

**UAB COLLEGE OF
ARTS AND SCIENCES**

Department of Social Work

**Handbook
for
Social Work Students
at UAB**



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INTRODUCTION

History of UAB's Baccalaureate Social Work Program (BSW)

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.

In 1996, the social work program merged with the Department of Political Science and Public Administration to create the Department of Government and Public Service. This configuration aligned with the University's mission to serve and enhance its urban community. The mission of this alignment was enhancing the community by graduating competent professional baccalaureate social workers to staff public agencies, by conducting research and influencing policy needed to enhance social functioning and well-being.

In 2002, the social work program merged with the Department of Anthropology to create the Department of Anthropology and Social Work. The fields of Anthropology and Social Work were thought to be linked intellectually by their parallel commitments to a methodology that demands long term personal relationships between scholarly investigators and professional practitioners on the one hand and informants and clients in their social and cultural settings on the other. At the time of the last self-study, Social Work was part of the Department of Anthropology.

In 2009, the social work program merged with the Department of Sociology to become the Department of Sociology and Social Work. The programs in Sociology and Social Work were linked by a parallel commitment to developing the knowledge and tools useful in promoting individual well-being and social justice. This was demonstrated in similar research interests among the Sociology and Social Work faculties including: homelessness, HIV/AIDS, poverty, mental health and psychological distress, urban disadvantage, etc. Sociology is the systematic study of social life, social change, and the social causes and consequences of human behavior. Social Work applied this knowledge in case management and public policy. One of the key elements of the Department of Sociology and Social Work's joint mission was to encourage use of the faculty's professional skills to promote the social well-being and social justice of vulnerable populations.

In 2011, Social Work became an independent Department. From 2012 through 2014, the Department of Social Work shared a Chair with Sociology (Dr. William Cockerham), during which time a search was successfully conducted, resulting in the hiring in January of 2014 of Dr. David E. Pollio as Chair of the Department of Social Work. Dr. Pollio reports directly to the Dean of Arts and Sciences. As part of this change, the department relocated to its current space (Humanities Building Suite 301 & 302) in the Spring of 2014, where all faculty and staff are housed together within a single suite of offices.

Mission Statement

The mission of the Bachelor of Social Work program is to prepare students for entry-level generalist practice in diverse populations in an increasingly complex and interconnected world, emphasizing social and economic justice for populations at risk. The program encourages social

work career development through affiliation with professional organizations, pursuit of graduate education, and involvement in continuing education.

Program Goals

The BSW program has developed the following goals that are derived from our mission. The following goals reflect the values, ethics, and knowledge base of the social work profession.

1. To enhance communities by graduating entry-level professional social workers who demonstrate the competency to provide generalist practice services to individuals, families, groups, communities and organizations within the world with emphasis on at-risk populations;
2. To prepare students to pursue and excel in further social work education and lifelong learning;
3. To equip students with the ability to apply research knowledge and policy to their professional practice;
4. To promote faculty scholarship, research, service, and participation in the policy process to enhance social functioning and well-being for populations at risk

Objectives

The UAB BSW program objectives are derived from our UAB BSW program goals and are consistent with CSWE Educational Policy. Our objectives are achieved through the provision of a curriculum that integrates a liberal arts perspective. It also promotes the social work knowledge and value base, critical thinking, communication skills and practice skills used to enhance a person's well-being and social functioning. Students are prepared in an increasingly complex and interconnected world to practice with individuals, families, groups, organizations, and communities without regard to age, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation. In keeping with the UAB goals and objectives faculty are supported in scholarship, research and service in the community.

We believe that the above goals reflect the necessary skills and competencies required to prepare generalist practitioners. These goals not only reflect competencies within the social work profession, but also speak to the UAB community, complementing the mission and goals of the larger University.

Upon graduation, students will be able to demonstrate following competencies:

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage In Practice-informed Research and Research-informed Practice.
5. Engage in Policy Practice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
7. Assess Individuals, Families, Groups, Organizations, and Communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Purpose

The purpose of the Handbook for Social Work Students at UAB is threefold. First, it provides baccalaureate social work majors information about the profession of social work and UAB's Baccalaureate Social Work Program (BSW), which offers a Bachelor of Science in Social Work degree (B.S.S.W). Information about the program's curriculum, policies and procedures, and admission to the Professional Program criteria will assist social work majors in assessing their aptitude for the profession of social work at the baccalaureate level. Second, students who have been formally accepted to the Professional Curriculum can find information about the Professional Program, policies and procedures, activities for social work majors, and the criteria for admission to field placement. The information will also assist social work majors in the timely completion of their course work as well as preparing for their practicum experience. Third, social work majors who have been accepted for field placement can find pertinent information on policies and procedures regarding the practicum experience.

