UAB MSW Program

Student Handbook

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INTRODUCTION

History of University and College

History of the University

The University of Alabama at Birmingham (UAB) traces its roots to the 1859 founding of the Medical College of Alabama and the 1936 opening of the Birmingham Extension Center of The University of Alabama. In 1945 the Medical College of Alabama was moved from Tuscaloosa to Birmingham and the University's Medical Center was founded. Later, in November of 1966, the Extension Center and the Medical Center were merged to form the "University of Alabama in Birmingham," an organizational component of The University of Alabama (in Tuscaloosa).

In 1969 UAB became an independent institution, one of the autonomous universities within the newly created three-campus University of Alabama System (Birmingham, Tuscaloosa, Huntsville). The University is led by President Ray L. Watts and Provost Linda C. Lucas. As of Fall 2013 (the latest data available), the University has a total student enrollment of over 18,500, with over 11,500 undergraduates and 1773 incoming freshman. Last year, the University awarded almost 2,200 bachelor's degrees across its eleven colleges or schools. UAB is the state's largest single-site employer with more than 23,000 employees. The university has seen record enrollment for five consecutive years, and is recognized among the top 100 universities in the world for life sciences (Academic Ranking of World Universities 2012). The Princeton Review has ranked UAB among the 10 universities nationally for diversity for four consecutive years. In 2013, for the fourth consecutive year UAB was named to the *President's Higher Education Community Service Honor Roll*, the highest federal recognition for civic engagement and service-learning. In 2014, the University was identified as one of fifteen "up and coming universities" by *US News and World Report*.

College of Arts and Sciences

The Department of Social Work is one of the twenty departments that together make up the College of Arts and Sciences (CAS). The college was formed in 2010 and replaced the separate Schools of Arts and Humanities, Natural Sciences and Mathematics and Social and Behavioral Sciences. CAS is the largest of academic units at the University of Alabama at

Birmingham, consisting of more than 300 faculty and 40 baccalaureate, masters, and doctoral degrees.

The College of Arts and Sciences represents an ideal setting for the Department of Social Work. The combination of Natural and Social Sciences with Arts, presents opportunities for experiences and learning across a wide variety of disciplines. Beyond a strong liberal arts curriculum (described in the Explicit Curriculum section), students in the Department have the opportunity to participate in over 250 student organizations housed in CAS. The on-line B-Sync program also coordinates campus-wide opportunities for community involvement and community service.

Mission of CAS

To ensure that each student leaves UAB with the tools they need to succeed in an expanding and increasingly complex world, CAS is dedicated to helping them develop the following skills and competencies:

- Ethical and Moral Reasoning
- The Scientific Method
- Communication
- Cultural Competence
- Confidence in the Face of Complexity

History of Department of Social Work

UAB's BSW program has a proud tradition of high standards and quality instruction. In 1974, the Council on Social Work Education (CSWE) began accrediting baccalaureate social work programs to designate beginning level professional training. In 1976, UAB began its BSW program under the direction of Dr. Norman Eggleston. Application for initial accreditation was made immediately; CSWE accredited UAB's social work program at the baccalaureate level in 1977. The program has been continuously accredited at the BSW level since 1977.

Throughout the years the program has been housed in several different Departments according to the needs of the College. After spending time with the Departments of Government and

Public Service, Anthropology and Sociology the program became and independent department in 2011.

Over the years the Department has continued to see expansive growth in terms of students and faculty. The Social Work Department seeks diversity in the student body and offers students an opportunity to collaborate with faculty from diverse backgrounds bringing unique expertise in teaching, research and community service.

MSW Program Overview

The Clinical MSW program at UAB is designed to provide excellence in education to prepare students for work with populations in the areas of health and behavioral health. The program is unique positioned within the University to take advantage of the medical and behavioral health community within a diverse urban environment. Through foundation and advanced curriculum students are equipped for clinical practice in a variety of settings.

Mission Statement

The mission of the Clinical MSW program is to educate students for careers in specialized, competent, and evidence-informed practice that responds to the complex needs of people and community in the face of an increasingly interconnected world. The program will prepare graduates to become leaders who advance social justice and promote human rights for diverse, underserved, and vulnerable populations.

Program Goals

- To prepare students for specialized health and behavioral health social work practice in public and community settings;
- To equip students with skills, knowledge, and values to lead efforts to eliminate health and economic disparities in an increasingly interconnected world; and
- To promote the use of evidence in informing and evaluating social work practice.

SOCIAL WORK POLICIES

Admission to the program

Admission Requirements

All applications are initiated through the Graduate School at UAB and forwarded to the Social Work Department for review. The Graduate School has a comprehensive web site providing information on programs, applications and resources to assist student in submitting complete applications. Students are encouraged to visit the web site at http://www.uab.edu/graduate/ to learn more about the process and access resources. Application deadlines for admission are March 1st for admission Fall semester.

Graduate School Application Process

In order to complete an application for the Graduate School the following minimum criteria should be met:

- Submission of the online application and applicable application fee ($45 domestic and $60 international). Note: To complete your application to the UAB Graduate School, you will need to write a personal statement. You may wish to prepare that statement well in advance of your application deadline. The statement calls for a brief summary of your academic interests, career goals, and relevant background experience.
- A recognized baccalaureate, graduate or professional degree from a regionally accredited (e.g. SACS) college or university, or an international equivalent based on a four-year curriculum.
- Applicants holding only a bachelor's degree should have earned a minimum grade point average of 3.0 (B average) in all Junior and Senior level course work.
- Applicants should have an undergraduate major acceptable in content and quality to the selection committee of the program to which they are applying.
- For international students whose first language is not English, a minimum score of 550 on the paper test, 213 on the computer version, or 80 on the internet based test of the Test of English as a Foreign Language (TOEFL), or a minimum score of 6.0 - 6.5 on the IELTS test is recommended.
- The Graduate School must receive one official transcript from each postsecondary institution attended, including community colleges and high school dual-enrollment. A duplicate copy of each transcript should also be mailed directly to the designated contact person on the checklist. It is the applicant's responsibility to make the appropriate arrangements to send transcripts to both the Graduate School and the social work program to which they are applying.

- Applicants who are currently enrolled at other institutions should send transcripts that document grades obtained through the most recent term completed. Submission of final transcripts indicating conferral of the Bachelor's degree is required prior to enrolling in graduate course work at UAB.

Additional items for Social Work

In addition to the requirements from the graduate school, social work students should submit the following with their application:

- Professional resume outlining academic, employment and volunteer/service experience
- Two reference letters. Letter should include one academic reference and one professional reference. Letters should discuss the student's aptitude for graduate level academic work, personal and professional strengths and propensity for the profession of social work. Full time faculty members of the UAB Department of Social Work are not eligible to provide reference letters.
- Students need to complete a personal statement that responds to items based on the competency areas of professionalism, ethics, diversity and social justice.

Admission Options – Regular/Advanced Standing

Students who have a non-social work undergraduate degree from an accredited College or University maybe admitted as a student to 2-year (4 semester) curriculum (Regular admission). Students who hold a BSW from a social work program accredited by the Council on Social Work Education may apply for Advanced Standing admission. Advanced Standing students must have at least a 3.2 GPA (on a 4-point scale) in the last 2 years of their undergraduate social work program and be within 8 years of graduation. Students entering the program as Advanced Standing are not required to complete Foundation courses and begin with the advanced curriculum. Advanced Standing students must meet the same eligibility requirements as students seeking regular admission. Meeting eligibility requirements does not guarantee acceptance in to the program.

Review of Applications/Student Notification

Once application packets are completed in the Graduate School they are forwarded to the Social Work Department for review by the MSW Admission Committee. Applications will be reviewed to determine whether or not the student has met the minimum qualifications of

admission, assess potential for success at the graduate level, and consider whether or not the career and academic goals of the student fit within the mission and goals of the University and the Clinical MSW. Applications should provide quantitative and qualitative evidence for success completion of the Clinical MSW. Students will be notified of acceptance from the Department. Meeting eligibility requirements does not guarantee acceptance in to the program.

Transfer of Credits

Previously earned graduate credit from another accredited social work program or similar program that has not been applied toward another degree (either at UAB or elsewhere) may be eligible for transfer into the student's current degree program. Ordinarily no more than 12 semester hours of transfer credit can be applied to a degree program. Acceptance of more than 12 hours will require approval by the MSW program director, department chair, and Graduate School Dean. *All* credit transfer requests must be initiated by the student and require the approval of the MSW program director and the Graduate School Dean. *Transfer of Credit* forms are available online at http://www.uab.edu/graduate/online-forms . An application for transfer of credit will not be considered until the student has completed at least 9 semester hours of graduate credit in the MSW program and is in good academic standing. Once transfer credit has been accepted, it will be included in the calculation of the grade point average in the student's current UAB program. Graduate credit earned with a grade of B or above while a graduate student in another regionally accredited graduate school may be considered for transfer. In programs offered jointly by UAB and other universities, all graduate credits earned in the program at a cooperating university are eligible for transfer to UAB. If a student earns credit in one UAB graduate program and is later admitted to another program, unused credits from the previous program, if applicable, are eligible for consideration for transfer into the current program.

Academic Credit for Life Experience Credit

The Social Work Department is cognizant that students come to the degree program at different life stages, often having had significant prior work and other life experiences which enrich and inform academic paths. While this experience is valuable it may not substitute for earning academic credit in any social work foundation or advanced curriculum course or be considered in lieu of field placement hours. The MSW program does not grant academic credit for life or work experience.

Professional Advising

The MSW program recognizes the benefit of both formal and informal advising for social work students. On an informal level advising may take place among students and faculty who have shared academic or research interests and may include topics related to academic or career trajectories. Formal professional social work advisement includes assisting students in assessing their aptitude for the profession; orienting students to the program's mission, policies, and the required curriculum sequence; periodically evaluating their performance and progress toward graduation; discussing career opportunities; tailoring field placement selections to ensure educational objectives and enhance career opportunities.

Social work faculty in the field office will be responsible for academic advising. Students must submit an application for field placement to the field office each semester. The application will be reviewed by the academic advisor to determine if students have completed the academic prerequisites required to enter the next level of experiential learning. Field Office faculty will review the application and complete an assessment of the student's capacity to function in the field setting. The process will include but not be limited to a review of field evaluations, observable behaviors in the classroom setting and a one-on-one interview with the field director.

Professional advisement will be provided through Lunch and Learns, monthly seminars and the Department's Academic Lecture Series. Lunch and Learns would include information regarding faculty research, departmental updates and local guest speakers. The Departmental Academic Lecture Series would include nationally recognized guest speakers. The monthly seminars will be required sessions for all students. Topics would include: Preparing for my future, Developing a research agenda, Development and presentation of electronic posters, job search.

Evaluating Student Performance

Academic Performance

The MSW program recognizes that student learning is reflected through equally important indicators of process and outcome. Outcome refers to the degree of success in meeting learning objectives while process refers to the work employed in attaining those successes. Students enrolled in the UAB Master of Social Work Program are expected to meet all academic requirements via both process and outcomes, and to do so within the guidelines set forth by the UAB Academic Honor Code and the NASW Code of Ethics.

Academic performance is evaluated by the Social Work faculty of record in each course. During the first class sessions, faculty are required to provide a course overview and access to the course syllabus. Course syllabi serve as the academic contract between the student and faculty for each course, providing information on course prerequisite(s), CSWE Competencies, course description, objectives, attendance policy, grading policy, policy for making up missed course work, and required and/or suggested texts. Additionally, syllabi include an outline of topics to be covered during the semester and a course timeline inclusive of due dates for all assignments. Sufficient notice of syllabi changes is provided to students by the course instructor.

Each course includes the periodic assessment of student progress through appropriate assignments. These evaluations may take various forms as determined by the course instructor (e.g., examinations, written reports, individual or group projects, student reflections, etc.) and may vary in number and scope. Student assessment is appropriately aligned with course objectives, purpose, and content, and faculty will explicitly review—and provide written information in the context of the course syllabus—of expectations early in the course. Timely evaluation of course assignments should be provided by faculty, and students have adequate opportunity to review and discuss evaluations. Final examinations are given at times pre-determined by the University and are available through BlazerNet, at the following website (http://www.uab.edu/students/academics/academic-calendar/final-exams), or in the course syllabus.

Closely linked to successful academic performance is class attendance. Faculty may exercise their right to include class attendance as a component of the student's performance criteria. Faculty explicitly review the attendance policy for the course at the beginning of the semester, and this policy is included in the course syllabus. It is the student's responsibility to clarify class attendance policies and to familiarize themselves to nuances in this policy for each course.

Professional Performance

In addition to meeting the academic performance expectations of the UAB Master of Social Work Program, students are expected to demonstrate appropriate professional behavior. Framed within the University's Non-Academic Student Conduct Policy (http://www.uab.edu/students/services/advocacy-rights-and-conduct/student-conduct) and the professional standards of the National Association of Social Workers (http://www.socialworkers.org/pubs/code/default.asp), professional decorum in the classroom, field placement, and the broader University campus is an important part of students' integration

into the social work profession. The Department of Social Work expects students to build upon personal experiences they bring into the program and demonstrate their abilities as a professional. This includes interactions with various groups including peers, Department staff, campus administrators, clients/consumers, supervisors, and other agency personnel encountered in the field placement and throughout their academic and professional career.

Professional performance is the primary focus of the field placement experience. Evaluation of professional performance in field placement is multi-dimensional, encompassing (but not limited to) student's performance in terms of integrity, communication, accountability, respect, competency, diversity, and ability to maintain confidentiality, self-care and boundaries.

Probation, Suspension and Termination Policy

Admission to the MSW program implies that the student will accept and adopt a standard of academic and nonacademic professionalism consistent with the social work profession, Code of Ethics of the National Association of Social Workers, and the UAB Academic Honor Code. A student may be placed on academic probation, suspension or termination from the social work major for academic and non-academic reasons, including the following:

A. Failure to maintain good academic standing, with a cumulative grade point average of at least 3.0 and overall satisfactory performance on any pass/not pass courses if applicable.

B. Lack of adherence to the standards specified in the policies and procedures of this handbook.

C. Violation of course sequencing or academic plan.

D. Violation of the UAB Academic Honor Code.

E. Violation of the NASW Code of Ethics.

F. Lack of adherence to professional expectations and standards.

At any time that faculty, field supervisors or the faculty advisor identify problems which indicate that a student cannot perform the required functions of a social worker, or which have violated the mentioned codes of conduct, the Program Director/Department Chair will be notified in writing, and the Program Director/Department Chair and faculty advisor shall consult and assess the documentation leading to such indications. If they agree that further action is warranted, they shall meet with the student to develop a plan of action to address such

deficiencies, which may include alternative career planning. Students who are unable to address deficiencies or complete the agreed upon plan of action within two academic semesters from the time of the initiation of the plan will be terminated from the program. The social work faculty has the right to terminate a student from the social work program at any time if such action is deemed warranted by the Student Advisor, Program Faculty, and the Program Director/Department Chair after review of the supporting documentation.

Students maintain the right to appeal such decisions according to the Social Work Program, The Graduate School and UAB Policy and Procedure for Appeals.

Criminal Background Checks

Applicants who have a criminal history need to be aware that a background clearance may be requested prior to entering field placement and that a criminal history may affect your ability to obtain a social work license and limit field placement opportunities.

CURRICULUM

CSWE Competencies and Behaviors

The curriculum of the MSW program is based upon the Competencies and corresponding behaviors set forth in the Educational Policy of the Council on Social Work Education, the accrediting body for social work education. The competencies and corresponding behaviors outline skills and concepts required for competent social work practice. At the master's level these competencies build upon generalist social work education and are further developed through specialized curriculum.

Generalist Competencies

Competency 1: Demonstrate Ethical and Professional Behavior
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They

also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;

- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

- use technology ethically and appropriately to facilitate practice outcomes; and

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

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

- present themselves as learners and engage clients and constituencies as experts of their own experiences; and

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

Competency 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:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- 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:

- use practice experience and theory to inform scientific inquiry and research;

- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers 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 affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

- assess how social welfare and economic policies impact the delivery of and access to social services;

- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement 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 value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.
Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice 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 inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and

- facilitate effective transitions and endings that advance mutually agreed-on goals.

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

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:

- select and use appropriate methods for evaluation of outcomes;

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Genralist Curriculum

The generalist curriculum addresses the competencies from a generalist perspective. Students develop knowledge, values and skills that reflect content in Human Behavior, Research Methods, Generalist Practice and Social Policy. Foundation courses are delivered in a single concentrated semester, laying the foundation for the advanced curriculum.

Genralist Curriculum Coursework

SW 510 SOCIAL WORK PRACTICE (4 hours)

SW 520 SOCIAL WORK POLICY (4 hours)

SW 530 RESEARCH I (3 hours)

SW 590 FIELD PRACTICUM I (3 hours) and SW591 FIELD SEMINAR (1 hour)

Field Bridge Curriculum

SW 690 FIELD PRACTICUM II (6 hours) and SW 693 FIELD SEMINAR (1 hour)

While the classroom coursework divides into a one-semester generalist and a three-semester specialized sequence, our field courses are best conceptualized as following a more continuous process. The first semester of field (590/591) introduces the student to generalist practice and provides basic skills required for practice across all settings. The second "bridge semester" of field (690/693) serves as a transition, students continue to acquire generalist competencies in a specialized, health and behavioral health setting. Thus, although the classroom coursework in the second semester is focused on specialized practice, the field experience consolidates the generalist practice competencies.

Specialized Practice Curriculum (Health and Behavioral Health)

The specialized curriculum extends and enhances the social work nine competencies achieved during the foundation coursework.   Students build competency related to practice in health and behavioral health settings, through coursework and practicum experiences that provide students with knowledge, skills, values, and opportunities to apply critical thinking and reflection needed to work with clients and constituencies coping with health and behavioral programs. In this section, each competency is described for specialized practice with health and behavioral health settings and are operationalized through the behaviors expected of specialized practitioners.

Specialized Practice Competencies

Competency 1 (C1): Demonstrate Ethical and Professional Behavior.

Practitioners in health and behavioral health settings respect the worth, dignity, and integrity of all people with acute and chronic health conditions across the life span, and advocate for self-determination, autonomy, access to services, and the ethical application of health and mental health-related technology. They recognize ethical issues in evidence-based practice and apply frameworks for decision-making that support the needs and right of individuals with health conditions and their families. To ensure ethical practice, they use self-reflection and self-regulation, supervision, consultation, and lifelong learning to address how their attitudes and biases about individuals and communities coping with health or behavioral health programs may influence their personal and professional values and behaviors. Social workers in health and behavioral health settings serve as interprofessional team members to ensure ethical care for individuals and populations coping with health and behavioral health issues. Social workers:

a.   Demonstrate awareness of personal and professional values related to health-related stigma and oppression through self-reflection and self-regulation;

b.   Select and incorporate ethical decision-making frameworks that integrate social work values when working in health and behavioral health settings;

c.   Demonstrate and maintain competence in the NASW Code of Ethics; evidence-based knowledge for health and behavioral health diagnoses and treatment; and relevant legal and policy-related information for health and behavioral health settings;

d.   Advocate within the health and social service communities and as members of interprofessional teams on behalf of clients and constituencies coping with health and behavioral health problems; and

e.   Choose effective technology-mediated tools and practices for health care delivery and population and health programs and policies to promote health and health equity.

For the specialized focus, this competence is builds in content specific to social work practice in health and behavioral health practice. The values and ethics of social work are discussed relative to issues such as promoting health and health equity across the life span. For example, values and ethics around issues of competence in persons with psychotic disorders particularly in regards to client autonomy, a critical issue for these populations, serve to enhance and illustrate more general discussions of values and ethics. Since much of health and behavioral health practice occurs within larger institutions, such as hospitals, and involves interprofessional teams, this competence is enhanced through simulated practice experiences, standardized patients, coursework and field experiences specific to interprofessional teams. Given that issues such as diagnosis, medication, and evidence-based practices are constantly evolving, health and behavioral health practice continuously reinforces the need for clinical supervision, consultation, and lifelong learning. The focus on the ability to effectively use technology, such as telehealth and electronic medical records, to facilitate the achievement of this competency has been previously discussed in great depth as a core part of evidence-based health and behavioral health practice and, thus greatly enhances achieving this competency.

Competency 2 (C2): Engage Diversity and Difference in Practice

Social workers understand that, as a consequence of difference, a person with a health or mental health condition may experience stigma, barriers to receipt of appropriate and timely

care, and increased likelihood of economic, social, and/or environmental marginalization. Social workers also understand how the manifestation of health and behavioral health conditions effects the extent to which a culture's structures and values, including social, economic, political and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power, both uniquely and as they interact with other dimensions of diversity. Social workers practice cultural humility and effectively work with diverse individuals coping with health and behavioral health problems and their caregivers, groups, and communities, with the goal of promoting health and health equity. Social workers:

a. Analyze how diversity and oppression affect clients coping with health and behavioral health issues and constituencies, such as families and advocacy groups;

b. Apply cultural humility to manage the influence of stigma and bias when working with individuals with health and behavioral health conditions, and as issues related to health and mental health conditions intersect with other dimensions of diversity; and,

c. Address the cultural and spiritual histories, values, and beliefs of clients coping with health and behavioral health problems and their families.

This competency permeates the mission statement and program goals and is the focus across multiple classes and throughout the practicum. The specialized focus on health and behavioral health includes, beyond the dimensions of diversity detailed in the foundation competencies, a focus on diversity related to individuals coping with health and behavioral health related issues. A cogent example, is in the widespread stigma surrounding both public perception and in treatment settings for persons with conditions such as HIV/AIDS or drug use problems. In health populations, issues around diversity have importance for many specific practices, for example in the creation and delivery of health education materials to populations from many different cultures and with a variety of educational experiences. Another example might be in treatment and end-of-life decisions and how they are reflected by cultures uniquely. For behavioral health, this competence is enhanced by examining issues related to specific

constructs of mental illness across cultures. It is also enhanced by examination of issues such as the recovery movement, which identifies persons with severe and persistent mental illness as a specific diversity class and emphasizes the need for advocacy and promotion of social justice for an oppressed group. For both groups, barriers to care and exclusions for stigmatized conditions enhance the students' understanding of marginalization and oppression, and provide cogent examples of privilege and power.

Competency 3 (C3): Advance Human Rights and Social, Economic, and Environmental Justice

Social workers work to advance human right and social, economic and environmental justice for clients and communities coping with health and behavioral health problems. Social workers understand the potential limitations for individuals with conditions that impair cognition and judgment, but remain committed to maximizing human rights, and social and economic justice. Social workers are committed to acting as advocates to promote social and economic justice for client systems coping with health and behavioral health issues, and wherever possible to support individuals and groups to become effective voices for their own human rights. Social workers understand and implement strategies to eliminate structural barriers in terms of systems of care and oppressive structural barriers, such as discriminatory social policies. They critically analyze how policies and programs promote health and health equity or perpetuate health disparities. As members of interprofessional teams, they engage other disciplines to recognize health disparities and structural barriers to health, and ensure the rights of clients and constituents coping with health and behavioral health problems. Social workers:

a. Advocate for health and health equity as a human right for individuals and communities coping with health and behavioral health conditions;

b. Engage individuals, their families, and groups coping with health and behavioral health conditions to become effective voices for their own human rights;

c. Participate in system changes to promote health and health equity; and

d. Work to eliminate structural barriers in systems of health care and discriminatory health and mental health policies.

