to schedule and interview with the prospective Field Instructor. Students are expected to dress professionally for interviews and

bring a professional resume'. Upon completion of the interview(s), students will contact the Director of Field Education to share the result of their interview(s). The Director of Field Education will contact the agency to confirm a possible match, if this was indicated by the student. There must be a mutual agreement between the student and agency regarding the acceptance of the student into field for the Fall semester, before the placement is finalized. If a mutual agreement cannot be reached, the Director of Field Education will contact the next agency on the student's Agency Selection Form for possible placement and repeat the process. Once a placement is finalized, the student will be required to work a minimum of 8 hours at the agency in order to, for the final time, determine if the selection was a good choice for both the agency and the student.

Even though every attempt is made to match students according to their preference, the Director of Field Education reserves the right to officially place students within an agency for the 400 hour field practicum experience.

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

FIELD ORIENTATION

Students selected for field are expected to attend two mandatory field orientation meetings that will be held during SW400 – Generalist Skills (during the month of April each semester). Students will review what will be expected of them in field as well as receive their summer assignments.

SOCIAL WORK FAIR

In previous years, the social work department used a matching format in placing students that was based on the student's stated area of interest, the faculty and or Director of Field Instruction's knowledge of the student's ability and skills and availability of agencies. During an evaluation of the selection process it was discovered that students wanted to see and know more about the various agencies that were available within the community so they could make a more informed choice in their selection of agencies. The concept was discussed with other social work institutions in the vicinity and discussion brought about the development of a social work fair which would provide students with a forum to view the various agencies and make a more informed decision in their senior field placement setting. This belief follows the social work belief of client self-determination, allowing the students the opportunity to view and select agencies that would be appropriate for their desired interest.

During the Spring Semester of each year, community agencies from Madison County and the surrounding counties are invited to a Social Work Fair which is held in conjunction with Alabama A&M and North Alabama University. Agencies are invited that field directors believe would provide the range in learning opportunities that are necessary for the field instruction courses.

The purpose of the Social Work Fair is to:

- Provide students with an opportunity to discover the various community resources that they can utilize within their senior practicum.
- Meet and interview representatives from the various agencies to better understand the agency's role in social service provision within the Huntsville/Madison County region.
- Provide a forum for the selection of a potential agency for the students' senior field practicum

PREREQUISITES FOR AGENCY BASED FIELD INSTRUCTOR SELECTION

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

1. Masters level social work education with two years experience (preferred), or licensed BSW professional social work practitioner as defined by CSWE. Field Instructors are required to complete a resume/vita (See Appendices), which is submitted to the Director of Field Education for consideration of the applicant. Occasionally, students may be placed in agencies in which the Field Instructor does not possess the professional social work credentials but understands and respects the role of a social work and the NASW Code of Ethics by which they operate. In these cases, the individual must have a masters degree in the field of human services (i.e. psychology, counseling) and have a minimum of 5 years experience within their field. The Director of Field Education will provide supplemental field supervision. This will be achieved by more frequent agency visits and weekly conferences with the student.
2. Employment at agency for at least six (6) months prior to becoming a Field Instructor.
3. Ability to provide students with the knowledge of social work principles, concepts and values.
4. The ability to stimulate students and support them in their learning.
5. Availability and interest in social work education.
6. Commitment to attend planned Field Instructor's seminars sponsored by the University (meetings are held once each semester).
7. Availability to provide students with social work concepts, principles and values; and to assist students in the learning process.
8. Provide students with supervisory conferences at least once per week for one hour.
9. Willingness to communicate to student and to the Director of Field Education any conditions or problems as soon as they are evident.

The Field Instructor must be on-site and on-duty when a student is in field placement. During times that the Field Instructor is unavailable due to sickness or vacation, etc., it is the responsibility of the Field Instructor to arrange for another qualified agency staff person to provide supervision for the student in terms of signing logs and assigning tasks, etc.

PREREQUISITES FOR AGENCY SELECTION

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

1. Commitment to active participation as a partner in professional education for social work. This involves an acceptance of the NASW code of Ethics, the Oakwood University Social Work Program's educational program and a commitment to culturally competent practice in addressing diversity as set forth by NASW's Standards for Cultural Competence in Social Work Practice.
2. Willingness to devote time and effort in the training of social work students.
3. Ability to provide qualified staff to serve as Field Instructors. Designated instructional staff are expected to have adequate time to devote to student learning. In addition, affiliated agencies are expected to do the following:
 - i. Interview the student prior to placement.
 - ii. Orient the student to the agency, its policies and procedures as they are and as they have evolved.
 - iii. Assure the availability of an appropriate variety, quality and quantity of practice learning experiences with individuals, groups, families, communities and organizations.
 - iv. Provide opportunities for learning experience with staff, other social workers and professional from other disciplines.
 - v. Prepare other agency staff in advance of the student's arrival. Involve the staff in whatever way they can contribute most to the student's learning process so they too will understand the Undergraduate Social Work program.
 - vi. Provide adequate work space for students. This includes privacy for interviewing, access to a telephone, desk, forms and/or other resources necessary for home visits, dictation and other services.
 - vii. Implement the activities on the activities chart.
 - viii. Help the student to integrate theoretical knowledge and knowledge from previous experience with his/her present practice.
 - ix. Meet with the Director of Field Education at least two times per semester to discuss student progress.
 - x. Reimburse students for transportation on agency business.
 - xi. Involve the student in the preparation of the student semester evaluation.
 - xii. Inform the Director of Field Education about pertinent developments in the agency and practice.

- xiii. Follow through with student until the expiration of the time agreed upon. An agreement between the agency and the Program (See Appendices) is signed prior to the placement of the student.
- xiv. Inform the student and Director of Field Education about any unusual developments, opportunities, conditions or problems as soon as they are evident. Open communication is crucial to all parties involved.
- xv. Agency must be in compliance with all pertinent federal, state, and local laws and policies concerning non-discrimination.
- xvi. Evaluate school and Director of Field Education support for agency based learning experience through training by completing the Field Instructor Program Evaluation form (See Appendices).

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

THE RESPONSIBILITIES OF THE FIELD PARTICIPANTS

RESPONSIBILITIES OF DIRECTOR OF FIELD EDUCATION

The Director of Field Education is a full-time member of the Oakwood University Social Work Department who is responsible for the overall coordination of the field education process which includes implementing the goals of the social work program, ensuring that students are demonstrating the course educational outcomes and working with the agency to provide training and experiences to help students integrate social theory and practice. The primary duties of the Director of Field Education include:

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

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

1. Field Instructor Meetings
2. Advisement
3. Placement Policies

RESPONSIBILITIES OF DIRECTOR OF FIELD TO STUDENTS IN FIELD EDUCATION

1. Continue advisor/advisee relationship during the field placement.
2. Maintain role as consultant to field supervisor on behalf of the student.
3. Help student bridge theory and practice.
4. Help student with personal anxieties surrounding field placement.
5. Work with supervisor in counseling process.
6. Inform students of grievance process.
7. Lend support to the Social Work Field program and students in the implementation of the field practice experience and career development.

SPECIAL BENEFITS FOR FIELD INSTRUCTORS

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

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

STUDENTS' RESPONSIBILITIES IN FIELD EDUCATION

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

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

1. Become familiar with their respective agency's holiday observations, lunch periods, breaks, etc. These times differ in various agencies and students are expected to adhere to agency policies.
2. Report to their agencies at scheduled times. If for any reason students must be absent (serious illness, death in family, etc.), or tardy for reasons beyond their control, the Field Instructor must be notified prior to starting time. If the Field Instructor is unavailable, a message must be left with a secretary or another responsible person at the agency. Absence from the agency without notification is not permissible. In the

event this occurs, students risk a reduction in grade or in repeated cases, or may be asked to withdraw from the course. Once arrangements have been made with a Field Instructor, the Director of Field Education should be made aware of the arrangements.

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

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

SOCIAL WORK PROGRAM/AGENCY RESPONSIBILITIES

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

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

RESPONSIBILITIES OF THE AGENCY TO THE SOCIAL WORK DEPARTMENT

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

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

(Please see Agency Contractual Agreement in Appendix)

FIELD EDUCATION I ACTIVITIES (FALL SEMESTER)

Week One

- Orientation to agency, agency structure, agency manual.
- Preparation of Learning Contract/Final Evaluation

Weeks Two and Three

- Participation of staff in agency related meetings and planning sessions.
- Observation of individual and groups.
- Learn to operate equipment for work performance (VCR, Facsimile Machine, Photocopiers, Computers).
- Identify community resources.

Weeks Four to Seven

- Observe and discuss the field instructor's use of the GIM.
- Observe and begin to co-lead in interviewing and referrals.
- Begin to comprehend relationships of the agency to the total community.
- Utilize writing skills.
- Attend professional meetings, workshops, and conferences.

Weeks Eight to Eleven

- Explain use of professional self (confidentiality, use of supervisor).
- Utilization of the Generalist Intervention Model.
- Movement from observation to actual performance of assignments related to delivering services to individuals, families, groups, organizations, and communities.
- Clearly record data.
- Selective data collection.
- Discussion of social problems, oppressed groups, sexism, racism, classism, difference, women's issues and social agencies.
- Mid-Term Evaluation
- Make home visits.

Weeks Twelve to Fifteen

- Demonstrate methods of intervention.
- Understand organizational behavior.
- Lead or co-lead sessions with individual, group, family, organization or community.

- Link external resources and clientele.
- Student and agency evaluations.
- Develop resource file.
- Utilize relationship skills (confrontation, empathy, clarifying, listening, observing).
- Final Evaluation.

FIELD EDUCATION II ACTIVITIES (SPRING SEMESTER)

Week One

- Preparation of Learning Contract/Final Evaluation
- Continuation of assignments with individuals, groups, families, organizations and communities

Weeks Two to Six

- Assuming independence in performing tasks in relation to practicum (carrying caseload, planning activities)
- Discussion of policies and procedures which impact the client system
- Attendance and participation in professional meetings and workshops
- Writing skills (letter writing, summaries, reports, etc)
- Verbal skills (oral presentation on agency-related issues)
- Continued use of professional self (relationship with supervisor, client system, confidentiality)

Weeks Seven to Ten

- Complete resource file
- Professional collaboration to effect changes on behalf of diverse systems (contacting social security office, nursing homes when discharged from hospitals, etc.)
- Help plan agency workshops
- Mid-term evaluation

Weeks Eleven to Fifteen

- Agency and student evaluation
- Final Evaluation
- Termination with Director of Field Instruction

Note: Conferences with agency field instructor is an on-going weekly activity.

EVALUATION/GRADING

EVALUATION AND GRADING OF STUDENT PERFORMANCE

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

The written and oral evaluations conducted twice each semester are primarily based on the student's ability to organize time, work within the agency system, form meaningful relationships with clients, agency and Field Instructor, communicate effectively, use the problem solving method, and be sensitive to the needs of diverse clientele. There are twenty-six Practice Behaviors that have been identified by the Oakwood University Social Work Department. Upon completion of Field Education, students will demonstrate proficiency in the following areas:

1. **PB 2.1.1a; DC 1:** Advocate for client access to services provided within the field of social work.
2. **PB 2.1.1b; DC 1:** Practice personal reflection and self-correction to assure continual professional development.
3. **PB 2.1.1c; DC 1:** Maintain professional roles (i.e. as a professional social worker) and appropriate boundaries.
4. **PB 2.1.1d; DC 1:** Demonstrate professional demeanor in behavior, appearance, and communication.
5. **PB 2.1.1e; DC 1:** Engage in career-long learning (i.e. professional development).
6. **PB 2.1.1f; DC 1:** Use supervision and consultation
7. **PB 2.1.2a; DC 2:** Recognize and manage personal values in a way that allows professional values to guide practice.
8. **PB 2.1.2b; DC 2:** Making ethical decision by applying standards of the National Association of Social Workers Code of Ethics.
9. **PB2.1.2d; DC 2:** Apply strategies of ethical reasoning to principled decisions.
10. **PB 2.1.3a; DC 3:** Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
11. **PB 2.1.3b; DC 3:** Analyze models of assessment, prevention, intervention, and evaluation.
12. **PB 2.1.3c; DC 3:** Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
13. **PB 2.1.4a; DC 4:** Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, create or enhance privilege and power.

14. **PB 2.1.4b; DC 4:** Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
15. **PB 2.1.5a; DC 5:** Understand the forms and mechanisms of oppression and discrimination.
16. **PB 2.1.5b; DC 5:** Advocate for human rights and social and economic Justice.
17. **PB 2.1.5c; DC 5:** Engage in practices that advance social and economic justice.
18. **PB 2.1.5d; DC 5:** Global Perspective
19. **PB 2.1.6b; DC 6:** Use research evidence to inform practice.
20. **PB 2.1.7a; DC 7:** Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
21. **PB 2.1.8a; DC 8:** Analyze, formulate, and advocate for policies that advance social well-being.
22. **PB 2.1.9a; DC 9:** Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services.
23. **PB 2.1.10, DC 10:** Engagement (a)
 - a. **PB 2.1.10a1** Substantively and affectively prepare for action with individuals, families, groups, *organizations, and communities*.
 - b. **PB 2.1.10a2** Use empathy and other interpersonal skills.
 - c. **PB 2.1.10a3** Develop a mutually agreed-on focus of work and desired outcomes.
 - d. **PB 2.1.10, DC 10:** Assessment (b)
 - PB 2.1.10b1** Collect, organize, and interpret client data.
 - PB 2.1.10b2** Assess client strengths and limitations.
 - PB 2.1.10b3** Develop mutually agreed-on intervention goals and objectives.
 - PB 2.1.10b4** Select appropriate intervention strategies.
 - e. **PB 2.1.10, DC 10:** Intervention (c)
 - PB 2.1.10c1** Initiate actions to achieve organizational goals.
 - PB 2.1.10c2** Implement prevention interventions that enhance client capacities
 - PB 2.1.10c3** Help clients resolve problems
 - PB 2.1.10c4** Negotiate, mediate, and advocate for clients Negotiate, mediate, and advocate for clients Negotiate, mediate, and advocate for clients Negotiate, mediate, and advocate for clients Negotiate, mediate, and advocate for clients
 - PB 2.1.10c5** Facilitate transitions and endings.
 - f. **PB 2.1.10, DC 10:** Evaluation (d)
 - PB 2.1.10d** Social workers critically analyze, monitor, and evaluate interventions
24. **PB 11a, DC 10:** Black Diaspora -Demonstrate historical knowledge of the Black

Diaspora and the unique historical strengths and challenges this group has faced.

25. **PB 11b, DC 10:** Identify evidence-based intervention strategies with Black that can be implemented at various levels to address Black social problems at various levels of practice.
26. **PB 13:** Christian Service

The Field Education Program is related to the total Social Work curriculum. Integration of theoretical knowledge of human behavior and the social environments, research, oppression and diversity, social welfare policy and the general method of social work establishes a firm base to provide services to individuals, families, groups, organization and communities.