The Handbook is divided into three sections that correspond with the aforementioned purposes:

- I. Choosing social work as my major: Determining a good fit
- II. Curriculum and Opportunities: Acquiring Knowledge, Values, and Skills
- III. The Field Practicum Experience: Practicing, Integrating, and Synthesizing

Each section of the *Handbook* serves a distinct purpose. Section I is designed for students who are considering social work as a major. Students enrolled in Introduction to Social Work (SW 100) are encouraged to read Section I. Students enrolled in SW 100 should also read the *NASW Code of Ethics* (2017) available at <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>. The *Code* is considered part of the *Handbook*. Sections II and III are designed for those social work majors who have been formally accepted into the Professional Curriculum. Agency field supervisors also receive the *Handbook* to use as a guide in planning practicum experiences for students.

SECTION I: CHOOSING SOCIAL WORK AS MY MAJOR – DETERMINING A GOOD FIT

Individuals who graduate with a B.S.S.W. are considered prepared to begin their professional careers as entry-level social workers. This professional designation uniquely qualifies graduates for jobs for which other social sciences degrees holders are not eligible. Social Work requires a field practicum in which students are actually working in a social service agency under the direct supervision of a social worker with a master of social work degrees. The field practicum is integral to the professional nature of the degree and, indeed, distinguishes social work from nonprofessional, academic degrees. The field practicum experience is offered in Fall and Spring semesters and equips social work majors for employment in entry-level professional social work positions upon graduation.

NASW confers professional recognition to baccalaureate social workers (BSW) who graduate from a social work program accredited by the *Council on Social Work Education* (CSWE). Specific practice experience requirements, professional certifications established by NASW, and statutes in all 50 states (and Washington, D.C., the Virgin Islands, and Puerto Rico) governing social workers' license or certification complement the educational requirement to shape social work's professional standards and identity.

Formal education as prescribed by CSWE in its Curriculum Policy Statement provides the foundation for competent social work practice. The baccalaureate social work curriculum is based on values, standards and principles described in the profession's professional code of ethics; a knowledge base of theory and methods of intervention; and skills used to enhance the client's well-being and social functioning.

The *NASW Code of Ethics* expresses the professional value base and serves as the guide for ethical social work practice that upholds our professional integrity and enhances our competence. The essential values include respect for the dignity and inherent worth of the individual and the right to self-determination; a recognition of the centrality of human relationships to well-being and the helping process; and a strong commitment to social justice, to service people in need and to the amelioration of social problems.

Social work's knowledge base centers on an ecological/systems framework, or the ecosystems perspective, that views persons and their environments as both interconnected and mutually influencing. This framework encompasses the theoretical bases from psychology, sociology, social-psychology, anthropology, and biology among others. Together, the various disciplines provide social workers with a bio-psycho-social perspective of human study. The techniques and skills of social worker build upon social work values and knowledge bases. Social workers use their repertoire of skills to work with individuals, families, and groups, communities, and institutions to facilitate change and to enhance social functioning and well-being. The various groupings or categories of clients are generally referred to as client systems.

What will the B.S.S.W degree prepare me to do?

In contrast to bachelor degrees in many social sciences, the B.S.S.W. qualifies its graduates for professional social work positions in the job market. In fact, only individuals who hold a social work degree may apply for social work positions, and obtain a license as a social worker.

The integrated value-base, knowledge base, methods, and repertoire of techniques and skills prepare the BSW social worker to engage in **generalist practice**. The generalist social worker uses the ecosystems perspective to view the person (client system) and environment as

interconnected, and thereby recognizes the need to intervene at various levels of the environment. The various levels are identified as micro (individual, families, and certain small groups), mezzo (groups, neighborhood, community groups, agencies with which the individual client has direct contact), and macro (institutions, governmental units, societal-level entities).

The BSW curriculum also prepares social work majors for graduate school work, especially the Master of Social Work degree (MSW). Most MSW programs offer advanced standing degrees to graduates of fully accredited BSW programs and who meet specific standards. Advanced standing essentially reduces the calendar time needed to complete the MSW degree. UAB social work majors are also highly competitive for admission into graduate schools in related fields of study.

What types of positions are available?