Similar to Competency 2, educating students in promoting human rights and, economic, social and environmental justice permeates the curriculum. However, issues specific to health and behavioral health practice provide examples and issues that significantly enhance the achievement of this competency. Numerous other examples exist in both health and behavioral health practice that address issues around health equity and health disparities. Additionally, in practice within the health system of care, protection of privacy and HIPAA rights are cogent examples that enhance achievement of this competency. Other examples abound throughout mental health where issues such as advanced directives and hospitalization plans emphasize the human rights of consumers and the promotion of social justice. Importantly, this competency, as it applies to health and behavioral health conditions, not only applies to social workers as advocates and leaders in promoting human rights and social justice, but also as facilitators of individuals and groups to become effective voices for their own human rights and social justice. We have already mentioned the example of the recovery movement and how it provides specialized material around oppression and the achievement of fundamental human rights.

Competency 4 (C4): Engage in Practice-informed Research and Research-informed Practice

Social workers in health and behavioral health settings consistently integrate scientific evidence into their practice, through translating and implementing evidence and evidence-based practices into diagnosis, treatment choices and decision-making, as well as through consistent use of rigorous evaluation methods to inform their practice with individuals and for programs. They identify critical gaps and promote the adoption of evidence-based practice in organizations working with clients coping with health and behavioral health problems. Social workers use both existing evidence in the empirical literature and evidence generated by the social worker to

continuously guide and improve their practice. Social workers ground their use of evidence in relevant theories, particularly systems theory, and in empirically-based conceptual models, such as stages of change and harm reduction. Social workers:

a. Understand and build knowledge central to maximizing health and well-being for clients and populations with health and behavioral health problems;

b. Adopt, modify, and translate evidence-based practices for populations coping with health and behavioral health problems; and;

c. Use practice experience, theories, including those to promote health, and critical thinking to inform scientific inquiry, both as it applies to improving practice and developing new knowledge through practice-relevant research.

How the specialized program enhances achievement of this competency permeates the entire discussion of evidence-based practice and evidence-based education. Students will use the research skills developed in the foundation program to incorporate an iterative process integrating evidence into practice through the use of practice experience to guide inquiry and inquiry to guide treatment choices and decision-making. For example, a student will learn to conduct literature reviews to answer specific questions related to practice situations with clients coping with health or behavioral health issues. The results of these searches will be translated or implemented within practice, and the evaluation of this use of evidence will then guide further practice and lead to more refined questions to be searched for in the research literature. Similarly, students will use their research and critical analysis skills to identify evidence-based practice models, which will then be implemented and evaluated, leading to refinement and improvement of the models. This model of incorporating evidence into clinical practice within behavioral health models is based on the work of Pollio (2006) and MacGowan (2008: it is worth noting that this text is one of those required SW 510). In addition to the focus on EBP, the specialized health and behavioral health competence provides numerous opportunities to organize and focus evidence in practice to specific populations coping with health and

behavioral health issues and across the life span. As was pointed out, much of the knowledge of evidence based practices in health and behavioral health is organized around specific conditions and diagnoses. Thus, students will be able to enhance the general focus on EBP through understanding how this competence is expressed for specific populations (e.g., through systematic reviews).

Competency 5 (C5): Engage in Policy Practice

Social workers understand how a vast array of polices at the local, state, national and global levels influence the design and delivery of services for health and behavioral health. including patient rights in treatment and legal systems, end-of-life decisions, temporary detention issues, advanced directives, and eligibility for general rights. They apply critical thinking to analyze the effects of policy on populations coping with health and behavioral health problems. They enhance the capacity of individuals and constituents to expand access to the intended benefits of health and social policies. Social workers are skilled at formulating arguments to support evidenced-based policy making to optimize health and health equity of all individuals across the life span. They also know how to engage with stakeholders and coalitions addressing key policy issues that affect populations coping with health and behavioral health problems. Social workers:

a.   Educate clients, their constituents, stakeholders, and coalitions about health and social policies that influence health and behavioral health systems;

b.   Apply critical thinking and evidence-based policymaking to analyze and formulate health and social policies that promote health equity and eliminate health disparities; and

c.   Advocate for health and social policies from local to the international level that enhance service delivery, access, and receipt of care in health and behavioral health settings.

Achieving competency in policy practice is enhanced by the specialized focus in health and behavioral health in a number of ways. First, the specific course in policy and advocacy for health and behavioral health populations provides in-depth focus for enhancing the achievement

of this competency. Second, the integration of this specific policy focus with an evidence-based approach improves the ability to evaluate the effectiveness of policy and to help drive evidence-informed advocacy. Finally, the history specifically of this specialized field of practice provides cogent examples of major policy-driven changes in social services. An example of this might be the Community Mental Health Center Act in the 1960s, and how deinstitutionalization changed the entire service sector for persons coping with severe and persistent mental illness. Similarly, current issues around health care access and insurance are of particular policy relevance to the specialization in health and behavioral health. As in previous competencies, mezzo and macro practice includes both the social worker achieving competence in leading policy change efforts and in facilitating participation by client and client systems in advocacy for policies that directly affect them.

Competency 6 (C6): Engage with Individuals, Families, Groups, Organizations, and Communities

In working with a health and behavioral health population, social workers are able to engage with individuals and their families and promote their involvement in the treatment process and systems of care. To foster this engagement, social workers use the strengths-based approach and systems theory to identify appropriate levels of engagement beyond the individual or family, for example with support and treatment groups, social service and health organizations, and diverse communities. Social workers understand the effect that health and behavioral conditions and the associated evidence-based medical and psychosocial treatments have on individuals and families and are able to engage in informed and respectful practice. Social workers are aware and incorporate engagement strategies that are responsive to concerns and structures of diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies and other professionals in maximizing the effectiveness of treatment with individuals and families in coping with health and behavior health issues. Social workers:

a.   apply knowledge of health and behavioral health conditions and treatment to effectively engage individuals, their families and other constituents in treatment and services at the appropriate level of care;

b.   plan engagement strategies and interventions based on culturally appropriate and evidence-based constructs of wellness, and health and behavioral health conditions; and

c.   use relationship-building skills, collaborative skills, strength-based, and systems theory to engage individuals and families in appropriate levels of care, as well as engaging appropriate systems-of-care, including interprofessional teams, in maximizing treatment effectiveness.

The specialized focus enhances the generalist competence through focusing specifically on engaging with individuals and families coping with health and behavioral health conditions. It also emphasizes the need for social workers to engage with interprofessional teams that generally treat the medical and psychosocial treatment needs of individuals and families in specialized settings and with advocacy and support groups in which individuals and families engage. A cogent example of this is knowledge and awareness of engaging in support and education groups, such as the National Alliance for the Mentally Ill, where individuals, family members, and professionals work together to educate and advocate for services and policy. The concentration course on human behavior in the social environment for health and behavioral health adds significantly to the knowledge of strength-based approach, systems theory and diversity in human behavior, enhancing this competence. Combining the human behavior course with the practice sequence, with its focus on engagement at all levels of practices, as well as practice as part of the practicum sequence, increases the level of competence and enhances achievement of this competency. The specialized focus also provides significant exposure to issues unique to engaging individuals and families coping with the complex issues associated with health and behavioral health problems, including the effect of membership in various diversity groups. The systems approach provides a theoretical basis for engaging with organizations, communities and in policy practice.

In defining and operationalizing this competency and the subsequent ones, it is necessary to make clear how we are conceptualizing clients and client systems. In terms of practice with health and behavioral health populations, there is generally an individual who has a specific condition. Because that individual generally is part of some family system, and because family participation is consistently associated with improved outcomes, when we discuss engagement, we are referring with the immediate individuals most effective by the condition. However, in the aggregate, groups of individuals can be conceptualized all having shared needs. When we are including conceptually individuals or families in need of engagement or assessment for specific conditions, we will use those systems specifically; when we are including the possibility of aggregate interventions (such as group, organizational or community interventions) we will identify the specific larger system, or use the aggregate term client systems. This distinction comes out of systems theory, in that it focuses on either specific systems or generalizes across multiple ones.

Competency 7 (C7): Assess Individuals, Families, Groups, Organizations, and Communities

Social workers utilize systems theory and a strength-based approach to effectively assess individuals and constituents coping with health and behavioral health conditions. They select appropriate assessment tools, methods and technology, and adapt them as needed to enhance their validity in working with diverse, vulnerable and at-risk groups. Social workers critically assess evidence related to medical and psychosocial treatment choices for both health and behavioral health conditions, and effectively communicate the results of the assessment to individuals and families. Social workers are also able assess groups, organizations and communities in the larger practice context and incorporate theories and conceptual models about health and behavioral health treatment in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how

their personal experiences and affective reactions to health and behavior health conditions may affect their assessment and decision-making. Social workers:

a.   Use evidence-based assessment tools, methods and technology to collect and organize data to *diagnose or support existing diagnoses* and interpret information from clients and constituencies coping with **behavioral health conditions**

b.   Use evidence-based assessment tools, methods and technology to understand, collect and organize data related to **medical diagnoses** and health assessments from medical and other specialized settings; and

c.   Conduct assessments that incorporate a strengths-based approach and resilience with recognizing health and behavioral health-related risk.

Assessment of clients at all levels of practice is enhanced by the approach to illness and wellness taken in the specialized sequence. In particular, the course on diagnosis and assessment for health and behavioral health is designed specifically to enhance the general skills addressed in the foundation coursework. In particular, the use of standardized assessment methods that can be used to facilitate inter-professional collaboration extends the ability of graduates of this program to facilitate the best evidence-informed practices across the larger service context.

This specialized competency also emphasizes the dynamic and interactive nature of the assessment process and the need for specialized knowledge in diagnosis and treatment related to diagnosis. This focus reflects a dual nature in practice with populations coping with health and behavioral health conditions. Identifying a health condition accurately and the correct treatment allows the determination of whether the specific condition is acute or chronic. In terms of acute conditions, locating and receiving effective treatment is required to cure the condition. In terms of chronic illnesses, understanding how the treatment changes over time and being able to assist the consumer in responding to the changes requires specialized knowledge. For example, a chronic condition, such as Type 1 diabetes follows a progressive course, and

treatment changes as the condition progresses. A dynamic and holistic approach to assessment and subsequent treatment is required, something that is of increased importance in dealing with health and behavioral health conditions.

Competency 8 (C8): Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers in health and behavioral health practice settings promote health, empower clients to manage their acute or chronic conditions, and eliminate structural barriers to health disparities. They are knowledgeable about, critically analyze and apply evidence-based interventions as well as emerging practices that build on a comprehensive assessment of health and behavioral health conditions. They engage the client systems collaboratively in the treatment process, identify relevant evidence in the research literature, and translate and implement evidence-based interventions appropriate to the client system at the appropriate level of care (individual, family, groups, organization, communities).   For this competency, social workers are able to identify appropriate evidence-based interventions and translate and implement them with client systems. For health and behavioral health populations, social workers are able to not just provide interventions directly, but also to collaborate with, and participate with interprofessional treatment teams -- often across multiple systems-of-care-- providing coordinated medical and psychosocial interventions. Social workers:

a.   Identify appropriate evidence-based interventions and translate and implement
        interventions to achieve health and health equity for client systems;

b.   Work with client systems with sensitivity to their needs, preferences, and cultural
        constructs to maximize likelihood of successful participation in interventions for health
        and behavioral health conditions;

c.   Collaborate with and participate in interprofessional treatment teams across multiple
        systems-of-care as appropriate to achieve beneficial practice outcomes; and

d.   Monitor and modify interventions as needed to responded to individual, family and environmental challenges.

The specialized coursework in practice with client systems enhances the achievement of this competence by including an in-depth focus on the intervention process for health and behavioral health conditions. The two semester sequence focuses on practice with individuals, families, groups, organizations and communities specific to the health and behavioral health population. Additionally, the two electives will be chosen from a selection of in-depth training in specific evidence-based practices, courses on evidence-based practices with specific populations (e.g., addiction or HIV), or advanced coursework to supplement specialized knowledge gained in the main sequence (e.g., psychopharmacology).

The process of interventions for client systems coping with specific health and behavioral health conditions is different from generalist approaches in that interventions generally derive from specific diagnostic conditions. For many behavioral health and virtually all health conditions, this includes both medical treatment and psychosocial treatment related to both coping with the implications of the condition and supporting medical treatment. For many conditions, the realities of the condition itself has direct effect on treatment participation. For some conditions (e.g., schizophrenia), the condition itself effects the ability to provide effective interventions. For others (e.g., diabetes), the medical treatment process is complex and often uncomfortable. For both of these cases, social work interventions involve a collaborative process, based on an understanding of the specific issues related to the effective treatment of the specific condition. Additionally, cultural constructs and community membership may also effect participation in the intervention process. These factors multiple the importance of effective translation and implementation of specific interventions and the need to understand interventions (particularly in chronic degenerative conditions that require ongoing attention) as an ongoing process.

The complexity of treating conditions that require medical expertise, along with broader psychosocial interventions, emphasizes the need for achieving this competence to include working with multiple disciplines, frequently as members of multidisciplinary teams. Further, the effect of achieving outcomes across multiple domains requires the need to achieve competence across multiple levels of care. Implementing effective interventions is further complicated by the disproportionate prevalence of multiple morbidities in health and behavioral health populations.

Competency 9 (C9): Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers integrate sources of knowledge within the evaluation process, including theory, scientific evidence, input from clients and constituents, and awareness of broad societal trends. They value the role of clients and constituents as contributors to the evaluation process. Social workers use evaluation as a central process in guiding treatment decisions during interventions, for determining achievement of identified outcomes, and for program improvement for health and behavioral health populations. Social workers consistently incorporate evaluation as part of the treatment process for all client systems, using qualitative and quantitative methods as appropriate. They communicate evaluation findings and implications for improvement across micro, mezzo and macro levels of practice and policy in health and behavioral health settings. Social workers:

a.   Plan and conduct evaluations to improve practice, programs and policies that affect clients and constituents coping with health and behavioral health conditions; and

b.   Use and translate evaluation outcomes to enhance the effectiveness and sustainability of practice, programs, and policies for populations coping with health and behavioral health conditions.

Evaluation of practice, both in terms of process and outcomes, is a major focus of the specialized curriculum. In part, this is because of the importance of evidence informing practice decisions at all phases of the intervention process, from incorporating assessment into making

practice-informed decisions on interventions to evaluating outcomes at all levels of practice.

Further, the EBP model enhances the ability of the student to critically evaluate evidence at all

levels of interventions, including individuals, families, groups, organizations and communities.

Achievement of this competency is enhanced by the specific focus on health and behavioral

health, particularly in evaluating outcomes across multiple areas of functioning and across

multiple disciplines. This competency also provides specificity in operationalizing

methodological components of practice with populations coping with health and behavioral

health issues, specifically noting both quantitative and qualitative components. This reflects our

belief that coping with these conditions requires not just evaluation of outcomes, but an

understanding of the nuances of the experience and the unique interplay of factors reflected in

not just treating an illness, but in achieving maximal functioning and wellness.

SW 610 DIAGNOSIS AND ASSESSMENT FOR HEALTH AND MENTAL HEALTH (3 hours)

SW 620 POLIC ANALYSIS AND ADVOCACY PRACTICE FOR HEALTH AND MENTAL HEALTH (3 hours)

SW 640 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT FOR HEALTH AND MENTAL HEALTH (3 hours)

SW 630   RESEARCH WITH HEALTH AND MENTAL HEALTH POPULATIONS I (3 hours) SW

SW 631   RESEARCH WITH HEALTH AND MENTAL HEALTH POPULATIONS II (3 hours)

SW 615 EVIDENCE-BASED INTERVENTIONS IN HEALTH AND MENTAL HEALTH I (3 hours)

SW 616 EVIDENCE-BASED INTERVENTIONS IN HEALTH AND MENTAL HEALTH II (3 hours)

SW 691 FIELD PRACTICUM III (6 hours) and SW 694 FIELD SEMINAR (1 hour)

SW 692 FIELD PRACTICUM IV (6 hours) and SW 695 FIELD SEMINAR (1 hour)

Field Education (Experiential Learning Experiences)

Institutions of higher education have recognized the importance of experiential learning in tandem with the knowledge that students acquire in the classroom. Social work has a long history of using field practicum experiences in the integration of theoretical concepts and principals learned in the classroom. Best practice in classroom integration practices include: role- play, detail discussions of "real life" situations and practice of intervention skills with classmates. These practices are foundational to the development of social work skills and help student understand the helping process.

Successful social workers' most fundamental instrument or tool in the helping process is the professional, disciplined, and effective use of self. Proficiency in use of self involves recognizing and articulating how one's own strengths and limitations that may either help or hinder the helping process. Students develop the effective use of self through exposure to a variety of instructional methods including guided reading, didactic lectures, supervisory sessions, role-plays (and other experiential learning activities), and observations of various professionals working in social service agencies.

The UAB MSW program curriculum includes in classroom best practices, experiential learning outside of the classroom, and capstone assignments that show case and measure what students are learning.

Students who enter the two-year program will be required to complete 1000 hours of experiential learning. In Practicum I, students complete 100 service learning hours in a social service agency where they work directly with the clients served. Students may perform a variety of tasks including brief interviews and assessments, connecting clients with resources and observing the practice of agency social workers. Practicum I is developed to provide students who do not enter with any direct practice experience initial skills as they move into the later Field Practicum courses. The second experiential learning experience, Practicum II-IV, will be a 900-hour field practicum experience over three semesters in an approved social service agency under the supervision of an MSW with three or more years of experience. The field practicum will include a concurrent integrative seminar/lab. The second semester of field (Practicum II) serves as a bridge semester between generalist and specialized practice. This semester of field aims to transition students from generalist practice and associated competencies to specialized practice in subsequent semesters of field. The seminar will serve as the bridge between theoretical and practical learning as students share experiences with members of their cohort. The sharing will facilitate peer consultation and offers mutual support that builds confidence. Moreover, the seminar assists students in focusing on the processes inherent in the collaborative helping relationship.

Advanced Standing students will complete a 900-hour field practicum experience over three semesters in an approved social service agency under the supervision of an MSW with three or more years of experience. The field practicum includes an integrative seminar/lab. The seminar serves as the bridge between theoretical and practical learning as students share experiences with members of their cohort. The sharing will facilitate peer consultation and offers mutual support that builds confidence. Moreover, the seminar assists students in focusing on the processes inherent in the collaborative helping relationship. Students will also complete assignments that will demonstrate how students link their classroom knowledge, skills and abilities with "real world" hands on situations.

Detailed information about the field experience opportunities, admissions, evaluation and policies and procedures may be found in the UAB MSW Program MSW Field Manual.

Program Structure

Regular (2-year) Program

Semester One (Generalist practice)	Credit Hours
SW 510 Social Work Practice (individuals, groups & organizations)	3
SW 520 Social Work Policy	3
SW 530 Research I	3
SW 590 Field Practicum (3 hours) and Seminar SW 591 I (1 hour)	4
Total	**13**
Semester Two (Bridge/Specialized practice) **First Semester for Advanced Standing**	
SW 610 Diagnosis and Assessment for Health and Behavioral Health	3
SW 640 Human Behavior in the Social Environment for Health and Behavioral Health	3
SW 630 Research with Health and Behavioral Health Populations	3
SW 690 Field Practicum (6 hours) and Seminar II SW 693 (1 hour)	7
Total	**16**
Semester Three (Specialized practice)	
SW 631 Research with Health and Behavioral Health Populations	3
SW 615 Evidence-informed Interventions in Health and Behavioral Health I (Individuals and Families)	3
Elective I	3
SW 691 Field Practicum (6 hours) and Seminar III SW 694 (1 hour)	7
Total	**16**
Semester Four (Specialized practice)	
SW 616 Evidence-informed Interventions in Health and Behavioral Health II (Groups, Organizations and Communities)	3
SW 620 Policy Analysis and Advocacy Practice for Health and Behavioral Health	3
Elective II	3
SW 692 Field Practicum (6 hours) and Seminar IV SW695 (1 hour)	7
Total	**16**
TOTAL	**61 hours**

61 hours

Course Descriptions

Generalist Practice Courses

SW 510 SOCIAL WORK PRACTICE (3 hours): Intervention process (engagement, assessment, intervention & evaluation), human behavior in the social environment, theories of practice. (C 1, 4, 6, 7, 8)

SW 520 SOCIAL WORK POLICY (3 hours): Development of policies, macro practice, ethics.(C 2,3,5)

SW 530 RESEARCH I (3 hours): Research methods, evidence-based practice, evaluation of practice, descriptive statistics. (C 1, 4,9)

SW 590 FIELD PRACTICUM I (3 Hours) and SW 591 FIELD SEMINAR (1 Hour) (100 clock hours in field setting). Practice simulation and service learning, portfolios, initial assessment of practice competencies. (C 1-9)

Bridge semester Field Courses

SW 690 FIELD PRACTICUM II (6 hours) and SW 693 FIELD SEMINAR (1 hour) (300 hours in field setting) Generalist practice in a health/behavioral health setting. Seminar. (C 1-9)

Specialized Practice Courses

SW 610 DIAGNOSIS AND ASSESSMENT FOR HEALTH AND MENTAL HEALTH (3 hours): Multidimensional assessment, Diagnostic and Statistical Manual (DSM) and International Statistical Classification of Diseases and Related Health Problems (ICD), differential diagnosis. (C 1,2, 7)

SW 615 EVIDENCE-BASED INTERVENTIONS IN HEALTH AND MENTAL HEALTH I (3 hours): Translating and implementing evidence-based practices I, diversity and practice, and advanced intervention process II (engagement, assessment, intervention and evaluation) with children and families.(C 1, 2, 3,4, 6, 7, 8, 9)

SW 616 EVIDENCE-BASED INTERVENTIONS IN HEALTH AND MENTAL HEALTH II (3 hours): Translating and implementing evidence-based practices II, diversity and practice,

advanced intervention process II (engagement, assessment, intervention and evaluation) with groups and communities. (C 1, 2,3, 4, 6, 7, 8, 9)

SW 620 POLICY ANALYSIS AND ADVOCACY PRACTICE FOR HEALTH AND MENTAL HEALTH (3 hours): Identifying relevant policies, analysis of impact of policy, advocacy practice skills. (C 2, 3, 5)

SW 630   RESEARCH WITH HEALTH AND MENTAL HEALTH POPULATIONS I (3 hours): Forumating answerable practice question, evaluation of resrouces, implementation and translation of evidence into practice. Evaluation methodology, single system design, quasi-experimental and experimental methods, inferential statistics . (C 1, 4, 5, 7, 9)

SW 631   RESEARCH WITH HEALTH AND MENTAL HEALTH POPULATIONS II (3 hours): evaluation methodology, inferential statistics, qualitative and mixed-methods. (C 1, 4, 5, 7,9)
* Students may take two research methods/statistics courses in the Public Health MPH program in place of this methods sequence.