Students are expected to be able to satisfactorily demonstrate the above Practice Behaviors upon completion of their program.

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

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

STUDENT EVALUATION OF THE FIELD PRACTICUM:

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

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

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

STUDENT EVALUATION FOR FIELD EDUCATION PROGRAM:

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

DIRECTOR OF FIELD EDUCATION EVALUATION OF THE AGENCY SETTING:

One of the goals of the Oakwood University Social Work Program is to foster and support a commitment to knowledge expansion and the responsibility for professional growth through the continual process of critical thinking. Critical thinking is a key component of the field experience as students must critically analyze situations that they will face within their agency environment, to see if the agency is healthy enough to ensure students learn and grow within a stable setting.

A written evaluation of the type and quality of learning available within each field agency is administered by both the student and the Director of the Field Education at the end of each school year in order to assess the effectiveness of agency as a field site for future placements. The Director of Field Education's evaluation is based on information shared by students on their evaluation of the agency and through class discussions as well as ongoing observations through meetings with Field Instructors during Field Instructors workshops and field evaluation meetings. The Director of Field Education also observes the Field Instructor's adherence to the Agency/University Contractual Agreement (i.e. providing a minimum of one hour of supervision per week, attending field instructor's workshops, etc.) as a way to evaluate Field Instructors. A list of agencies used by the Oakwood University for the placement of social work students in completion of the field practicum is outlined in the appendices of the Field Education Manual.

GENERAL FIELD POLICIES

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

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

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

Processing the Request

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

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

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

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

(Adapted from Abilene Christian University, Bill Culp)

BLOCK PLACEMENTS

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

1. Applicants must have a minimum cumulative grade point average of 3.30 when their application is submitted.
2. Applicants must have one year paid prior social work experience.
3. Applicants must submit one recommendation from an employer.
4. Applicants must have completed all required and general education courses except for SW454 and SW455.
5. Applicants must interview with the Director of Field Education and have approval of the Department.

ARRANGING HOURS IN FIELD

Students are expected to complete 400 hours during two field semester (200 hours each semester). Field hours are expected to be completed during the week on Monday's, Wednesday's and Fridays between the hours of 8:00 am – 5:00 pm. Students may take a 30 minute to 1 hour lunch break, depending on the needs of the agency, but cannot include this break in their log hours.

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

1. Arrive on time for field
2. Have no more than one unexcused absence from field (a penalty will be given for more than one unexcused absence).
3. Contact the Field Instructor if late or ill within thirty (30) minutes of the agency's opening.
4. Leave a telephone message or email if unable to speak to the Field Instructor directly at the time of initial contact. Follow up message again later on in the day (must make more than one attempt to contact the Field Instructor).
5. Absences for religious observance and personal days must be discussed in advance with the Field Instructor and Director of Field Education
6. Make up any missed time or assignments in the field.
7. Students should not be left alone in the agency. This includes coverage for staff meetings, trainings, working on late projects, etc. Students should notify the Director of Field Education immediately if this happens.
8. Students should be willing to be flexible in their schedules at the agency if needed
9. Students should not constantly stay later than their scheduled hours. Working longer than scheduled may indicate that the learning contract should be revised or the issues with time management should be revised.
10. Students are expected to monitor their hours and keep a personal copy of the logs they submit to the Director of Field Education.

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

COMPLETION OF HOURS AND ABSENCE FROM FIELD

Students are expected to complete 200 hours at the end of each of semester. If the student is unable to complete the hours in the allotted time a deferred grade “DG” will be given. The student will then have the opportunity to make up the needed hours (if for the Fall semester) during the Christmas break or during the first month of the Spring semester. Once completed, a “Change of Grade” form will be assigned and submitted to the University’s Records Office. Students who do not complete the needed hours by the end of the Spring semester will also be given an incomplete and will have to complete the remaining hours within the following six weeks. Failure to complete the remaining hours within the six week period after the end of the Spring semester will result in a failing grade of “F”. Graduation may be delayed if students do not complete their field hours prior to the end of the Spring Semester.

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

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

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

It is critical that field instructors use an early warning system to deal with students who are not performing at the standards required by the social work department or the agency. While the field education experience is a learning experience, students are expected to grow in their skills and knowledge with time and training. However, if the student is unable to meet the expectations it may be necessary to evaluate the student and the field placement to determine whether the cause of the student’s lack of progress is due to the student’s performance or due to problems located within the field setting. Some problems that may be located within the field setting include the following:

1. Lack of Supervision from the assigned field instructor or for example, the Field Instructor may not meet with the student once a week for an hour or fails to provide tasks and experiences that allow the student to successfully complete the goals on their learning contract.
2. Inadequate learning opportunities – for example, a student has little or no opportunity to engage in activities outlined by the GIM or the activities that are assigned are too complicated for a BSW level student.
3. Incompatibility in personalities between the Field Instructor and student - a student and their Field Instructor may not get along to the point where their differences can not be worked out despite third party intervention by the Director of Field Education.

4. Inadequate transportation - sometimes a student may need to be moved to a closer placement or a placement within walking distance because they begin to experience problems with their vehicle during their placement.
5. Changes within the agency structure – sometimes an agency may experience changes that affect the Field Instructor’s ability to supervise students or create an environment that is not conducive for the student to learn in.

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

DOCUMENTATION OF FIELD PRACTICUM

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

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

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

- Points will be deducted for incomplete information (i.e. failure to clearly state hours).
- Hours should be marked off in the following way:

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

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

The Director of Field collects and retains the official log hours. If there is a discrepancy, the student may meet with the Director of Field or appointed worker, to discuss the discrepancy. It is the student’s responsibility to have a copy of all field hours. The student must have official copies of their log hours that were signed by their Field Instructor in order for a discrepancy

meeting to take place. It is the student's responsibility to retain copies of their logs. Once these logs are handed in to the Field Director, they will not be returned.

INCLEMENT WEATHER

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

PERSONAL/MEDICAL LEAVE

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

JURY DUTY

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

MILITARY DUTY

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

SEXUAL HARASSMENT

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

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

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

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

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

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

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

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

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

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

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

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

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

DRUG FREE ENVIRONMENT

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

DRESS POLICY

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

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

Field students are expected to dress professionally and to be neatly groomed. Hairstyles and use of cosmetics should be tasteful and not extreme in color. The display and advertisement of

tattoos is unacceptable. Tattoos with vulgar language or sexually graphic pictures must be concealed at all times.

(Adapted from the Oakwood University Student Handbook)

GRIEVANCE PROCESS

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

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

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

PROCEDURES FOR PROBATION AND/OR TERMINATION FROM FIELD

- A. A highly developed sense of integrity is a basic characteristic required of students in the social work program. Although it is not possible to provide an exhaustive list of all types of violations, the following are some examples:
 1. Plagiarism
 2. Poor or improper professional conduct during practicum (e.g. breaching confidentiality, fabrication of information).

3. Being under the influence of alcohol and/or other controlled substances during classes and/or practicum.
 4. Unprofessional involvement with a client or supervisor while engaged in practicum activities.
 5. Derogatory comments and behavior towards clients.
 6. Displaying prejudicial behavior and/or attitudes toward a client of a different class, race, age, religious and/or sexual preference.
 7. Violation of the NASW Code of Ethics.
 8. Forging signatures
 9. Logging field hours that have not been completed
 10. Violation of University's code of conduct for students
- B. Continuation in the program requires a demonstration of academic ability:
1. A student must maintain a "C" average in all course work and maintain a "C" average or higher in required social work courses.
- C. Failure to abide by the standard required by an Oakwood University student as stated in the University Student Handbook.

PROCEDURES FOR PROBATION AND TERMINATING ENROLLMENT IN THE SOCIAL WORK PROGRAM

1. In the event a student has violated the criteria, thus placing their status in jeopardy, he/she will be counseled by an individual instructor who will inform the student of his/her deficiencies, and will issue a written warning of probation. The student will be provided a copy and one will be placed in the student's file.
2. Specific written guidelines for removal of deficiencies will be established between student and instructor. These requirements must be achieved within an identified time framework but not more than ten academic days.
3. If improvement is not sufficient and requirements remain unfulfilled, the student will be notified that termination is being considered.
4. If termination becomes necessary, the recommendation will be reviewed by the teaching team, comprised of the field instructor/field supervisor, the Faculty person involved and the Chair/Program director. The field coordinator will notify the student of the teaching team's decision.
5. Conditions requiring probationary status more than twice during the program will be grounds for termination.
6. Should the procedures within the Social Work Program not sufficiently address the student's concerns, the student may use the appeal process outlined in the Oakwood University Student Handbook.
7. For academic issues, the first step in an appeal is to request a meeting with the Professor. A further appeal may be made to the Social Work Program Department

Chair. If the issues are not resolved at that level, there is recourse through the Vice President of Academic Affairs.

SAFETY/INFECTION CONTROL

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

Agency's Responsibilities to Ensure Safety/ Infection Control:

1. Educate students about potential risks that impact safety.
2. Provide safety training for the student on how to deal with violent behavior from a client.
3. Inform the Director of Field if a student is involved in a violent situation with a client.
4. Provide training and education on universal health precautions.
5. Provide students who have been physically harmed by a client with a suspected communicable disease (bitten, scratched, etc) with proper medical attention and referral to a health facility for testing and treatment.
6. Contact the Director of Field Education immediately if a student is has been harmed by a client and is at risk for a communicable disease.

Student Responsibilities to Ensure Safety Infection Control

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

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

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

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

SAFETY/PERSONAL

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

Precautions to Follow in Making Home Visits

1. Review the agency's written policies regarding home visits, as well as all other safety-related issues. Ask a staff member familiar with the community itself to personally orient you.
2. Be familiar with the environment: entrances, exits, and places to avoid. Project an image of knowing where you are going and what you are doing, even if you don't. Beware of "looking lost."
3. **OBSERVE** how clients are dressed. Are they wearing coats, jackets, or other clothing that can conceal a weapon?
4. **ALWAYS BE SURE YOU HAVE ENOUGH GAS IN YOUR CAR.**
5. Visit at high activity times, like 8:00 am – 10:00 am or 2:30 pm – 4:00 pm (when children are getting out of school). Also choose a time when people who are known to be violent are likely to be out of the home.
6. Be aware that your own clothing not misrepresent you or put you at risk of being a "target," i.e. flashy jewelry, provocative clothing, a "salesperson look."
7. If it seems appropriate in the community, ask clients to walk around the neighborhood or sit on the porch with you from time to time, so that others can see that you are there with the client's permission.
8. Without violating confidentiality, be prepared to answer questions simply and directly about who you are and what you are doing. The purpose is to demonstrate to neighbors that you are not a salesperson, a policeman, or a new drug dealer.
9. **ALWAYS LET STAFF KNOW WHERE YOU ARE GOING AND WHEN YOU WILL BE BACK.**
10. Call clients to let them know to expect you at a certain time. Ask them to contact the agency if you are late.
11. At the door of a home, **LISTEN BEFORE YOU KNOCK.** If you hear sounds of a threatening situation going on, **LEAVE IMMEDIATELY.** Stand to one side of the door when you knock, not directly in front. **DO NOT** accept invitations such as "Is that you? Just come on in." Identify yourself and ask the occupant to come to the door to let you in.
12. Once inside, **BE ALERT AND OBSERVANT** of your environment. Are there dangerous weapons lying about? Are there drugs being used in the house? Is someone drunk and physically acting out? In such cases, tell your primary client you cannot remain and try to reschedule or have them see you at the agency. Regardless, **GET OUT!**
13. If a client's language or behavior begins to escalate, **DO NOT GET PHYSICAL.** This is especially so if the interaction is verbal.

IF YOU ARE IN AN ESCALATING SITUATION:

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

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

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

Or

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

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

DISABILITY ACCOMMODATION/STUDENTS WITH SPECIAL CONCERNS

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

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

EXTRACURRICULAR ACTIVITIES AND WORK SCHEDULES

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

FIELD HOURS ON FRIDAYS

As a Seventh-day Adventist Institution the University follows the fourth commandment (Exodus 20:8) of observing the Sabbath (sunset Friday to sunset Saturday). While the university closes at 12:00 noon on Fridays, in order to allow its employees and students time to prepare for the Sabbath, field students are expected to work until at least one hour before sunset. In other words, it is not mandatory for field students to end their day on Fridays at 12:00 noon. The field experience is designed to be as close to working in the “real world” as possible and while many employers will honor the religious beliefs of their employees, employees are expected to work as close to the agency’s closing time as possible. Students are to speak with their field instructor regarding their hours on Fridays so as to avoid any misunderstandings.

MEDICAL INSURANCE

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

NASW STUDENT/SCHOOL LIABILITY INSURANCE

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

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

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

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

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

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

* May not be available in all states

** Rates subject to change

TRANSPORTATION/CAR ACCIDENT COVERAGE

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

CAR ACCIDENT COVERAGE

Field students are required to purchase and show proof of full coverage car insurance. Students are not to drive to field or transport clients in their personal vehicles without third-party car accident coverage. Driving without liability insurance is illegal in the state of Alabama.

MILEAGE REIMBURSEMENT

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

PROFESSIONAL ORGANIZATIONS

NORTH AMERICAN ASSOCIATION OF CHRISTIANS IN SOCIAL WORK

Statement of Faith and Practice - (NACSW Bylaws: Article II, Section 2)

Tenets emphasizing Christian beliefs:

1. There is one God, who created and sustains everything that exists, and who continues to be active in human history.
2. Humanity is the highest creation of God, but rebelled against its Creator, and is in need of forgiveness and reconciliation.
3. God became incarnate in Jesus Christ, who died on the cross, who was raised bodily from the dead to reconcile human beings to their Creator, and who has promised to return personally in judgment to complete the establishment of His kingdom.
4. God works in and through people in the person of the Holy Spirit.
5. The character and purposes of God are revealed in the Bible, the Word of God, which is the basis for what Christians are to believe and how they are to live.
6. Jesus Christ calls all Christians to be a caring community and a corporate witness to faith in Him.

Tenets emphasizing human relationships and responsibilities:

1. Every individual is a person of worth, with basic human rights and essential human responsibilities.
2. The uniqueness of each human being and the distinctiveness of social groups derive from factors such as age, gender, race, ethnicity, national origin, life philosophy, family, culture, and economic and social structures.
3. Human beings are interdependent with each other and with their social and physical environments.
4. Jesus Christ is Lord over all areas of life, including social, economic and political systems.

Tenets emphasizing vocation:

1. A dynamic relationship exists between the Christian life and social work practice.
2. Christians in social work ought not to be motivated by temporal wealth, power or security.
3. Christians in social work ought to examine and evaluate all human ideologies and social work theories and methods as to their consistency with the Bible, their consciences, social laws, and professional codes of ethics.
4. Christians in social work ought to work for the temporal and eternal well being of all human beings, and for the redemption of human communities and social institutions.