UAB social work graduates have opportunities to practice in a variety of settings, thus enhancing the social functioning and well-being of individuals, families, groups, organizations, neighborhoods, communities, and society. BSW social workers are employed in numerous governmental, private non-profit as well as for-profit agency settings that provide social services to client systems. Large and small agencies, such as schools, hospitals, clinics, residential facilities, and industries employ social workers. (see also <http://whatcanidowiththismajor.com/major/social-work>)

Fields of social work practice are many, spanning the range of social functioning needs found within the population. Primary fields of practice include children, youth and families, poverty and income maintenance, mental health, alcohol and substance abuse, developmental disabilities, medical and health care, criminal justice/corrections, gerontology, community organization and development, and policy development.

The list of BSW positions within the various fields exceeds the scope of the *Handbook*. The expanse of job possibilities is illustrated by considering positions with the field of practice known as Children, Youth and Families. In this field, a BSW may work as a perinatal counselor, child protection worker, adoption specialist, infant/toddler stimulation program service provider, family preservation case manager, foster care worker, parenting skills educator, or school social worker. Additionally, a BSW in the field of Children, Youth and Families may serve as a counselor in a group home, residential treatment or community program for youth who may be delinquent, abused, developmentally delayed, or be substance abusers, runaways, or sex offenders. Settings for working with children, youth, and families also include mental health centers, family counseling centers, hospital settings, developmental/educational programs such as Head Start and after-school programs, community service centers, battered women's shelters, homeless shelters, and a host of private and non-profit clinics that assist families with social functioning issues. This partial list demonstrates that job or career opportunities for BSWs are wide-ranging.

How do I know if social work is a good fit with my strengths?

Often individuals explore social work as a career option after acknowledging the desire to help others, a desire that stems from concern about social problems such as oppression and inequality. Some students are aware that others seek them out to listen to problems, ask for advice, guidance, and support, trusting that the listener will keep personal information confidential. Others who are interested in pursuing social work as a career have developed empathy for psychologically, socially, or physically challenged people. Further, some students

who fit well with social work are drawn to the field because they themselves have experienced victimization, oppression or institutional biases. Finally, many are drawn to social work by their personal values, which align with social work's professional value base, such as respecting individuals' self-determination and being nonjudgmental about others' characteristics, plights, or views. Acknowledgment of vocational interest is followed by a process of self-assessment. The process begins with the recognition of strengths and aptitudes, and awareness of one's own values, beliefs and ideologies. Additionally, potential social work majors need to assess their own abilities in critical thinking and in written and oral communication skills.

Students may begin to self-assess aptitude while completing the university's core curriculum, which is comprised of fundamental liberal arts and sciences courses. The courses provide students with a general measure of aptitude for college-level work. Although all core curriculum courses are essential for successfully comprehending the social work curriculum, above average grades in English composition courses (EH 101,102) may especially serve as an indicator of ability to achieve the requisite writing skill level for social work majors. Social work foundation courses provide students with multi-disciplinary theory bases that support social work's knowledge base. Exposure to social science courses often helps students determine their "fit with social work" by assessing their interest in and comprehension of the courses in economics, anthropology, minority studies, psychology, and sociology.

The BSW program offers interested students a foundation curriculum that facilitates the students' determining their fit or alignment with social work. These classes introduce students to social work's mission, goals, values, and ethical standards. In addition, the classes give an overview of the theoretical knowledge and skills requisite for effective practice. Techniques for self-assessment are also incorporated into the content of these foundation social work classes, since we believe that the effective and professional use of self in the helping process requires ongoing reflection and self-awareness. Social work faculty members are available and willing to consult with students in honing their self-awareness skills.

What happens after field placement?

This portion of the *Handbook* was suggested by the Social Work Class of 1998. It is their legacy and gift to future social work majors.

Retrospectively, students and recent graduates reflect on what they wish they had considered at this stage of their academic career. The most frequently mentioned considerations include licensing, career options including graduate work, and building a network contacts and referral sources.

1. Social Work Licensing

Alabama, as is true throughout the United States, Puerto Rico, the Virgin Islands, and Canada, requires persons who present themselves to the general public as "social workers" to be licensed. The state regulates the practice of social work through different levels of licensure (e.g., Licensed Bachelor Social Worker [LBSW], Private Independent Practitioner [PIP]).

Persons with bachelor degrees in social work from a social work education program accredited by the Council on Social Work Education (of which UAB is one) are eligible to sit for the LBSW examination. The licensure process involves making application for a license, taking and passing a professionally developed comprehensive written examination, pursuit of continuing professional education, and renewal every two years. The application is made to the Alabama

State Board of Social Work Examiners. Once the application is reviewed and approved, the applicant may sit for the qualifying examination by applying to the Association of Social Work Boards. Students who begin the application process during their field placement and sit for the examination in a timely manner find themselves eligible for more job opportunities than others who are in the job market. Students should consult with the Alabama State Board of Social Work Examiners for most current fees.

