

UNIVERSITY OF SOUTH ALABAMA

SOCIAL WORK PROGRAM

FIELD INSTRUCTION MANUAL

2021- 2022

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Table of Contents

- I. Introduction
 - Introduction 4
 - USA Mission Statement.....4
 - Mission of the BSW Program..... 6
 - BSW Program Goals..... 6

- II. BSW Curriculum
 - Generalist Practice.....12
 - Field Instruction.....12
 - Examples of Field Instruction Activities.....14.....
 - Educational Outcomes for Field Instruction.....15

- III. The Structure of Field Instruction
 - Program Administration and Personnel.....16
 - Field Instruction Coordinator..... 16
 - Faculty Field Liaison.....17
 - Agency Field Instructor.....17
 - Field Instruction Consultant.....17
 - Field Instruction Sites and Settings.....18
 - Responsibilities of Persons Involved in Field.....19

- IV. Selection of Field Agencies and Instructors
 - Selection of Field Instruction Agencies.....22
 - Selection of Agency Field Instructors.....24
 - Field Instruction Training and Workshops.....26

- V. Students: Policies and Procedures for Student Field Instruction
 - General Policy for Application for Field Instruction.....26
 - Procedures for Application for Field.....27
 - Field Instruction in Agency in Which Student is Employed.....29
 - Evaluation of Student Performance in Field.....31
 - General Policies for Students in Field Instruction.....32
 - Schedules Field Instruction.....32
 - Background and Materials.....33

Appeals.....40
 Policy on Repeating Field Instruction.....40
 Social Media Policy.....41

VI. Appendix: Field Instruction Forms

STUDENT FORMS

Application for Field Instruction.....44
 Release of Information.....48
 Suggestions for Resume Preparation.....49
 Receipt of Field Instruction Manual.....51
 Student Learning Agreement: SW 412.....52
 Student Field Instruction Learning Contract.....53
 Statement of Confidentiality for Access to Records.....59
 Request for Field Placement in Place of Employment.....60
 Weekly Time Sheet.....63
 NASW Code of Ethics.....70

ADMINISTRATIVE FORMS

Memorandum of Agreement.....72
 Field Instructor Information.....77
 Field Visit Documentation Form.....79

Mission of the BSW Program

The program mission for Social work at the University of South Alabama is to prepare competent, effective entry level social work professionals to address the social welfare needs of the Gulf Coast and Southwest Alabama regions. The program has a strong commitment to provide professional leadership to the region in terms of social work education, service to the community and in scholarly endeavors. In order to be attuned to the community context of social work in this region, the

The undergraduate social work program at USA uses a definition of generalist practice that is consistent with the principles of generalist social work practice found in the literature, the definition used by the Association of Baccalaureate Social Work Program Directors, the needs of the Greater Mobile and Southwest Alabama Region, and the goals and objectives of the social work program. The BSW program at USA defines generalist practice as:

Generalist practice in social work is multi-system, involving the promotion of human well-being through work with individuals, families, groups, organizations and communities. This method is based on a problem-solving framework and is multi-theory in that it bases the practice approach on an analysis of problems and situations, thus basing interventions on the problem(s). Generalist practice stems from a strong base of social work, knowledge, values, ethics, and skills. It is based on a person-in-environment perspective and is sensitive to diversity, the community, and issues of social and economic justice.

Field students know this definition and are expected to use its principles to guide their practice while in field instruction.

Field Instruction

Field Instruction at USA is an integral component of the academic program and curriculum. The purpose of Field Instruction is to provide an integrative learning experience that engages the student in practice that is educationally directed, and is supervised by a professional social worker. The Field Instruction experiences should provide students with educationally directed opportunities to apply classroom learning in the field setting. While enrolled in field students are enrolled in a concurrent social work Senior Seminar that helps them to integrate their classroom and field learni

The Field Instruction experiences should be diverse in terms of agencies, settings, clientele, and interests of students. The educational experience is directed by the BSW program in collaboration with the agency. Students have input into their field placement, but the agency and the specific assignment are ultimately selected by the BSW program.