5. Christians in social work ought to support and submit themselves to the highest standards of professional education, practice, and ethics.
6. Christians in social work ought to use the insights of their faith in helping people, and to treat everyone as Jesus Christ would have them treated.

NATIONAL ASSOCIATION OF SOCIAL WORKERS (NASW)

Code of Ethics/Ethical Principles

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

Value: Service

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

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

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

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

Value: Dignity and Worth of the Person

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

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

Value: Importance of Human Relationships

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

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

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

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

Value: Competence

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

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

National Association of Social Workers

750 First Street NE, Suite 700

Washington, DC 20002-4241

202-408-8600 | 800-638-8799

NATIONAL ASSOCIATION OF BLACK SOCIAL WORKERS

The NABSW was founded in May, 1968, in San Francisco. This organization was formed in response to issues related to providing human services in the Black community, educating social workers for effective service in the Black community, and providing opportunities for participation of Black social workers in the social welfare arena. Membership in NABSW is open to Black people working in human services and is not predicated upon degree or experience. There are chapters throughout the country.

NABSW has annual conferences and educational tours. Its publications are the Black Caucus Journal and the NABSW Newspaper. Through its various committees on social welfare, NABSW addresses individual, family, and community needs. The organization engages in social action, research, and other activities to promote improvement in the civil, legal, health, and socio-economic status of African Americans.

The Code of Ethics of NABSW, adopted in 1971, is excerpted below:

In America today, no Black person, except the selfish or irrational, can claim neutrality in the quest for Black liberation nor fail to consider the implications of the events taking place in our society. Given the necessity for committing ourselves to the struggle for freedom, we as Black Americans practicing in the field of social welfare set forth this statement of ideals and guiding principles.

If a sense of community awareness is a precondition to humanitarian acts, then we as Black social workers must use our knowledge of the Black community, our commitments to its self-determination and our helping skills for the benefit of Black people as we marshal our expertise to improve the quality of life of Black people. Our activities will be guided by our Black consciousness, our determination to protect the security of the Black community and to serve as advocates to relieve suffering of Black people by any means necessary.

Therefore, as Black social workers we commit ourselves, collectively, to the interests of our Black brethren and as individuals subscribe to the following statements:

I regard as my primary obligation the welfare of the Black individual, Black family, and Black community and will engage in action for improving social conditions.

I give precedence to this mission over my personal interests.

I adopt the concept of a Black extended family and embrace all Black people as my brothers and sisters, making no distinction between their destiny and my own.

I hold myself responsible for the quality and extent of service I perform and the quality and extent of service performed by the agency or organization in which I am employed, as it relates to the Black community.

I accept the responsibility to protect the Black community against unethical and hypocritical practice by any individuals or organizations engaged in social welfare activities.

I stand ready to supplement my paid or professional advocacy with voluntary service in the Black public interest. I will consciously use my skills, and my whole being, as an instrument for social change, with particular attention directed to the establishment of Black social institutions.

NABSW

8436 West McNichols

Detroit, MI 48221

Phone: (313) 862-6700

Fax: (313) 862-6998

COUNCIL ON SOCIAL WORK EDUCATION

Educational Policy and Accreditations Standards

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

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

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

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment.

1. PROGRAM MISSION AND GOALS

Educational Policy 1.0 – Program Mission and Goals

Educational Policy 1.1 – Values

Educational Policy 1.2 – Program Context

2. EXPLICIT CURRICULUM

Exceptional Policy 2.0 – The Social Work Curriculum and Professional Practice

Educational Policy 2.1 – Core Competencies

Educational Policy 2.1.1 – Identify as a professional social worker and conduct oneself accordingly.

Educational Policy 2.1.2 – Apply social work ethical principles to guide professional practice.

Educational Policy 2.1.3 – Apply critical thinking to inform and communicate professional judgments

Educational Policy 2.1.4 – Engage diversity and difference in practice.

Educational Policy 2.1.5 – Advance human rights and social and economic justice.

Educational Policy 2.1.6 – Engage in research-informed practice and practice-informed research.

Educational Policy 2.1.7 – Apply knowledge of human behavior and the social environment.

Educational Policy 2.1.8 – Engage in policy to advance social and economic well-being and to deliver effective social work services. Educational Policy 2.1.9-Respond to contexts that shape practice.

Educational Policy 2.1.10(a)-(d) – Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Educational Policy 2.1.10(a) – Engagement

Educational Policy 2.1.10(b) – Assessment

Educational Policy 2.1.10(c) – Intervention

Educational Policy 2.1.10(d) – Evaluation

Educational Policy B2.2 – Generalist Practice

Educational Policy 2.3-Signature Pedagogy: Field Education

Accreditation Standard B2.0 – Curriculum

The 10 core competencies are used to design the professional curriculum.

Accreditation Standard 2.1 – Field Education

3. IMPLICIT CURRICULUM

Educational Policy 3.0 – Implicit Curriculum: The Learning Environment

Educational Policy 3.2 – Student Development

Accreditation Standard 3.2 – Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Educational Policy 3.3 – Faculty

Faculty qualifications, including experience related to the program’s competencies, and an appropriate student-faculty ratio is essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers.

Educational Policy 3.4 – Administrative Structure

Educational Policy 3.5 – Resources

4. ASSESSMENT

Educational Policy 4.0 – Assessment

Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education.

APPENDICES

PROCESS RECORDING

PROCESS RECORDING I GUIDE FOR PRACTICE WITH INDIVIDUALS OR FAMILIES

Process recording is a major teaching and learning tool used in the field instruction courses. The purpose of process recordings are to:

1. Structure the student's thinking about their social work practice;
2. Provide a vehicle for conceptualizing what happens in client(s)/student's interactions;
3. Heighten student's awareness of themselves in these interactions;
4. Present student's practice experiences to the field instructor for feedback.

Instructions

- I. All the material used in process recordings are regarded as confidential. Full names and identifying locales are not to be used. To protect client confidentiality use initials for all proper names (e.g. clients, agencies, and institutions).
- II. Process recordings are not the property of the student. They are a teaching/learning tool and are to be destroyed when the student concludes his placement.
- III. Process recordings require time and effort. The time taken to complete them is not to be included in the required field placement hours.
- IV. All process recordings must be typed.

Process

Process Recording Outline

Process recordings are intended to describe what happened in an interview and how it happened. The following is a sample outline. Field instructors should feel free to modify this outline for their own teaching purposes.

1. Identifying Information
 - a. Date and location of the interview.
 - b. Describe the client(s). Include such relevant information as age, gender, race, ethnicity, and family constellation (including absent members).
2. Purpose of the Interview

In a clear, concise statement, describe the purpose of the interview (why are you seeing the client at this point in time?)

 - a. Indicate what the client(s) consider to be the purpose of the interview;
 - b. Indicate what you consider to be the purpose of the interview;
 - c. Indicate how the perception of purpose is similar or different. If different, briefly discuss the implications of this difference.

- d. If you have had more than one interview, discuss the relationship between this interview and the previous one(s).

3. Initial Observations

Briefly describe the physical setting and its impact on you and/or the client(s).

- a. Describe your impressions of the emotional climate at the beginning of the interview, i.e., the attitudes and feelings of the client(s) as well as the attitudes and feelings you brought to the interview.
- b. Describe any significant changes in the client's appearance since the previous session.

4. Content

This part of the recording should be devoted to an actual description of the interaction between you and the client(s). It is important to include the following:

- a. A description of how the interview began.
- b. The actual interaction between the client(s) and you, during the session. The content should be selective and focus on what is significant and pertinent.
- c. Whatever relevant factual information was shared and the responses of both you and the client in relation to this information;
- d. The feeling content of the interview on the part of the client and your response to this (e.g., how you handled it; what your reactions were);
- e. A description of how the interview ended.

5. Assessment

What is your current assessment of this client(s)? Include client(s) strengths and weaknesses.

- a. How is your current assessment the same as or different from your original assessment?
- b. Indicate the theory or other knowledge, learned in your other courses, that helps you to understand the process and content of this session, e.g., what knowledge of human behavior or the human condition applies to this practice situation?

6. Analysis of the Student Social Worker's Practice

Utilizing hindsight, think through your role and your use of self in this interview. Evaluate your effectiveness and reflect on your use of practice skills and techniques. Evaluate the degree to which the purpose was accomplished.

7. Plan

Briefly state the plans you and the client(s) have made for the next interview. Include the mutual goals you have set with the client.

PROCESS RECORDING GUIDE FOR SOCIAL WORK PRACTICE WITH SMALL CLIENT GROUPS

Process Recording Outline

A. Information about the Group

Group Name or Type: _____

Meeting Number: _____

Group Members Present:

B. Purpose of the Group/Meeting

1. Write a brief statement on the overall purpose of the group.
 - a. This statement is included only in the first process recording, or if there is an agreed upon change in the group's overall purpose.
2. Write a concise statement about the goals of the meeting of the group being recorded.
 - a. How were these goals perceived by the group?
 - b. How did you perceive these goals?
 - c. What are the similarities or differences between the group's perception of these goals and yours?

C. Group Process at the Meeting

Initial Observations

1. Describe briefly in general terms, the physical and emotional climate at the beginning of the group meeting.
2. Describe briefly your initial impressions of the attitudes and feelings of the group members at the beginning of the meeting.
3. Describe any significant changes in the appearance or feelings or attitudes of the group members since the last meeting.

D. Group Member Interaction (Group Process)

1. Describe what went on within the group during its meeting. For example:
 - a. Describe the means of interaction - program activity, discussion, debate, etc.
 - b. Describe the group's feelings/reactions of this interaction.
 - c. Describe your feelings/reactions to this interaction.
2. Describe the effectiveness, vitality, and responsibility of the group's members during the interaction.
3. Describe your role in the group's interaction.
4. Describe the ways the group moved towards the attainment of its goals.
5. Describe how the group's members dealt with obstacles to attainment of the meeting's goals.

E. Analysis of the Group Meeting

1. Describe your understanding of the nature of the interaction of the group members, including you, at this group meeting.
2. Indicate the theoretical or other knowledge, learned in your courses, that helps you to understand the process and content of this group meeting.
3. On the basis of your analysis, what is your current assessment of:
 - a. the stage of the group's development;
 - b. the commitment of the group members to the group's purpose;
 - c. the climate and tone of the group;
 - d. if relevant, discuss specific roles played by individual group members and how they impact the group process.

F. Plan for the Group's Next Meeting

1. Write a brief statement of the plan for the next meeting of the group.
 - a. Explain how the members of the group, including you, arrived at this plan.
 - b. Explain how the plan relates to the purpose of the group.
2. Describe what you and the other group members are to do prior to, and in preparation for, the next group meeting.

G. Analysis of the Student Social Worker's Practice

1. Discuss your use of social work practice knowledge and skills during the group meeting.
 - a. What specific social work skills and/or techniques learned in your practice courses, did you use during the group meeting?
 - b. What were the strengths and weaknesses in your practice during the group meeting?

PROCESS RECORDING GUIDE FOR SOCIAL WORK PRACTICE WITH COMMUNITY AND ORGANIZATIONAL GROUPS

Process Recording Outline

I. Identifying Information

1. Name of the Group (Committee, Task Force, Board, etc.)
2. Overall purpose of the group (committee, task force, board, etc.)
3. Date of the meeting or activity being process recorded.
4. Types of persons present and absent at the meeting or activity.
5. Name of the person who called the meeting or activity.
 - a. Indicate this person's position.
 - b. Indicate the method of notification for the meeting or activity.
 - c. Indicate how much time was allowed between notification and the date of the meeting or activity.

II. Pre-meeting or Pre-Activity Goals and Perceptions

1. Describe briefly the goals stated for the meeting or activity.
 - a. Attach an agenda, if there is one.
 - b. Include a discussion of the task and process goals specified for the meeting or activity.
2. Describe briefly your own goal expectations, as a student social worker, for this meeting or activity.
 - a. Include a brief statement of your own task and process goals in your description

III. Meeting or Activity Process

1. Describe the role played by the chairman or leader.
 - a. Indicate how he or she played this role(s).
 - b. Indicate the impact/influence of the chairman or leader on the actions of the others present, including you.
2. Summarize the overall interaction of those present.
 - a. Indicate the interactional roles played by different group members.
 - b. Describe any cliques, leadership patterns, or other factors that develop during the interaction.
 - c. Describe the atmosphere of the meeting or activity.
3. Describe any decisions made or actions taken during the meeting or activity: how they were introduced and how the decisions were made.

4. Describe plans for the next meeting or activity of this group, e.g., future agenda items. Include a brief discussion of how the group decided on this plan(s).

IV. Analysis of the Meeting or Activity

1. Analyze the actions, decisions, conclusions or other interactions that occurred in the group and indicate why you think they occurred.
 - a. include a brief discussion of roles that members played that were significant to the interaction.
 - b. include a consideration of the cliques, leadership patterns, or other significant variables that influenced the interaction in your analysis.
 - c. consider the personal motivations of members in regard to the roles, cliques patterns and other behavior that emerged in the meeting or during the activity and how these personal motivations might be influencing the interaction.
2. On the basis of your analysis, what is your current assessment of:
 - a. the commitment of the people involved in this committee, task force, board, etc. to the group's purpose.
 - b. the motivation of the community or agency people involved to achieve this purpose;
 - c. evaluate the growth of leadership in this committee or activity, including the group's capacity to solve the problems or tasks facing it.

V. Analysis of the Student Social Worker's Practice

1. Identify and analyze your feelings during the meeting or activity.
 - a. Describe briefly, and analyze your feelings about specific people during the meeting or activity.
 - b. Describe briefly and analyze your feelings about the content of the meeting or activity, e.g. apprehension, elation, anger, fear, frustration, etc.
2. Analyze how your feelings influenced the actions and course of the meeting or activity, including your own action or non-action.
3. Were your goals for the meeting or activity attained? Explain how you attained them or why they were not attained.
 - a. What specific social work skills and/or techniques learned in your practice courses, did you use during the meeting or activity?
 - b. What specific social work skills and/or techniques, learned in your practice courses, do you think you could have used during the meeting or activity?
 - c. What were the strengths and weaknesses in your practice during the meeting or activity?

PROCESS RECORDING II GUIDE FOR PRACTICE WITH INDIVIDUALS OR FAMILIES

Purpose: During the Fall semester, each of you was tasked with completing a Process Recording. This semester (Spring), you are once again tasked with completing another Process Recording (part II). The purpose of this major assignment is to enhance students' ability to recall the details of interactive work with clients; to document complex thoughts, actions and feelings that comprise their social work practice; to reflect on their work, integrating theoretical concepts, skills and values that are being taught in the Oakwood University Social Work curriculum. The Process Recording should begin with: A, B, & C.