To maintain licensure, LBSWs must receive supervision from social workers who are licensed at the LGSW or LCSW levels for at least the first two years of their social work practice. Additionally, LBSWs are required to conduct their practices within the boundaries prescribed in the licensing law's Code of Ethics.

During each two-year renewal cycle, social work license holders are required to obtain thirty (30) hours of professional continuing education. The Field Director has applications available for students. Fees can be found in the Association of Social Work Boards (www.aswb.org).

Association of Social Work Boards
400 Southridge Parkway, Suite B
Culpeper, Virginia 22701

More detailed information about Alabama's licensing law and procedures may be obtained by calling the Alabama State Board of Social Work Examiners at (334) 242-5860, visiting their website, www.abswe.state.al.us or writing to:

Alabama State Board of Social Work Examiners
100 North Union Street, Suite 736
Montgomery, AL 36130-1620.

2. Career Options

The field of social work is broad, varied, and offers a multitude of career opportunities for social workers who hold a BSW, M.S.W., DSW., or Ph.D. The multi-level nature of the profession and its broad scope can be confusing. Thus pre-social work majors as well as students who have been formally accepted into the major are encouraged to initiate discussions with any or all faculty members regarding career options. Rather than formally assigning students to a particular faculty member for career advisement, students are free to approach any or the entire faculty to discuss career opportunities, including considering graduate studies. Students are encouraged to attend UAB's Career/Major Day, Alabama Department of Human Resources recruitment activities, and area graduate program recruitment activities. Additional information can also be found at www.HelpStartsHere.org and <http://whatcanidowiththismajor.com/major/social-work>.

3. Graduate Studies

Graduate Schools of Social Work are competitive; therefore students should focus on attaining the highest grade point average (GPA) possible, demonstrate their commitment to social work through volunteer activities, and strive to attain honors such as induction into Phi Alpha. Students who are considering graduate studies immediately after graduation should begin to identify programs of interest to them during the latter part of their junior year.

Once programs of interest have been identified, students should begin the application process early in their senior year. All social work faculty are willing and prepared to discuss any aspect of graduate studies with students. In addition to writing letters of recommendations, faculty members are also happy to critique your application packet. A directory of accredited programs can be found at the Council on Social Work Education website (<http://www.cswe.org/Accreditation/Accredited-Programs.aspx>).

PROFESSIONAL SOCIAL WORK ADVISEMENT FOR STUDENTS

In the BSW program, professional social work advisement includes: (1) assisting students in assessing their aptitude for the profession; (2) orienting students to the program's mission, policies, and the required curriculum sequence; (3) periodically evaluating their performance and progress toward graduation; (4) discussing career opportunities; (5) tailoring field placement selections to ensure educational objectives and enhance career opportunities; and (6) assisting students who choose to apply to graduate programs.

The social work program accomplishes professional social work advisement through a number of processes:

I. Aptitude for the Profession

- Declared social work majors or those who are interested in social work are encouraged to contact any or all members of social work faculty to discuss social work as a major and to assess informally their aptitude for the profession.
- The introductory courses, particularly SW 100 (Introduction to Social Work), SW 200 (Professional Communication in Social Work), SW 203 (Social Welfare History), and SW 222 (Social Work Values Lab) contain structured opportunities for self-assessment of aptitude for the profession.
- The process of applying to the professional program serves as the program's formal mechanism for assessing student aptitude for the profession.

II. Career development

- Social work majors are encouraged to contact faculty members to discuss areas of career interests and specialties.
- The process of applying for Field Placement Process and tailors placement opportunities to enhance career opportunities.
- Social Work majors are encouraged to utilize SW 499 (Independent Studies) as a vehicle for explore and refining career choices.
- Students are encouraged to attend UAB's Career/Majors Day. This event will include information for students who plan to seek employment upon graduation and information for students who are still identifying what direction to take with their educational career (see www.uab.edu/students/cpd).
- Students who are interested in applying to graduate school are encouraged to schedule an appointment with the Chair (and consult with other faculty members).

III. Curriculum Advisement

- The Chair and the Program Director are the designated curriculum advisor for social work majors.