SW 640 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT FOR HEALTH AND MENTAL HEALTH (3 hours):   History of conceptualizations of health and mental health, Terminology, Pharmacology. (C 2, 3, 6, 7, 8, 9)

SW 691 FIELD PRACTICUM III (6 hours) and SW 694 FIELD SEMINAR (1 hour) (300 hours in field setting). Specialized practice in field health/behavioral health setting, Seminar. (C1-9)

SW 692 FIELD PRACTICUM IV (6 hours) and SW 695 FIELD SEMINAR (1 hour) (300 hours in field setting). Specialized practice in field health/behavioral health setting. Seminar(C 1-9)

STUDENT RESOURCES

Disability Support Services

The University of Alabama at Birmingham's mission is to enrich the academic experience for each student through education, research, and service. The University believes disability is an essential component of diversity on our campus and values the unique experiences of each student.

In support of the mission of the University, the Disability Support Services (DSS) office ensures an accessible experience through collaboration with UAB partners. These partnerships create a campus where individuals with disabilities have equal access to programs, activities, and opportunities by ensuring we identify and remove barriers, provide individualized services, and facilitate accommodations. Social Work students with disabilities requiring accommodation to register with Disability Support Services and to access information and resources available on the DSS web site at http://www.uab.edu/students/services/disability-support-services .

STUDENT RIGHTS & OPPORTUNITIES TO INFORM POLICY

Students are encouraged to participate in formulating and modifying policies affecting academic and student affairs. There are a number of ways for students to participate in formulating and modifying policies affecting academic and student affairs. In a larger sense, students can join the Graduate Student Government Association at UAB (www.uab.eud/gsga). Students can join the Student Forum to voice their opinions and talk to the Provost, Vice Provosts, deans, and other administrators. Students can also directly express their concerns and questions to the Department Chair.

Students are encouraged to join our Student Social Work Organization (SSWO) as mechanism for informing policies related to student affairs. SSWO's purpose is to stimulate interest in the field of social work within the University and community. Students are also encouraged to volunteer for appointment as student representatives to serve on the Social Work Advisory Board, ad hoc committee for curriculum development and course scheduling, and the ad hoc committee for policy and procedure. All students are invited and encouraged to participate in the faculty search process by attending candidate presentations, interviews and completing feedback forms.

OPPORTUNITIES FOR STUDENT ENGAGEMENT

Department of Social Work Advisory Committee

Students are encouraged to be active members of the Department of Social Work. Student representatives are appointed by faculty to serve on the Social Work Advisory Board, ad hoc committee for curriculum development and course scheduling and the ad hoc committee for

policy and procedure. Students who are interested in being considered for one of these departmental roles should contact the Department.

Student Social Work Organization (SSWO)

The SSWO's purpose is to stimulate interest in the field of social work within the University and community. SSWO holds regular meetings, sponsor activities and community projects throughout the year and organize student trips to attend area social work conferences. SSWO officers serve as mentors for current and interested students, providing insight into upcoming classes, practicum information, and other aspects of the Social Work program. SSWO publishes a newsletter to inform social work students about upcoming events.UAB students who wish to join the SSWO will find membership applications on the information table outside the Department of Social Work office (Humanities Building, room 302). The annual membership fee is $15.00 and may be paid by check made payable to UAB Student Social Work Organization and returned with the completed application.

Phi Alpha Social Work Honor Society

UAB's Social Work Program holds the Eta Beta chapter charter for social work's national honor society, Phi Alpha. To qualify for induction, a social work major student must have a 3.0 overall grade point average and a 3.6 social work grade point average in required social work courses. Eligible students are notified by letter and are inducted at a reception held in their honor. The distinction recognizes students who have attained excellence in scholarship. Their website is: http://www.phialpha.org.

Student Activities Council

The Student Activities Council (SAC) is a student programming council that works as a cohesive unit to plan programs stemming from the Office of Student Activities. These programs include spirit and traditions like Welcome Week, UAB Homecoming, the Camille Armstrong Memorial Scholarship Stepshow, and Springfest; entertainment such as concerts, comedians, and movies; special events like Talent Search, the Fall Concert, and the Miss UAB Scholarship Pageant; and educational programming including aspects of alcohol and drug awareness, health and wellness, professional development and cultural awareness. The Student Activities Council provides UAB students with the opportunity for involvement, leadership experience, and the ability to create fun and exciting programs that enhance the energy of campus life. Students can become a part of S.A.C. as a general member, a member of the council of coordinators,

and or the council of directors. No matter the level of involvement, as a student you can become a part of the S.A.C. getinvolved@uab.edu.

Graduate Student Government

UAB graduate students are represented by the Graduate Student Government (GSG), which works closely with the Graduate School and other offices of the university administration in formulating policy and meeting student needs. All graduate students are automatically members of the GSG, and the GSG Senate is composed of student representatives from graduate programs. Interested students should contact any GSG officer if they would like to become a GSG Senator. http://www.uab.edu/gsg/

UNIVERSITY POLICIES

Academic Honor Code

The University of Alabama at Birmingham expects all members of its academic community to function according to the highest ethical and professional standards. Students, faculty, and the administration of the institution must be involved to ensure this quality of academic conduct. Academic misconduct undermines the purpose of education. Such behavior is a serious violation of the trust that must exist among faculty and students for a university to nurture intellectual growth and development. Academic misconduct can generally be defined as all acts of dishonesty in an academic or related matter. Academic dishonesty includes, but is not limited to, the following categories of behavior:

ABETTING is helping another student commit an act of academic dishonesty. Allowing someone to copy your quiz answers or use your work as their own are examples of abetting.

CHEATING is the unauthorized use or attempted use of unauthorized materials, information, study aids, the work of others, or computer-related information.

PLAGIARISM means claiming as your own the ideas, words, data, computer programs, creative compositions, artwork, etc., done by someone else. Examples include improper citation of referenced works, the use of commercially available scholarly papers, failure to cite sources, or copying another person's ideas.

FABRICATION means presenting falsified data, citations, or quotations as genuine.

MISREPRESENTATION is falsification, alteration, or the misstatement of the contents of documents, academic work, or other materials related to academic matters, including work

substantially done for one class as work done for another without receiving prior approval from the instructor.

Violations of the UAB Academic Honor Code are punishable by a range of penalties, from receiving a failing grade on an assignment to an F in the course to dismissal. Any course grade of F for academic misconduct supersedes any other grade or notation for that class. Withdrawal from a course while a possible violation of the Academic Honor Code is under review will not preclude the assignment of a course grade that appropriately reflects the student's performance prior to withdrawal if the violation is substantiated.

https://www.uab.edu/students/academics/honor-code

UAB Policy Concerning the Responsible Conduct of Research and Other Scholarly Activities

This policy underscores the ethical principles for responsible conduct by which all UAB faculty, employees, and trainees must abide in the performance, recording, and reporting of research and scholarly activities. It also sets forth the procedures to be followed in the case of suspected research misconduct, from preliminary assessment through final outcome of an investigation.

http://www.uab.edu/policies/content/Pages/UAB-RA-POL-0000263.aspx

FERPA/UAB Student Records Policy

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:
(1) The right to inspect and review student's education records within 45 days of the day the University receives a request for access.
(2) The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.
(3) The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
(4) The right to file a complaint with the U.S. Department of Education concerning the alleged failures by State University to comply with the requirements of FERPA.
https://www.uab.edu/students/policies/student-records

Equal Opportunity and Discriminatory Harassment Policy (Equal Education Opportunity)

UAB is committed to equal opportunity in education and employment, and the maintenance and promotion of nondiscrimination and prevention of discriminatory harassment in all aspects of education, recruitment and employment of individuals throughout the university.

http://www.uab.edu/policies/content/Pages/UAB-BT-POL-0000052.aspx

Student Violence and Sexual Misconduct Policy

The University of Alabama at Birmingham (the "University" or "UAB") does not tolerate, and will respond to any reports of sexual misconduct, including, but not limited to, sexual assault,

domestic violence, dating violence, stalking, or sexual harassment. UAB is committed to providing adequate, consistent, and impartial resolutions to complaints or reports of sexual misconduct.

Members of the UAB community, UAB guests, and UAB visitors have the right to be free from all forms of violence, including sexual misconduct as defined in this policy. All members of the campus community are expected to conduct themselves in a manner that does not infringe upon the rights of others. When UAB receives notice of an alleged misconduct, and a violation of this policy is found to have occurred, serious sanctions will be used to reasonably ensure that such actions are not repeated. This Policy has been developed to reaffirm these principles and to provide recourse for those individuals whose rights have been violated. This Policy is intended to define community expectations and to establish a mechanism for determining when those expectations have been violated. The primary purpose of this Policy, like other UAB student conduct expectations and processes, is student safety and education.

This Policy applies to:

- All students regardless of sex, gender identity, gender expression, or sexual orientation and regardless of where the alleged violation occurred on campus* or off-campus if it affects the campus or the access to education and the safety of a student.
- All acts of sexual misconduct, including those involving non-students and non-employees, that occur on campus or at any location involving a University-sponsored activity or event.

- On-line behavior, social media, and other technology-based communication that may affect the safety and overall quality of the educational experience.

http://www.uab.edu/policies/content/Pages/UAB-UC-POL-0000761.aspx

Drug Free Campus Policy

Unlawful possession, use, manufacture, distribution, or dispensing of illicit drugs, controlled substances, or alcoholic beverages by any UAB student is prohibited.

http://www.uab.edu/policies/content/Pages/UAB--POL-0000046.aspx

Dangerous Weapons and Firearms Policy

Except as otherwise stated in this policy or as otherwise allowed by law, UAB prohibits the possession, transportation, and use of firearms and other dangerous weapons on campus.

http://www.uab.edu/policies/content/Pages/UAB-HR-POL-0000257.aspx

Student Complaint Policy

This policy establishes UAB's commitment to and process for reviewing and resolving student complaints.

http://www.uab.edu/policies/content/Pages/UAB-UC-POL-0000755.aspx

Appendix A: MSW Field Manual

Appendix B: NASW Code of Ethics

Appendix C: Social Work Department Faculty and Staff

APPENDIX A: MSW FIELD MANUAL

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Section I

MESSAGE FROM THE DIRECTOR OF FIELD

Field practicum is experiential learning and is an integral component in the social work education curriculum. Field practicum allows students to engage in social work practice under the supervision of a Master's level social worker. This experiential learning placement provides students with a variety of opportunities to apply their academic learning in agency settings. Students are able to develop practice skills utilizing evidence based interventions and self - assessment to evaluate their own practice.

Field Education is where students apply their classroom knowledge to "real life" situations from a student learner position verses a volunteer or employment position. Students' focus during this learning experience will be on the development of professional skills and the acquisition of knowledge, skills, abilities and values.

Field Education faculty and staff are committed to the quality of every student's experiential learning placement. Faculty and staff assist students in the location of appropriate agency settings that will provide learning opportunities for generalist practice in specialized setting with populations coping with health and behavior health issues. The Field Education faculty and staff serve as student advocates and liaisons between the University and the field agency.

The Field Office provides academic advising and career develop. Students submit an application to field office each semester. The application is reviewed to determine if students have the academic prerequisites required to enter the next level of experiential learning. This review includes an assessment of the students' capacity to function in the field setting, a review of field evaluations, observable behaviors in the classroom setting and a one-on-one interview with the field director. A University Academic advisor assists students in navigating through the MSW curriculum and verifies the students' grade point average and completion of prerequisite course work.

Student receive Professional advisement individually and through Lunch and Learns, monthly seminars and the Department's Academic Lecture Series. Lunch and Learns provide information regarding faculty research, departmental updates and local guest speakers. Nationally recognized guest speakers present innovative and relevant lectures at The Departmental Academic Lecture Series. Monthly seminars may include the following topics: Preparing for my future, developing a research agenda, development and presentation of electronic posters, and conducting a successful job search.

Section II

INTRODUCTION

i. Purpose

This section of the UAB MSW Student Handbook explains the goals and objectives, processes, policies, and procedures relevant to the field practicum component of the Social Work curriculum.

ii. Experiential Learning Placements

Institutions of higher education have recognized the importance of experiential learning in tandem with the knowledge that students acquire in the classroom. Social work has a long history of using field practicum experiences in the integration of theoretical concepts and principals learned in the classroom. Practice integration in the classroom can include role-play, detailed discussions of "real life" situations and practice of evidence based intervention methods with classmates. These practices are foundational to the development of social work skills and help students understand the helping process. However, "real-life interactions with individuals are a necessary part of social work education.

Successful social workers' most fundamental instrument or tool in the helping process is the professional, disciplined, and effective use of self. Proficiency in use of self involves recognizing and articulating how one's own strengths and limitations may either help or hinder the helping process. Students develop the effective use of self throughout the practicum experience. Students are exposure to a variety of instructional methods that include guided reading assignments, didactic lectures in seminar, supervisory sessions, role-plays (and other experiential learning activities), professional observation with critical feedback and "hands on" activities in social service agencies.

The UAB MSW program curriculum students experience in classroom best practices, experiential learning outside of the classroom, and e-portfolio assignments that show case and measure what students are learning.

Two- year students will be required to complete 1000 hours of experiential learning. The first placement will start the first semester. Two-year/Foundational Students will complete 100 face-to-face hours in social services agencies during their first semester, Practicum I.

The Practicum II-IV experiential learning experience will be a 900-hour field practicum experience over three semesters in an approved social service agency under the supervision of an MSW with three or more years of experience. The field practicum will include concurrent integrative seminars/labs. The seminar will serve as the bridge between theoretical and practical learning as students share experiences with members in their cohort. This sharing facilitates peer consultation and offers mutual support that build confidence. Moreover, the seminar will assist students in focusing on the processes inherent in the collaborative helping relationship. Students will complete e-portfolio assignments that will demonstrate how students link their classroom knowledge, skills and abilities with "real world" hands on situations.

iii.   Field Curriculum

The Field curriculum is set out to ensure students' acquisition of the CSWE nine interrelated competency areas. Field Practicum I (SW 590/591 and Field Practicum II (SW 6901/693) focus on the MSW Generalist Practice Competencies and corresponding behaviors as listed below.

MSW GENERALIST PRACTICE COMPETENCIES AND BEHAVIORS
1. Demonstrate Ethical Behavior
• Make ethical decisions by applying professional standards (i.e. the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical application of evidence-based practice, and additional codes of ethics) as appropriate for health and/or behavioral health practice settings • Use reflection and self-regulation to manage personal values and maintain professionalism in health and/or behavioral health settings • Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication appropriate for health and/or behavioral health practice settings. • Use technology ethically and appropriately to facilitate practice outcomes appropriate for health and/or behavioral health practice settings. • Use supervision and consultation to guide professional judgement and behavior appropriate for health and/or behavioral health practice settings.
2. Engage Diversity and Difference in Practice
• Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice with individuals and/or families coping with health and/or behavioral health issues. • Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice with groups coping with health and/or behavioral health issues. • Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice with communities and/or organizations coping with health and/or behavioral health issues. • Present themselves as learners and engage clients and constituencies coping with health and/or behavioral health issues. • Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies coping with health and/or behavioral health issues.
3. Advance Human Rights and Social, Economic and Environmental Justice
• Apply their understanding of health disparities to advocate for human rights at the individual and system levels.

- Engage in practices that advance social, economic, and/or environmental justice for populations coping with health and/or behavioral health issues.

4. Engage in Practice-Informed Research and Research-Informed Practice

- Use theory to inform scientific inquiry and research about populations coping with health and/or behavioral health issues.
- Use practice experience to inform scientific inquiry and research about populations coping with health and/or behavioral health issues
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings about populations coping with health and/or behavioral health issues.
- Use and translate research evidence to inform and improve practice, policy, and service delivery in health and/or behavioral health practice settings.

5. Engage in Policy Practice

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services for populations coping with health and/or behavioral health issues.
- Assess how social welfare and economic policies impact the delivery of and access to social services for populations coping with health and/or behavioral health issues.
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice for populations coping with health and/or behavioral health issues.

6. Engage with Individuals, Families, Groups, Organizations, and Communities

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with individuals, families, groups, communities and organizations coping with health and/or behavioral health issues
- Use empathy, reflection, and interpersonal skills to effectively engage diverse individuals, families, groups, communities and organizations coping with health and/or behavioral health issues

7. Assess Individuals, Families, Groups, Organization, and Communities

- Collect and organize data, and apply critical thinking to interpret information from individuals, families, groups, communities and organizations coping with health and/or behavioral health issues.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from individuals, families, groups, communities and organizations coping with health and/or behavioral health issues.
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges individuals, families, groups, communities and organizations coping with health and/or behavioral health issues.
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of individuals, families, groups, communities and organizations coping with health and/or behavioral health issues.

8. Intervene with Individuals, Families, Groups, Organizations, and Communities
1. Critically choose and implement interventions to achieve practice goals and enhance capacities of <u>individuals,</u> families, groups, communities and organizations coping with health and/or behavioral health issues.
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with <u>individuals,</u> families, groups, communities and organizations coping with health and/or behavioral health issues.
3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes for <u>individuals,</u> families, groups, communities and organizations coping with health and/or behavioral health issues.
4. Negotiate, mediate, and advocate with and on behalf of diverse <u>individuals,</u> families, groups, communities and organizations coping with health and/or behavioral health issues.
5. Facilitate effective transitions and endings that advance mutually agreed-on goals for <u>individuals,</u> families, groups, communities and organizations coping with health and/or behavioral health issues.

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
• Select and use appropriate methods for evaluation of outcomes with <u>individuals,</u> families, groups, communities and organizations coping with health and/or behavioral health issues.
• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes with <u>individuals,</u> families, groups, communities and organizations coping with health and/or behavioral health issues.
• Critically analyze, monitor, and evaluate intervention and program processes and outcomes with <u>individuals,</u> families, groups, communities and organizations coping with health and/or behavioral health issues.
• Apply evaluation findings to improve practice effectiveness with <u>individuals,</u> families, groups, communities and organizations coping with health and/or behavioral health issues.

Field Practicum III (SW 691/694) and Field Practicum IV (SW 692/695) focus on the MSW Specialized Practice Competencies and corresponding behaviors as listed below.

MSW SPECIALIZED PRACTICE COMPETENCIES AND BEHAVIORS
1. Demonstrate Ethical Behavior
• Demonstrate awareness of personal and professional values related to health-related stigma and oppression through self-reflection and self-regulation.   • Select and incorporates ethical decision-making frameworks that integrate social work values when working in health and behavioral health settings.

• Demonstrate and maintains competence in the NASW Code of Ethics; evidence-based knowledge for health and behavioral health diagnoses and treatment; and relevant legal and policy-related information for health and behavioral health settings.
• Advocate within the health and social service communities and as a member of interprofessional teams on behalf of clients and constituencies coping with health and behavioral health problems.
• Choose effective technology-mediated tools and practices for health care delivery and population and health programs and policies to promote health and health equity.
2. Engage Diversity and Difference in Practice
• Analyze how diversity and oppression affect clients coping with health and behavioral health issues and constituencies, such as families and advocacy groups
• Apply cultural humility to manage the influence of stigma and bias when working with individuals with health and behavioral health conditions, and as issues related to health and mental health conditions intersect with other dimensions of diversity.
• Address the cultural and spiritual histories, values, and beliefs of clients coping with health and behavioral health problems and their families.
3. Advance Human Rights and Social, Economic and Environmental Justice
• Advocate for health and health equity as a human right for individuals and communities coping with health and behavioral health conditions.
• Engage individuals, their families, and groups coping with health and behavioral health conditions to become effective voices for their own human rights.
• Participate in system changes to promote health and health equity.
• Work to eliminate structural barriers in systems of health care and discriminatory health and mental health policies.
4. Engage in Practice-Informed Research and Research-Informed Practice
• Understand and build knowledge central to maximizing health and well-being for clients and populations with health and behavioral health problems.
• Adopt, modify, and translate evidence-based practices for populations coping with health and behavioral health problems.
• Use practice experience, theories, including those to promote health, theories and critical thinking to inform scientific inquiry, both as it applies to improving practice and developing new knowledge through practice-relevant research.
5. Engage in Policy Practice
• Educate clients, their constituents, stakeholders, and coalitions about health and social policies that influence health and behavioral health systems.
• Apply critical thinking and evidence-based policymaking to analyze and formulate health and social policies that promote health equity and eliminate health disparities.
• Advocate for health and social policies from local to the international level that enhance service delivery, access, and receipt of care in health and behavioral health settings.

6. Engage with Individuals, Families, Groups, Organizations, and Communities

- Apply knowledge of health and behavioral health conditions and treatment to effectively engage individuals, families of individuals and/or caregivers, support and/or treatment groups, diverse communities, social service and health organizations, and/or interprofessional teams in treatment and services at the appropriate level of care.
- Plan engagement strategies and interventions based on culturally appropriate and evidence-based constructs of wellness, and health and behavioral health conditions.
- Use relationship-building, collaborative skills, strength-based, and systems theory to engage individuals and families in appropriate levels of care, as well as engaging appropriate systems-of-care, including interprofessional teams, in maximizing treatment effectiveness.

7. Assess Individuals, Families, Groups, Organization, and Communities

- Use evidence-based assessment tools, methods and technology to collect and organize data to diagnose or support existing diagnoses and interpret information from individuals, families of individuals and/or caregivers, support and/or treatment groups, diverse communities, social service and health organizations, and/or interprofessional teams coping or working with behavioral health conditions.
- Use evidence-based assessment tools, methods and technology to understand, collect and organize data related to medical diagnoses and health assessments from medical and other specialized settings for individuals, when working with families and/or caregivers of individuals, for support and/or treatment groups, for diverse communities and working with social service, health organizations, and/or interprofessional teams.
- Conduct assessments that incorporate a strengths-based approach and resilience with recognizing health and behavioral health-related risk.

8. Intervene with Individuals, Families, Groups, Organizations, and Communities

- Identify appropriate evidence-based interventions and translate and implement interventions to achieve health and health equity for individuals coping with health and/or behavioral health issues, families and/or caregivers of individuals coping with health and/or behavioral health issues, support and/or treatment groups coping with health and/or behavioral health issues, diverse communities coping with health and/or behavioral health issues and social service, health organizations, and/or interprofessional teams.
- Work with client systems with sensitivity to their needs, preferences, and cultural constructs to maximize likelihood of successful participation in interventions for health and behavioral health conditions.
- Collaborate with and participates in interprofessional treatment teams across multiple systems-of-care as appropriate to achieve beneficial practice.
- Monitor and modify interventions as needed to responded to individual, family and environmental challenges.

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- Plan and conduct evaluations to improve practice, programs and policies that affect individuals coping with health and behavioral health conditions, families and/or caregivers of

individuals coping with health and behavioral health conditions, support and treatment groups coping with health and behavioral health conditions, diverse communities coping with health and behavioral health conditions and social service, health organizations, and/or interprofessional teams.
• Use and translate evaluation outcomes to enhance the effectiveness and sustainability of practice, programs, and policies for populations coping with health and behavioral health conditions.

The program will measure and assess students' acquisition of knowledge, skills, values and cognitive and affective processes utilizing the MSW Generalist Practice Assessment Form and the MSW Specialized Practice Form located in Task Stream. In addition, students will be required to develop a learning agreement that links their field agency tasks and assignments to the competencies and the behaviors list above. Field Supervisors complete the midterm and final evaluations. Field supervisors will rank students in each of the competency areas. Student assignments will allow students to link knowledge; skills, values and theoretical concepts and principles learned in the classroom to specific assignments.