Preliminary Information (2-3 pages)

A: IDENTIFYING INFORMATION: Begin your process recording by writing identifying information about your client (1/2 – 1 page)

1. Write a clear, concise statement about the client and why he/she is seeking help at your agency.
2. Include a brief statement about the age, sex, role and other pertinent information for your client.
3. Include a brief statement about other people involved in the situation who are not present, and how they influence your client's situation.
4. Briefly discuss any systems that your client is involved with which may be sustaining or contributing to the issue(s) presented. (i.e. church, community groups, health services, etc).

B: Purpose of the Interviews or Contact: In a clear, concise statement, discuss the purpose of the session (1 page).

1. Include what the client considers the purpose of the session to be.
2. Indicate what you, as the student social worker, consider the purpose of the session to be.
3. Indicate how these perceptions of purpose are similar or different. Discuss differences noted.

C. Initial Observations of the Client. (1 page)

1. Describe, in general terms, the client's physical and emotional climate at the beginning of the session (posture, tone of voice, dress, mood, affect, etc.).
2. Describe you initial impressions of the attitudes and feelings of the client(s) at the beginning of the session.
3. Describe the feelings and attitudes you brought to the session.
4. Describe your initial impression that your client expressed non-verbally.

D. Content of the Session: 20 minutes of documented communication.

DOCUMENT THE SESSION IN THIS FORMAT: You are to document 20 minutes of active discussion between yourself and your interviewee.

Field Instructor's Comments	Content Dialogue	Gut-Level Feeling/Response	Student's Analysis/Assessment
The field instructor can make comments and give feedback right opposite the interaction or feeling/reactions the student records.	<p>Student uses this space to record interaction word-for-word. This is to include verbal and non-verbal components. Include all others present.</p> <p>Student uses this space to record communications such as silence, interruptions, and other interactions, which may not be part of the planned intervention or interview.</p>	Record how you were feeling as the dialogue, activity, or interactions was taking place. Be open and honest with your observations/ feelings during this process. Use this to look at your feelings and NOT to analyze the client's actions.	Analyze your interventions; identify skill you are using; assess your work. This is where you demonstrate your social work knowledge, and values.

Signature:

Field Instructor Signature (indicate review of completed process recording):

_____ Date: _____

Field Director Signature (indicated review of completed process recording):

_____ Date: _____

E. Assessment (1 page)

1. What is your current assessment of this client(s)? Include client(s)' strengths and weaknesses.
 - a. How is your current assessment the same as or different from your original assessment?
 - b. Indicate the theory or other knowledge, learned in your other courses, that helps you to understand the process and content of this session, e.g., what knowledge of human behavior or the human condition applies in this practice situation?

F. Analysis of the Student Social Worker's Practice (2pages)

1. Discuss your use of social work practice knowledge and skill during the interview or family session.
 - a. What specific social work skills and/or techniques learned in your practice courses did you use during the process recording?

- b. What specific social work skills and/or techniques, learned in your practice could you have used during the session?
 - c. What were the strengths and weaknesses in your practice during the session?
2. Was the purpose of the session accomplished?

SUMMARY PARAGRAPH (1-2 pages)

Summarize your thinking about the interview you have just recorded. How did you handle the interview? How did the client respond to you? Were your objectives achieved? How will this assignment assist you in future practice? Are you able to assess your own personal growth?

Items for Supervision: Identify concerns, issues, problems, etc., for discussion during your supervision session.

(Adapted from VCU School of Social Work)

**OAKWOOD UNIVERSITY
SOCIAL WORK DEPARTMENT**

**FIELD INSTRUCTION AND SEMINAR I & II
PERMISSION TO AUDIOTAPE AND/OR VIDEOTAPE**

I hereby give permission to the use of the audiotape and or videotape described below for the education/therapeutic (circle one) purposes by _____
Name of Agency/City and State

_____ or their licensees, agents or member organizations and I waive all claims for damages.

Intended use of Audiotape or Videotape

Print Name(s) of person(s) audiotaped/videotaped

Address

Telephone number(s)

Social Work Field Education Student _____

Field Education Supervisor _____

Signature of Person being Audiotaped/Videotaped/Date

Signature of Parent/Guardian/Witness (if appropriate)/Date

Other Comments _____

PRE-FIELD APPLICATION FORMS

APPLICATION FOR SOCIAL WORK FIELD EDUCATION

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

APPLICATION COMPLETION CHECKLIST

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

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

- ___ Self-Evaluation of Professional Fitness for Field Form completed by student and SW400 Field Instructor
- ___ Peer Reference from _____ received on _____ (date)
- ___ Unofficial transcript received on _____ (date) *must include grades for Fall semester*
- ___ Criminal Background Check results received on _____ (date)
- ___ Copy of NASW Insurance attached
- ___ Professional resume' attached
- ___ Completed application submitted on _____ (date)
- ___ Writing samples attached (2) on _____ (date)

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

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

FIELD PLACEMENT PREFERENCE FORM

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

ACTIVITIES – Check ALL that interest you

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

AGE GROUPS – Check ALL that interest you

ACTIVITIES

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

FIELDS OF PRACTICE

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

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

AGE GROUPS

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

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

WHAT IS IMPORTANT TO ME IN SELECTING A FIELD PLACEMENT

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

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

Supervisor Client Population

Large Agency Setting Small Agency Setting

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

Clients Come to my Office I Go to Clients' Homes

Agency-Centered Practice Home-based Services

Consistency Variety

Structured Daily Activities Free-Flowing Activities

Predictable Schedule Variable Schedule

Sharing Space with Supervisors/coworkers Having Own Space

Fast Pace Slow Pace

Lots of clients/brief contact Few clients/long-term contact

Rapid turnover in caseload Stable caseload

Structured supervision Loose Supervision

OTHER COMMENTS:

ESSAY SECTION

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

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

EMERGING RESEARCH KNOWLEDGE ASSESSMENT

Students entering the field education experience in their senior year must demonstrate emerging research knowledge and skills appropriate for entry-level generalist practice.

As part of this application process, please respond to the following two (2) questions:

1. Identify an agency that you are strongly considering for your field education experience. **What is a possible measurable research question you could develop based on the type of populations served, agency programs, etc.?**

2. The Field Learning Agreement and Evaluation requires students to identify learning goals and tasks in the field setting. One of the outcome goals is listed below. **Identify two additional possible measurable tasks that would help you achieve this learning outcome:**

FIELD EDUCATION STUDENT LEARNING OBJECTIVE #6; IDENTIFY THE HISTORICAL STRENGTHS AND CHALLENGES OF BLACK CLIENTS WITHIN AGENCIES AND EFFECTIVE STRATEGIES TO ADDRESS CHALLENGES (DG 12- BLACK PERSPECTIVE)

LEARNING TASKS:

1. Demonstrate awareness of the differential effects of policies on local diverse populations and write a letter to the editor of the local newspaper discussing issue.

- 2.

- 3.

WRITING ASSESSMENT

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

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

Signature

Date

SELF-EVALUATION OF PROFESSIONAL FITNESS FOR FIELD

Print Name: _____

This form is being completed by the following:

- Student: _____
- Social Work Professional: _____

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

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

Evaluation Criteria

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

PROFESSIONAL FITNESS CATEGORIES	1	2	3	4	5
PROFESSIONAL RESPONSIBILITY					
1. I relate to peers, supervisors and others in an appropriate professional manner.					
2. I do not exploit or mislead other people during or after professional relationships.					
3. I apply legal and ethical standards during my daily practice.					
4. I apply professional and ethical behavioral guidelines when discussing interactions with peers and faculty with others outside the social work department.					
COMPETENCE					
1. I take responsibility for compensating my personal and professional deficiencies.					
2. I provide only those services for which I am qualified by education, training, or experience.					
3. I am able to demonstrate basic cognitive skills and appropriate affect in response to client groups.					
DEPARTMENT					
1. I demonstrate appropriate self-control (such as anger control, impulse control) in interpersonal relationships with supervisors, peers, and client groups.					
2. I am aware of my own belief systems, values, and limitations do not actively affect my work.					

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

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

- 1.
- 2.
- 3.
- 4.

Oakwood University
Social Work Department

SOCIAL WORK PROGRAM APPLICATION FOR FIELD EDUCATION

PEER REFERENCE FORM

TO BE COMPLETED BY APPLICANT:

Provisions of the Family Education and Privacy Act of 1974 give you the right to retain or waive access to this recommendation. Indicate below whether or not you waive or retain your right of access to this recommendation. Indicate your choice:

I retain my right of access. I waive my right of access.

Signature: _____

Date: _____

Reference for (please print applicant's name): _____

Please rate the applicant in the following areas:

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

1. What qualities may need strengthening or enhancement in order for applicant to grow personally and professionally during the field experience?

2. Do you have any other comments about the applicant's ability for social work field education?

Reference Name: _____

Signature: _____

Date: _____

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

**OAKWOOD UNIVERSTIY
SOCIAL WORK DEPARTMENT**

Public Safety & Transportation
CRIMINAL BACKGROUND AUTHORIZATION

I, _____, hereby authorize Oakwood University Department of Public Safety & Transportation to conduct a criminal background check on me. I fully understand that the background check may include conducting a Social Security Number trace to verify my identity and present/past residences; and a search of county, state, and federal criminal court records and repositories.

I certify that the information I have provided on this authorization is true and complete to the best of my knowledge.

By my signature, I hereby release Oakwood University, the Department of Public Safety & Transportation, agents, and government agencies from any and all liability for providing information on my background.

Signature

Date

Social Security Number

Date of Birth

Permanent Address (Home Address – not dormitory or off-campus)

READINESS FOR FIELD GUIDELINES

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

What is “readiness”?

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

What content must be included in the presentation?

- Opening statement which addresses the following questions:
 1. How do you perceive yourself as an emerging social work professional
 2. What is your area of greatest strength?
 3. What is the interpersonal area where you perceive you need the most growth?
 4. What is a specific piece of feedback you have received here in the program that resulted in a positive change in you? Why was this feedback significant to you?
 5. What is your role within the cohort? Did you choose this role or was it ascribed to you? Will you remain in this role or will you seek a role that is a better fit for you? Why or why not?
 6. What is your leadership style? Provide an example where you have demonstrated positive leadership within your cohort

- A demonstration of your competency level in six areas and your “readiness” for field education:
 1. Communicate effectively (oral, written, technology)
 2. Value a diverse world
 3. Think critically
 4. Advocate for social change and a commitment to the principles of social justice
 5. Succeed in the environment of a university
 6. How will you incorporate the black perspective historical, faith community, into practice?

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

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

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

- AREA OF COMPETENCY:

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

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

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

Field Placement Academic Year Fall & Spring Semester _____

Student's Name: _____

Agency Name: _____

Date of Interview with Agency Personnel: _____

DECISION: Accepted for Placement Rejected for Placement

Field Instructor's Name: _____

Field Instructor's Telephone Number: _____

Please return this form to:

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

FOR OFFICE USE ONLY
Date of Placement Confirmation:

STUDENT EVALUATION FORMS

Oakwood University SOCIAL WORK DEPARTMENT

Fall Semester

(SW 454) FIELD EDUCATION I — MID-TERM EVALUATION

The field instructor should complete the following evaluation of the student at the mid- point of the field experience. Please note that the student should **read**, **sign**, and **receive** a copy of this evaluation.

Student's Name: _____

Agency: _____

Field Instructor: _____

Period Covered: ___/___/___ to ___/___/___ Total # Field Hours Completed: _____

Signature of Field Instructor: _____ Date: _____

Signature of Task Supervisor: _____ Date: _____

I have read the attached evaluation. If the student disagrees with the evaluation, they must submit a written addendum to their Field Instructor and to the Field Education Director, which will be attached to their mid-term field evaluation.

Signature of Student: _____ Date: _____

Evaluation Rating Scale

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

I. PERFORMANCE IN THE LEARNING ROLE (DC1; PB2.1.1a-f)

1.	Actively utilizes and appropriately seeks supervision.	1	2	3	4	5
2.	Participates in developing/updating the learning agreement.	1	2	3	4	5
3.	Identifies and discusses strengths and limitations in knowledge, skills and learning needs.	1	2	3	4	5
4.	Demonstrates an openness to learning and feedback for own professional development and growth.	1	2	3	4	5
5.	Seeks direction as needed, without excessive reliance.	1	2	3	4	5
6.	Displays the appropriate use of learning opportunities (training, reading, tapes, etc.).	1	2	3	4	5
7.	Demonstrates an ability to analyze and apply learning from practice experience and supervisory feedback.	1	2	3	4	5
8.	Demonstrates the increasing ability to link theory with practice.	1	2	3	4	5
9.	Applies critical thinking skills to practice experience.	1	2	3	4	5

CATEGORY TOTAL SCORE:

/45**II. PROFESSIONAL BEHAVIORS, VALUES AND ETHICS (DC2; PB2.1.2a-d)**

1.	Demonstrates a commitment to social work values and ethics.	1	2	3	4	5
2.	Understands the history of social work and current issues.	1	2	3	4	5
3.	Demonstrates compliance with professional expectations of the agency, Oakwood University Department of Social Work and NASW Code of Ethics.	1	2	3	4	5
4.	Demonstrates beginning ability to address and resolve professional ethical dilemmas.	1	2	3	4	5
5.	Protects the client's right to self-determination.	1	2	3	4	5
6.	Understands the concepts of oppression and discrimination.	1	2	3	4	5
7.	Understands and practices culturally competent practice by recognizing client differences based on values, ethnic, sexual and cultural identities.	1	2	3	4	5
8.	Forms and sustains appropriate and effective professional relationships.	1	2	3	4	5
9.	Prevents personal values and biases from interfering with practice decisions in the best interest of the client.	1	2	3	4	5
10.	Demonstrates "teamwork" behavior with colleagues.	1	2	3	4	5
11.	Demonstrates professional behavior through appropriate work attire, language, attendance, punctuality and presentation of self.	1	2	3	4	5

CATEGORY TOTAL SCORE:

/55**III. KNOWLEDGE AND SKILLS FOR GENERALIST PRACTICE (DC8; PB2.1.8a-b)**

1.	Understands agency policy and procedures, organizational structure and the channels of communication.	1	2	3	4	5
2.	Applies relevant policies and procedures to practice.	1	2	3	4	5
3.	Demonstrates a beginning understanding of the strategies and skills for change related to social and economic justice.	1	2	3	4	5
4.	Consistently identifies the diverse needs of clients related to race, age, gender, ethnicity, sexual orientation, and other cultural identities.	1	2	3	4	5

5.	Identifies the range of resources available in the community to the client population served.	1	2	3	4	5
6.	Utilizes problem solving skills to identify problems and barriers in accessing services.	1	2	3	4	5
7.	Understands how agency policies relate to local, state, federal and other regulatory authorities.	1	2	3	4	5
8.	Demonstrates a beginning understanding of how social policies impact client systems.	1	2	3	4	5