Field Instruction assists students in making the transition from student to entry level professional and socializes them to the profession by employing supervised practical experiences as vehicles to expand upon prior course content. The student who successfully completes field instruction should be prepared as an entry level professional social worker who can ethically apply him/her self to working with multiple systems. The field instruction experience must provide an opportunity for students to work with diverse and oppressed populations using a generalist method.

Through on-site supervision and structured observation, students engage in supervised generalist practice activities that focus on the development of

12. Attend Board of Director's meetings and/or other policy-making groups.
13. Attend professional, interagency, community, or policy-making groups on a local, state, or federal level.
14. Participate in a professional social work educational meeting, activity, or conference.
15. Engage in appropriate use of weekly supervision with Agency Field Instructor.
16. Involvement in activities related to diversity, populations -at-risk, and social and economic justice.

This list is not exhaustive, but it is intended to stimulate ideas for developing placement activities. The seminar for Agency Field Instructors that is conducted each year covers specific examples of appropriate field experiences for the students and stimulates discussion about what other field instructors have done that has proven effective. It is highly recommended that Agency Field Instructors attend this annual training. Discussion about other appropriate student learning experience in field may also be discussed with the program Field Coordinator or Field Liaison.

In conjunction with Field Instruction, students attend a weekly integrative Senior Seminar, taught by a full time faculty member that provides an opportunity to examine, discuss, and analyze their field instruction experiences in relation to professional foundation concepts and theories previously learned in the class room. Specific written and oral field seminar assignments are incorporated in the student's learning process to facilitate the integration of academic content with practice experiences and are a significant component of the field instruction and student field performance evaluation. Students will usually use examples from their agency experience in completing the Seminar assignments.

The Agency Field Instructor should provide structured supervision to the student for at least one hour per week and field instructors are encouraged to discuss any concerns with the Field Coordinator or Field Liaison as they arise so that they may be addressed promptly. Students can expect their respective Faculty Field Liaison to visit their agency at least two times during the semester, and to make at least one phone contact. Field visits are usually conducted near mid- term and at the end of the semester.

Additional liaison visits may occur should problems/needs arise. Student field performance is formally evaluated twice during the semester, once at midterm and again at the end of the semester and either the Field Coordinator or a Field Liaison representative from USA should be present for these evaluations. The evaluation is conducted using an evaluation form based on program objectives. This form is included in this manual. Both the Agency Field Instructor and the student (and possibly the Field Consultant) provide feedback to the Faculty Field Liaison to aid in the evaluation process. Course grades for Field Instruction are determined by program faculty based on information collected during the evaluation meeting.

Educational Outcomes for Field instruction

USA has identified nine expected educational outcomes that flow from the overall BSW program competencies for its students and they will be evaluated on their ability to

demonstrate that these competencies have been obtained. The expected practice behaviors for field are:

Competency 1: Demonstrate Ethical and Professional Behavior

3. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

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

Competency 4:

Engage In Practice -informed Research and Research- informed Practice Social workers

understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

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

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that inform social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

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

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:

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

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

students are appropriately socialized into the profession. Faculty Field Liaisons report to the Field Instruction Coordinator.

Minimum Qualifications: Must have the MSW plus two years practice experience in social work post degree.

Agency Field Instructor

The Agency Field Instructor is the representative of the agency, program or site who provides direct supervision for the students in field placement. The Agency Field Instructor provides learning experiences for the students in the agency in which he or she is employed. The Faculty Field Liaison works directly with the Agency Field Instructor to monitor and evaluate the performance of students under supervision. While the Field Liaison is the primary point of contact for the Agency Field Instructor, the Field Instruction Coordinator is an important resource for questions and concerns that may arise.

Minimum Qualifications: Must have the BSW or MSW plus two years post BSW or MSW practice experience.

Field Instruction Consultant

It is the policy of the BSW program that students in field who are preparing to be professional social workers are best able to be socialized to learn knowledge, values, and skills from members of the social work profession. Thus, the great majority of placements will be with agency instructors who are professional social workers.

In a limited number of cases, agencies or programs that offer valuable learning experiences for our students may not have professional social workers employed on staff. For example, some community based agencies that work with especially vulnerable, oppressed, and/or diverse populations may fall into this group. In such instances, the BSW program may decide, based on the potential value of the educational experience, to place students in this setting for their field instruction.