Social workers understand that practice for populations coping with health and behavior health issues is complex, multidimensional, and requires specialized knowledge, skills and values. Social workers understand research-informed practice, including qualitative and quantitative methods, for assessing, intervening and evaluating outcomes and practice effectiveness when working with populations coping with health and behavior health issues. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that rights of diverse populations and employ their role in policy development, implementation and advocacy on behalf of populations coping with health and behavior health issues within those settings. Social Workers understand and apply best practices in assessment, intervention and evaluation as ongoing components of the dynamic and interactive processes of social work practice to identify and intervene with client populations. Social workers:

1. Incorporate and generate evidence into practice for populations coping with health and behavior health issues

2. Apply their understanding of health and economic disparities to advocate and lead efforts for human rights at the individual and systems level

3. Analyze, formulate and advocate for policies that promote effective health and behavior health outcomes including increasing access and promoting utilization of services

4. Apply their understanding of diagnostic and holistic assessments to identify health and behavioral health conditions and intervene using best practices

The Field Practicum structure requires students have the opportunity to demonstrate social work competencies through in-person contacts with clients and constituencies throughout the program. In Practicum I (SW 590), students complete 100 service learning hours in a social service agency where they work directly with the clients served. Students may perform a variety of tasks including brief interviews and assessments, connecting clients with resources and observing the practice of agency social workers. Practicum I is developed to provide students who do not enter with any direct practice experience initial skills as they move into the later Field Practicum classes.

In Practicum II-IV, students complete a 900-hour placement that requires in-person contact with the clients served by the field agency. During this 900-hour experiential learning, field placement agency supervisors monitor and direct student activities through the learning agreement, weekly conferences, participation in the Program-led Tripartite Conference, and evaluations. Each student negotiates a learning agreement that specifies in-person tasks and earning experiences during the course of the practicum. The learning experiences and tasks provide opportunities to assess the student's performance and proficiency in the nine competency areas. Students will also complete a case assessment and treatment plan assignment that builds over three semesters, demonstrating increased levels of competency. In SW 690/693 students complete a comprehensive assessment and treatment plan. In SW 691/694 students update the assessment and treatment plan. In SW 692/695 students terminate service and evaluate their practice. Students in Practicum II-IV also complete a Capstone assignment which is a learning reflection paper. The purpose of this paper is for students to self-reflect and use critical thinking skills to describe, evaluate, and synthesize their learning from completing simulation and field placement learning experiences. The paper covers

all nine social work competencies and incorporates student learning from participating in simulations and field placement learning experiences in community-based agencies.

As a part of the practicum experience (Practicum I-IV), students will participate in a seminar/lab. The weekly field practicum seminar/lab held throughout the duration of the Experiential Learning placement is the primary vehicle for students to integrate classroom knowledge and practice experience. The seminar serves as the bridge between theoretical and practical learning whereby students share experiences with members of their cohort. The sessions will utilize lectures, focused discussion questions and interactive activities to help students integrate classroom knowledge and practice experience. The sharing facilitates peer consultation and offers mutual support that builds confidence. The field practicum seminar assists students in focusing on the processes inherent in the collaborative helping relationship and enhances professional development.

Section III

THE FIELD OFFICE

i. Structure of the Field Office

The field office will support all aspects of Experiential Learning. The office will:

- receive, review and approve student applications to field practicum
- match students with field placement site
- approve field placement sites
- approve field supervisors
- provide orientation and ongoing training for field supervisors
- provide field orientation for both BSW and MSW students
- provide student field advisement
- monitor and support students in field placements

The Field Education staff will work with agencies to enhance communication, mitigate difficulties, and advocate for students' success in while participating in experiential learning activities. Staff will assess all incoming students to determine their level of readiness,

particularly in relation to their capacity to function in the field. This information along with application responses and faculty observation will help determine a sound match with a field placement site and field instructor. The Office will include the following: Field Director, MSW Coordinators and, a BSW Coordinator.

Field Director is responsible for the following tasks:

- Oversight of the Field Office
- Review and distribute applications to field practicum
- Interview and matching MSW students
- Provide an orientation for Field Supervisors and Field Liaisons
- Provide orientation for MSW students
- Coordinate approval process for Field Agencies and Field Supervisors
- Coordinate Task Stream enrollment

The MSW Coordinators are responsible for the following tasks:
- Monitoring student process in field practicum
- Make initial approval site visits to Field Agencies
- Teach the Field Seminars

The Field Faculty is responsible for academic advising. Students must submit an initial MSW Field Application (Appendix G) before they begin field and then submit a Practicum Planning Guide (Appendix H) to the field office each semester. A review of the initial Field Applications will determine students background as it relates to social work and areas of interest for placement. The Practicum Planning Guide will determine if students have completed the academic prerequisites required to enter the next level of experiential learning. This review includes an assessment of the students' capacity to function in the field setting. The process will include but not be limited to a review of field evaluations, observable behaviors in the classroom setting and a one-on-one interview with the Field Director. The Field Faculty is also available to assist students in navigating through the MSW curriculum, registration and verification of grade point average and completion of prerequisite course work.

Lunch and Learns, monthly seminars and the Department's Academic Lecture Series will help students to plan for their careers and provide professional advising. Lunch and Learns would include information regarding faculty research, departmental updates and local guest speakers. The Departmental Academic Lecture Series would include nationally recognized guest speakers. The monthly seminars will be required sessions for all students. Topics would include preparing for my future, developing a research agenda, Development and presentation of electronic posters, job search.

ii.   The Field Practicum Experience Structure

The following components and elements help shape the structure of the field practicum experience:

The Learning Agreement

In collaboration with the agency field supervisor, each student negotiates a learning agreement in Practicum II-IV that specifies activities, tasks, experiences and opportunities afforded to the student during the course of the practicum. The learning experiences and tasks should provide opportunities to assess the student's performance and proficiency in the nine competency areas.

Tripartite Conference

For Field Practicum I, the agency field supervisor, the student and the field liaison will meet at

least one time during the placement period. The purpose of this conference is to discuss student

progress towards goals in the agency setting. The conference also solicits feedback from

student and agency field supervisor on student strengths and areas of interest for Field

Practicum II-IV.

For Field Practicum II-IV, the agency field supervisor, off-site MSW (if assigned), the student,

and the field liaison will meet at least two times during each placement period in a tripartite

conference. The initial conference is to review the negotiated learning agreement and to

discuss specific concerns of any of the participants. The second conference is to discuss

student progress, set learning priorities for the next semester (for Practicum II and III) and

address the end of the semester evaluation of the student's performance in the field.

Conferences and interchanges beyond the required number are encouraged to facilitate open

communication and to exchange pertinent information.

Field Practicum Seminar/Lab

As a part of the practicum experience (Practicum I-IV), students will participate in a seminar/lab. The weekly field practicum seminar/lab held throughout the duration of the Experiential Learning

placement is the primary vehicle for students to integrate classroom knowledge and practice experience. The seminar serves as the bridge between theoretical and practical learning whereby students share experiences with members of their cohort. The sessions will utilize lectures, focused discussion questions and interactive activities to help students integrate classroom knowledge and practice experience. The sharing facilitates peer consultation and offers mutual support that builds confidence. The field practicum seminar assists students in focusing on the processes inherent in the collaborative helping relationship and enhances professional development.

Capstone Portfolio Assignments
Students in Practicum II-IV complete a Capstone assignment which is a learning reflection paper. The purpose of this paper is for students to self-reflect and use critical thinking skills to describe, evaluate, and synthesize their learning from completing simulation and field placement learning experiences. The paper covers all nine social work competencies and incorporates student learning from participating in simulations and field placement learning experiences in community-based agencies.
Students will develop a Capstone portfolio with all three assignments. They will complete a Capstone assignment at each level of Field Practicum. The portfolio is a reflective learning and assessment process and evaluation. The portfolio assignments document and measure the students' knowledge, skills, and abilities in the nine competencies.

Mid-term and Final Evaluation
An essential element of a successful Field Practicum includes monitoring, critical feedback, and formal evaluation. MSW student must complete a 900-hour placement in an approved social service agency. During this 900-hour Experiential Learning placement field agency supervisors monitor and direct student activities through the learning agreement, weekly conferences, participation in University led Tripartite Conference and evaluations. Agency Field Supervisor complete both a mid-term and final evaluation each semester. The Mid-Term and Final Evaluation forms will be provided electronically through Task Stream and are completed online.

During the last Tripartite conference agency supervisors, University Field staff and students discuss the semester evaluation and renegotiation the student's learning agreement in Practicum II and III. At the end of Practicum IV the final field evaluation is discussed, as well as future life-long learning goals.

Based on the agency field supervisor's rating, the Field Faculty assigns the student either a **PASS** or **FAIL** grade.

iii.   **Application Process for Field Placement**

The Application for Field Placement includes:

- Submitting a completed MSW Field Application by specific deadlines
- Completing a background clearance (if required)
- Scheduling a meeting with the designated field faculty to discuss placement site availability and student preference
- Interview with agency field supervisor
- Complete agency paper work

- Engage in a follow-up discussion with the designated field faculty to finalize an agency placement
- Develop field schedule with Field Supervisor

The Field Application

Students must submit an initial MSW Field Application (Appendix G) before they begin field and then submit a Practicum Planning Guide (Appendix H) to the field office each semester. A review of the initial Field Applications will determine students background as it relates to social work and areas of interest for placement. The Practicum Planning Guide will determine if students have completed the academic prerequisites required to enter the next level of experiential learning. This review includes an assessment of the students' capacity to function in the field setting. At the end of each field placements students must schedule an exit conference with the Field Director

The Application Process for Practicum I-II

Practicum I (590/591) is the foundational level practicum. The purpose of this experiential learning placement is to exposure non-BSW student to hands on face-to-face client contact. Students apply for the field practicum I (SW 590) when they register for their foundational classes. All two-year cycle students must register to this course the first semester and complete the following:

- Submit initial MSW Field Application
- Schedule interview with designated Field Faculty
- Schedule an interview with Field Supervisor
- Complete agency paper work
- Finalize field placement site
- Develop field schedule with Field Supervisor

Practicum II (SW 690/693) Advanced Standing is the first experience of a 900-hour field practicum experience over three semesters in an approved social service agency under the supervision of an MSW with three or more years of experience. Each field practicum experience will include a concurrent integrative seminar/lab. Students will participate in activities in approved agencies that will allow them to develop generalist practice skills with populations coping with health and behavior health issues.

All Advanced standing students must register for this course the first semester and complete the following:

- Submit initial MSW Field Application
- Schedule interview with designated Field Faculty
- Schedule an interview with Field Supervisor
- Complete agency paper work
- Finalized field placement site
- Develop field schedule with Field Supervisor

The Application Process for Practicum II-IV

Students applying for Practicum II-IV must:
- Have grade point average of 3.0 or better, unless advanced standing
- Have completed the prerequisite coursework
- Successfully complete the prior practicum experiences
- Submit a copy of the semester evaluation
- Complete and submit the Field Planning Guide (appendix H)

Practicum II (SW 690/693) for students in the two-year program is the first experience of a 900-hour field practicum experience over three semesters in an approved social service agency under the supervision of an MSW with three or more years of experience. Each field practicum experience will include a concurrent integrative seminar/lab. Students will participate in activities in approved agencies that will allow them to develop generalist practice skills with populations coping with health and behavior health issues.

Foundational students must submit their field applications for Practicum II to the field office by the first Friday in October for Spring semester.

- o Schedule interview with designated Field Faculty
- o Schedule an interview with Field Supervisor
- o Complete agency paper work
- o Finalize Field Placement site
- o Develop field schedule with Field Supervisor
- o Foundational student must have completed 100 field hours and have a 3.0 GPA and pass SW 590
- o Complete and submit the Field Planning Guide (appendix H)

Practicum III (SW 691/694) is the second experience of a 900-hour field practicum experience over three semesters in an approved social service agency under the supervision of an MSW with three or more years of experience. Each field practicum experience will include a concurrent integrative seminar/lab. Students will participate in activities in approved agencies that will allow them to develop specialized practice skills with populations copying with health and behavior health issues.

Foundational Students must submit their field applications by the first Friday in March for Field III Fall semester. Advanced students must submit their field applications by the first Friday in October for the spring semester.

- o Schedule interview with designated Field Faculty

- o Develop field schedule with Field Supervisor
- o Completion of 300 field hours and have a 3.0 GPA
- o Pass SW 690
- o Submit a copy of the semester evaluation
- o Complete and submit the Field Planning Guide (appendix H)

Practicum IV (SW 692/695) is the last experience of a 900-hour field practicum experience over three semesters in an approved social service agency under the supervision of an MSW with three or more years of experience. Each field practicum experience will include a concurrent integrative seminar/lab. Students will participate in activities in approved agencies that will allow them to develop advanced generalist practice skills with populations copying with health and behavior health issues.

Foundational must submit their field application by the last Friday in October for the spring semester and Advanced Students must submit their field application by the last Friday in March for the fall semester.

Students must:

- o Schedule interview with designated Field Faculty
- o Develop field schedule with Field Supervisor
- o Completion of 600 field hours and have a 3.0 GPA
- o Passes SW 690/693 and SW 691/694
- o Submit a copy of the semester evaluation
- o Complete and submit the Field Planning Guide (appendix H)

iv. The Field Placement Process
The Process for Field Placement includes:

1) completing application online in Taskstream;
2) meeting with the Field Faculty to discuss placement site availability and student preference;
3) participating in a pre-placement interview with the prospective agency field supervisor; and
4) engaging in a follow-up discussion with the Field Faculty to finalize an agency placement.

Student-Designated Field Faculty Initial Meeting
At this meeting, each student and the Field Director review all of the various documents to evaluate the student's learning needs and to discuss both the student's interest and concerns

regarding the placement site selection. Based on this information, the student and the Field Director select collaboratively a prospective placement site.

Selection of Placement Sites
In Practicum I, the field office selects the field placement setting for each student. In Practicum II, the selection of field placement settings is based on consideration of the student's learning interests conjoined with UAB's Social Work Program's curriculum goals and placement site criteria. Placement sites may be governmental institutions, hospitals, nursing homes, clinics, mental health providers and/or nonprofit social service agencies, that have social service units.

Placement Sites Outside the Greater Birmingham Area
In most instances, placement settings are located within the Birmingham-Jefferson County area. Placements outside the usual geographic area are possible, but unusual.   Such considerations involve very specific student needs, the availability of appropriate supervision, UAB Social Work Program budgetary and faculty time constraints, and agency's ability to meet the requirements delineated in the Field Practicum Agreement Any student with extenuating circumstances should discuss the situation with the Field Director the semester before entering Practicum II.

The Pre-Placement Student-Agency Supervisor Interview
The Designated Field Faculty contacts the prospective placement agency representative. If the representative agrees to consider hosting a student for field placement, the Designated Field Faculty notifies the student to arrange an interview with the prospective agency field supervisor. The student should ask for site location, directions and parking arrangements, as needed. The student should regard this interview as comparable to a professional job interview and dress in business attire, demonstrating a professional demeanor.

The overall purpose of the interview is to determine if the student and the agency are a good match. The student should be prepared to respond to the prospective supervisor's inquiries about the student's experience and preparation for practicum, the student's goals for the practicum experience, and what the student plans to do following graduation.

The student is responsible for notifying the Designated Field Faculty after the field supervisor interview.

The Follow-up Discussion
After the student and agency Field Supervisor interview, the Designated Field Faculty elicits the prospective agency field supervisor's appraisal of the student-agency match quality.

Next, the Designated Field Faculty and student hold a follow-up discussion to elicit the student's appraisal on the placement site. If all parties agree, the placement is set. If either the student or the prospective agency field supervisor is not satisfied that the placement constitutes a good match the student will repeat the process.

The final determination of placement sites is the ultimate responsibility of the Field Director. The Field Director will attempt to place a student, but cannot guarantee the student's first or second preference for a field placement agency.

Section IV
FIELD AGENCIES

i. MSW Field Practicum Agency Qualifications/Responsibilities

The UAB Department of Social Work has worked with many community agencies to provide quality field education. The following is a list of requirements for each agency:

- An established creditable community agency that provides social service and employs licensed social workers. When the field office feels it is in the best interest of a student to be place at an agency where they do not have an MSW internally UAB will provide an off-site MSW to provide supervision.

- Provides a range of foundation and/or specialist services for students that will facilitate students' development of values, knowledge, skills, and the development of professional self.

- Meets and maintain accepted professional standards for the practice of social work.

- Provides an orientation for students to the practices, policies and procedures of the agency.

- Provides qualified MSW supervision for student(s) assigned to the agency. When the field office feels it is in the best interest of a student to be place at an agency where they do not have an MSW internally UAB will provide an off-site MSW to provide supervision.

- Furnishes the space, materials and/or equipment required to execute agency functions (e.g., workspace, telephone).

- Negotiates with Field Director/Liaison to provide learning experiences deemed appropriate to meet the educational needs of students.

- Allow the Field Director/Liaison when warranted, access to agency records to evaluate student performance.

- Recognizes the importance of integrating the student into the setting as an in intern and not as a substitute for an employee position.

ii.   Field Supervisor Qualifications/Responsibilities

The UAB Department of Social Work ensures that all field supervisors meet the following qualifications:

- Must be a licensed MSW with a minimum of three years of social work experience. When the field office feels it is in the best interest of a student to be place at an agency where they do not have an MSW internally UAB will provide an off-site MSW to provide supervision.

- Participate in Field Supervisor orientation and training

- Assist the student in the development of an individualized learning agreement.

- Participate in Tripartite Conferences. (see Student monitoring and Student evaluation section for additional information)

- Complete periodic reviews of student progress. (Mid-term and Final evaluation)

- Notify the Field Director/Liaison of any problems regarding students and their responsibilities and to work toward the resolution of any such problems.

- Provide face-to-face supervision at least one hour per week for MSW students.

- Document weekly supervision content and student responses to feedback, new information, and plans for follow-up.

iii.   Field Student Responsibilities

- Students must **comply with their respective practicum agency** settings' personnel policies and procedures regarding attendance, punctuality, personal demeanor and appearance, signing in/out, scheduling, etc.

- Students must conduct themselves within the boundaries of the Code of Ethics (National Association of Social Work) and any other such code(s) adopted by the practicum setting.

- Students are encouraged to talk to their Field Director and/or Liaison about any situation where they believe the practice setting expectations or policies conflict with the Code of Ethics.

- Students must complete their practicum experiences within the semester placement.

- Students are expected to complete all field agency and classroom assignments

iv.   Orientation and Training for Field Supervisors

Orientation and training for field supervisors is required prior to placement of any student. Field Supervisor training and orientation is offered prior to the Fall and Spring semesters. Training includes an overview of the UAB BSW program and curriculum, the general duties and responsibilities of field supervisors and their role as teacher at the field site.

Additionally, field supervisors are given instructions on assisting students with learning agreements, helping students identify strengths and needs and completing midterm and final student evaluations. Our program also sponsors periodic continuing education opportunities for area social workers who seek continuing education credits to maintain Alabama social work licensure, for students who desire knowledge to augment their education, and for members of the helping professions within our urban community. Field supervisors are invited to attend free of charge.

v.   Student Monitoring and Student Evaluation

Student Evaluation
An essential element of a successful Field Practicum includes monitoring, critical feedback, and formal evaluation. MSW student must complete a 900-hour placement in an approved social service agency. During this 900-hour Experiential Learning placement field agency supervisors monitor and direct student activities through the learning agreement, weekly conferences, participation in University led Tripartite Conference and evaluations. Agency Field Supervisor complete both a mid-term and final evaluation each semester. The Mid-Term and Final Evaluation forms will be provided electronically through Task Stream and are completed online.(Appendix J)

During the last Tripartite conference agency supervisors, University Field staff and students discuss the semester evaluation and renegotiation the student's learning agreement in Practicum II and III. At the end of Practicum IV the final field evaluation is discussed, as well as future life-long learning goals.

Based on the agency field supervisor's rating, the Field Faculty assigns the student either a **PASS** or **FAIL** grade.

Students in SW 590/Field Practicum I are evaluated by their Agency Field Supervisor at the end of the semester. (Appendix K). Based on the agency field supervisor's rating and the completion of hours, simulation and self-assessment, the Field Faculty assigns the student either a **PASS** or **FAIL** grade.

Tripartite Conference

For Field Practicum I, the agency field supervisor, the student and the field liaison will meet at least one time during the placement period. The purpose of this conference is to discuss student progress towards goals in the agency setting. The conference also solicits feedback from student and agency field supervisor on student strengths and areas of interest for Field Practicum II-IV.

For Field Practicum II-IV, the agency field supervisor, off-site MSW (if assigned), the student, and the field liaison will meet at least two times during each placement period in a tripartite conference. The

initial conference is to review the negotiated learning agreement and to discuss specific concerns of any of the participants. The second conference is to discuss student progress, set learning priorities for the next semester (for Practicum II and III) and address the end of the semester evaluation of the student's performance in the field. Conferences and interchanges beyond the required number are encouraged to facilitate open communication and to exchange pertinent information.

vi.   Student Evaluation of Field Agency, Field Supervisor and Field Liaison

Students evaluate the field agency, field supervisors and field liaisons at the end of the practicum experience. (Appendix B, C, D)

vii.   Off-Site MSW Supervision

All students received supervision from an MSW who has an MSW from an accredited school of social work and a minimum of three years of experience. When the field office feels it is in the best interest of a student to be place at an agency where they do not have an MSW internally UAB will provide an off-site MSW to provide supervision. The assigned MSW will take on a secondary supervisory role and is responsible for following activities:

- Meeting with the student monthly
- Being available by phone or email for questions between meetings
- Helping to infuse social work values, ethics, and theoretical concepts and principles into the students' field experience.
- Attending site visits with the Liaison and Task supervisor

viii.   Role of Agency Task Supervisor

When an agency does not have an MSW internally, they must have an on-site Task Supervisor who has an advanced degree or a level of experience in the field that allows for supervision of the student. This person should provide regular weekly supervision and be available to answer questions and support the students' learning experience on-site.

The Task Supervisor is responsible for the following activities:

- Meeting with the student weekly
- Directing day to day activities
- Oversee completion of Learning Agreement and tasks assignments
- Providing student training and ensuring student compliance with agency policies and procedures
- Oversight of the care and/or treatment of agency consumers
- Completion of student evaluations
- Participate in site visits with Liaison and Task supervisor

ix.   Role of the Field Liaison

A Field Liaison is assigned to each student. The liaison will monitor students' progress over the placement period. The liaison will be responsible for arranging and convening the Tripartite Conference. The liaison will review and discuss in detail with both the student and the field supervisor any student performance-related issues, ethical practice and/or impaired behavior. If

needed a corrective action will be developed and reviewed weekly. In addition, the liaison will maintain regular contact with field office.

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Section V

FIELD POLICIES

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i. Confidentiality

Students need to pay very close attention to the NASW Code of Ethics (1997) guidelines on confidentiality and the field placement agencies policies on confidentiality. Students must sign the "Statement of Confidentiality" form that provided by the Field Director when they apply for Practicum I and Practicum II.

ii. NASW Code of Ethics

The NASW Code of Ethics (1999) articulates the professional value base and serves as the guide for ethical social work practice that upholds professional integrity and enhances competence. The essential values include respect for the dignity and inherent worth of the individual and their right to self-determination; recognition of the centrality of human relationships to well-being and the helping process; and a strong commitment to social justice including serving people in need and improving social problems.

iii. Academic Dishonesty

UAB Faculty expects all members of its academic community to function according to the highest ethical and professional standards. Academic dishonesty and misconduct includes, but is not limited to, acts of abetting, cheating, plagiarism, fabrication, and misrepresentation. Candidates are expected to honor the UAB Academic Code of Conduct as detailed in the most current *UAB Graduate Catalog https://www.uab.edu/students/one-stop/policies/academic-honor-code*

Please consult this resource for additional information regarding the specific procedures to be undertaken when a student violates the UAB Academic Code of Conduct.