CATEGORY TOTAL SCORE: /40

IV. COMMUNICATION SKILLS (DC3; PB2.1.3c)

1.	Appears comfortable interacting with clients.	1	2	3	4	5
2.	Demonstrates an ability to build rapport with clients.	1	2	3	4	5
3.	Demonstrates empathic responses toward client groups.	1	2	3	4	5
4.	Demonstrates an understanding of skills with verbal and non-verbal communication.	1	2	3	4	5
5.	Demonstrates sensitivity to cultural differences.	1	2	3	4	5
6.	Demonstrates sensitivity to people with disabilities.	1	2	3	4	5
7.	Demonstrates sensitivity to gender differences.	1	2	3	4	5
8.	Appears comfortable communicating with a variety of client populations, colleagues and members of the community.	1	2	3	4	5
9.	Communicates needs with field instructor/task supervisor in terms of developing professional skills; takes the initiative to seek out feedback and supervision.	1	2	3	4	5
10.	Performs all written documentation in a professional and timely manner.	1	2	3	4	5

CATEGORY TOTAL SCORE: /50

V. ASSESSMENT SKILLS (DC10; PB2.1.10b1-b4)

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

CATEGORY TOTAL SCORE: /20

VI. INTERVENTION SKILLS (DC10; PB2..1.10c1-c5)

1.	Demonstrates a beginning ability of how to develop a social work plan based on the psychosocial assessment.	1	2	3	4	5
2.	Demonstrates the ability to identify and select appropriate helping strategies consistent with theoretical frameworks.	1	2	3	4	5
3.	Demonstrates a beginning ability to describe and analyze the different phases of the helping process.	1	2	3	4	5
4.	Utilizes client strengths in intervention plans.	1	2	3	4	5

5.	Utilizes resources from appropriate agencies to meet client needs.	1	2	3	4	5
6.	Demonstrates the positive “use of self” to effect client change.	1	2	3	4	5
7.	Demonstrates beginning skills in client advocacy.	1	2	3	4	5
CATEGORY TOTAL SCORE:		<hr/> /35 <hr/>				

VII. EVALUATION SKILLS (DC10; PB2.1.10d1)

1.	Demonstrates an understanding of the field research process related to independent research project.	1	2	3	4	5
2.	Demonstrates an understanding of importance of evaluating the effectiveness of interventions with systems of all sizes.	1	2	3	4	5
3.	Demonstrates an understanding of the use of process recordings in the field experience.	1	2	3	4	5
4.	Demonstrates an ability to seek feedback from various sources in terms of self-evaluation and professional development.	1	2	3	4	5
5.	Demonstrates self-awareness in terms of the use of self in the professional environment.	1	2	3	4	5
CATEGORY TOTAL SCORE:		<hr/> /25 <hr/>				

TOTAL SUMMED SCORE FROM ALL CATEGORIES: /270

SCORING BREAKDOWN: 254–270 (A) 243–252 (A-) 235–241 (B+) 225–233 (B) 214–222 (B-) 206-211 (C+) 189-203 (C) 188 or below (F)

Summary Comments

- Address any items scored “1” or “2”.
- Discuss any other information that will be helpful to the Field Education Coordinator and Field Liaison.

Please note: A satisfactory grade can only be assigned if there are no items scored at “1” or “2”. Please consult with the field faculty liaison in regards to those issues.

Use an additional sheet of paper if necessary.

Oakwood University
SOCIAL WORK DEPARTMENT
Spring Semester

(SW 455) FIELD EDUCATION II — MID-TERM EVALUATION

The field instructor should complete the following evaluation of the student at the mid- point of the field experience. Please note that the student should **read, sign, and receive** a copy of this evaluation.

Student's Name: _____

Agency: _____

Field Instructor: _____

Period Covered: ___/___/___ to ___/___/___ Total # Field Hours Completed: _____

Signature of Field Instructor: _____ Date: _____

Signature of Task Supervisor: _____ Date: _____

I have read the attached evaluation. If the student disagrees with the evaluation, they must submit a written addendum to their Field Instructor and to the Field Education Director, which will be attached to their mid-term field evaluation.

Signature of Student: _____ Date: _____

Evaluation Rating Scale

5 = **Excels:** Student consistently functions with a very high degree of competency in this particular area

4 = **Competent:** Student demonstrates consistent growth and change; functions with better-than-average competence in this area

3 = **Adequate:** Student's performance in this area fulfills minimum competency requirements.

2 = **Needs Improvement:** Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.

1 = **Unsatisfactory:** Student's level of performance consistently low; minimum evidence of growth and change.

I. PERFORMANCE IN THE LEARNING ROLE (DC1; PB2.1.1a-f)

- | | | | | | | |
|----|--|---|---|---|---|---|
| 1. | Actively utilizes and appropriately seeks supervision. | 1 | 2 | 3 | 4 | 5 |
| 2. | Participates in developing/updating the learning agreement. | 1 | 2 | 3 | 4 | 5 |
| 3. | Identifies and discusses strengths and limitations in knowledge, skills and learning needs. | 1 | 2 | 3 | 4 | 5 |
| 4. | Demonstrates an openness to learning and feedback for own professional development and growth. | 1 | 2 | 3 | 4 | 5 |

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

II. PROFESSIONAL BEHAVIORS, VALUES AND ETHICS (DC2; PB2.1.2a-d)

1.	Demonstrates a commitment to social work values and ethics.	1	2	3	4	5
2.	Understands the history of social work and current issues.	1	2	3	4	5
3.	Demonstrates compliance with professional expectations of the agency, Oakwood University Department of Social Work and NASW Code of Ethics.	1	2	3	4	5
4.	Demonstrates beginning ability to address and resolve professional ethical dilemmas.	1	2	3	4	5
5.	Protects the client’s right to self-determination.	1	2	3	4	5
6.	Understands the concepts of oppression and discrimination.	1	2	3	4	5
7.	Understands and practices culturally competent practice by recognizing client differences based on values, ethnic, sexual and cultural identities.	1	2	3	4	5
8.	Forms and sustains appropriate and effective professional relationships.	1	2	3	4	5
9.	Prevents personal values and biases from interfering with practice decisions in the best interest of the client.	1	2	3	4	5
10.	Demonstrates “teamwork” behavior with colleagues.	1	2	3	4	5
11.	Demonstrates professional behavior through appropriate work attire, language, attendance, punctuality and presentation of self.	1	2	3	4	5
CATEGORY TOTAL SCORE:						/55

III. KNOWLEDGE AND SKILLS FOR GENERALIST PRACTICE (DC8; PB2.1.8a-b)

1.	Understands agency policy and procedures, organizational structure and the channels of communication.	1	2	3	4	5
2.	Applies relevant policies and procedures to practice.	1	2	3	4	5
3.	Demonstrates a beginning understanding of the strategies and skills for change related to social and economic justice.	1	2	3	4	5
4.	Consistently identifies the diverse needs of clients related to race, age, gender, ethnicity, sexual orientation, and other cultural identities.	1	2	3	4	5
5.	Identifies the range of resources available in the community to the client population served.	1	2	3	4	5
6.	Utilizes problem solving skills to identify problems and barriers in accessing services.	1	2	3	4	5
7.	Understands how agency policies relate to local, state, federal and other regulatory authorities.	1	2	3	4	5
8.	Demonstrates a beginning understanding of how social policies impact client systems.	1	2	3	4	5
CATEGORY TOTAL SCORE:						/40

OAKWOOD UNIVERSITY
DEPARTMENT OF SOCIAL WORK
FALL SEMESTER

Field Education Learning Evaluation Form I

NOTE: The final version of this form must be typed in Word and submitted.

Student Name: _____

Date of First Draft: _____ Date of Final Draft: _____

Name of Agency: _____

Field Instructor(s): _____

Field Instructor Contact Phone # (for any questions regarding final grade assigned): _____

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

Student Signature

Date

For students who express a major difference of opinion regarding the results of this report, a supplemental statement may be attached to this report.

Indicate if a supplemental statement is attached: YES NO

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

Field Instructor Signature

Date

#1 – PB 2.1.1a Advocate for client access to services provided within the field of social work		
Specific tasks and assignments student will undertake to demonstrate this practice behavior		
FALL SEMESTER	Comments/Notes:	
1.		
2.		
Evaluation of student’s completion of tasks and assignments for #1 – PB2.1.1a (Fall Semester): 9/10 = Excels: Student consistently functions with a very high degree of competency in this particular area 8 = Competent: Student demonstrates consistent growth and change; functions with better-than-average competence in this area 7 = Adequate: Student’s performance in this area fulfills minimum competency requirements. 6 = Needs to Work: Student’s performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change. 5-1 = Unsatisfactory: Student’s level of performance consistently low; minimum evidence of growth and change.		
FI RATING (1 to 10)		Student SELF-RATING (1 to 10)
_____	1.	_____
_____	2.	_____
(Total /20)		
Comments:		
#2 – PB 2.1.1b Practice personal reflection and self correction to assure continual professional development.		
Specific tasks and assignments student will undertake to demonstrate this practice behavior		
FALL SEMESTER	Comments/Notes:	
1.		
2.		
3.		

Evaluation of student's completion of tasks and assignments for Field Education Outcome #2 – PB 2.1.1b (Fall Semester):

- 9/10 = **Excels:** Student consistently functions with a very high degree of competency in this particular area
 8 = **Competent:** Student demonstrates consistent growth and change; functions with better-than-average competence in this area
 7 = **Adequate:** Student's performance in this area fulfills minimum competency requirements.
 6 = **Needs to Work:** Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.
 5-1 = **Unsatisfactory:** Student's level of performance consistently low; minimum evidence of growth and change.

FI RATING (1 to 10)		Student SELF-RATING (1 to 10)
_____	1.	_____
_____	2.	_____
_____	3.	_____
(Total /30)		

Comments:

#3 – PB 2.1.1d Maintain a professional roles (I.e. as a professional social worker) and appropriate boundaries

Specific tasks and assignments student will undertake to demonstrate this practice behavior.

FALL SEMESTER	<i>Comments/Notes:</i>
1.	
2.	
3.	

Evaluation of student's completion of tasks and assignments for #3 – PB 2.1.1d (Fall Semester):

- 9/10 = **Excels:** Student consistently functions with a very high degree of competency in this particular area
- 8 = **Competent:** Student demonstrates consistent growth and change; functions with better-than-average competence in this area
- 7 = **Adequate:** Student's performance in this area fulfills minimum competency requirements.
- 6 = **Needs to Work:** Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.
- 5-1 = **Unsatisfactory:** Student's level of performance consistently low; minimum evidence of growth and change.

FI RATING (1 to 10)		Student SELF-RATING (1 to 10)
_____	1.	_____
_____	2.	_____
_____	3.	_____
(Total /30)		

Comments:

#4 – PB 2.1.1d Demonstrate professional demeanor in behavior, appearance and communication.

Specific tasks and assignments student will undertake to demonstrate this practice behavior.

FALL SEMESTER	<i>Comments/Notes:</i>
<ul style="list-style-type: none"> 1. 2. 3. 	

Evaluation of student's completion of tasks and assignments for #4 –PB 2.1.1d (Fall Semester):

- 9/10 = **Excels:** Student consistently functions with a very high degree of competency in this particular area
 8 = **Competent:** Student demonstrates consistent growth and change; functions with better-than-average competence in this area
 7 = **Adequate:** Student's performance in this area fulfills minimum competency requirements.
 6 = **Needs to Work:** Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.
 5-1 = **Unsatisfactory:** Student's level of performance consistently low; minimum evidence of growth and change.

FI RATING (1 to 10)		Student SELF-RATING (1 to 10)
_____	1.	_____
_____	2.	_____
_____	3.	_____
(Total /30)		

Comments:

#5 –PB2.1.1f Use supervision and consultation

Specific tasks and assignments student will undertake to demonstrate this practice behavior.

FALL SEMESTER	<i>Comments/Notes:</i>
1.	
2.	
3.	

Evaluation of student's completion of tasks and assignments for #5 –PB2.1.1f (Fall Semester):

- 9/10 = **Excels:** Student consistently functions with a very high degree of competency in this particular area
- 8 = **Competent:** Student demonstrates consistent growth and change; functions with better-than-average competence in this area
- 7 = **Adequate:** Student's performance in this area fulfills minimum competency requirements.
- 6 = **Needs to Work:** Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.
- 5-1 = **Unsatisfactory:** Student's level of performance consistently low; minimum evidence of growth and change.

FI RATING (1 to 10)		Student SELF-RATING (1 to 10)
_____	1.	_____
_____	2.	_____
_____	3.	_____
(Total /30)		

Comments:

#6 – PB 2.1.2b – Make ethical decisions by applying standards of the NASW.

Specific tasks and assignments student will undertake to demonstrate this practice behavior.

FALL SEMESTER	<i>Comments/Notes:</i>
<ul style="list-style-type: none"> 1. 2. 3. 	

Evaluation of student's completion of tasks and assignments for #6 – PB 2.1.2b (Fall Semester):

- 9/10 = **Excels:** Student consistently functions with a very high degree of competency in this particular area
- 8 = **Competent:** Student demonstrates consistent growth and change; functions with better-than-average competence in this area
- 7 = **Adequate:** Student's performance in this area fulfills minimum competency requirements.
- 6 = **Needs to Work:** Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.
- 5-1 = **Unsatisfactory:** Student's level of performance consistently low; minimum evidence of growth and change.

FI RATING (1 to 10)		Student Self-RATING (1 to 10)
_____	1.	_____
_____	2.	_____
_____	3.	_____
(Total /30)		
Comments:		
#7 –PB 2.1.2c - tolerate ambiguity in resolving ethical conflicts		
Specific tasks and assignments student will undertake to demonstrate this practice behavior.		
FALL SEMESTER	<i>Comments/Notes:</i>	
1.		
2.		

Evaluation of student's completion of tasks and assignments for #7 - PB 2.1.2c (Fall Semester):

- 9/10 = Excels: Student consistently functions with a very high degree of competency in this particular area
- 8 = Competent: Student demonstrates consistent growth and change; functions with better-than-average competence in this area
- 7 = Adequate: Student's performance in this area fulfills minimum competency requirements.
- 6 = Needs to Work: Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.
- 5-1 = Unsatisfactory: Student's level of performance consistently low; minimum evidence of growth and change.

FI RATING (1 to 10)		Student SELF-RATING (1 to 10)
_____	1.	_____
_____	2.	_____
(Total /20)		

Comments:

#8 – PB 2.1.2d Apply strategies of ethical reasoning to get principled decisions

Specific tasks and assignments student will undertake to demonstrate this practice behavior.

FALL SEMESTER	<i>Comments/Notes:</i>
1.	
2.	

Evaluation of student's completion of tasks and assignments for #8 – PB 2.1.2d (Fall Semester):

- 9/10 = **Excels:** Student consistently functions with a very high degree of competency in this particular area
- 8 = **Competent:** Student demonstrates consistent growth and change; functions with better-than-average competence in this area
- 7 = **Adequate:** Student's performance in this area fulfills minimum competency requirements.
- 6 = **Needs to Work:** Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.
- 5-1 = **Unsatisfactory:** Student's level of performance consistently low; minimum evidence of growth and change.