When students are placed in setting in which professional social work supervision is not available, a Field Instruction Consultant will be assigned by the program to provide Field Instruction. The Field Instruction Consultant may be:

The supervision provided should be regular and information from this supervision should be incorporated into the evaluation of student performance.

Minimum Qualifications - Must have the BSW or MSW plus two years post BSW or MSW practice experience in social work.

Field Instruction Sites and Settings

Students will receive field instruction in an Agency Field Site/Setting or Field Unit approved by the BSW program. Definitions of these entities are as follows:

Agency Field Site/Setting

The Agency Field site or setting is a community agency that will provide practical generalist practice field experiences, instruction, and supervision for students. The Agency Field Instructor is a representative of this agency. The Field Instruction Coordinator is responsible for development and approval of the Field instruction sites and the Agency Field Instructors. The Field Instruction Coordinator assists students in the selection of an approved field placement. The students, Agency Field Instructor, Field Liaison, and the Field Instruction Coordinator are involved in the planning and execution of Field Instruction for students.

Field Unit

A Field Unit is an agency based entity operated and supervised by the Social Work program where several students or more are placed. It is housed within an agency or program in the community. The Field Unit is a collaborative effort between the BSW program and an agency/program that includes the provision of services to a targeted population. The Field Unit provides practical generalist practice field experiences, instruction, and supervision for students.

Responsibilities of Persons Involved in Field Instruction

Field Instruction Coordinator

The Field Instruction Coordinator has the primary responsibility for providing leadership and coordination for all Field Instruction activities of the program. The Field Instruction Coordinator represents the BSW program's Field Instruction Program to the community and has the following responsibilities:

1. Provide leadership for the Social Work program and faculty with regard to Field Instruction.
2. Initiate and supervise the student application process for Field Instruction.
3. Design and plan appropriate generalist practice learning experiences for students in field by selecting agencies that meet the learning needs of the students.
4. Approve Faculty Field Liaison and Field Construction Consultants, supervise, and coordinate their activities.
5. Act as a liaison between the program and field students.
6. Resolve problems which arise within the Field Instruction placements.

4. Provides students with opportunities to interact with agency clients, diverse and oppressed populations, and to observe and analyze the client's behaviors.
5. Assists students in acquisition of research skills and information about research efforts including program and practice evaluation within the assigned agency.
6. Assists students with socialization to the profession and encourages continuing professional education.
7. Provides on-going feedback to students regarding their performance.
8. Evaluates students' performance in Field Instruction utilizing the appropriate criteria provided by the Social Work program.
9. Attends Field Instructor Training.
10. Participates in the evaluation of the Field Instruction Program.

Field Instruction Consultant

In agencies in which a professional social work field instructor is not available, a faculty member or another professional social worker who meets the program requirements for field supervision may serve as a Field Instruction Consultant. The responsibilities of the Consultant are as follows:

1. Maintain (at minimum) weekly face to face, telephone and/or email contact with the Agency Field Instructor and field student.
2. Explain and clarify Generalist Practice concerns as they relate to the specific agency in which the Field Instruction occurs.
3. Provide appropriate feedback to the student during supervision meetings which includes, but is not limited to, reviewing and approving the learning contract as well as the use of process recordings to effectively review the mastery of skills during the placement experience.
4. Review the Professional Codes of Ethics and appropriate professional behavior with the student as applied to the agency setting.
5. Assists students with socialization to the profession and encourages continuing professional education activities.
6. Maintain appropriate documentation of the supervision for submission to the Field Coordinator.
7. Be involved in the student evaluation process.
8. Attend Agency Field Instructor training.