- ABETTING is helping another student commit an act of academic dishonesty. Allowing someone to copy your quiz answers or use your work as their own are examples of abetting.
- CHEATING is the unauthorized use or attempted use of unauthorized materials, information, study aids, the work of others, or computer-related information.
- PLAGIARISM means claiming as your own the ideas, words, data, computer programs, creative compositions, artwork, etc., done by someone else. Examples include improper citation of referenced works, the use of commercially available scholarly papers, failure to cite sourced, or copying another person's ideas.
- FABRICATION means presenting falsified data, citations, or quotations as genuine.

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- MISREPRESENTATION is falsification, alteration, or the misstatement of the contents of documents, academic work, or other materials related to academic matters, including work substantially done for one class as work done for another without receiving prior approval from the instructor.

iv.   Personal Safety

The University and the Field agency are concerned about students' personal safety. Personal safety issues are discussed in orientation to field. Additionally, each student must seek out and ask his or her agency field supervisor for agency personal safety guidelines and/or training. Agency Field Supervisors should provide each student with written agency procedures and policies regarding personal safety.

v.   Liability

The University charges students a fee that will cover the cost of the student's coverage by the University's student/intern liability insurance plan. Students may purchase additional student liability coverage through NASW. http://www.naswinsurancetrust.org/

vi.   Background Clearance

Applicants who have a criminal history need to be aware that a background clearance maybe requested prior to entering field placement and that a criminal history may affect your ability to obtain a social work license and limit field placement opportunities.

Please note: Field Education students who have a criminal history need to be aware that an increasing number of field agencies are requiring student interns to complete a background clearance and/or drug screens. A criminal history may affect one's ability to obtain a social work license and/or limit field placement opportunities in Alabama. For additional information regarding criminal background and licensure, see Alabama Board of Social Work Examiner's website http://socialwork.alabama.gov/

vii.   Health Insurance Portability and Accountability Act (HIPPAA)

The Health Insurance Portability and Accountability Act of 1996 is a Federal law passed by Congress in 1996 to set national standards for accessing and handling medical information. HIPPAA covers:
- All patients and their Protected Health Information (PHI)
- Anyone who deals with patient of their PHI
- Any organization and their business associates who deal with patients and/or their PHI

Students will receive a link so that they can complete the online UAB HIPPAA training.

viii.   Student Place of Employment as Practicum Placement

In order for students' places of employment to qualify for practicum credit, the students' work assignment must be in line with the students' learning objectives. The Field Director will assist the student and the field supervisors in structuring the experience to meet CSWE guidelines. A different supervisor must supervise students and there must be a clear division and a substantive difference between the students' regular job duties and the field practicum. An Employment-based Field Placement Agreement must be completed and signed by the Field Director, Agency Field Supervisor and Student. (Appendix L)

ix. Jury Duty Policy
Students will follow the Jury Duty Policy of the Field Agency.

x. Military/Reserve Duty Policy
Students will follow the Military/Reserve Duty Policy of the Field Agency.

xi. Vacation, Holidays, Semester Breaks, Time-Off
Agency field supervisors determine student work-schedules and assignments, including client contact and/or caseload, attendance during meetings and conferences, and participation in research projects. Being able to provide quality to services is a priority over student preferences in regards to the work schedule.   Students are required to seek approval from the agency field supervisor prior to modifying their schedule.

Students do not earn personal leave or sick leave during their practicum experiences. Any make-up-time from regular practicum schedules must be negotiated with their agency field supervisors. Additionally, to ensure continuity of client services, students may be expected to work a sufficient number of hours during academic breaks.

xii. Inclement Weather
Students will follow the Inclement Weather Policy of the Field Agency where they are placed. During any actual emergency or severe weather situation, this site 30TU**www.uab.edu/emergency**U30T will be the official source of UAB information. In addition, the UAB Emergency Management Team will use B-ALERT, the university's emergency notification system, to communicate through voice calls, SMS text messages and e-mails to the entire campus all at the same time. B-ALERT also integrates with Facebook and Twitter. To register for B-ALERT or update your existing information in the system, go to 30TUwww.uab.edu/balertU30T. All registration is connected to your Blazer ID.

xiii. Placement Disruption
Disruptions in placement usually are limited to either the inability of the agency to continue to provide suitable learning opportunities or a health-related or personal circumstance that prohibits the student from completing requirements of field practicum. Agency-related circumstances result in expedited efforts to secure an alternative placement for the student with the expectation that the student will be able to complete the field practicum component as scheduled within the semester. Short-term health-related or personal circumstance issues must necessarily be addressed on an individual basis with the expectation of facilitating the student's completion of the field practicum component in a timely manner. However, personal circumstances or health-related disruptions that interfere with the scheduled period of the practicum may result in repeating a practicum experience or a grade of incomplete.

xiv. Corrective Action
Student performance-related issues, ethical practice and/or impaired behavior will be reviewed and discussed in detail with both the student and the field supervisor. If needed a corrective action will be developed and reviewed weekly.

xv. Termination from Placement

A decision to terminate a student from a placement setting is generally based on the student's inadequate performance, unethical conduct, or inappropriate behavior. Termination from placement will be initiated by the field liaison in consultation with the director of field and the agency supervisor. Student performance-related issues, ethical practice and/or impaired behavior will be reviewed and discussed in detail with both the student and the field supervisor.

Procedure

Requests for placement termination may be initiated by the agency field supervisor (or by the agency field supervisor at the behest of the agency's executive director) or the field liaison. Prior to formally requesting a student's termination from placement, the agency field supervisor, field liaison, field director, and student discuss the concerns to ensure all perspectives are included and an accurate assessment of the student's performance has been made. All parties explore options for correcting the concerns. If a solution cannot be found or reached within the existing agency setting, the formal request is initiated. The following steps are followed:

1) The student will be terminated from the existing placement immediately after clients' continuation of services is assured (this may include student terminating with clients, if warranted).

2) The Field Director will make one of the following determinations.

   (a) To reapply for field placement after taking remedial action and successfully eliminating conditions or factors that led to termination of the student's placement prior to reapplying for field placement;

   (b) To be counseled out of the program; or

   (c) To initiate disciplinary action against the student in accordance with policies governing student nonacademic misconduct at UAB in accordance with the policies set forth in the UAB Undergraduate Catalog: 2014-2015. Violations of this nature, such as the commission of felonies, generally result in dismissal from the university.

3) The Field Director meets face-to-face with the student to discuss the finds. During this meeting, the student receives a written letter indicating the findings and outcome. The written document includes notifying the student of his or her right to appeal and reference to the University's appeal policies and procedures.

xvi.   Discrimination and Sexual Harassment

There shall be no discrimination on the basis of sex, race or other protected classification in the assignment, acceptance and activities of students in the program established by this agreement.

xvii.   Title IX

The University of Alabama at Birmingham is committed to providing an environment that is free of bias, discrimination, and harassment. If you have been the victim of sexual discrimination, harassment, misconduct, or assault we encourage you to report the incident. UAB provides several avenues for reporting. For more information about Title IX, policy, reporting,

protections, resources and supports, please visit http://www.uab.edu/titleix for UAB's Title IX Policy and UAB's Equal Opportunity and Anti-Harassment Policy.

xviii.   Reasonable Accommodations

If you are registered with Disability Support Services (DSS), please make an appointment with your instructor to discuss accommodations that may be necessary. If you have a disability but have not contacted DSS, please call 934-4205 or visit DSS at 516 Hill University Center. Students with disabilities must be registered with DSS and provide an accommodation request letter before receiving accommodations in this class.

xix.   Disability Support Services

How to Register for DSS Support Services: Contact DSS at (205) 934-4205 (voice) or (205) 934-4248 (TDD), or visit 9PthP Ave. Office Building 1701 9PthP Ave. South. After DSS receives your completed documentation, you will meet individually with a member of the staff to discuss your accommodations. It is best to register with DSS when you apply to UAB. For more information about Disability Support Services, please feel free to contact the office directly or visit their website (30TUhttp://www.uab.edu/dssU30T) for more information.

Section VI

Taskstream

The purpose of Taskstream is to integrate all data-related functions of the department in a single location. Currently, the software is being used for the initial Application for MSW Field Placement (Appendix G) and the Field Evaluations (Appendix J). Our intention is to use the product to store student Capstone Projects, and to make access to this available post-graduation for our MSW students. Eventually, this software will be used to track graduates in order to assess long-term outcomes, as well as maintain an accurate graduate database.

Appendix A

SOCIAL WORK EDUCATION PROGRAM
DEPARTMENT OF SOCIAL WORK
COLLEGE OF ARTS AND SCIENCES
UNIVERSITY OF ALABAMA AT BIRMINGHAM

AGENCY FIELD PRACTICUM AGREEMENT

Page One of Five

This agreement is made and entered into this date by and between hereinafter referred to as "the Agency", and the Board of Trustees of the University of Alabama on behalf of the Social Work Education Program at the University of Alabama at Birmingham, hereinafter referred to as "The University."

PURPOSE

The purpose of this agreement is to outline the basic responsibilities of the parties involved in the provision of field practicum experiences for the University's MSW social work students.

The field practicum experience is an integral component in the social work education curriculum. The field practicum engages students in social work practice under the supervision of a Master's level social worker. The field practicum provides students with a variety of opportunities to apply their academic learning in agency settings where professional social workers actually work with clients, patients, or students.

GENERAL AGREEMENT

It is agreed and understood that the Agency will serve as a social work field practicum site for the University's MSW social work students, in such number and at such time as the parties herein mutually agree, and that, reciprocally, the University will provide faculty and/or staff for necessary instruction of students and coordination of student field practicum learning activities.

RESPONSIBILITIES OF THE UNIVERSITY

1. To develop the curriculum program and policy guidelines for field education;

2. To prepare students academically for advanced social work (MSW) practice in agency settings;

3. To maintain documentation substantiating the fact that students in the field practicum carry personal health insurance and professional liability coverage; and, for students who will be driving in the course of their field practicum assignments, to maintain documentation of that they possess valid drivers' licenses and automobile insurance coverage;

4. To provide a Field Director to facilitate field practicum placements and coordinate field practicum experiences in relationship to the University's MSW social work curriculum content;

5. To ensure the availability of the Field Director to assist the Agency's Field Supervisor(s) in designing appropriate learning experiences for students and in addressing issues which may arise relating to students' performance of practicum activities and/or students' failure to meet the professional standards of the Agency;

6. To provide a weekly Field Practicum Seminar/lab in which students in the field practicum have opportunities to discuss issues and experiences which occur during the course of their field practicum experiences;

7. To provide the Agency with information regarding academic semester schedules, learning objectives for students, and procedures for completing students' mid-course reviews and final performance evaluations;

8. To conduct timely liaison visits with Agency staff and student(s) in practicum to coordinate, monitor and evaluate field learning assignments and student performance; and

RESPONSIBILITIES OF THE AGENCY

1. To meet and maintain accepted professional standards for the practice of social work;

2. To provide an orientation for students to the practices, policies and procedures of the agency;

3. To provide MSW students assigned to the Agency with supervision from agency supervisors with a minimum of three years' experience; said supervision being defined as face-to-face contact between the student(s) and agency field instructor for at least one hour each week;

4. To negotiate with the student and the Field Director/Liaison those learning experiences deemed appropriate to the educational needs of the students and then make those experiences available to the students;

5. To furnish the space, materials and/or equipment required to execute agency functions (e.g., work space and telephone);

6. To provide periodic reviews of student progress as requested by the University's baccalaureate social work education program;

7. To notify the University's Field Director/Liaison of any problems regarding students and their responsibilities and to work toward the resolution any such problems;

8. To allow the University's Field Director/Liaison, when warranted, to have access to records of the Agency's clients and/or patients, that students have had contact with, in order to evaluate student performance. No records or record contents will be removed from the agency; and any discussion of patients/clients will preserve confidentiality.

9. University agrees that for purposes of Family Educational Rights and Privacy Act (FERPA), Facility will be considered a University official with a legitimate educational reason to have access to limited personally identifiable information from student records, hereinafter ("Student Information") as described below. University agrees to provide authorized representatives of Facility limited Student Information and only that which is reasonably necessary for participation in the affiliation. No other Student Information will be provided. Facility acknowledges and agrees that Student Information provided by University, or others on behalf of University, that directly relates to any University student, including, but without limitation, academic

1. Information (e.g., coursework, grades, degrees earned, performance in other external rotations); professional information, (e.g., licenses obtained, suspension, revocation); training and/or certifications (e.g., CPR, OSHA/Bloodborne pathogen); health information (e.g., Hepatitis, TB Testing); health and other insurance information and, the results of any criminal background check and/or drug testing/treatment information is Student Information and is protected by FERPA.   Facility represents and certifies that it will (1) protect the confidentiality of all Student Information; and will not, except with the written consent of the student, (2) use Student Information for any purpose other than to carry out the purposes of this agreement; or (3) disclose Student Information except to authorized individuals within its organization who have a legitimate need to know Student Information in order to carry out the purposes of this agreement.

2. Facility represents and certifies that is will (1) protect the confidentiality of all student information, and will not, except with the written consent of the student, (2) use student information for any purpose other than to carry out the purposes of this agreement; or (3) disclose student information except to authorized individuals within its organization who have a legitimate need to know student information in order to carry out the purposes of this agreement.

THE AGENCY AND THE UNIVERSITY MUTUALLY AGREE:
1. Students' participation in the practicum shall be under the direction and/or supervision of a qualified MSW who is in good standing with the agency and has a minimum of three years' MSW experience with the Agency.

2. The Agency and the University recognize that, in order for professional liability coverage to be provided for activities pursuant to this Agreement, it is necessary for each to have access to normal investigative information for specific incidents that may give rise to a claim being filed against either party. Therefore, each party will notify the other of such events and mutually cooperate with the other in the investigation and/or processing of such claims.

3. That regular contact will be maintained between the University's Field Director/Liaison and the Agency's Field Supervisor(s) to review the progress of the program.

4. There shall be no discrimination on the basis of sex, race or other protected classification in the assignment, acceptance and activities of students in the program established by this agreement.

TERMS

This agreement may be modified by mutual consent at any time. Such consent shall be in writing and evidenced by the signature of the appropriate parties of the original agreement.

This agreement shall become effective on _____and shall continue from year to year thereafter unless and until terminated by written notice signed by the authorizing official of the Agency or the authorizing official of the University as the case may be. Adequate notice of intent to terminate the agreement shall be given by both parties so as not to disrupt the education of students or programs of the Agency.

ATTEST:
THE BOARD OF TRUSTEES OF THE
UNIVERSITY OF ALABAMA FOR THE
UNIVERSITY OF ALABAMA AT BIRMINGHAM

_____   Date_____
UAB Chief Financial Officer

_____   Date_____
Dr. Robert Palazzo Ph. D.
Dean College of Arts and Sciences

_____   Date_____
Dr. David E. Pollio Ph. D.
Chair Department of Social Work

_____   Date_____
Mary J. Carroll, MSW, LCSW
Field Director

SOCIAL SERVICE AGENCY
_____
Agency Name

Authorizing Official's Name
_____   Date_____

Authorizing Official's Signature
_____   Date_____

Appendix B

FIELD AGENCY EVALUATION

Students, please take a few minutes to reflect on your experience and the strengths and weaknesses of your field practicum agency/setting. The information you provide will help determine whether this agency is a good fit for future students.

Your responses will only be share with faculty in the Department.

Practicum Agency/Setting Name:

_____

Would you recommend this practicum agency/setting for future students?

Yes_____ No_____

What information should be provided to future students prior to placement?

_____

What advice would you give future students to enhance their learning experience?

_____

Are there any concerns you have about this agency/setting that should be addressed before another student in placed?

_____

Appendix C

FIELD SUPERVISOR EVALUATION

Students, please take a few minutes to reflect on your experience with your field supervisor. The information you provide will help determine whether this agency is a good fit for future students.

Your responses will only be shared with faculty in the Department.

Field Supervisor Name:

_____

Please check the most appropriate box

	Strongly Agree	Agree	Disagree	Strongly Disagree	Comments
The agency site was a good match					
I was comfortable seeking out help from my supervisor					
I was comfortable in my work environment					
My supervisor was available					
My supervisor had an adequate knowledge base					
My supervisor was able to link social work knowledge and values to everyday task					
My supervisor made appropriate assignments					
My supervisor had effective communication skills					

Appendix D

FIELD LIAISON EVAULATION

Students, please take a few minutes to reflect on your experience with your field supervisor. The information you provide will help determine whether this agency is a good fit for future students.

Your responses will only be shared with faculty in the Department.

Field Liaison Name:

_____

Please check the most appropriate box

	Strongly Agree	Agree	Disagree	Strongly Disagree	Comments
I was comfortable seeking out help from the liaison					
Liaison was available					
Liaison had an adequate knowledge base					
Liaison was able to link social work knowledge and values to everyday task					
Liaison was able to resolve difficulties					
Liaison had effective communication skills					

Appendix E

FIELD STUDENT TIMESHEET

UAB Social Work Department

Student's Name: _____   Placement Agency: _____

Semester: _____

Week of: _____

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Weekly Total

Indicate in each box the number of hours worked each day (i.e. 8-5 p.m.)

Student's Signature _____

Date_____

Field instructor's Signature: _____

Date_____

Appendix F

FIELD SELF-ASSESSMENT TOOL for SW 590

INSTRUCTIONS: This SELF-ASSESSMENT form addresses the program's nine (9) competency areas and 31 related behaviors. Please rate yourself in each practice behavior area by placing a number 1 – 5. In the comment area please identify one task or activity that supports your rating.

1 = Low 2 = Below Average 3 = Average 4 = Above Average 5 = Exceptional NA = Not Apply

COMPETENCIES AND BEHAVIORS	Rating	Comments
1. Demonstrate Ethical Behavior		
• Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.		
• Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. .		
• Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.		
• Use technology ethically and appropriately to facilitate practice outcomes.		
• Use supervision and consultation to guide professional judgement and behavior.		
2. Engage Diversity and Difference in Practice		
• Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.		
• Present themselves as learners and engage clients and constituencies as experts of their own experiences.		
• Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.		

3. Advance Human Rights and Social, Economic and Environmental Justice		
• Apply their understanding of social, economic and environmental justice to advocate for human rights at the individual and system levels.		
• Engage in practices that advance social, economic, and environmental justice.		
4. Engage in Practice-Informed Research and Research-Informed Practice		
• Use Practice experience and theory to inform scientific inquiry and research		
• Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.		
• Use and translate research evidence to inform and improve practice, policy, and service delivery.		
5. Engage in Policy Practice		
• Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.		
• Assess how social welfare and economic policies impact the delivery of and access to social service.		
• Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice		
6. Engage with Individuals, Families, Groups, Organizations, and Communities		
• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.		
7. Assess Individuals, Families, Groups, Organization, and Communities		
• Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.		
• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies		

• Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.		
• Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.		

8. Intervene with Individuals, Families, Groups, Organizations, and Communities

6. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies		
7. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.		
8. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes		
9. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.		
10. Facilitate effective transitions and endings that advance mutually agreed-on goals.		

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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

Appendix G

MSW FIELD APPLICATION

Students complete their field application online using TaskStream

The online application consists of:

1. Student information
    a. Includes indentifying information, transportation information and health insurance information

2. Personal History Form
    a. Includes questions about employment problems, legal problems and other areas of concern. All information is confidential.

3. Field Placement Interest Form
    a. Includes questions about work and volunteer experiences, areas of social work practice interest. Students will select three social work practice settings and/or populations of interest. While these preferences will be taken into consideration, the final determination of placement is ultimately the responsibility of the UAB Department of Social Work's Field Office. The Field Office will attempt to place a student, but cannot guarantee the student's first, second or third preference for a field placement.

4. A photocopy of the student's driver's license, auto insurance and medical insurance

5. Resume

6. Verification & Completion Form
    a. Student acknowledge they are aware of the requirements for Field Practicum and sign electronically.

Appendix H

FIELD PLANNING GUIDES

FIELD PLANNING GUIDE for SW 590

Current Courses

Course number	Course Title

Please describe any changes in circumstance or schedule anticipated next semester that the Field Office should be aware of:

Student Availability

Day of the Week	Time

Note: All full-time program students are required to spend at least 20 hours, a week in the field. Student must work an eight-hour day. Students need to be aware that most clinics are open to patients Tuesdays, Wednesday and Thursday.

FIELD PLANNING GUIDE for SW 690 and SW 691

Courses Completed

Course number	Course Title	Semester Completed

Current Courses

Course Number	Course Title

Please describe any changes in circumstance or schedule anticipated next semester that the Field Office should be aware of:

Appendix I

LEARNINING AGREEMENTS

MSW Generalist Practice Learning Agreement

Student Name:

Agency:

Semester:

Directions: There are 9 competencies listed with 50 corresponding behaviors listed in the first column. In the second column, the student in conjunction with their field supervisor should list the activities they will engage in to help them achieve the behaviors. Each behavior should have at least 1-2 activities. In the last column, the student should indicate how they will be monitored to ensure they complete the activities listed in the second column.