FI RATING (1 to 10)		Student SELF-RATING (1 to 10)
_____	1.	_____
_____	2.	_____
(Total /20)		

Comments:

#9 – PB 2.1.3c Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.

Specific tasks and assignments student will undertake to demonstrate this practice behavior.

FALL SEMESTER	<i>Comments/Notes:</i>
<ul style="list-style-type: none"> 1. 2. 3. 	

Evaluation of student's completion of tasks and assignments for #9 - PB 2.1.3C (Fall Semester):

- 9/10 = **Excels:** Student consistently functions with a very high degree of competency in this particular area
- 8 = **Competent:** Student demonstrates consistent growth and change; functions with better-than-average competence in this area
- 7 = **Adequate:** Student's performance in this area fulfills minimum competency requirements.
- 6 = **Needs to Work:** Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.
- 5-1 = **Unsatisfactory:** Student's level of performance consistently low; minimum evidence of growth and change.

FI RATING (1 to 10)		Student SELF-RATING (1 to 10)
_____	1.	_____
_____	2.	_____
_____	3.	_____
(Total /30)		

Comments:

#10 – PB2.1.4d View themselves as learners and engage those with whom they work with as informants.

Specific tasks and assignments student will undertake to demonstrate this practice behavior.

FALL SEMESTER	<i>Comments/Notes:</i>
<ul style="list-style-type: none"> 1. 2. 	

Evaluation of student's completion of tasks and assignments for #10 - PB2.1.4d (Fall Semester):

- 9/10 = **Excels:** Student consistently functions with a very high degree of competency in this particular area
- 8 = **Competent:** Student demonstrates consistent growth and change; functions with better-than-average competence in this area
- 7 = **Adequate:** Student's performance in this area fulfills minimum competency requirements.
- 6 = **Needs to Work:** Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.
- 5-1 = **Unsatisfactory:** Student's level of performance consistently low; minimum evidence of growth and change.

FI RATING (1 to 10)		Student SELF-RATING (1 to 10)
_____	1.	_____
_____	2.	_____
(Total /20)		

Comments:

#11 – PB2.1.5b Advocate for human rights and social and economic justice

Specific tasks and assignments student will undertake to demonstrate this practice behavior.

FALL SEMESTER	<i>Comments/Notes:</i>
1.	
2.	

Evaluation of student's completion of tasks and assignments for #11 - PB2.1.5b (Fall Semester):

- 9/10 = **Excels:** Student consistently functions with a very high degree of competency in this particular area
- 8 = **Competent:** Student demonstrates consistent growth and change; functions with better-than-average competence in this area
- 7 = **Adequate:** Student's performance in this area fulfills minimum competency requirements.
- 6 = **Needs to Work:** Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.
- 5-1 = **Unsatisfactory:** Student's level of performance consistently low; minimum evidence of growth and change.
- Student's level of performance consistently low; minimum evidence of growth and change.

FI RATING (1 to 10)		Student SELF-RATING (1 to 10)
_____	1.	_____
_____	2.	_____
_____	3.	_____
(Total /30)		
<i>Comments:</i>		
#12 – PB 2.1.5c Engage in practices that advance social and economic justice		
Specific tasks and assignments student will undertake to demonstrate this practice behavior.		
FALL SEMESTER		<i>Comments/Notes:</i>
1.		
2.		
3.		

Evaluation of student's completion of tasks and assignments for #12 – PB 2.1.5c (Fall Semester):

- 9/10 = **Excels:** Student consistently functions with a very high degree of competency in this particular area
 8 = **Competent:** Student demonstrates consistent growth and change; functions with better-than-average competence in this area
 7 = **Adequate:** Student's performance in this area fulfills minimum competency requirements.
 6 = **Needs to Work:** Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.
 5-1 = **Unsatisfactory:** Student's level of performance consistently low; minimum evidence of growth and change.

FI RATING (1 to 10)		Student SELF-RATING (1 to 10)
_____	1.	_____
_____	2.	_____
_____	3.	_____
(Total /30)		
<i>Comments:</i>		
#13 – PB 2.1.6a Use practice experience to inform scientific inquiry		
Specific tasks and assignments student will undertake to demonstrate this practice behavior.		
FALL SEMESTER	<i>Comments/Notes:</i>	
1.		
2.		
3.		

Evaluation of student's completion of tasks and assignments for #13 – PB 2.1.6a (Fall Semester):

- 9/10 = Excels: Student consistently functions with a very high degree of competency in this particular area
- 8 = Competent: Student demonstrates consistent growth and change; functions with better-than-average competence in this area
- 7 = Adequate: Student's performance in this area fulfills minimum competency requirements.
- 6 = Needs to Work: Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.
- 5-1 = Unsatisfactory: Student's level of performance consistently low; minimum evidence of growth and change.

FI RATING (1 to 10)		Student SELF-RATING 1 to 10)
_____	1.	_____
_____	2.	_____
_____	3.	_____
(Total /30)		

Comments:

#14 – PB2.1.8a Analyze, formulate, and advocate for policies that advance social well-being

Specific tasks and assignments student will undertake to demonstrate this practice behavior.

FALL SEMESTER	<i>Comments/Notes:</i>
<ul style="list-style-type: none"> 1. 2. 3. 	

Evaluation of student's completion of tasks and assignments for #14 – PB2.1.8a (Fall Semester):

- 9/10 = **Excels:** Student consistently functions with a very high degree of competency in this particular area
- 8 = **Competent:** Student demonstrates consistent growth and change; functions with better-than-average competence in this area
- 7 = **Adequate:** Student's performance in this area fulfills minimum competency requirements.
- 6 = **Needs to Work:** Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.
- 5-1 = **Unsatisfactory:** Student's level of performance consistently low; minimum evidence of growth and change.

FI RATING (1 to 10)		Student SELF-RATING (1 to 10)
_____	1.	_____
_____	2.	_____
(Total /20)		

Comments:

#15 – PB2.1.9b Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

Specific tasks and assignments student will undertake to demonstrate this practice behavior.

FALL SEMESTER	<i>Comments/Notes:</i>
<ul style="list-style-type: none"> 1. 2. 3. 	

Evaluation of student's completion of tasks and assignments for #15 – PB2.1.9b (Fall Semester):

- 9/10 = **Excels:** Student consistently functions with a very high degree of competency in this particular area
- 8 = **Competent:** Student demonstrates consistent growth and change; functions with better-than-average competence in this area
- 7 = **Adequate:** Student's performance in this area fulfills minimum competency requirements.
- 6 = **Needs to Work:** Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.
- 5-1 = **Unsatisfactory:** Student's level of performance consistently low; minimum evidence of growth and change.

FI RATING (1 to 10)		Student SELF-RATING (1 to 10)
_____	1.	_____
_____	2.	_____
_____	3.	_____
(Total /30)		

Comments:

#16 – PB 3.1b Identify evidence-based intervention strategies that can be implemented at various levels to address Black social problems at various levels of practice.

Specific tasks and assignments student will undertake to demonstrate this practice behavior.

FALL SEMESTER	<i>Comments/Notes:</i>
<ul style="list-style-type: none"> 1. 2. 3. 	

Evaluation of student's completion of tasks and assignments for #16 – PB3.1b (Fall Semester):

- 9/10 = **Excels:** Student consistently functions with a very high degree of competency in this particular area
- 8 = **Competent:** Student demonstrates consistent growth and change; functions with better-than-average competence in this area
- 7 = **Adequate:** Student's performance in this area fulfills minimum competency requirements.
- 6 = **Needs to Work:** Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.
- 5-1 = **Unsatisfactory:** Student's level of performance consistently low; minimum evidence of growth and change.

FI RATING (1 to 10)		Student SELF-RATING (1 to 10)
_____	1.	_____
_____	2.	_____
_____	3.	_____
(Total /30)		
<i>Comments:</i>		

PART II
Evaluation Rating Scale

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

#17	PB 2.1.10a1 Substantively and affectively prepare for action with individuals, families and groups, organizations and communities..	1	2	3	4	5
#18	PB 2.1.10a2 Use empathy and other interpersonal skills	1	2	3	4	5
#19	PB 2.1.10a3 Develop a mutually agreed-on focus of work and desired outcomes.	1	2	3	4	5
#20.	PB 2.1.10b1 Collect, organize, and interpret client data	1	2	3	4	5
#21	PB 2.1.10b2 Assess client strengths and limitations.	1	2	3		4
#22.	PB 2.1.10b3 Develop mutually agreed-on-intervention goals and objectives.	1	2	3	4	5
#23	PB 2.1.10b4 Select appropriate intervention strategies.	1	2	3	4	5
#24	PB 2.1.10c1 Initiate actions to achieve organizational goals.	1	2	3	4	5
#25	PB 2.1.10c2 Implement prevention interventions that enhance client capacities.	1	2	3	4	5
#26.	PB 2.1.10c3 Help clients resolve problems.	1	2	3	4	5
#27	PB 2.1.10c4 Negotiate, mediate, and advocate for clients	1	2	3	4	5
#28	PB 2.1.10c5 Facilitate transitions and endings.	1	2	3	4	5
#29	PB2.1.10d1 Social Workers critically analyze, monitor, and evaluate interventions.	1	2	3	4	5

TOTAL SUMMED SCORE FROM ALL CATEGORIES:

/505

SCORING BREAKDOWN: 475-505 (A) 455-470(A-) 440-450(B+) 420 – 435 (B) 399-415 (B-) 384 – 394 (C+) 354 – 379 (C) 353 or below (F)

OAKWOOD UNIVERSITY
DEPARTMENT OF SOCIAL WORK
SPRING SEMESTER

Field Education Learning Evaluation Form II

NOTE: *The final version of this form must be typed in Word and submitted.*

Student's Name: _____

Date of First Draft: _____ Date of Final Draft: _____

Name of Agency: _____

Field Instructor (s): _____

Field Instructor Contact Phone # (for any questions regarding final grade assigned): _____

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

Student's Signature

Date

For students who express a major difference of opinion regarding the results of this report, a supplemental statement may be attached to this report.

Indicate if a supplemental statement is attached: YES NO

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

Field Instructor's Signature

Date

#1 – PB 2.1.1a Advocate for client access to services provided within the field of social work		
Specific tasks and assignments student will undertake to demonstrate this practice behavior		
SPRING SEMESTER	<i>Comments/Notes:</i>	
1.		
2.		
Evaluation of student's completion of tasks and assignments for #1 – PB2.1.1a (Spring Semester): 9/10 = Excels: Student consistently functions with a very high degree of competency in this particular area 8 = Competent: Student demonstrates consistent growth and change; functions with better-than-average competence in this area 7 = Adequate: Student's performance in this area fulfills minimum competency requirements. 6 = Needs to Work: Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change. 5-1 = Unsatisfactory: Student's level of performance consistently low; minimum evidence of growth and change.		
FI RATING (1 to 10)		Student Self-RATING (1 to 10)
_____	1.	_____
_____	2.	_____
(Total /20)		
Comments:		
#2 – PB 2.1.1b Practice personal reflection and self correction to assure continual professional development.		
Specific tasks and assignments student will undertake to demonstrate this practice behavior		
SPRING SEMESTER	<i>Comments/Notes:</i>	
1.		
2.		
3.		

Evaluation of student's completion of tasks and assignments for Field Education Outcome #2 – PB 2.1.1b (Spring Semester):

- 9/10 = **Excels:** Student consistently functions with a very high degree of competency in this particular area
- 8 = **Competent:** Student demonstrates consistent growth and change; functions with better-than-average competence in this area
- 7 = **Adequate:** Student's performance in this area fulfills minimum competency requirements.
- 6 = **Needs to Work:** Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.
- 5-1 = **Unsatisfactory:** Student's level of performance consistently low; minimum evidence of growth and change.

FI RATING (1 to 10)		Student SELF-RATING (1 to 10)
_____	1.	_____
_____	2.	_____
_____	3.	_____
(Total /30)		

Comments:

#3 – PB 2.1.1d Maintain a professional roles (I.e. as a professional social worker) and appropriate boundaries

Specific tasks and assignments student will undertake to demonstrate this practice behavior.

SPRING SEMESTER	<i>Comments/Notes:</i>
1.	
2.	
3.	

Evaluation of student's completion of tasks and assignments for #3 – PB 2.1.1d (Spring Semester):

- 9/10 = **Excels:** Student consistently functions with a very high degree of competency in this particular area
- 8 = **Competent:** Student demonstrates consistent growth and change; functions with better-than-average competence in this area
- 7 = **Adequate:** Student's performance in this area fulfills minimum competency requirements.
- 6 = **Needs to Work:** Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.
- 5-1 = **Unsatisfactory:** Student's level of performance consistently low; minimum evidence of growth and change.

FI RATING (1 to 10)		Student SELF-RATING (1 to 10)
_____	1.	_____
_____	2.	_____
_____	3.	_____
(Total /30)		

Comments:

#4 – PB 2.1.1d Demonstrate professional demeanor in behavior, appearance and communication.

Specific tasks and assignments student will undertake to demonstrate this practice behavior.

SPRING SEMESTER	<i>Comments/Notes:</i>
1.	
2.	
3.	

Evaluation of student's completion of tasks and assignments for #4 –PB 2.1.1d (Spring Semester):

- 9/10 = **Excels:** Student consistently functions with a very high degree of competency in this particular area
- 8 = **Competent:** Student demonstrates consistent growth and change; functions with better-than-average competence in this area
- 7 = **Adequate:** Student's performance in this area fulfills minimum competency requirements.
- 6 = **Needs to Work:** Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.
- 5-1 = **Unsatisfactory:** Student's level of performance consistently low; minimum evidence of growth and change.

FI RATING (1 to 10)		Student SELF-RATING (1 to 10)
_____	4.	_____
_____	5.	_____
_____	6.	_____
(Total /30)		

Comments:

#5 –PB2.1.1f Use supervision and Consultation

Specific tasks and assignments student will undertake to demonstrate this practice behavior.

SPRING SEMESTER	<i>Comments/Notes:</i>
<ol style="list-style-type: none"> 1. 2. 3. 	

Evaluation of student's completion of tasks and assignments for #5 –PB2.1.1f (Spring Semester):

- 9/10 = **Excels:** Student consistently functions with a very high degree of competency in this particular area
- 8 = **Competent:** Student demonstrates consistent growth and change; functions with better-than-average competence in this area
- 7 = **Adequate:** Student's performance in this area fulfills minimum competency requirements.
- 6 = **Needs to Work:** Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.
- 5-1 = **Unsatisfactory:** Student's level of performance consistently low; minimum evidence of growth and change.

FI RATING (1 to 10)		Student SELF-RATING (1 to 10)
_____	1.	_____
_____	2.	_____
_____	3.	_____
(Total /30)		

Comments:

#6 – PB 2.1.2b – Make ethical decisions by applying standards of the NASW.