III. Selection of Field Agencies and Instructors

Selection of Field Instruction Agencies

The BSW program at USA selects sites for Field Instruction that offer experiences for generalist social work practice with diverse populations. Field agencies must be willing to provide professional social work supervision for the student. Students must be

provided with challenging opportunities to test and apply the knowledge, skills and values learned in the academic setting in a practical social welfare context. Agencies must demonstrate that they can provide quality generalist experiences for students and

7. Generalist social work practice.
8. Research and evaluation.
9. Special learning objectives for the student. Spd .5 (.).1.9 (n)0s.9 2tton.cet

Selection of Agency Field Instructors

Supervision by a professional social worker is critical to quality Field Instruction, and the BSW program requires that the student have an agency supervisor with a minimum of two years post BSW or MSW practice experience in social work. In situations in which the student is not directly supervised by a supervisor who meets these minimum qualifications, the program also requires the ssb

any information that may affect a successful placement. Exmat

2. The placement assignment offers a significant change from previously assigned duties within the agency, with different populations, different supervision, and/or different focus.
3. The agency must have an employee who is not the student's work supervisor to serve as an Agency Field Instructor.
4. The agency must be approved as a Field Instruction site by the BSW program and meet all criteria for Field Instruction Agencies outlined in this manual.
5. The agency will grant the time sufficient for the student to complete Field Instruction activities, including the Senior Seminar Course, as specified within this manual.
6. The agency will grant time to the Agency Field Instructor to participate in Field Instruction training provided by the social work program at USA. Time will also be granted by the agency for the Agency Field Instructor to meet with the student on a weekly basis for supervision of field.
7. The student is responsible for the submission of documentation for approval to the Field Coordinator. The student must complete the USA Request for Field Placement in Place of Employment form explaining how the above criteria will be met. The documentation should outline how he/she plans to comply with the above criteria and must have the agency sign off. The chief administrator of the agency must attest to the plan's feasibility, and identify the Agency Field Instructor.
8. The Agency Field Instructor must attend Field Instruction training offered through USA's Social Work department prior to the start of the placement.

Agencies may engage in creative management to afford such an opportunity to a student-employee. An example might be that student who works in the Child Protection office at DHR would be assigned to Adoption or Foster Care services for Field Instruction, with different populations and different lines of supervision. The agency must sign an agreement to protect the employed student from his/her work responsibilities while on Field Instruction time in the agency.

Evaluation of Student Performance in Field

Examination of Expected Educational Outcomes

Evaluation of the student's performance in field examines not only the specified course-related education outcomes, but also the competencies and practice behaviors identified in the student's field learning contract. The two evaluation visits with the Field Liaison assess the extent to which the student has achieved her/his learning competencies in field during the semester. Students are evaluated based achievement of outcomes, competencies and practice behaviors. Course grading is outlined in the SW 412 syllabus on a traditional A - F scale. A minimum grade of C is required in the course for the student to complete the program.

Procedure for Evaluating Agency Based Field Instruction

Either a Faculty Liaison or the Field Coordinator will visit the agency at least two times during the semester; once at the midpoint of the semester and once during the final two

Students must submit the Weekly Time Sheet the day of each Senior Seminar. No white out or correction tape is to be used on a time sheet. If an error occurs, the student should correct it by putting one line through the error and initialing it. The Agency Field Instructor should initial any corrections made near the error. Any alteration of a time sheet without the Agency Field Instructor's signature is a major violation of Field Instruction policy and may result in termination of Field Instruction. Any reporting of hours which the student did not actually work is an equally major violation and may result in termination of Field Instruction.

No faxed copies of time and activity sheets should be submitted to the program. Only original copies of time sheets and activity sheets will be accepted.

Background and Medical Checks required by Field Agency

Criminal background checks are required by some agencies before beginning a field placement. Other requirements such as tuberculosis testing, drug testing and CPR training may also need to be met. It is the student's responsibility to pay for any testing and/or training that is required and not provided by the agency. Criminal background checks typically cost approximately \$50.00. If a student foresees difficulty with any of these requirements he/she should report this to the Field Coordinator before an agency assignment is made and alternative arrangements will be explored.

Holidays

Students in Field Instruction will not be awarded hours for University holidays. Students must complete the entire 436 clock hours within semester. Any exception to this policy must be negotiated with the Agency Field Instructor and the Field Coordinator.