Competency 1. Demonstrate Ethical Behavior and Professional Behavior	Activities	Monitoring
Make ethical decisions by applying professional standards (i.e. the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical application of evidence-based practice, and additional codes of ethics) as appropriate for health and/or behavioral health practice settings		
Use reflection and self-regulation to manage personal values and maintain professionalism in health and/or behavioral health settings		

Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication appropriate for health and/or behavioral health practice settings.		
Use technology ethically and appropriately to facilitate practice outcomes appropriate for health and/or behavioral health practice settings.		
Use supervision and consultation to guide professional judgement and behavior appropriate for health and/or behavioral health practice settings.		
Competency 2. Engage Diversity and Difference in Practice		
Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice with individuals and/or families coping with health and/or behavioral health issues.		
Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice with groups coping with health and/or behavioral health issues.		
Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice		

with communities and/or organizations coping with health and/or behavioral health issues.		
Present themselves as learners and engage clients and constituencies coping with health and/or behavioral health issues.		
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies coping with health and/or behavioral health issues.		
Competency 3. Advance Human Rights and Social, Economic and Environmental Justice		
Apply their understanding of health disparities to advocate for human rights at the individual and system levels.		
Engage in practices that advance social, economic, and/or environmental justice for populations coping with health and/or behavioral health issues.		
Competency 4. Engage in Practice-Informed Research and Research-Informed Practice		
Use theory to inform scientific inquiry and research about populations coping with health and/or behavioral health issues.		
Use practice experience to inform scientific inquiry and research about populations coping with health and/or behavioral health issues		

Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings about populations coping with health and/or behavioral health issues.		
Use and translate research evidence to inform and improve practice, policy, and service delivery in health and/or behavioral health practice settings.		
Competency 5. Engage in Policy Practice		
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services for populations coping with health and/or behavioral health issues.		
Assess how social welfare and economic policies impact the delivery of and access to social services for populations coping with health and/or behavioral health issues.		
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice for populations coping with health and/or behavioral health issues.		
Competency 6. Engage with Individuals, Families, Groups, Organizations, and Communities		

Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with <u>individuals</u>, families, groups, communities and organizations coping with health and/or behavioral health issues		
Use empathy, reflection, and interpersonal skills to effectively engage diverse <u>individuals,</u> families, groups, communities and organizations coping with health and/or behavioral health issues		
Competency 7. Assess Individuals, Families, Groups, Organization, and Communities		
Collect and organize data, and apply critical thinking to interpret information from individuals, families, groups, communities and organizations coping with health and/or behavioral health issues.		
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from individuals, families, groups, communities and organizations coping with health and/or behavioral health issues.		
Develop mutually agreed-on intervention goals and objectives based on the		

critical assessment of strengths, needs, and challenges individuals, families, groups, communities and organizations coping with health and/or behavioral health issues.		
Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of individuals, families, groups, communities and organizations coping with health and/or behavioral health issues.		
Competency 8. Intervene with Individuals, Families, Groups, Organizations, and Communities		
Critically choose and implement interventions to achieve practice goals and enhance capacities of individuals, families, groups, communities and organizations coping with health and/or behavioral health issues.		
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with individuals, families, groups, communities and organizations coping with health and/or behavioral health issues.		
Use inter-professional collaboration as		

appropriate to achieve beneficial practice outcomes for individuals, families, groups, communities and organizations coping with health and/or behavioral health issues.		
Negotiate, mediate, and advocate with and on behalf of diverse individuals, families, groups, communities and organizations coping with health and/or behavioral health issues.		
Facilitate effective transitions and endings that advance mutually agreed-on goals for individuals, families, groups, communities and organizations coping with health and/or behavioral health issues.		
Competency 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities		
Select and use appropriate methods for evaluation of outcomes with individuals, families, groups, communities and organizations coping with health and/or behavioral health issues.		
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes		

with individuals, families, groups, communities and organizations coping with health and/or behavioral health issues.		
Critically analyze, monitor, and evaluate intervention and program processes and outcomes with individuals, families, groups, communities and organizations coping with health and/or behavioral health issues.		
Apply evaluation findings to improve practice effectiveness with individuals, families, groups, communities and organizations coping with health and/or behavioral health issues.		

Field Practicum Supervisor Signature:

Student Signature

MSW Specialized Practice Learning Agreement

Student Name:

Agency:

Semester:

Directions: There are 9 competencies listed with 50 corresponding behaviors listed in the first column. In the second column, the student in conjunction with their field supervisor should list the activities they will engage in to help them achieve the behaviors. <u>Each behavior should have at least 1-2 activities.</u> In the last column, the student should indicate how they will be monitored to ensure they complete the activities listed in the second column.

Competency 1 - Demonstrate Ethical and Professional Behavior

Behavior in Health and/or Behavioral Health Practice Settings	Activities	Monitoring
MSW student demonstrate awareness of personal and professional values related to health-related stigma and oppression through self-reflection and self-regulation		
MSW student select and incorporates ethical decision-making frameworks that integrate social work values when working in health and behavioral health settings		
MSW student demonstrate and maintains competence in the NASW Code of Ethics; evidence-based knowledge for health and behavioral health diagnoses and treatment; and relevant legal and policy-related		

Behavior	Activities	Monitoring
information for health and behavioral health settings		
MSW student advocates within the health and social service communities and as a member of interprofessional teams on behalf of clients and constituencies coping with health and behavioral health problems		
MSW student chooses effective technology-mediated tools and practices for health care delivery and population and health programs and policies to promote health and health equity.		

Competency 2 - Engage Diversity and Difference in Practice

Behavior with populations coping with health and/or behavioral health issues	Activities	Monitoring
MSW student analyzes how diversity and oppression affect clients coping with health and behavioral health issues and constituencies, such as families and advocacy groups		
MSW student applies cultural humility to manage the influence of stigma and bias when working with individuals with health and behavioral health conditions, and as issues related to health and mental health conditions intersect with other dimensions of diversity		
MSW student addresses the cultural and spiritual histories, values, and beliefs of clients coping with health and behavioral health problems and their families		

Competency 3 - Advance Human Rights and Social, Economic, and/or Environmental Justice

Behavior with populations coping with health and/or behavioral health issues	Activities	Monitoring
MSW student advocates for health and health equity as a human right for individuals		

Behavior with populations coping with health and/or behavioral health conditions	Activities	Monitoring
and communities coping with health and behavioral health conditions		
MSW student engages individuals, their families, and groups coping with health and behavioral health conditions to become effective voices for their own human rights		
MSW student participates in system changes to promote health and health equity		
MSW student works to eliminate structural barriers in systems of health care and discriminatory health and mental health policies.		

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

Behavior with populations coping with health and/or behavioral health issues	Activities	Monitoring
MSW student understands and builds knowledge central to maximizing health and well-being for clients and populations with health and behavioral health problems		
MSW student adopts, modifies, and translates evidence-based practices for populations coping with health and behavioral health problems		
MSW student uses practice experience, theories, including those to promote health, theories and critical thinking to inform scientific inquiry, both as it applies to improving practice and developing new knowledge through practice-relevant research		

Competency 5 - Engage in Policy Practice

Behavior with populations coping with health and/or behavioral health issues	Activities	Monitoring
MSW student educate clients, their constituents, stakeholders, and coalitions about health and social policies that influence health and behavioral health systems		
MSW student applies critical thinking and evidence-based policymaking to analyze and		

formulate health and social policies that promote health equity and eliminate health disparities.		
MSW student advocates for health and social policies from local to the international level that enhance service delivery, access, and receipt of care in health and behavioral health settings		

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

Behavior with populations coping with health and/or behavioral health issues	Activities	Monitoring
MSW student applies knowledge of health and behavioral health conditions and treatment to effectively engage individuals in treatment and services at the appropriate level of care		
MSW student applies knowledge of health and behavioral health conditions and treatment to effectively engage the families of individuals and/or caregivers in treatment and services at the appropriate level of care		
MSW student applies knowledge of health and behavioral health conditions and treatment to effectively engage support and/or treatment groups in treatment and services at the appropriate level of care		
MSW student applies knowledge of health and behavioral health conditions and treatment to effectively engage social service and health organizations, and/or interprofessional teams in treatment and services at the appropriate level of care		
MSW student plans engagement strategies and interventions based on culturally appropriate and evidence-based constructs of wellness, and health and behavioral health conditions		
MSW student uses relationship-building, collaborative skills, strength-based, and systems theory to engage individuals and families in appropriate levels of care, as well as engaging appropriate systems-of-care,		

including interprofessional teams, in maximizing treatment effectiveness		

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

Behavior with populations coping with health and/or behavioral health issues	Activities	Monitoring
MSW student uses evidence-based assessment tools, methods and technology to collect and organize data to diagnose or support existing diagnoses and interpret information from individuals coping with **behavioral health conditions**		
MSW student uses evidence-based assessment tools, methods and technology to collect and organize data to diagnose or support existing diagnoses and interpret information from families and/or caregivers of individuals coping with **behavioral health conditions**		
MSW student uses evidence-based assessment tools, methods and technology to collect and organize data to diagnose or support existing diagnoses and interpret information from support and/or treatment groups coping with **behavioral health conditions**		
MSW student uses evidence-based assessment tools, methods and technology to collect and organize data to diagnose or support existing diagnoses and interpret information from diverse communities coping with **behavioral health conditions**		
MSW student uses evidence-based assessment tools, methods and technology to collect and organize data to diagnose or support existing diagnoses and interpret information from social service, health organizations, and/or interprofessional teams with working with populations coping with **behavioral health conditions**		
MSW student uses evidence-based assessment tools, methods and technology to understand, collect and organize data related to **medical**		

	Activities	Monitoring
diagnoses and health assessments from medical and other specialized settings for <u>individuals</u>		
MSW student uses evidence-based assessment tools, methods and technology to understand, collect and organize data related to **medical diagnoses** and health assessments from medical and other specialized settings when working with <u>families and/or caregivers of individuals</u>		
MSW student uses evidence-based assessment tools, methods and technology to understand, collect and organize data related to **medical diagnoses** and health assessments from medical and other specialized settings for <u>support and/or treatment groups</u>		
MSW student uses evidence-based assessment tools, methods and technology to understand, collect and organize data related to **medical diagnoses** and health assessments from medical and other specialized settings for <u>diverse communities</u>		
MSW student uses evidence-based assessment tools, methods and technology to understand, collect and organize data related to **medical diagnoses** and health assessments from medical and other specialized settings when working with <u>social service, health organizations, and/or interprofessional teams</u>		
MSW student conducts assessments that incorporate a strengths-based approach and resilience with recognizing health and behavioral health-related risk		

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

Behavior with populations coping with health and/or behavioral health issues	Activities	Monitoring
MSW student identifies appropriate evidence-based interventions and translate and implement interventions to achieve health and health equity for <u>individuals</u> coping with health and/or behavioral health issues		
MSW student identifies appropriate evidence-based interventions and translate and implement interventions to achieve health and		

health equity for <u>families and/or caregivers</u> of individuals coping with health and/or behavioral health issues		
MSW student identifies appropriate evidence-based interventions and translate and implement interventions to achieve health and health equity for <u>support and/or treatment groups</u> coping with health and/or behavioral health issues		
MSW student identifies appropriate evidence-based interventions and translate and implement interventions to achieve health and health equity for <u>diverse communities</u> coping with health and/or behavioral health issues		
MSW student identifies appropriate evidence-based interventions and translate and implement interventions to achieve health and health equity for <u>social service, health organizations, and/or interprofessional teams</u>		
MSW student works with client systems with sensitivity to their needs, preferences, and cultural constructs to maximize likelihood of successful participation in interventions for health and behavioral health conditions		
MSW student collaborates with and participates in interprofessional treatment teams across multiple systems-of-care as appropriate to achieve beneficial practice outcomes		
MSW student monitors and modifies interventions as needed to responded to individual, family and environmental challenges		

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

Behavior with populations coping with health and/or behavioral health issues	Activities	Monitoring
MSW student plans and conducts evaluations to improve practice, programs and policies that affect <u>individuals</u> coping with health and behavioral health conditions		
MSW student plans and conducts evaluations to improve practice, programs and policies that		

affect the <u>families and/or caregivers</u> of individuals coping with health and behavioral health conditions		
MSW student plans and conducts evaluations to improve practice, programs and policies that affect <u>support and treatment groups</u> coping with health and behavioral health conditions		
MSW student plans and conducts evaluations to improve practice, programs and policies that affect <u>diverse communities</u> coping with health and behavioral health conditions		
MSW student plans and conducts evaluations to improve practice, programs and policies that affect <u>social service, health organizations, and/or interprofessional teams</u>		
MSW student uses and translates evaluation outcomes to enhance the effectiveness and sustainability of practice, programs, and policies for populations coping with health and behavioral health conditions		

Signatures:

Field Practicum Supervisor Signature:

Student Signature:

Field Evaluations

MSW Generalist Practice Field Assessment Form

Student Name:

Circle one: Midterm Final

Directions: Please assess the MSW Field/Practicum Student's social work competence, which is defined as the ability to integrate and apply social work knowledge, values, and skills of social work in health and/or behavioral health practice settings. This assessment includes nine social work competencies, which are assessed by a set of behaviors that integrate knowledge, values, skills, and cognitive and affective processes. Use the following scale to rate the student's performance for each behavior.

Scale	Performance	Description	Definiti
5	Mastered Performance	The MSW student shows effective and innovative application of the	**Mastered:** "somebody highly skilled at something." Mastered
4	Superior Performance	The MSW student shows superior application of the knowledge	**Superior:** "surpasses competent in one or more ways." Superior
3	Competent Performance	The MSW student shows competent application of the	**Competent:** "having enough skill or ability to do something well."
2	Inadequate Performance	The MSW student shows beginning application of the knowledge, skills,	**Inadequate:** "failing to reach an expected or required level or
1	Lacking Performance	The intern/student has not demonstrated application of the	**Lacking:** "missing, not present or available." Lacking performance is

Competency 1 - Demonstrate Ethical and Professional Behavior

Behavior in Health and/or Behavioral Health Practice Settings	Circle the rating				
1-1. MSW student makes ethical decisions by applying professional standards (i.e. the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical application of evidence-based practice, and additional codes of ethics) as appropriate for health and/or behavioral health practice settings	1	2	3	4	5
1-2. MSW student uses reflection and self-regulation to manage personal values and maintain professionalism in health and/or behavioral health settings	1	2	3	4	5
1-3. MSW student demonstrates professional demeanor in **behavior** appropriate for health and/or behavioral health practice settings	1	2	3	4	5
1-4. MSW student demonstrates professional demeanor in **appearance** appropriate for health and/or behavioral health practice settings	1	2	3	4	5
1-5. MSW student demonstrates professional demeanor in **oral** communication appropriate for health and/or behavioral health practice settings	1	2	3	4	5
1-6. MSW student demonstrates professional demeanor in **written** communication appropriate for health and/or behavioral health practice settings	1	2	3	4	5
1-7. MSW student demonstrates professional demeanor in **electronic** communication appropriate for health and/or behavioral health practice settings	1	2	3	4	5
1-8. MSW student uses technology ethically and appropriately to facilitate practice outcomes appropriate for health and/or behavioral health practice settings	1	2	3	4	5
1-9. MSW student uses supervision and consultation to guide professional judgment and behavior appropriate for health and/or behavioral health practice settings	1	2	3	4	5

Comments:

Competency 2 - Engage Diversity and Difference in Practice

Behavior with populations coping with health and/or behavioral health issues	Circle the rating				
2-1. MSW student applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice with individuals and/or families coping with health and/or behavioral health issues	1	2	3	4	5
2-2. MSW student applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice with groups coping with health and/or behavioral health issues	1	2	3	4	5
2-3. MSW student applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice with communities and/or organizations coping with health and/or behavioral health issues	1	2	3	4	5
2-4. MSW student presents themselves as learners to clients and constituencies coping with health and/or behavioral health issues	1	2	3	4	5
2-5. MSW student engages clients and constituencies coping with health and/or behavioral health issues as experts of their own experiences	1	2	3	4	5
2-6. MSW student applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies coping with health and/or behavioral health issues	1	2	3	4	5

Comments:

Competency 3 - Advance Human Rights and Social, Economic, and/or Environmental Justice

Behavior with populations coping with health and/or behavioral health issues	Circle the rating				
3-1. MSW student applies their understanding of health disparities to advocate for human rights at the individual and system levels	1	2	3	4	5
3-2. MSW student engages in practices that advances **social, economic and/or environmental** justice for populations coping with health and/or behavioral health	1	2	3	4	5

Comments:

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

Behavior with populations coping with health and/or behavioral health issues	Circle the rating				
4-1. MSW student uses theory to inform scientific inquiry and research about populations coping with health and/or behavioral health issues	1	2	3	4	5
4-2. MSW student uses practice experience to inform scientific inquiry and research about populations coping with health and/or behavioral health issues	1	2	3	4	5
4-3. MSW student applies critical thinking to engage in analysis of _**quantitative**_ research methods and research findings about populations coping with health and/or behavioral health issues	1	2	3	4	5
4-4. MSW student applies critical thinking to engage in analysis of _**qualitative**_ research methods and research findings about populations coping with health and/or behavioral health issues	1	2	3	4	5
4-5. MSW student uses and translates research evidence to inform and improve practice, policy, and service delivery in health and/or behavioral health practice settings	1	2	3	4	5

Comments:

Competency 5 - Engage in Policy Practice

Behavior with populations coping with health and/or behavioral health issues	Circle the rating				
5-1. MSW student Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services for populations coping with health and/or behavioral health issues	1	2	3	4	5
5-2. MSW student assesses how social welfare and economic policies impact the delivery of and access to social services for populations coping with health and/or behavioral health issues	1	2	3	4	5
5-3. MSW student applies critical thinking to analyze policies that advance human rights and social, economic, and environmental justice for populations coping with health and/or behavioral health issues	1	2	3	4	5

Behavior	Circle the rating				
5-4. MSW student applies critical thinking to formulate policies that advance human rights and social, economic, and environmental justice for populations coping with health and/or behavioral health issues	1	2	3	4	5
5-5. MSW student applies critical thinking to advocate for policies that advance human rights and social, economic, and environmental justice for populations coping with health and/or behavioral health issues	1	2	3	4	5

Comments:

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

Behavior with populations coping with health and/or behavioral health issues	Circle the rating				
INDIVIDUALS					
6-1. MSW student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with <u>individuals</u> coping with health and/or behavioral health issues	1	2	3	4	5
6-2. MSW student uses empathy, reflection, and interpersonal skills to effectively engage diverse <u>individuals</u> coping with health and/or behavioral health issues	1	2	3	4	5
FAMILIES					
6-3. MSW student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with <u>families</u> coping with health and/or behavioral health issues	1	2	3	4	5
6-4. MSW student uses empathy, reflection, and interpersonal skills to effectively engage diverse <u>families</u> coping with health and/or behavioral health issues	1	2	3	4	5
GROUPS					
6-5. MSW student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with <u>groups</u> coping with health and/or behavioral health issues	1	2	3	4	5

Behavior					
6-6. MSW student uses empathy, reflection, and interpersonal skills to effectively engage diverse <u>groups</u> coping with health and/or behavioral health issues	1	2	3	4	5
COMMUNITIES					
6-7. MSW student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with <u>communities</u> coping with health and/or behavioral health issues	1	2	3	4	5
6-8. MSW student uses empathy, reflection, and interpersonal skills to effectively engage diverse <u>communities</u> coping with health and/or behavioral health issues	1	2	3	4	5
ORGANIZATIONS					
6-9. MSW student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with <u>organizations</u> coping with health and/or behavioral health issues	1	2	3	4	5
6-10. MSW student uses empathy, reflection, and interpersonal skills to effectively engage diverse <u>organizations</u> coping with health and/or behavioral health issues	1	2	3	4	5

Comments:

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

Behavior with populations coping with health and/or behavioral health issues	Circle the rating				
INDIVIDUALS					
7-1. MSW student collects and organizes data, and apply critical thinking to interpret information from <u>individuals</u> coping with health and/or behavioral health issues	1	2	3	4	5
7-2. MSW student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from <u>individuals</u> coping with health and/or behavioral health issues	1	2	3	4	5

7-3. MSW student develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges with <u>individuals</u> coping with health and/or behavioral health issues	1	2	3	4	5
7.4 - MSW student selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of <u>individuals</u> coping with health and/or behavioral health issues	1	2	3	4	5
FAMILIES					
7.5 - MSW student collects and organizes data, and apply critical thinking to interpret information from <u>families</u> coping with health and/or behavioral health issues	**1**	**2**	**3**	**4**	**5**
7-6. MSW student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from <u>families</u> coping with health and/or behavioral health issues	**1**	**2**	**3**	**4**	**5**
7-7. MSW student develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges with <u>families</u> coping with health and/or behavioral health issues	**1**	**2**	**3**	**4**	**5**
7-8. MSW student selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of <u>families</u> coping with health and/or behavioral health issues	**1**	**2**	**3**	**4**	**5**
GROUPS					
7-9. MSW student collects and organizes data, and apply critical thinking to interpret information from <u>groups</u> coping with health and/or behavioral health issues	**1**	**2**	**3**	**4**	**5**
7-10. MSW student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from <u>groups</u> coping with health and/or behavioral health issues	**1**	**2**	**3**	**4**	**5**
7-11. MSW student develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges with <u>groups</u> coping with health and/or behavioral health issues	**1**	**2**	**3**	**4**	**5**

7-12. MSW student selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of <u>groups</u> coping with health and/or behavioral health issues	1	2	3	4	5
COMMUNITIES					
7-13. MSW student collects and organizes data, and apply critical thinking to interpret information from <u>communities</u> coping with health and/or behavioral health issues	1	2	3	4	5
7-14. MSW student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from <u>communities</u> coping with health and/or behavioral health issues	1	2	3	4	5
7-15. MSW student develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges with <u>communities</u> coping with health and/or behavioral health issues	1	2	3	4	5
7-16. MSW student selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of <u>communities</u> coping with health and/or behavioral health issues	1	2	3	4	5
ORGANIZTIONS					
7-17. MSW student collects and organizes data, and apply critical thinking to interpret information from <u>organizations</u> coping with health and/or behavioral health issues	1	2	3	4	5
7-18. MSW student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from <u>organizations</u> coping with health and/or behavioral health issues	1	2	3	4	5
7-19. MSW student develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges with <u>organizations</u> coping with health and/or behavioral health issues	1	2	3	4	5
7-20. MSW student selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of <u>organizations</u> coping with health and/or behavioral health issues	1	2	3	4	5

Comments:

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

Behavior with populations coping with health and/or behavioral health issues	Circle the rating				
INDIVIDUALS					
8-1. MSW student critically chooses and implements interventions to achieve practice goals and enhance capacities of individuals coping with health and/or behavioral health issues	1	2	3	4	5
8-2. MSW student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with individuals coping with health and/or behavioral health issues	1	2	3	4	5
8-3. MSW student critically chooses and implements interventions to achieve practice goals and enhance capacities of individuals coping with health and/or behavioral health issues	1	2	3	4	5
8-4. MSW student uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes for individuals coping with health and/or behavioral health issues	1	2	3	4	5
8-5. MSW student negotiates, mediates, and advocates with and on behalf of diverse individuals coping with health and/or behavioral health issues	1	2	3	4	5
8-6. MSW student facilitate effective transitions and endings that advance mutually agreed-on goals for individuals coping with health and/or behavioral health issues	1	2	3	4	5
FAMILIES					
8-7. MSW student critically chooses and implements interventions to achieve practice goals and enhance capacities of families coping with health and/or behavioral health issues	1	2	3	4	5

8-8. MSW student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with <u>families</u> coping with health and/or behavioral health issues	1	2	3	4	5
8-9. MSW student critically chooses and implements interventions to achieve practice goals and enhance capacities of <u>families</u> coping with health and/or behavioral health issues	1	2	3	4	5
8-10. MSW student uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes for <u>families</u> coping with health and/or behavioral health issues	1	2	3	4	5
8-11. MSW student negotiates, mediates, and advocates with and on behalf of diverse <u>families</u> coping with health and/or behavioral health issues	1	2	3	4	5
8-12. MSW student facilitate effective transitions and endings that advance mutually agreed-on goals for <u>families</u> coping with health and/or behavioral health issues	1	2	3	4	5

GROUPS					
8-13. MSW student critically chooses and implements interventions to achieve practice goals and enhance capacities of <u>groups</u> coping with health and/or behavioral health issues	1	2	3	4	5
8-14. MSW student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with <u>groups</u> coping with health and/or behavioral health issues	1	2	3	4	5
8-15. MSW student critically chooses and implements interventions to achieve practice goals and enhance capacities of <u>groups</u> coping with health and/or behavioral health issues	1	2	3	4	5
8-16. MSW student uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes for <u>groups</u> coping with health and/or behavioral health issues	1	2	3	4	5