Specific tasks and assignments student will undertake to demonstrate this practice behavior.

SPRING SEMESTER	<i>Comments/Notes:</i>
1.	
2.	
3.	

Evaluation of student's completion of tasks and assignments for #6 – PB 2.1.2b (Spring Semester):

- 9/10 = **Excels:** Student consistently functions with a very high degree of competency in this particular area
- 8 = **Competent:** Student demonstrates consistent growth and change; functions with better-than-average competence in this area
- 7 = **Adequate:** Student's performance in this area fulfills minimum competency requirements.
- 6 = **Needs to Work:** Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.
- 5-1 = **Unsatisfactory:** Student's level of performance consistently low; minimum evidence of growth and change.

FI RATING (1 to 10)		Student Self-RATING (1 to 10)
_____	1.	_____
_____	2.	_____
_____	3.	_____
(Total /30)		
Comments:		
#7 –PB 2.1.2c - tolerate ambiguity in resolving ethical conflicts		
Specific tasks and assignments student will undertake to demonstrate this practice behavior.		
SPRING SEMESTER	<i>Comments/Notes:</i>	
1.		
2.		

Evaluation of student's completion of tasks and assignments for #7 - PB 2.1.2c (Spring Semester):

- 9/10 = Excels: Student consistently functions with a very high degree of competency in this particular area
- 8 = Competent: Student demonstrates consistent growth and change; functions with better-than-average competence in this area
- 7 = Adequate: Student's performance in this area fulfills minimum competency requirements.
- 6 = Needs to Work: Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.
- 5-1 = Unsatisfactory: Student's level of performance consistently low; minimum evidence of growth and change.

FI RATING (1 to 10)		Student SELF-RATING (1 to 10)
_____	1.	_____
_____	2.	_____
(Total /20)		

Comments:

#8 – PB 2.1.2d Apply strategies of ethical reasoning to get principled decisions

Specific tasks and assignments student will undertake to demonstrate this practice behavior.

SPRING SEMESTER	<i>Comments/Notes:</i>
1.	
2.	

Evaluation of student's completion of tasks and assignments for #8 – PB 2.1.2d (Spring Semester):

- 9/10 = **Excels:** Student consistently functions with a very high degree of competency in this particular area
- 8 = **Competent:** Student demonstrates consistent growth and change; functions with better-than-average competence in this area
- 7 = **Adequate:** Student's performance in this area fulfills minimum competency requirements.
- 6 = **Needs to Work:** Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.
- 5-1 = **Unsatisfactory:** Student's level of performance consistently low; minimum evidence of growth and change.

FI RATING (1 to 10)		Student SELF-RATING (1 to 10)
_____	1.	_____
_____	2.	_____
(Total /20)		

Comments:

#9 – PB 2.1.3c Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.

Specific tasks and assignments student will undertake to demonstrate this practice behavior.

SPRING SEMESTER	<i>Comments/Notes:</i>
1.	
2.	
3.	

Evaluation of student's completion of tasks and assignments for #9 - PB 2.1.3C (Spring Semester):

- 9/10 = **Excels:** Student consistently functions with a very high degree of competency in this particular area
- 8 = **Competent:** Student demonstrates consistent growth and change; functions with better-than-average competence in this area
- 7 = **Adequate:** Student's performance in this area fulfills minimum competency requirements.
- 6 = **Needs to Work:** Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.
- 5-1 = **Unsatisfactory:** Student's level of performance consistently low; minimum evidence of growth and change.

FI RATING (1 to 10)		Student SELF-RATING (1 to 10)
_____	1.	_____
_____	2.	_____
_____	3.	_____
(Total /30)		

Comments:

#10 – PB2.1.4d View themselves as learners and engage those with whom they work with as informants.

Specific tasks and assignments student will undertake to demonstrate this practice behavior.

SPRING SEMESTER	<i>Comments/Notes:</i>
1.	
2.	

Evaluation of student's completion of tasks and assignments for #10 - PB2.1.4d (Spring Semester):

- 9/10 = **Excels:** Student consistently functions with a very high degree of competency in this particular area
- 8 = **Competent:** Student demonstrates consistent growth and change; functions with better-than-average competence in this area
- 7 = **Adequate:** Student's performance in this area fulfills minimum competency requirements.
- 6 = **Needs to Work:** Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.
- 5-1 = **Unsatisfactory:** Student's level of performance consistently low; minimum evidence of growth and change.

FI RATING (1 to 10)		Student SELF-RATING (1 to 10)
_____	1.	_____
_____	2.	_____
(Total /20)		

Comments:

Field Education Learning Outcome #11 – PB2.1.5b Advocate for human rights and social and economic justice

Specific tasks and assignments student will undertake to demonstrate this practice behavior.

SPRING SEMESTER	<i>Comments/Notes:</i>
1.	
2.	

Evaluation of student's completion of tasks and assignments for #11 - PB2.1.5b (Spring Semester):

- 9/10 = **Excels:** Student consistently functions with a very high degree of competency in this particular area
- 8 = **Competent:** Student demonstrates consistent growth and change; functions with better-than-average competence in this area
- 7 = **Adequate:** Student's performance in this area fulfills minimum competency requirements.
- 6 = **Needs to Work:** Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.
- 5-1 = **Unsatisfactory:** Student's level of performance consistently low; minimum evidence of growth and change.
Student's level of performance consistently low; minimum evidence of growth and change.

FI RATING (1 to 10)		Student SELF-RATING (1 to 10)
_____	1.	_____
_____	2.	_____
_____	3.	_____
(Total /30)		

Comments:

Field Education Learning Outcome #12 – PB 2.1.5c Engage in practices that advance social and economic justice

Specific tasks and assignments student will undertake to demonstrate this practice behavior.

SPRING SEMESTER	<i>Comments/Notes:</i>
1.	
2.	
3.	

Evaluation of student's completion of tasks and assignments for #12 – PB 2.1.5c (Spring Semester):

- 9/10 = **Excels:** Student consistently functions with a very high degree of competency in this particular area
- 8 = **Competent:** Student demonstrates consistent growth and change; functions with better-than-average competence in this area
- 7 = **Adequate:** Student's performance in this area fulfills minimum competency requirements.
- 6 = **Needs to Work:** Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.
- 5-1 = **Unsatisfactory:** Student's level of performance consistently low; minimum evidence of growth and change.

FI RATING (1 to 10)		Student SELF-RATING (1 to 10)
_____	1.	_____
_____	2.	_____
_____	3.	_____
(Total /30)		

Comments:

Field Education Learning Outcome #13 – PB 2.1.6a Use practice experience to inform scientific inquiry

Specific tasks and assignments student will undertake to demonstrate this practice behavior.

SPRING SEMESTER	<i>Comments/Notes:</i>
1.	
2.	
3.	

Evaluation of student's completion of tasks and assignments for #13 – PB 2.1.6a (Spring Semester):

- 9/10 = Excels: Student consistently functions with a very high degree of competency in this particular area
- 8 = Competent: Student demonstrates consistent growth and change; functions with better-than-average competence in this area
- 7 = Adequate: Student's performance in this area fulfills minimum competency requirements.
- 6 = Needs to Work: Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.
- 5-1 = Unsatisfactory: Student's level of performance consistently low; minimum evidence of growth and change.

FI RATING (1 to 10)		Student SELF-RATING 1 to 10)
_____	1.	_____
_____	2.	_____
_____	3.	_____
(Total /30)		

Comments:

Field Education Learning Outcome #14 – PB2.1.8a Analyze, formulate, and advocate for policies that advance social well-being

Specific tasks and assignments student will undertake to demonstrate this practice behavior.

SPRING SEMESTER	<i>Comments/Notes:</i>
1.	
2.	
3.	

Evaluation of student's completion of tasks and assignments for #14 – PB2.1.8a (Spring Semester):

- 9/10 = **Excels:** Student consistently functions with a very high degree of competency in this particular area
- 8 = **Competent:** Student demonstrates consistent growth and change; functions with better-than-average competence in this area
- 7 = **Adequate:** Student's performance in this area fulfills minimum competency requirements.
- 6 = **Needs to Work:** Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.
- 5-1 = **Unsatisfactory:** Student's level of performance consistently low; minimum evidence of growth and change.

FI RATING (1 to 10)		Student SELF-RATING (1 to 10)
_____	1.	_____
_____	2.	_____
(Total /20)		

Comments:

Field Education Learning Outcome #15 – PB2.1.9b Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

Specific tasks and assignments student will undertake to demonstrate this practice behavior.

SPRING SEMESTER	<i>Comments/Notes:</i>
1.	
2.	

Evaluation of student's completion of tasks and assignments for #15 – PB2.1.9b (Spring Semester):

- 9/10 = **Excels:** Student consistently functions with a very high degree of competency in this particular area
- 8 = **Competent:** Student demonstrates consistent growth and change; functions with better-than-average competence in this area
- 7 = **Adequate:** Student's performance in this area fulfills minimum competency requirements.
- 6 = **Needs to Work:** Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.
- 5-1 = **Unsatisfactory:** Student's level of performance consistently low; minimum evidence of growth and change.

FI RATING (1 to 10)		Student SELF-RATING (1 to 10)
_____	1.	_____
_____	2.	_____
_____	3.	_____
(Total /30)		

Comments:

#16 – PB 3.1b Identify evidence-based intervention strategies that can be implemented at various levels to address Black social problems at various levels of practice.

Specific tasks and assignments student will undertake to demonstrate this practice behavior.

SPRING SEMESTER	<i>Comments/Notes:</i>
1.	
2.	
3.	

Evaluation of student's completion of tasks and assignments for #16 – PB3.1b (Spring Semester):

- 9/10 = **Excels:** Student consistently functions with a very high degree of competency in this particular area
- 8 = **Competent:** Student demonstrates consistent growth and change; functions with better-than-average competence in this area
- 7 = **Adequate:** Student's performance in this area fulfills minimum competency requirements.
- 6 = **Needs to Work:** Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.
- 5-1 = **Unsatisfactory:** Student's level of performance consistently low; minimum evidence of growth and change.

FI RATING (1 to 10)		Student SELF-RATING (1 to 10)
_____	1.	_____
_____	2.	_____
_____	3.	_____
(Total /30)		

Comments:

PART II
Evaluation Rating Scale

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

#17	PB 2.1.10a1 Substantively and affectively prepare for action with individuals, families and groups, organizations and communities..	1	2	3	4	5
#18	PB 2.1.10a2 Use empathy and other interpersonal skills	1	2	3	4	5
#19	PB 2.1.10a3 Develop a mutually agreed-on focus of work and desired outcomes.	1	2	3	4	5
#20.	PB 2.1.10b1 Collect, organize, and interpret client data	1	2	3	4	5
#21	PB 2.1.10b2 Assess client strengths and limitations.	1	2	3		4
#22.	PB 2.1.10b3 Develop mutually agreed-on-intervention goals and objectives.	1	2	3	4	5
#23	PB 2.1.10b4 Select appropriate intervention strategies.	1	2	3	4	5
#24	PB 2.1.10c1 Initiate actions to achieve organizational goals.	1	2	3	4	5
#25	PB 2.1.10c2 Implement prevention interventions that enhance client capacities.	1	2	3	4	5
#26.	PB 2.1.10c3 Help clients resolve problems.	1	2	3	4	5
#27	PB 2.1.10c4 Negotiate, mediate, and advocate for clients	1	2	3	4	5
#28	PB 2.1.10c5 Facilitate transitions and endings.	1	2	3	4	5
#29	PB2.1.10d1 Social Workers critically analyze, monitor, and evaluate interventions.	1	2	3	4	5

TOTAL SUMMED SCORE FROM ALL CATEGORIES:

/505

SCORING BREAKDOWN: 475-505 (A) 455-470(A-) 440-450(B+) 420 – 435 (B) 399-415 (B-) 384 – 394 (C+) 354 – 379 (C) 353 or below (F)

MISCELLANEOUS FORMS

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

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

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

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

Field Instructor: _____

Date: _____

Student: _____

Date: _____

1. Discuss your daily tasks this week:

2. Discuss what NASW Code of Ethics, ethical standard(s) you exercised during this week (please give code(s) number and name).

3. What was your major challenge this week and how did you handle it?

4. What did you learn about yourself this week?

5. Discuss a spiritual value (i.e. love, forgiveness, being non-judgmental etc) that you utilized this week. Give a scriptural reference to support this value.

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

Agency: _____

Student: _____

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

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

Field Instructor: _____

Date: _____

Student: _____

Date: _____

Oakwood University
Social Work Department
SUPERVISION AGENDA FORM

Student's Name: _____ Field Instructor's Name: _____

Agency Name: _____ Supervision Week: _____

Please use form to document supervision between student and field instructor. Student may select five items to discuss, but a minimum of three items related to progress with various goals on the learning contract **MUST** be discussed each week. Supervision Logs may be typed or handwritten. Supervisor and student must sign and date.

Agenda Item	Plan of Action
Learning Goal #	
Learning Goal #	
Learning Goal #	

Field Instructor: _____ Date: _____

Student: _____ Date: _____

OAKWOOD UNIVERSITY
SOCIAL WORK DEPARTMENT
AGENCY/UNIVERSITY CONTRACTUAL AGREEMENT

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

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

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

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

A. The University and the Agency jointly agree:

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

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

B. Responsibilities of the University

1. The University provides a faculty consultation (field placement supervisor) to the Agency. Educational requirements for Field Instructors are found in the University’s Field Work Manual. Also refer to the Manual for the responsibilities of the faculty consultant to the Agency and the student.

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

C. Responsibilities of the Agency

1. The Agency designates one primary Field Instructor for the student. If there are multiple supervisors, the primary Field Instructor coordinates the total learning experience and is responsible for the final evaluation report. These subsidiary supervisors should be utilized only after consultation with the field place supervisors.
2. The Agency provides time for the Field Instructor to hold an individual conference with the student for at least one hour per week.
3. The Agency provides time for the Field Instructor to attend approximately two meetings of Field Instructors at the University during the school year.
4. The Agency provides office supplies, telephone facilities and office arrangements which enable the student to function effectively
5. The Agency provides learning experiences, including orientation to the Agency, case assignments and other meaningful assignments as appropriate.
6. The Agency requires the student to do process recording, summary recording and other recordings necessary for accountability consonant with Agency policy.
7. The Agency communicates immediately with the faculty supervisor any concern regarding the student's learning.
8. The Field Instructor is responsible for prompt submission of formal evaluation reports in proper form and content which adequately describe the student's field learning.
9. The Agency will consult with the University immediately if specific circumstances arise which require the Agency to ask that a student be withdrawn from the placement during the school year.
10. The determination of the number of students to be assigned to the Agency shall be negotiated between the Agency and the University. The Agency has the final decision on the number of students it can accommodate.