Absences

Students in Field Instruction will be expected to adhere to the schedule that has been negotiated at the beginning of the semester and approved by the Field Coordinator. If the student anticipates that he/she will not be present at the agency during the scheduled time, the Agency Field Instructor should be contacted beforehand. Generally acceptable excuses for absences include health reasons, family emergencies, and religious reasons. Students should provide documentation to substantiate the reason for their absence from Field Instruction.

Absences should be recorded on the student's time sheets with appropriate explanation. The Agency Field Instructor should promptly notify the Field Coordinator regarding unexplained absences of a student. Attendance at Field Instruction is expected and students have no sick time or vacation time. Any time which is missed must be made up and students who do not accrue requisite number of hours for field by the last day of finals will receive an incomplete in the course.

Extra Hours

Students will, on occasion, work more than the proscribed number of hours during the

1. Unsatisfactory performance of assigned duties.
2. Failure to notify supervisor of absences at earliest possible time.
3. Failure to observe assigned work schedule (tardiness, leaving early, long lunches).
4. Violations of agency or BSW program policy.
5. Excessive use of agency time for personal, non-work related activities.
6. Use of agency phone for personal calls.

Major Rules Violations f10 luncime

Students may appeal disciplinary action in Field Instruction. Student appeals should be directed to the BSW Program Director.

Developmental Plans of Correction and Disciplinary Action

Substandard Performance and Violation of Rules

Regulation of professional conduct is critical in maintaining the integrity of the social work profession and student performance that is rated below the standard for successful completion of field instruction may result in a developmental plan for correction and/or disciplinary action. Students in the social work program are members of the social work

In the event of a serious major violation that endangers a client system, agency staff, or the student, the Agency Field Instructor has the option of immediately suspending the student and simultaneously notifying the Field Coordinator of the action. Such suspensions should be followed up promptly with written documentation of the reasons for the suspension. This documentation should be submitted to the Field Coordinator who will immediately begin an investigation into the violations reported. The Field Coordinator, Agency Field Supervisor, Field Liaison and Program Director will make a determination of what course of action to take with regard to the specific violation after the investigation has been completed. The Field Coordinator, Field Liaison, Agency Field Supervisor and the student will be involved in a meeting to discuss the course of direction recommended. The possible outcomes include, but are not limited to:

1. A developmental plan of correction for the student to engage in.
2. Placing the student on probation and requiring an increased level of supervision during the course of the field placement in addition to a developmental plan or correction.

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including a written statement of how each of the problems/issues contributing to the failure to complete the original field placement has been corrected. This documentation will be reviewed by the Field Coordinator and the BSW Program Director.

Based on the reapplication, the Program Director will make a decision that will be reviewed with the student. If it is recommended that the student be admitted to field instruction, a development plan will be outlined and signed by the Field Coordinator, the BSW Program Director and the student. Students may appeal a denial for readmission through the appeals procedures outlined above.

Field Instruction Forms

Student Forms: Application

Student Application for Field Instruction
SW 412: Field Instruction

Field Instruction is a supervised work experience in a community social service agency. Students will work under the supervision of a professional social worker (BSW/MSW) with at least two years post BSW experience. The internship period is for the full semester. Students must have the approval of the Field Placement Coordinator to enroll in SW 412: Field Instruction. The Field Coordinator will review this application as part of the admission to field process. Students must be approved for field one semester prior to the semester in which field instruction is requested. After the student has been assigned to a field agency, this application will be forwarded to the Agency Field Instructor.

I. Personal Data

Name _____ Date _____

Local Address _____

Telephone (____) _____ hm (____) _____ cell

Email Address _____

Permanent Address _____

Telephone (____) _____

Will you have a car at your disposal for field placement? ___ Yes ___ No

Do you have a valid driver's license? ___ Yes ___ No

Do you have medical insurance? ___ Yes ___ No

Person to be notified in case of emergency

Name _____ Relationship _____

Address _____

Telephone _____ Alternate Telephone _____

IV. Career Plans

- A. Indicate your current thinking about your career plans and goals. What do you hope you will be doing immediately after successfully completing all BSW degree requirements?

- B. What are your career goals as you perceive them five years/ten years into your professional career?

V. Self Assessment

- A. List the strengths you believe you bring to and can contribute to the learning process and practice experiences you will engage in during this field placement.