8-17. MSW student negotiates, mediates, and advocates with and on behalf of diverse groups coping with health and/or behavioral health issues	1	2	3	4	5
8-18. MSW student facilitate effective transitions and endings that advance mutually agreed-on goals for groups coping with health and/or behavioral health issues	1	2	3	4	5
COMMUNITIES					
8-19. MSW student critically chooses and implements interventions to achieve practice goals and enhance capacities of communities coping with health and/or behavioral health issues	1	2	3	4	5
8-20. MSW student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with communities coping with health and/or behavioral health issues	1	2	3	4	5
8-21. MSW student critically chooses and implements interventions to achieve practice goals and enhance capacities of communities coping with health and/or behavioral health issues	1	2	3	4	5
8-22. MSW student uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes for communities coping with health and/or behavioral	1	2	3	4	5
8-23. MSW student negotiates, mediates, and advocates with and on behalf of diverse communities coping with health and/or behavioral health issues	1	2	3	4	5
8-24. MSW student facilitate effective transitions and endings that advance mutually agreed-on goals for communities coping with health and/or behavioral health issues	1	2	3	4	5
ORGANIZATIONS					
8-25. MSW student critically chooses and implements interventions to achieve practice goals and enhance capacities of organizations coping with health and/or behavioral health issues	1	2	3	4	5
8-26. MSW student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with organizations coping with health and/or behavioral health issues	1	2	3	4	5

Behavior	Circle the rating				
8-27. MSW student critically chooses and implements interventions to achieve practice goals and enhance capacities of <u>organizations</u> coping with health and/or behavioral health issues	1	2	3	4	5
8-28. MSW student uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes for <u>organizations</u> coping with health and/or behavioral health issues	1	2	3	4	5
8-29. MSW student negotiates, mediates, and advocates with and on behalf of diverse <u>organizations</u> coping with health and/or behavioral health issues	1	2	3	4	5
8-30. MSW student facilitate effective transitions and endings that advance mutually agreed-on goals for <u>organizations</u> coping with health and/or behavioral health issues	1	2	3	4	5

Comments:

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

Behavior with populations coping with health and/or behavioral health issues	Circle the rating				
INDIVIDUALS					
9-1. MSW student selects and uses appropriate methods for evaluation of outcomes with <u>individuals</u> coping with health and/or behavioral health problems	1	2	3	4	5
9-2. MSW student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation with <u>individuals</u> coping with health and/or behavioral health problems	1	2	3	4	5
9-3. MSW student critically analyzes, monitors, and evaluates intervention and program processes and outcomes with <u>individuals </u> coping with health and/or behavioral health problems	1	2	3	4	5
9-4. MSW student applies evaluation findings to improve practice effectiveness with <u>individuals</u> coping with health and/or behavioral health issues	1	2	3	4	5
FAMILIES					

9-5. MSW student selects and uses appropriate methods for evaluation of outcomes with <u>families</u> coping with health and/or behavioral health problems	1	2	3	4	5
9-6. MSW student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation with <u>families</u> coping with health and/or behavioral health problems	1	2	3	4	5
9-7. MSW student critically analyzes, monitors, and evaluates intervention and program processes and outcomes with <u>families</u> coping with health and/or behavioral health problems	1	2	3	4	5
9-8. MSW student applies evaluation findings to improve practice effectiveness with <u>families</u> coping with health and/or behavioral health issues	1	2	3	4	5
GROUPS					
9-9. MSW student selects and uses appropriate methods for evaluation of outcomes with <u>groups</u> coping with health and/or behavioral health problems	1	2	3	4	5
9-10. MSW student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation with <u>groups</u> coping with health and/or behavioral health problems	1	2	3	4	5
9-11. MSW student critically analyzes, monitors, and evaluates intervention and program processes and outcomes with <u>groups</u> coping with health and/or behavioral health problems	1	2	3	4	5
9-12. MSW student applies evaluation findings to improve practice effectiveness with coping <u>groups</u> with health and/or behavioral health issues	1	2	3	4	5
COMMUNITIES					
9-13. MSW student selects and uses appropriate methods for evaluation of outcomes with <u>communities</u> coping with health and/or behavioral health problems	1	2	3	4	5
9-14. MSW student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation with <u>communities</u> coping with health and/or behavioral health problems	1	2	3	4	5

9-15. MSW student critically analyzes, monitors, and evaluates intervention and program processes and outcomes with communities coping with health and/or behavioral health problems	1	2	3	4	5
9-16. MSW student applies evaluation findings to improve practice effectiveness with communities coping with health and/or behavioral health issues	1	2	3	4	5
ORGANIZATIONS					
9-17. MSW student selects and uses appropriate methods for evaluation of outcomes with organizations coping with health and/or behavioral health problems	1	2	3	4	5
9-18. MSW student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation with organizations coping with health and/or behavioral health problems	1	2	3	4	5
9-19. MSW student critically analyzes, monitors, and evaluates intervention and program processes and outcomes with organizations coping with health and/or behavioral health problems	1	2	3	4	5
9-20. MSW student applies evaluation findings to improve practice effectiveness with organizations coping with health and/or behavioral health issues	1	2	3	4	5

Comments:

Signatures:

Field Practicum Supervisor Signature:

Student Signature:

Grading Criteria for MSW Generalist Practice Field Course

Competency	Passing Score Range
Competency 1 - Demonstrate Ethical and Professional Behavior (9 items with scores 3-5)	27-45
Competency 2 - Engage Diversity and Difference in (6 items with scores 3-5)	18-30
Competency 3 - Advance Human Rights and Social, Economic, and Environmental Justice (2 items with scores 3-5)	6-10
Competency 4 - Engage In Evidence-Based Practice 5 items with scores 3-5)	15-25
Competency 5 - Engage in Policy Practice (5 items with scores 3-5)	15-25
Competency 6 - Engage with Individuals, Families, Groups, Organizations, & Communities (10 items with scores 3-5)	30-50
Competency 7 - Assess Individuals, Families, Groups, Organizations, & Communities (20 items with scores 3-5)	60-100
Competency 8 - Intervene with Individuals, Families, Groups, Organizations, & Communities (30 items with scores 3-5)	90-150
Competency 9 - Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities (20 items with scores 3-5)	60-100
Total Score (45 items with scores 3-5)	321-535

MSW Specialized Practice Field Assessment Form

Student Name:

Circle one: Midterm   Final

Directions: Please assess the MSW student's social work competence, which is defined as the ability to integrate and apply social work knowledge, values, and skills of social work in health and/or behavioral health practice settings. This assessment includes nine social work competencies, which are assessed by a set of behaviors that integrate knowledge, values, skills, and cognitive and affective processes. Use the following scale to rate the student's performance for each behavior.

Scale	Performance Measure	Description	Definition
5	Mastered Performance	The MSW student shows effective and innovative application of the knowledge, values, and skills related to the performance of the social work behaviors in Health and/or Behavioral Health Practice Settings.	**Mastered:** "somebody highly skilled at something." Mastered performance is demonstration of knowledge, values, and skills of the behavior at high levels.
4	Superior Performance	The MSW student shows superior application of the knowledge, values, and skills related to the performance of the social work behaviors in Health and/or Behavioral Health Practice Settings.	**Superior:** "surpasses competent in one or more ways." Superior performance is demonstration of knowledge, values, and skills where all components of the behavior are included.

3	Competent Performance	The MSW student shows competent application of the knowledge, values, and skills related to the performance of the social work behaviors in Health and/or Behavioral Health Practice Settings.	**Competent:** "having enough skill or ability to do something well." Competent performance is demonstration of knowledge, values, and skills where all components of the behavior are included, but at the beginning or rudimentary level.
2	Inadequate Performance	The MSW student shows beginning application of the knowledge, values, skills, or dispositions related to the performance of the social work behaviors in Health and/or Behavioral Health Practice Settings.	**Inadequate:** "failing to reach an expected or required level or standard." Inadequate performance is demonstration of knowledge, values, and skills where one or more of the components of the behavior are missing.
1	Lacking Performance	The MSW student has not demonstrated application of the knowledge, values and skills related to the performance of the social work practice in Health and/or Behavioral Health Practice Settings.	**Lacking:** "missing, not present or available." Lacking performance is the inability to demonstrate any of the components of the knowledge, values, or skills related to the behavior or lacking the opportunity to demonstrate.

Competency 1 - Demonstrate Ethical and Professional Behavior

Practitioners in health and behavioral health settings respect the worth, dignity, and integrity of all people with acute and chronic health conditions across the life span, and advocate for self-determination, autonomy, access to services, and the ethical application of health and mental health-related technology. They recognize ethical issues in evidence-based practice and apply frameworks for decision-making that support the needs and right of individuals with health conditions and their families. To ensure ethical practice, they use self-reflection and self-regulation, supervision, consultation, and lifelong learning to address how their attitudes and biases about individuals and communities coping with health or behavioral health programs may influence their personal and professional values and behaviors. Social workers in health and behavioral health settings serve as interprofessional team members to ensure ethical care for individuals and populations coping with health and behavioral health issues.

Behavior in Health and/or Behavioral Health Practice Settings	Circle the rating				
1-1.MSW student demonstrate awareness of personal and professional values related to health-related stigma and oppression through self-reflection and self-regulation	1	2	3	4	5
1-2. MSW student select and incorporates ethical decision-making frameworks that integrate social work values when working in health and behavioral health settings	1	2	3	4	5
1-3. MSW student demonstrate and maintains competence in the NASW Code of Ethics; evidence-based knowledge for health and behavioral health diagnoses and treatment; and relevant legal and policy-related information for health and behavioral health settings	1	2	3	4	5
1-4. MSW student advocates within the health and social service communities and as a member of interprofessional teams on behalf of clients and constituencies coping with health and behavioral health problems	1	2	3	4	5
1-5. MSW student chooses effective technology-mediated tools and practices for health care delivery and population and health programs and policies to promote health and health equity	1	2	3	4	5

Comments:

Competency 2 - Engage Diversity and Difference in Practice

Social workers understand that, as a consequence of difference, a person with a health or mental health condition may experience stigma, barriers to receipt of appropriate and timely care, and increased likelihood of economic, social, and/or environmental marginalization. Social workers also understand how the manifestation of health and behavioral health conditions effects the extent to which a culture's structures and values, including social, economic, political and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power, both uniquely and as they interact with other dimensions of diversity. Social workers practice cultural humility and effectively work with diverse individuals coping with health and behavioral health problems and their caregivers, groups, and communities, with the goal of promoting health and health equity.

Behavior with populations coping with health and/or behavioral health issues	Circle the rating				
2-1. MSW student analyzes how diversity and oppression affect clients coping with health and behavioral health issues and constituencies, such as families and advocacy groups	1	2	3	4	5
2-2. MSW student applies cultural humility to manage the influence of stigma and bias when working with individuals with health and behavioral health conditions, and as issues related to health and mental health conditions intersect with other dimensions of diversity	1	2	3	4	5
2-3. MSW student addresses the cultural and spiritual histories, values, and beliefs of clients coping with health and behavioral health problems and their families	1	2	3	4	5

Comments:

Competency 3 - Advance Human Rights and Social, Economic, and/or Environmental Justice

Social workers work to advance human right and social, economic and environmental justice for clients and communities coping with health and behavioral health problems. Social workers understand the potential limitations for individuals with conditions that impair cognition and judgment, but remain committed to maximizing human rights, and social and economic justice. Social workers are committed to acting as advocates to promote social and economic justice for client systems coping with health and behavioral health issues, and wherever possible to support individuals and groups to become effective voices for their own human rights. Social workers understand and implement strategies to eliminate structural barriers in terms of systems of care and oppressive structural barriers, such as discriminatory social policies. They critically analyze how policies and programs promote health and health equity or perpetuate health disparities. As members of interprofessional teams, they engage other disciplines to recognize health disparities and structural barriers to health, and ensure the rights of clients and constituents coping with health and behavioral health problems.

Behavior with populations coping with health and/or behavioral health issues	Circle the rating				
3-1. MSW student advocates for health and health equity as a human right for individuals and communities coping with health and behavioral health conditions	1	2	3	4	5
3-2. MSW student engages individuals, their families, and groups coping with health and behavioral health conditions to become effective voices for their own human rights	1	2	3	4	5
3-3. MSW student participates in system changes to promote health and health equity	1	2	3	4	5
3-4. MSW student works to eliminate structural barriers in systems of health care and discriminatory health and mental health policies.	1	2	3	4	5

Comments:

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

Social workers in health and behavioral health settings consistently integrate scientific evidence into their practice, through translating and implementing evidence and evidence-based practices into diagnosis, treatment choices and decision-making, as well as through consistent use of rigorous evaluation methods to inform their practice with individuals and for programs. They identify critical gaps and promote the adoption of evidence-based practice in organizations working with clients coping with health and behavioral health problems. Social workers use both existing evidence in the empirical literature and evidence generated by the social worker to continuously guide and improve their practice. Social workers ground their use of evidence in relevant theories, particularly systems theory, and in empirically-based conceptual models, such as stages of change and harm reduction.

Behavior with populations coping with health and/or behavioral health issues	Circle the rating				
4-1. MSW student understands and builds knowledge central to maximizing health and well-being for clients and populations with health and behavioral health problems	1	2	3	4	5
4-2. MSW student adopts, modifies, and translates evidence-based practices for populations coping with health and behavioral health problems	1	2	3	4	5
4-3. MSW student uses practice experience, theories, including those to promote health, theories and critical thinking to inform scientific inquiry, both as it applies to improving practice and developing new knowledge through practice-relevant research	1	2	3	4	5

Comments:

Competency 5 - Engage in Policy Practice

Social workers understand how a vast array of polices at the local, state, national and global levels influence the design and delivery of services for health and behavioral health. including patient rights in treatment and legal systems, end-of-life decisions, temporary detention issues, advanced directives, and eligibility for general rights. They apply critical thinking to analyze the effects of policy on populations coping with health and behavioral health problems. They enhance the capacity of individuals and constituents to expand access to the intended benefits of health and social policies. Social workers are skilled at formulating arguments to support evidenced-based policy making to optimize health and health equity of all individuals across the life span. They also know how to engage with stakeholders and coalitions addressing key policy issues that affect populations coping with health and behavioral health problems.

Behavior with populations coping with health and/or behavioral health issues	Circle the rating				
5-1.MSW student educate clients, their constituents, stakeholders, and coalitions about health and social policies that influence health and behavioral health systems	1	2	3	4	5
5-2.MSW student applies critical thinking and evidence-based policymaking to analyze and formulate health and social policies that promote health equity and eliminate health disparities.	1	2	3	4	5
5-3. MSW student advocates for health and social policies from local to the international level that enhance service delivery, access, and receipt of care in health and behavioral health settings	1	2	3	4	5

Comments:

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

In working with a health and behavioral health population, social workers are able to engage with individuals and their families and promote their involvement in the treatment process and systems of care. To foster this engagement, social workers use the strengths-based approach and systems theory to identify appropriate levels of engagement beyond the individual or family, for example with support and treatment groups, social service and health organizations, and diverse communities. Social workers understand the effect that health and behavioral conditions and the associated evidence-based medical and psychosocial treatments have on individuals and families and are able to engage in informed and respectful practice. Social workers are aware and

incorporate engagement strategies that are responsive to concerns and structures of diverse clients and constituencies. Social workers value principles of relationship-building and interprofessional collaboration to facilitate engagement with clients, constituencies and other professionals in maximizing the effectiveness of treatment with individuals and families in coping with health and behavior health issues.

Behavior with populations coping with health and/or behavioral health issues	Circle the rating				
6-1.MSW student applies knowledge of health and behavioral health conditions and treatment to effectively engage <u>individuals</u> in treatment and services at the appropriate level of care	1	2	3	4	5
6-2.MSW student applies knowledge of health and behavioral health conditions and treatment to effectively engage the <u>families of individuals and/or caregivers</u> in treatment and services at the appropriate level of care	1	2	3	4	5
6-3.MSW student applies knowledge of health and behavioral health conditions and treatment to effectively engage <u>support and/or treatment groups</u> in treatment and services at the appropriate level of care	1	2	3	4	5
6-4.MSW student applies knowledge of health and behavioral health conditions and treatment to effectively engage <u>diverse communities</u> in treatment and services at the appropriate level of care	1	2	3	4	5
6-5.MSW student applies knowledge of health and behavioral health conditions and treatment to effectively engage <u>social service and health organizations, and/or interprofessional teams</u> in treatment and services at the appropriate level of care	1	2	3	4	5
6-6. MSW student plans engagement strategies and interventions based on culturally appropriate and evidence-based constructs of wellness, and health and behavioral health conditions	1	2	3	4	5
6-7. MSW student uses relationship-building, collaborative skills, strength-based, and systems theory to engage individuals and families in appropriate levels of care, as well as engaging appropriate systems-of-care, including interprofessional teams, in maximizing treatment effectiveness	1	2	3	4	5

Comments:

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

Social workers utilize systems theory and a strength-based approach to effectively assess individuals and constituents coping with health and behavioral health conditions. They select appropriate assessment tools, methods and technology, and adapt them as needed to enhance their validity in working with diverse, vulnerable and at-risk groups. Social workers critically assess evidence related to medical and psychosocial treatment choices for both health and behavioral health conditions, and effectively communicate the results of the assessment to individuals and families. Social workers are also able assess groups, organizations and communities in the larger practice context and incorporate theories and conceptual models about health and behavioral health treatment in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions to health and behavior health conditions may affect their assessment and decision-making.

Behavior with populations coping with health and/or behavioral health issues	Circle the rating				
7-1. MSW student uses evidence-based assessment tools, methods and technology to collect and organize data to diagnose or support existing diagnoses and interpret information from <u>individuals</u> coping with **behavioral health conditions**	1	2	3	4	5
7-2. MSW student uses evidence-based assessment tools, methods and technology to collect and organize data to diagnose or support existing diagnoses and interpret information <u>from families and/or caregivers of individuals</u> coping with **behavioral health conditions**	1	2	3	4	5
7-3. MSW student uses evidence-based assessment tools, methods and technology to collect and organize data to diagnose or support existing diagnoses and interpret information from <u>support and/or treatment groups</u> coping with **behavioral health conditions**	1	2	3	4	5
7-4. MSW student uses evidence-based assessment tools, methods and technology to collect and organize data to diagnose or support existing diagnoses and interpret information from <u>diverse communities </u>coping with **behavioral health conditions**	1	2	3	4	5

7-5. MSW student uses evidence-based assessment tools, methods and technology to collect and organize data to diagnose or support existing diagnoses and interpret information from <u>social service, health organizations, and/or interprofessional teams</u> with working with populations coping with **behavioral health conditions**	1	2	3	4	5
7-6. MSW student uses evidence-based assessment tools, methods and technology to understand, collect and organize data related to **medical diagnoses** and health assessments from medical and other specialized settings for <u>individuals</u>	1	2	3	4	5
7-7. MSW student uses evidence-based assessment tools, methods and technology to understand, collect and organize data related to **medical diagnoses** and health assessments from medical and other specialized settings when working with <u>families and/or caregivers of individuals</u>	1	2	3	4	5
7-8. MSW student uses evidence-based assessment tools, methods and technology to understand, collect and organize data related to **medical diagnoses** and health assessments from medical and other specialized settings for <u>support and/or treatment groups</u>	1	2	3	4	5
7-9. MSW student uses evidence-based assessment tools, methods and technology to understand, collect and organize data related to **medical diagnoses** and health assessments from medical and other specialized settings for <u>diverse communities</u>	1	2	3	4	5
7-10. MSW student uses evidence-based assessment tools, methods and technology to understand, collect and organize data related to **medical diagnoses** and health assessments from medical and other specialized settings when working with <u>social service, health organizations, and/or interprofessional teams</u>	1	2	3	4	5
7-11. MSW student conducts assessments that incorporate a strengths-based approach and resilience with recognizing health and behavioral health-related risk	1	2	3	4	5

Comments:

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

Social workers in health and behavioral health practice settings promote health, empower clients to manage their acute or chronic conditions, and eliminate structural barriers to health disparities. They are knowledgeable about, critically analyze and apply evidence-based interventions as well as emerging practices that build on a comprehensive assessment of health and behavioral health conditions. They engage the client systems collaboratively in the treatment process, identify relevant evidence in the research literature, and translate and implement evidence-based interventions appropriate to the client system at the appropriate level of care (individual, family, groups, organization, communities). For this competency, social workers are able to identify appropriate evidence-based interventions and translate and implement them with client systems. For health and behavioral health populations, social workers are able to not just provide interventions directly, but also to collaborate with, and participate with interprofessional treatment teams -- often across multiple systems-of-care--providing coordinated medical and psychosocial interventions.

Behavior with populations coping with health and/or behavioral health issues	Circle the rating				
8-1.MSW student identifies appropriate evidence-based interventions and translate and implement interventions to achieve health and health equity for <u>individuals</u> coping with health and/or behavioral health issues	1	2	3	4	5
8-2.MSW student identifies appropriate evidence-based interventions and translate and implement interventions to achieve health and health equity for <u>families and/or caregivers</u> of individuals coping with health and/or behavioral health issues	1	2	3	4	5
8-3.MSW student identifies appropriate evidence-based interventions and translate and implement interventions to achieve health and health equity for <u>support and/or treatment groups</u> coping with health and/or behavioral health issues	1	2	3	4	5
8-4.MSW student identifies appropriate evidence-based interventions and translate and implement interventions to achieve health and health equity for <u>diverse communities</u> coping with health and/or behavioral health issues	1	2	3	4	5
8-5.MSW student identifies appropriate evidence-based interventions and translate and implement interventions to achieve health and health equity for <u>social service, health organizations, and/or interprofessional teams</u>	1	2	3	4	5
8-6.MSW student works with client systems with sensitivity to their needs, preferences, and cultural constructs to maximize likelihood of successful participation in interventions for health and behavioral health conditions	1	2	3	4	5
8-7.MSW student collaborates with and participates in interprofessional treatment teams across multiple systems-of-care as appropriate to achieve beneficial practice	1	2	3	4	5

8-8.MSW student monitors and modifies interventions as needed to responded to individual, family and environmental challenges	1	2	3	4	5

Comments:

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

Social workers integrate sources of knowledge within the evaluation process, including theory, scientific evidence, input from clients and constituents, and awareness of broad societal trends. They value the role of clients and constituents as contributors to the evaluation process. Social workers use evaluation as a central process in guiding treatment decisions during interventions, for determining achievement of identified outcomes, and for program improvement for health and behavioral health populations. Social workers consistently incorporate evaluation as part of the treatment process for all client systems, using qualitative and quantitative methods as appropriate. They communicate evaluation findings and implications for improvement across micro, mezzo and macro levels of practice and policy in health and behavioral health settings.