D. Responsibilities of the Student:

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

Agency Signature of Approval:

Field Instructor

Date

University Signature of Approval

Field Director

Date

Student

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

Student

Date

OAKWOOD UNIVERSITY
SOCIAL WORK DEPARTMENT
NEW AGENCY SITE VISIT REPORT

Agency Name: _____

Address: _____

Telephone: _____ Date of Visit: _____

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

Site Visitor _____ Met With: _____

Purpose of Agency: _____

Funding Base of Agency: _____

Number MSWs available to provide field instruction: _____

Distance from School: _____

Experience Available to Students: _____

Is there a stipend for students: Yes No

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

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

Are there other students in the placement? Yes No

If "Yes", what colleges or universities? _____

If “Yes”, what are the disciplines? _____

Has the agency received _____, signed _____, returned _____ the field agreement?

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

Clients: Yes No

Is the agency suitable for BSW students? Yes No

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

___	Hours in field	___	Amount of direct client contact
___	Macro experiences	___	Learning contract
___	Field Director’s visits	___	Ethnicity and cultural diversity
___	Agency Agreement	___	Supervision of student



OAKWOOD UNIVERSITY

Social Work Department

RÉSUMÉ/VITAE FOR FIELD INSTRUCTORS

Date: _____

Name: _____

Home Address: _____

City: _____ State: _____ Zip: _____

Name of Agency: _____

Agency Address: _____

City: _____ State: _____ Zip: _____

Agency Telephone: _____

EDUCATION:

Please list all graduate degrees earned: _____

Name of School: _____

Location: _____

Degree Conferred and Date: _____

Degree Concentration: _____

Name of School: _____

Location: _____

Degree Conferred and Date: _____

Degree Concentration: _____

INSTITUTES OR SEMINARS ATTENDED IN PAST THREE YEARS

Subject/Title	Presenter/Sponsoring Institution	Date

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

Agency	Responsibilities	Dates

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

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

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

HAVE YOU RECEIVED FIELD INSTRUCTION TRAINING? Yes No

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

AREAS OF PROFESSIONAL INTEREST AND/OR EXPERIENCE:

RESEARCH PROJECTS AND/OR PUBLICATIONS:

Oakwood University
Social Work Department

FINAL EVALUATION OF FIELD PLACEMENT

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

Name of Agency: _____

Name of Student: _____

Date: _____

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

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

OAKWOOD UNIVERSITY
 Social Work Department
FIELD INSTRUCTOR PROGRAM EVALUATION

Agency: _____

Program: _____

Field Instructor: _____

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

SUGGESTED RESOURCES FOR FIELD EDUCATION STUDENTS OR FIELD INSTRUCTORS

The following professional journals will be useful and are currently in the Eva B. Dykes Library. There are other related Journals not named here which you may find helpful in your professional development. Please check with the library staff or Internet journal listings (search the Eva B. Dykes library from the Oakwood University homepage www.oakwood.edu).

1. Aging
2. Annual of the American Academy of Political and Social Science
3. Child Welfare
4. Children Today
5. Crime and Delinquency
6. Gerontologist
7. Human Rights
8. Journal of Adventist Education
9. Journal of Counseling and Development
10. Journal of Health and Social Behavior
11. Journal of Marriage and Family
12. Journal of the Association of Adventist Behavioral Scientist
13. The New Social Worker
14. Public Welfare
15. Families in Society
16. Social Problems
17. Social Research
18. Social Service Review
19. Social Work
20. Social Work Education
21. Social Work Research and Abstracts

Required Readings:

Kirst-Ashman, K. (1999). *Understanding Generalist Practice*, Chicago: Nelson-Hall.

Royse, D., Dhooper, S. and Rompf, E. (1999). *Field Instruction: A Guide for Social Work Students*. New York: Longman.



OAKWOOD UNIVERSITY
DEPARTMENT OF SOCIAL WORK

PROFESSIONAL PROBLEM-SOLVING FORM

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

Student: Please complete the form and include:

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

Student: _____	OID: _____
Date Filed: _____	
Is problem related to a specific social work course? <input type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, list SW Course: _____	
Is problem related to field education: <input type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, name of field instructor: _____	
If none of the above, state how this problem or concern is directly related to your academic experience: _____	

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

1. Description of Problem/Concern: _____

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

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

a. _____

b. _____

c. _____

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

a. _____

b. _____

Faculty Assessment and Recommendations: _____

INTERNAL DEPARTMENT USE ONLY (FACULTY)

Date Received in Dept: _____

Verification of Completed Form with Supporting Documentation: _____

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

Name: _____ Title: _____

Name: _____ Title: _____

Name: _____ Title: _____

Name: _____ Title: _____

Date of scheduled meeting: _____

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

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

SOCIAL WORK ADVISORY COUNCIL

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

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

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

The responsibilities of the Advisory Council are:

1. Review and analyze curriculum
2. Contribute to course development and field instruction
3. Review and analyze forms and manuals used in the social work program
4. Make recommendations for selection of field agencies, their use and termination.

SOCIAL WORK FIELD ADVISORY BOARD

The field Advisory Board is made up of Current and former field instructors, Oakwood University Social Work Alumnus and the Director of Field Education. The tasks of the Field Advisory Board are as follows:

1. Provide advice on improving the field education program
2. Provide information and suggestions for field education agencies
3. Review forms and manuals used for Field Education.
4. Participate in Pre-Field Interviews

AGENCY FACT SHEET

POTENTIAL PRACTICUM AGENCIES	
AGENCY NAME, ADDRESS AND TELEPHONE NUMBER	AGENCY DESCRIPTION
<p>CASA of Madison County 701 Andrew Jackson Way Huntsville, AL 35801</p>	<p>CASA is a non-profit social service agency devoted to promoting independent living among the elderly and homebound of Madison County. Must be 60+ years of age, and/or wheel chair or bed bound. Volunteers are used to provide transportation to doctors appointments, grocery shopping assistance, friendly visiting, telephone reassurance, chore and repair service, weatherization of homes, removal of barriers by the installation of ramps, grab bars and handrails, a community garden with fresh vegetables at no cost, and other services that provide safety, warmth, and independence. No financial assistance, plumbing, or electrical work done. We serve as a source for information to the elderly in the community.</p>
<p>Madison County Mental Health Center Comprehensive Care 4040 South Memorial Parkway Huntsville, AL 35805</p>	<p>A public non-profit comprehensive community mental health agency dedicated to the well-being of the citizens of Madison County. The Center provides services in varying degrees of intensity from preventative to in-patient care, and offers treatment programs for all types of mental illness, emotional disorders, and substance abuse problems. 24 Hour emergency crisis response is available; and clients can walk-in during office hours for emergency care. Operates Shelter Plus housing program, information available on group homes, case managers and outreach programs.</p>
<p>National Children's Advocacy Center – Decatur P.O. Box 2006 Decatur, AL 35602</p>	<p>To provide a safe, caring place to evaluate any child who may have been abused. Coordination and cooperation with other local agencies is foremost in implementing a multi-disciplinary approach to all investigations.</p>
<p>National Children's Advocacy Center 210 Pratt Avenue Huntsville, AL 35801</p>	<p>Provides services to abused children (sexually, physically, and emotionally). Center serves as neutral facility in which social workers and law enforcement can interview children after being referred by DHR and or the Police Dept. Therapists on staff provide counseling and evaluation for children referred by the Madison County Multi-Disciplinary Team. They provide community education/abuse intervention and prevention service, SCAN (Stop Child Abuse and Neglect) public school prevention education program. Healthy Families North Alabama provides home visits to help new parents in Madison County nurture their children.</p>

POTENTIAL PRACTICUM AGENCIES	
AGENCY NAME, ADDRESS AND TELEPHONE NUMBER	AGENCY DESCRIPTION
Boys and Girls Club of Greater Huntsville 215 Abingdon Avenue Huntsville, AL 35801 (256) 534-6060	A low cost day care that offers physical education (teams tournaments and time to do your own thing), cultural programs (library, music, arts and crafts) educational programs (computer, help with studies), health and social services and vocational programs, and positive peer leader group. Open to children ages 6-18.
Bradford Health Services 1600 Browns Ferry Rd. P.O. Box 176 Madison, AL 35758 (256) 461-7272	Private treatment program structured to support the 12-step recovery of AA, They teach life skills to maintain abstinence. Transportation can be arranged for indigent clients. Bradford will make the initial assessment then try to place the client in a state facility.
Crisis Services of North Alabama P.O. Box 368 Huntsville, AL 35806	Provides emergency shelter, counseling and assistance to victims of domestic violence, emotional/psychological abuse, rape, eating disorders, depression, loneliness, suicide, information and referral. Support groups for children are also provided. Agency also provides community educational programs on domestic violence.
Huntsville Hospital Corporate University 109 Governors Drive Huntsville, AL 35801	One of the largest locally owned not-for-profit hospitals in the nation with 881 licensed acute care beds. Facilities include Huntsville Hospital, Huntsville Hospital for Women & Children, an outpatient Medical Mall, Madison Medical Park and a 70-bed rehabilitation hospital located on the campus.
AIDS Action Coalition (Davis Clinic) P.O. Box 871 Huntsville, AL 35801	The AIDS Action Coalition provides health care, education, social services, and financial assistance to people infected or affected by HIV/AIDS. Direct Services: Davis Clinic (specializing in the health care of persons with HIV), dental care referrals, medication assistance, mental health counseling, and optometrist can do eye exams. Social Services: case management, housing assistance, community referrals, transportation assistance, food bank, support groups, care teams, emergency financial assistance. Education and Prevention: lending library of videos, books and brochures, audience presentations, peer education program. The AAC serves 12 counties of northern Alabama. HIV testing offered free of charge. Appointments preferred, but will take walk-ins. Fees are on a sliding fee scale and most insurances are accepted. Serves Madison, Marshall, Jackson, Cullman, Morgan, Limestone, Lawrence, Winston, Marion, Lauderdale, Colbert, and Franklin Counties.
Alabama Mentor 9582 Madison Blvd, Suite 11 Madison, AL 35758	Provides mentoring services for children.

POTENTIAL PRACTICUM AGENCIES

AGENCY NAME, ADDRESS AND TELEPHONE NUMBER	AGENCY DESCRIPTION
<p>Family Services Center 600 St. Clair Avenue Building 3 Huntsville, AL 35801</p>	<p>Provides Counseling and assessment of children and adults by licensed therapists. Classes for divorcing parents, children of divorce, first time offenders, domestic violence offenders, drug and alcohol awareness, anger management. Nuturing Fathers Program, support for families of homicide victims, parenting classes and a low-interest car loan program are just some of the services offered. Evening hours by appointment. Supervised visitation services available. Offers Employee Assistance Programs and Speakers Bureau. Children under 14 must have parental consent. \$15.00 minimum counseling fee. Offers a sliding fee scale and no one is turned away for inability to pay. They also offer Credit Counseling and Financial Literacy Training.</p>
<p>Crestwood Hospital One Hospital Drive, S.E. Huntsville, AL 35804</p>	<p>An acute care, 120-bed hospital located off Airport Road in Huntsville Alabama.</p>
<p>Department of Human Resources Madison County 2206 Oakwood Ave., NW Huntsville, AL 35810 (256) 535-4500</p>	<p>State Welfare Services: Family Assistance Program and Food Stamps, JOBS (for recipients), Child Support Enforcement Program, Child/Adult Abuse and Neglect Reporting, Foster Care and Adoptions, Day Care/Home Licensing, Protection Services for children and adults, Homemakers for children and adults.</p>
<p>Department of Human Resources Morgan County 507 14th Street, SE Decatur, AL 35602</p>	<p>State welfare services; Family Assistance Program; Food Assistance program, child and adult protective services, Child Abuse Reporting Agency; Homemaker service and Medicaid; Foster home placements for adults and children. Adult Services: Public Assistance, call the above number, Food Stamps: 256-340-5960. Emergency after hours number for child abuse/adult protective services</p>
<p>Millenium Nursing Home & Rehab Center 5275 Millenium Drive Huntsville, AL 35806</p>	<p>Provides short term and long term care for elderly patients as well as rehabilitation services.</p>
<p>Three Springs of Madison 1329 Brownsferry Rd Madison, AL 35758</p>	<p>This is long-term residential treatment utilizing a wilderness model in conjunction with more traditional psychiatric and psychological treatments and interventions. Length of treatment is one to two years. They serve the Southeast USA.</p>

POTENTIAL PRACTICUM AGENCIES	
AGENCY NAME, ADDRESS AND TELEPHONE NUMBER	AGENCY DESCRIPTION
<p>Three Springs of Courtland P.O. Box 370 Courtland, AL 35618</p>	<p>This is long-term residential treatment utilizing a wilderness model in conjunction with more traditional psychiatric and psychological treatments and interventions. Length of treatment is one to two years. They serve the Southeast USA.</p>
<p>Hospice Family Care 2225 Drake Avenue Suite 8 Huntsville, AL 35805 (256) 650-1212</p>	<p>Provides care and support to those facing a life threatening illness as well as to their families and loved ones. A comprehensive team of nurses, Home Health Aides, Social Workers, Bereavement Coordinator, Medical Director and volunteers help the patient live in comfort, dignity and the familiarity of home and family. Hospice supports the family members and children. Offers several support groups for all ages: Grief in the Workplace, The Caring House, and Educational Programs for the community. There are no charges for services.</p>
<p>Huntsville City Schools Social Work Dept. 714 Bob Wallace Ave., SW. (Warehouse) Huntsville, AL 35801 (256) 480-6800</p>	<p>Provides educational, social and behavioral support to children within the school system.</p>
<p>Legal Services of North Central Alabama 2000-C Vernon Drive P.O. Box 2465 Huntsville, AL 35804 (256) 536-9645</p>	<p>Legal Services of N.C. Alabama is a non-profit law firm founded in 1969. They provide free civil (non-criminal) legal help to low-income families in five counties: Madison, Jackson, Morgan, Limestone, Cullman. They provide a range of services but no longer handle divorce cases, except in physical abuse cases. New clients should come in between 8:00 am & 11:00 am Mondays and Tuesdays only. Emergency cases are taken anytime. They have a "Prose' For Dads" with visitation problems. Legal Services will try to help them establish regular visitation with their children. They must have already exhausted all other resources. The Decatur office also handles Cullman clients at their office at 17 Vine St. Decatur Phone (256)350-3551</p>
<p>Mental Health Center, Huntsville-Madison County 660 Gallatin Street Huntsville, AL 35801 (256) 533-1970</p>	<p>A public non-profit comprehensive community mental health agency dedicated to the well-being of the citizens of Madison County. The Center provides services in varying degrees of intensity from preventative to in-patient care, and offers treatment programs for all types of mental illness, emotional disorders, and substance abuse problems. 24 Hour emergency crisis response is available; and clients can walk-in during office hours for emergency care. Operates Shelter Plus Care housing program, information available on group homes, case managers and outreach programs.</p>