- B. Discuss any limitations related to your readiness for beginning this field instruction experience.

C. Discuss the learning opportunities you wish to have while in your field placement. Discuss the skill areas you expect to utilize and enhance during the field placement.

D. Indicate the requests you have about the client populations you wish to work with, or the type of agency based work you wish to gain experience with, and your reasons for these preferences. Note any geographic location preferred.

Student's signature

Date

Dates of employment.

Describe your work responsibilities with emphasis on specific skills and achievements.

Other information

You may want to add other professional information such as membership in professional organizations (NASW) or leadership experience in volunteer organizations such as the student social work club.

References

Ask people if they are willing to serve as references before you give their names to a potential employer.

Do not include reference information on your resume. Have an additional sheet of references typed and bring this to your job interview to have available if requested during the interview.

3. Resume Checkup Content

Run a spell check on your computer.

Have a friend do a grammar review.

Ask another friend to proofread.

Design

Use white or off-white paper.

Use 8 ½ x 11 inch paper.

Print on one side of the paper.

Use a font size of 10 to 14 points.

Use non-decorative typefaces.

Choose one typeface and stick to it.

Avoid italics, script, and underlined words.

Do not use horizontal or vertical lines, graphics, or shading.

Do not fold or staple your resume.

If you must mail your resume, put it in a large envelope.

Career Development and Job Search Advice for New College Graduates
jobweb.com/resumes_interviews

Receipt of Field Instruction Manual

This is to acknowledge that I understand that the USA Field Instruction Manual is available at http://www.usouthal.edu/syansw/pdf/field_instruction_manual.pdf and that I may receive a written copy of this manual upon request. I agree that it is my responsibility to read and adhere to all the policies that are included in the Field Manual. I also agree to abide by the policies outlined in the USA Social Work Student Handbook <http://www.usouthal.edu/syansw/pdf/socialworkstudenthandbook.pdf> .

Student Name

Date

Student Learning Agreement
SW 412: Field Instruction

1. I agree to spend 30-32 hours weekly, to complete a total of 436 hours of Field Instruction at _____ (Agency Name) during the one semester time frame that I am scheduled for SW 412, beginning _____ (Date).

2. I understand that in the course of my work I have access to confidential information and that I am required to keep this information confidential and will not disclose any such information unless authorized to do so by the Agency Field Instructor.

3. I agree to complete my Agency Field Instruction. 2 (d)-4.3 (u)0.6 (c)78 (t)-6 (o)-3.5 ()11.6 (d)60.6 (i)-2.3 (s)

University of South Alabama
Social Work Program
Student Field Instruction Learning Contract
SW 412 Field Instruction

Student Name _____

Field Agency _____

Agency Field Instructor _____

Semester _____

Part I Introduction:

The senior level field placement emphasizes generalist social work practice at the micro, mezzo, and macro levels. The Student Field Instruction Learning Contract is a formal plan between the student and the field instructor, which identifies the learning opportunities and practice behaviors that facilitate the attainment of the program competencies. The student will engage in learning activities related to the program competencies. More than one learning activity may be provided for each competency. The learning activities for the student may change during the semester as tasks are achieved, new ones are developed, and tasks are revised. Consequently, the contract is somewhat flexible. It must, however, address each of the ten core competencies of the social work program.

The Student Field Instruction Learning Contract correlates with -0.006 Tw -20.13 -1.21 tetM.

Describe how you will be oriented to the setting:

Student placement hours (days of the week and times):

Supervision plan (day of the week and time of regular formal

PART II: Learning Contract Instructions: Reminder:

The generalist field experience emphasizes generalist social work practice at the micro, mezzo, macro levels. The SW 412 Field Instruction syllabus is available for further explanation.

Activity and Evaluation Method: Describe the opportunities/activities that will permit the student to demonstrate the program competencies (listed below). A good reference tool would be the social worker job description at your agency. Identify the evaluation methods that the Field Instructor will use to evaluate the student's ability to demonstrate the indicated program competency.

Examples of evaluation methods include: field instructor observation (at case presentations, staff meetings, in group with clients, role plays), field instructor review of written materials (case notes, assessments, goal plans, journals, process recordings), direct discussions during supervision, formal or informal feedback from clients and colleagues.