Behavior with populations coping with health and/or behavioral health issues	Circle the rating				
9-1.MSW student plans and conducts evaluations to improve practice, programs and policies that affect <u>individuals</u> coping with health and behavioral health conditions	1	2	3	4	5
9-2.MSW student plans and conducts evaluations to improve practice, programs and policies that affect the <u>families and/or caregivers</u> of individuals coping with health and behavioral health conditions	1	2	3	4	5
9-3.MSW student plans and conducts evaluations to improve practice, programs and policies that affect <u>support and treatment groups</u> coping with health and behavioral health conditions	1	2	3	4	5
9-4.MSW student plans and conducts evaluations to improve practice, programs and policies that affect <u>diverse communities</u> coping with health and behavioral health conditions	1	2	3	4	5
9-5.MSW student plans and conducts evaluations to improve practice, programs and policies that affect <u>social service, health organizations, and/or interprofessional teams</u>	1	2	3	4	5

9-6.MSW student uses and translates evaluation outcomes to enhance the effectiveness and sustainability of practice, programs, and policies for populations coping with health and behavioral health conditions	1	2	3	4	5

Comments:

Signatures:

Field Practicum Supervisor Signature:
Date:

Student Signature: **Date:**

Grading Criteria for MSW Specialized Practice Field Course

Competency	Passing Score Range
Competency 1 - Demonstrate Ethical and Professional Behavior (5 items with scores 3-5)	15-25
Competency 2 - Engage Diversity and Difference in (3 items with scores 3-5)	9-15
Competency 3 - Advance Human Rights and Social, Economic, and Environmental Justice (4 items with scores 3-5)	12-20
Competency 4 - Engage In Evidence-Based Practice (3 items with scores 3-5)	9-15
Competency 5 - Engage in Policy Practice (3 items with scores 3-5)	9-15
Competency 6 - Engage with Individuals, Families, Groups, Organizations, & Communities (7 items with scores 3-5)	21-35
Competency 7 - Assess Individuals, Families, Groups, Organizations, & Communities (11 items with scores 3-5)	33-55
Competency 8 - Intervene with Individuals, Families, Groups, Organizations, & Communities (8 items with scores 3-5)	24-40
Competency 9 - Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities (6 items with scores 3-5)	18-30
Total Score (50 items with scores 3-5)	150-250

Appendix K

Practicum I Field Supervisor Assessment Form

Placement Site:_____

Student's name_____

Please complete the following ratings:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Comments
The agency site was a good match for the student					
Student has achieved goals					
Student completed assigned tasks/activities					
Student displays professional behavior					

Supervisor's signature: _____

Date: _____

Appendix L

Employment-based Field Placement Agreement

This form will serve as an agreement between the UAB Department of Social Work and the Employing Agency regarding an employment- based field placement.

Name of Student: _____

Employing Agency: _____

The student is currently employed at this agency and will remain on employee status during the field placement. The following conditions are approved by the agency and the Department of Social Work as a means to protect the educational integrity of field placement.

The Employing Agency agrees to the following:

1. The agency will provide a qualified Field Supervisor who is not an administrative supervisor for the student

    Name of current supervisor _____ email _____

    Name of proposed Field Supervisor _____ email _____

2. The agency will ensure that there is a clear division and a substantive difference between the student's regular duties and the field practicum.

List the student's current job responsibilities:

_____

_____

_____

List the tasks that will be different from those that the student has previously been responsible for and will apply to his/ her field placement hours:

_____

_____

_____

3. The learning experiences will be drawn from a part of the agency that is different from the unit where the student acts as an employee.

4. The agency will demonstrate that field instruction is educationally focused rather than solely centered on agency services.

5. The student Learning Agreement will reflect that the activities, roles and responsibilities for the practicum experience is different from the activities, roles and responsibilities of the student's regular job duties.

6. The agency must ensure the availability of release time from regular duties for course and field instruction.

This agreement is made on this _____ day of _____, 20_____and will extend for a period of two years.

_____ Agency Field Supervisor

_____ Field Director

_____ Student

Appendix M

MSW Field Placement Master List

MSW Field Practicum I Placements

UAB Blazer Kitchen
Church of Reconciler
Community Foodbank of Central Alabama
Jessies Place
Metro West Ministries
Ministry at Greensprings
United Way of Central Alabama
Youth Towers

MSW Field Practicum II-IV Placements

A Center for Eating Disorders
AIDS Alabama
Aletheia House
Birmingham AIDS Outreach
Birmingham Fire and Rescue Service
Bradford
Children's Hospital of Alabama
Children's Rehab Services
Collatt Jewish Family Services
Crisis Center
Equal Access Birmingham
Fellowship House

Gateway
Hillcrest Behavioral Health
JBS Mental Health Authority
Jefferson Co Public Defender
Jefferson County Department of Human Resources
Jefferson County Family Court
Ministry Center at Greensprings
Moore Institute
Oasis Hospice
Pack Health
Pelham City Schools
Shelby Baptist Hospital
Shepherds Cove Hospice
UAB 1917 Clinic
UAB Center for Psychiatric Medicine
UAB Department of Psychiatry
UAB Family Clinic
UAB Heart Failure Clinic
UAB Medical West
UAB Nurse Family Partnership
UAB Pediatric Pulmonary Unit
UAB Student Conduct
UAB Student Outreach
UAB TASC

United Ability
Youth Towers

APPENDIX B: NASW CODE OF ETHICS

Code of Ethics of the National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly

Preamble

The primary mission of the social work profession is to enhance human well- being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well- being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation**,** administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to

guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this *Code,* social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

*For information on NASW adjudication procedures, see *NASW Procedures for the Adjudication of Grievances*.

The *Code* offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the *Code* must take into account the context in which it is being considered and the possibility of conflicts among the *Code*'s values, principles, and standards. Ethical

responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

In addition to this *Code,* there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this *Code* does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the *Code* would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be

judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this *Code of Ethics* are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this *Code*, "technology-assisted social work services" include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail, and emerging digital applications.

Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

Ethical Principles

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' 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 clients' 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.

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues,

(3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

Social Workers' Ethical Responsibilities to Clients

1. **Commitment to Clients**

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

Self-Determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

Informed Consent

1. Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of

the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

1. In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

1. In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

1. In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

1. Social workers should discuss with clients the social workers' policies concerning the use of technology in the provision of professional services.

1. Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and

prior to initiating services. Social workers should assess clients' capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.

1. Social workers who use technology to provide social work services should assess the clients' suitability and capacity for electronic and remote services. Social workers should consider the clients' intellectual, emotional, and physical ability to use technology to receive services and the clients' ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.

1. Social workers should obtain clients' informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.

(i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or other people from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

Competence

1. Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

1. Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

1. When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1. Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.

1. Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

Cultural Awareness and Social Diversity

1. Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

1. Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

1. Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national

origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

1. Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients and how they may use electronic technology. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

Conflicts of Interest

1. Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

1. Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

1. Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

1. When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1. Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.

1. Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.

1. Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker's presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.

1. Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

Privacy and Confidentiality

1. Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. Once private information is shared, standards of confidentiality apply.

1. Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

1. Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or others. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

1. Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

1. Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be

legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

1. When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

1. Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

1. Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

1. Social workers should not discuss confidential information, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

1. Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

1. Social workers should protect the confidentiality of clients when responding to requests from members of the media.

1. Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third

parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.

1. Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.

1. In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.

1. Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.

1. Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.

1. Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.

1. Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with applicable laws governing records and social work licensure.

1. Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

1. Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

1. Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

1. Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

Access to Records

1. Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

1. Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.

1. When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

Sexual Relationships

1. Social workers should under no circumstances engage in sexual activities, inappropriate sexual communications through the use of technology or in person, or sexual contact with current clients, whether such contact is consensual or forced.

1. Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

1. Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers--not their clients--who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

1. Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former

sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

Physical Contact

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

Sexual Harassment

Social workers should not sexually harass clients. Sexual harassment includes sexual advances; sexual solicitation; requests for sexual favors; and other verbal, written, electronic, or physical contact of a sexual nature.

Derogatory Language

Social workers should not use derogatory language in their written, verbal, or electronic communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

Payment for Services

1. When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.

1. Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment

for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

1. Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

Clients Who Lack Decision-Making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, disruptions in electronic communication, relocation, illness, mental or physical ability, or death.

Referral for Services

1. Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that other services are required.

1. Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.

1. Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

Termination of Services

1. Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.

1. Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

1. Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

1. Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

1. Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

1. Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

Social Workers' Ethical Responsibilities to Colleagues

1. **Respect**

1. Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

1. Social workers should avoid unwarranted negative criticism of colleagues in verbal, written, and electronic communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

1. Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

Interdisciplinary Collaboration

1. Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

1. Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

Disputes Involving Colleagues

1. Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.

1. Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

Consultation

1. Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

1. Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

1. When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

Sexual Relationships

1. Social workers who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic, or physical contact) with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

1. Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances; sexual solicitation;

requests for sexual favors; and other verbal, written, electronic, or physical contact of a sexual nature.

Impairment of Colleagues

1. Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

1. Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

Incompetence of Colleagues

1. Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

1. Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

Unethical Conduct of Colleagues

1. Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues, including unethical conduct using technology.

1. Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

1. Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

1. When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, the NASW National Ethics Committee, or other professional ethics committees).

1. Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

Social Workers' Ethical Responsibilities in Practice Settings

1. **Supervision and Consultation**

1. Social workers who provide supervision or consultation (whether in-person or remotely) should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

1. Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

1. Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee, including dual relationships that may arise while using social networking sites or other electronic media.

1. Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

Education and Training

1. Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

1. Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.

1. Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

1. Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student, including dual relationships that may arise while using social networking sites or other electronic

media. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

Client Records

1. Social workers should take reasonable steps to ensure that documentation in electronic and paper records is accurate and reflects the services provided.

1. Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

1. Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

1. Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by relevant laws, agency policies, and contracts.

Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

Client Transfer

1. When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

1. If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

Administration

1. Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.

1. Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

1. Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

1. Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

Commitments to Employers

1. Social workers generally should adhere to commitments made to employers and employing organizations.

1. Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.

1. Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.

1. Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.

1. Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.

1. Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

1. Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

Labor-Management Disputes

1. Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

1. The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

Social Workers' Ethical Responsibilities as Professionals

1. **Competence**

1. Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

1. Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

1. Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex,

sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

Private Conduct

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

Dishonesty, Fraud, and Deception

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

Impairment

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

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

Misrepresentation

1. Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.

1. Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

1. Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

Solicitations

1. Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

1. Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

Acknowledging Credit

1. Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

1. Social workers should honestly acknowledge the work of and the contributions made by others.

Social Workers' Ethical Responsibilities to the Social Work Profession

1. **Integrity of the Profession**

1. Social workers should work toward the maintenance and promotion of high standards of practice.

1. Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

1. Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

1. Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.

1. Social workers should act to prevent the unauthorized and unqualified practice of social work.

Evaluation and Research

1. Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

1. Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

1. Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

1. Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

1. Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

1. When using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.

1. When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

1. Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

1. Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

1. Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

1. Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

1. Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

1. Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

1. Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

1. Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

1. Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

1. Social workers should educate themselves, their students, and their colleagues about responsible research practices.

Social Workers' Ethical Responsibilities to the Broader Society

1. **Social Welfare**

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social,

economic, political, and cultural values and institutions that are compatible with the realization of social justice.

Public Participation

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

Public Emergencies

Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

Social and Political Action

1. Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

1. Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

1. Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

1. Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

Colleen Fisher, Ph.D.
MSW Program Director

Dr. Colleen Fisher received her Ph.D. from the Brown School of Social Work at Washington University in St. Louis in 2007, her MSW from Michigan State University in 2001, and a bachelor's degree in social work and psychology from Central Michigan University in 1996. Dr. Fisher's program of research focuses on health promotion and reduction of health disparities for disenfranchised populations in the U.S. and globally, reflecting her deep personal commitment to using the products of scholarship to address injustice and interrupt systems of oppression. As a macro practice social worker, Dr. Fisher's practice experience includes program evaluation, case management, and community organizing, primarily with vulnerable populations such as people living with HIV/AIDS, survivors of relationship violence, LGBTQIA individuals, and families living in poverty. Dr. Fisher has 15 years of experience teaching MSW students, including courses on research methods, program evaluation, diversity and social justice, HBSE, and study abroad courses to South Africa, Netherlands, and Kenya at her prior institutions (University of Minnesota and Washington University in St. Louis). Consistent with the Department's commitment to educational innovation, she routinely presents her pedagogical scholarship at national and international social work conferences. Dr. Fisher assumed the position of MSW Program Director in August 2018, when she joined the faculty of the Department of Social Work at UAB.

David E. Pollio, Ph.D.
Department Chair, Distinguished Professor

Dr. David Pollio received a bachelor's degree in psychology from the University of Virginia, a Master of Social Work degree from Virginia Commonwealth University, and a doctorate in psychology and social work from the University of Michigan in Ann Arbor in 1994. Dr. Pollio is the Chair and Distinguished Professor of the Department of Social Work, as well as a senior scientist for the Center for AIDS Research and Center for Exercise Medicine in the UAB School of Medicine. His areas of interest and expertise include mental health and addiction services as well as homelessness, runaway and street youth, evidence-based practice, and group interventions. He has an extensive list of books/book chapters and publications in peer-reviewed journals as well as numerous successfully funded grants and pilot projects. His work has been honored for community service through the Mortimer Goodman award, given by the National Association for Mental Illness in 2000, and the Deans award for service, research and teaching by the University of Alabama in Tuscaloosa in 2007. His writing and research has been honored by the Pro Humanitate Medal by the National Resource Center for Child Welfare in 2004 (for his writings on evidence based practice), and twice by the Council on Social Work Education in 2011 (for teaching evidence based practice) and 2014 (for LGBTQ scholarship). Dr. Pollio is an inaugural Fellow for the Society for Social Work and Research, and a Fellow for the American Psychopathological Association. Dr. Pollio is teaching SW510 in the MSW curriculum in Fall 2018 and does all of his instruction in the MSW program.

Laurel Iverson Hitchcock, Ph.D.
Director of Educational Innovation and Assessment, Associate Professor

Dr. Laurel Hitchcock completed her Ph.D. in Social Work at the University of Alabama in 2009. She has an undergraduate degree in Psychology and Social Welfare from the University of Wisconsin-Madison (1991), a Masters in Public Health from the University of Alabama at Birmingham (1996), and a Masters in Social Work from the University of Alabama (1998). Dr. Hitchcock's research and pedagogical interests include social work education, technology and social media, social welfare history, and public health social work. One of her current research projects examines the role of social media literacies in professional social work practice. She has experience teaching the following courses: Statistics for Social Work Research, Social Work Research, Human Behavior and the Social Environment, Social Policy, Social Work Practice with Small Groups, Communities and Organizations, Summer Harvest and Social Work in Public Health. She has been a Licensed Certified Social Worker (LCSW) since 2000 and a Certified Private Independent Social Work Practitioner (PIP) since 2001. Dr. Hitchcock has over ten years of experience as a social worker in the areas of health care and community mental health. Prior to her career in social work, Dr. Hitchcock served as a Peace Corp Volunteer in Senegal, West Africa (1991 – 1993), and as an AmeriCorps Volunteer with the Jefferson County Department of Public Health's Healthy Start Program in Birmingham, AL (1994 – 1995). In 2012, she received the SAGE/CSWE Award for Innovative Teaching for her work incorporating different social media assignments into her courses. At UAB, she has taught SW 422 Social Work Practice II, SW 314 Human Behavior and the Social Environment II, SW 320 Social Work Research and SW 320 Statistics for Social Work Research. In the Fall of 2017, Dr. Hitchcock accepted an appointment as Director of Educational Innovation

and Assessment. In this role, Dr. Hitchcock leads all assessment efforts (BSW, MSW and others) and focuses her energy on fulfilling the Department's commitment to providing outstanding education.

Mary Jacque Carroll, M.S.W.
Director of Field Education, MSW Field Coordinator, Assistant Professor

Mary Jacque Carroll received a B.S. in Psychology from Wofford College in 1998 and a Master of Social Work from the University of South Carolina in 2001. She has extensive experience in social work education, working for 10 years as a BSW field coordinator and for several years as a field instructor for BSW and MSW students. She began her career working with children and families in the areas of foster care and community mental health. Ms. Carroll also has experience in non-profit management and administration. Her professional and teaching interests include child welfare, mental health and field education. Ms. Carroll will be supervising field practicum II and III in Fall 2018 and teaching Field Practicum Seminars II and III. Ms. Carroll completes all of her teaching duties in the MSW program.

Chris Walker, M.S.W.
MSW Field Faculty, Assistant Professor (part-time)

Ms. Chris D. Walker has been a Licensed Certified Social Worker since 1984 and was the Departmental Director of Field from 1999-2017. She received both a BSSW 1976 in Social Welfare and MSW 1978 from the University of Alabama. Her interests include child welfare, grant writing, staff training, and disaster relief. She consults with various community agencies, such as Kindred Care Hospices, Seraaj Family Homes Inc., and Serenity Palliative and Hospice Care. She is also an Item Writer for Association of Social Work Boards. Ms. Walker has been on various Boards of

Directors (e.g., Exchange Club Family Skills Center, Positive Maturity) in Birmingham for many years. Ms. Walker will be supervising field practicum IV (692) and will be teaching Field Practicum Seminars IV for fall 2018.

Margie Gilbert, M.S.W.
MSW Field Faculty/BSW Instructor/Title IV-E MSW Coordinator, Assistant Professor (part-time)

Ms. Margie Gilbert received her M.S.W. from the University of Alabama in Tuscaloosa and B.S.W. with a Minor in Psychology from the University of Alabama at Birmingham. She has been the department's field liaison for the graduating senior social work students since summer 2009. Ms. Gilbert has a clinical background and has been in private practice for more than fifteen years. Her practice has been focused on working with children, youth and families with issues of child abuse and neglect, domestic violence, positive parenting, crisis intervention, conflict resolution, marital conflict, anger/stress management, and communication conflicts. Ms. Gilbert has been providing psycho-educational programs for children, youth, families and groups within the Birmingham community and conducting adoption home studies. She works closely with for-profit and non-profit agencies and organizations to assist in filling in the gaps in service delivery. She was the president (2013 – 2017) of Alabama Society for Clinical Social Work, which hosts annual conferences to social practitioners and helps them understand Social Work licensure laws, ethical issues around licensure laws, changes in DSM-5, and other policy-related issues. For the MSW program, Ms. Gilbert will be supervising field practicum I and will be teaching field practicum seminar I for fall 2018 and will be coordinating the MSW Title IV-E program.

David Scott Batey, P.H.D.
MSW Faculty, Assistant Professor

Dr. Scott Batey received a B.S. in Psychology in 1993, Master of Social Work in 1996, and Ph.D. in Social Work in 2013 from the University of Alabama. Dr. Batey has worked in the HIV field for 23 years, both in the community-based, non-profit setting and at UAB as the Program Director of the Center for AIDS Research Behavioral Science Core (2007-2012) and Research Scientist in the Research and Informatics Service Center (2012-2015). His research interests include structural- and community-level influences on HIV (especially adherence to medical care), health disparities, social work strategies in HIV care, and community engagement. He is a past Emerging Engagement Scholar through the National Outreach Scholarship Conference, and he served as the inaugural Chair of the Jefferson County HIV/AIDS Community Coalition. Dr. Batey will be fulfilling all of his teaching requirements in the MSW program.

Omar Sims, Ph.D.
MSW Faculty, Assistant Professor

Dr. Omar Sims received his AB in Speech Communication (1999), Masters of Social Work (2008), and PhD in Social Work (2011) all for the University of Georgia. Dr. Sims is also a Licensed Clinical Social Worker and has worked in private practice for 8 years. His program of research is focused on public health management and clinical management of liver disease caused by hepatitis C virus (HCV) infection in mono-infected and HCV/HIV co-infected patients. His goal in this arena is to publish clinical and translational research to help health professionals improve health outcomes and extend life of those burdened with chronic HCV-associated liver disease. He aims to

accomplish this by focusing his research efforts on populations heavily burdened with HCV, but often under-researched or under-represented in liver research: HCV-infected persons with co-existing alcohol, substance use, and psychiatric disorders, HCV/HIV co-infected persons, African Americans living with HCV, and individuals aging with HCV. Similarly, his research efforts include HCV testing among high prevalent populations (who are unaware of their HCV infection), alcohol use reduction among HCV mono-infected and HCV/HIV co-infected patients, and barriers to care. Dr. Sims will be teaching Research with Health Populations II (SW 630) in each semester.

Dione King, PhD.
MSW Faculty, Assistant Professor

Dr. Dione King received her BA in Sociology (2001) from Spelman College, and her MSW (2008) and PhD (2012), both from the University of Georgia. Dr. King has four years of post-MSW practice experience providing clinical and case management services to adults and children. Her research focuses on health risk behaviors and health disparities that impact youth and young adults, with attention given to interpersonal violence, substance use, mental health, and sexual risk behaviors. Her work broadly focuses on African-American populations. Dr. King's growing body of research seeks to advance the lived experiences of African American youth and young adults. She was recently recognized with a Feminist Research Award due to the impact of her scholarship in examining and addressing critical issues affecting adolescent girls. Additionally, she has also received recognition for quality teaching from National Association of Social Workers as the 2015 Educator of the Year as well as a Provosts

award at her previous institution in 2017. Dr. King will be fulfilling all of her teaching duties in the MSW program in 2017-2018.

Yookyong Lee, Ph.D.
BSW Program Director, Associate Professor

Dr. Lee has served as Program Director for the BSW program since 2016. Dr. Yookyong Lee earned her Ph.D. in Social Work at Columbia University and the Masters in Social Work at the University of Michigan in Ann Arbor. Her research focuses on child abuse and neglect, child and family policy, fatherhood and involvement, and young parenthood and families. She currently has sixteen peer-reviewed publications in print and several others under review or in progress. She published her articles in journals such as Child Abuse & Neglect, Child Maltreatment, and Journal of Youth and Adolescence. She has also presented research studies at various national and international conferences. Currently, she is actively collaborating with faculty members from Department of Psychology and Department of Health Behavior as well as from universities in other states. She is also seeking community involvement with social welfare organizations and will help a child welfare agency in Birmingham with their program evaluation. Dr. Lee teaches the following courses at the UAB: SW 203 Social Welfare History, SW 313 Human Behavior and the Social Environment, and SW 321 Statistics for Social Work Research.

Stacy Moak, PhD
BSW faculty, full professor

Dr. Moak received her Law Degree from Loyola University in New Orleans in 1991, and her PhD in Urban Studies from the University of New Orleans in 1998. She develops courses and teaches in the area of Human Behavior in the Social Environment

as well as social justice. Of particular interest is the intersection of justice systems and social work policies and procedures. Dr. Moak also researches and works in the area of community engagement and participatory research. She has designed an interdisciplinary course entitled *Birmingham Neighborhood Studies* that examines neighborhood transitions from multiple points of view and engages students in working with community members to craft solutions to community level issues. Dr. Moak is currently serving as Coordinator of the Social Work Honors program and teaches a 9 hour interdisciplinary honors course with the University Honors Program. Dr. Moak completed the Faculty Fellow in Engaged Scholarship program during the 2017-2018 academic year. Dr. Moak leads departmental efforts to develop and sustain study abroad opportunities for students and is a Sparkman Fellow in the Sparkman Center for Global Health at UAB.

LaToya Melton, MSW
BSW Field Coordinator, Assistant Professor

LaToya Melton received a BA in Sociology from Stillman College and a Master of Social Work from the University of Alabama. Ms. Melton joined the Department of Social Work in 2018 as Assistant Professor of Field Education. She has several years of experience in social work education, serving as a BSW Instructor and as a BSW field supervisor. Ms. Melton has presented at both the NASW National Conference and the CSWE APM. She began her career in 2005 at a local AIDS Service Organization, assisting individuals infected/affected by HIV/AIDS. She is actively involved with the HIV/AIDS community and currently serves as Vice President of AIDS Alabama Board of Directors. In 2015, she returned to direct social work practice, serving homeless veterans through the HUD VASH Program, assisting homeless veterans with housing,

supportive services, and intensive case management. Ms. Melton is the BSW Field

Coordinator and is responsible for SW 490 field practicum and for teaching SW 494 field

seminar.