Program Competencies:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice
6. Engage in research-informed practice and practice –informed research
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.

University of South Alabama
SW 412: Field Instruction
Statement of Confidentiality
For Student Access to Client/Patient Service Records

I understand that, as a student social worker, I am bound by the National

University of South Alabama
Department of Sociology, Anthropology, and Social Work
Social Work Program
Bachelor of Social Work Program

REQUEST FOR FIELD PLACEMENT IN PLACE OF EMPLOYMENT

Student's Name _____ Date _____

Name of Agency: _____

Affiliation as a USA Field Agency: _____ Yes _____ No

Proposed Field Instructor: _____

Affiliation as a USA Field Instructor: _____ Yes _____ No

Degree: _____ BSW _____ MSW

Licensed: _____ Yes _____ No If Yes, what level? _____

Years of work experience: _____



1. Please attach a summary describing the educational objectives and learning experiences of the proposed field instruction placement. Specify how the proposed educationally directed experience constitutes a significant change from the student's previously assigned duties within the agency; with different populations; with different supervision; and a different setting.
2. Is the proposed field instructor an employee of the agency? __ Yes __ No
3. Is the proposed field instructor the student's direct supervisor? __ Yes __ No
4. What will be the assigned schedule for field clock hours? _____
5. Is the proposed field instructor willing to provide at least one hour per week of structured supervision? __ Yes __ No
6. All first time field instructors are required to attend an orientation regarding field policies and procedures prior to supervising a student. Is the proposed field instructor willing to attend the orientation? __ Yes __ No
7. All non affiliated agencies and/or field instructors must be approved to serve as a field placement site and/or a USA Bachelor of Social Work Program Field Instructor. Are parties willing to complete the appropriate affiliation application? __ Yes __ No

All required materials must be received prior to the school's consideration of the placement proposal, including agency and proposed

Student Forms: Field Reporting Forms

Weekly Time Sheet
SW 412: Field Instruction

Student Name: _____ Week # _____
Agency: _____ Supervisor: _____

Date	Start Time	Lunch	End Time	Daily Hours

Hours this week	
Hours last week	
Hours to date	

Comments:

Student's signature

Date

Agency Field Instructor's signature

Date

Field Education Instructor Evaluation of the Agency

The agency has a qualified field instructor with sufficient time to provide student supervision: yes no no, but agrees to additional field consultant supervision

The agency supplies sufficient resources for the student to carry out his/her responsibilities including:

Workspace: yes no

Phone access: yes no

Learning materials such as books, videos, workshops or other trainings: yes
no

The agency supports non -discrimination policy 11.4 (o)-1.2 (rry)1CID 8 >7 (e)2.3 (e)D 9 >>BDC 2 (rry)

Administrative Forms

Memorandum of Agreement for SW 412 - Field Instruction
University of South Alabama Social Work Program

Agency Name: _____ Date: _____
Address: _____ Telephone: _____

Name of Director: _____
Name of Supervisor of Students: _____

By signing this agreement the University of South Alabama Social Work Program and _____ (Agency) agree to cooperate in the provision of field instruction to undergraduate students enrolled in the Social Work Program.

The University of South Alabama Social Work Program will:

1. Assume initial responsibility for selection of students to be placed.
2. Provide the agency with an opportunity to review any candidate and appropriate records for placement.
3. 3.

- 3. The Field Instruction Coordinator will submit a review of the facts together with a recommendation for disposition to the Director of the Social Work Program, University of South Alabama.
- 4. The Director in consultation with the director of the field placement agency or his or her representative shall render a binding judgment.

This contract shall be operable from the date of signing. Amendments shall be made during this time only by mutual consent of _____(agency) and the Social Work Program of University of South Alabama.

Agency: _____

Date: _____

Signature, Director of the Agency, Title

Date: _____

Signature, Field Instruction Coordinator
Social Work Program– Univ. of South Alabama

Date: _____

Signature, University Treasurer

Please list any special professional interests:

Professional Associations or Professional Memberships:

Signature _____ Date _____