- The Chair and the Program Director are available to all social work majors for consultation and guidance in selecting areas of course work.
- The Program Director, working with the Chair, informs the College of Arts and Sciences (CAS) academic advisor regarding the BSW curriculum requirement and works collaboratively and continually with him to ensure that course offerings and scheduling are student-centered.
- CAS Academic advisor provides course scheduling advisement for all social work majors and social work minors. Students are strongly encouraged to see their designated CAS academic advisor each semester to ensure that they are taking courses in the proper sequence. Social work, unlike other social science majors, sequences its required courses. Students who self-advise may inadvertently lose the opportunity to complete the course work in a timely manner.
- The Chair approves social work majors for graduation after examining students' applications for degree to determine that all requirements have been met (For more information about commencement and degree applications, visit <http://www.uab.edu/commencement/degree-applications/undergraduate>).

A MINOR IN SOCIAL WORK

Students who choose to minor in social work must take SW 100: Introduction to Social Work, plus 15 additional credit hours in social work courses. However, social work minors may **not** enroll in senior level practice courses (SW 322/322L and SW 422/422L). Social work minors may **not** in any courses or credit hours involved in field placement (SW 490 and SW 494). No grade below a "C" counts toward a minor in social work. Students who want to minor in social work are encouraged to make an appointment with the Program Director to discuss options. *Online option* is also available for students who choose to minor in social work. Students who seek minor in social work should make an appointment with CAS academic advisor for course scheduling.

COURSES TO INTRODUCE STUDENTS TO THE SOCIAL WORK PROFESSION

Beginning level social work courses (SW 100, SW 200, SW 203, and SW 222/222L) provide opportunities to learn about the social work profession and develop self-assessment skills and prepare for practice courses. Additionally, these courses are open to all students, including non-majors and students who minor in social work. Students who are planning to major in social work are required to take all of the introductory classes. When students apply to the professional program, they must have completed all courses or are taking these courses at the time of applying to the program. Majors should also be aware that these courses must be taken and passed with a C or better before any upper-level courses are taken. Foundation courses include:

SW 100: Introduction to Social Work (3 hours)

This course introduces students to the value-based profession of social work. Students will have the opportunity to learn about social work's history, mission, professional values and theoretical frameworks (e.g. the systems/ecological perspective). Furthermore, students will explore areas

in generalist practice and the varied roles and responsibilities of the social work profession. Students will be afforded the opportunity to examine their own personal values and how those values influence their views on social welfare problems and issues.

SW 200: Professional Communication in Social Work (3 hours)

This course introduces the techniques of professional writing for social work practitioners. The course is designed to enhance professional and academic writing skills. Students will study how to craft narratives for funding applications, case records, and advocacy materials. Additionally, students will complete a technology module focusing on information technology skills such as word processing, using presentation software, and communication skills with digital and social media.

SW 203: Social Welfare History (3 hours)

This course provides an opportunity to review the history of U.S. social welfare and its relationship and impact on current social work practice. Additionally, the course explores, within a social justice context, the historical impact of social welfare policies on the well-being of individuals, especially vulnerable populations, and communities.

SW 222 Social Work Values (3 hours)

This course offers an introduction to the helping profession of social work with service learning opportunities in local social service agencies. A didactic classroom and service learning lab that integrates field observation with self-awareness related values, professionalism and ethical practice. At the successful conclusion of this course, students may apply for social work major status. This course must be taken together with SW 222L (1 hour).

SW 222L Values Lab (1 hour)

This course offers an introduction to the helping profession of social work with service learning and simulation opportunities in local social service agencies. The service learning lab integrates field observation with self-awareness related values, professionalism and ethical practice (SL). This course must be taken together with SW 222 (3 hours).

Proposed Program of Study for a Major in Social Work – First Two Years

| Freshman | | | |
|--|--------------|-------------------------------------|--------------|
| First Term | Hours | Second Term | Hours |
| EH 101 | 3 | EH 102 | 3 |
| MA 110 | 3 | HY 121 | 3 |
| HY 120 | 3 | SOC 100 | 3 |
| PY 101 | 3 | SW 100 | 3 |
| Core Curriculum Area II: Fine Art ¹ | 3 | Core Curriculum Area II: Humanities | 3 |
| | 15 | | 15 |
| Sophomore | | | |
| First Term | Hours | Second Term | Hours |

| | | | |
|---|---|--|---|
| SW 200 | 3 | SW 222 | 3 |
| SW 203 | 3 | SW 222L | 1 |
| BY 101 & BY 102 | 4 | ANTH 101 | 3 |
| EC 210 or 211 | 3 | Core Curriculum Area III: Natural Science with Laboratory | 4 |
| Core Curriculum Area II: Literature ² | 3 | Core Curriculum Area II: Humanities or Fine Art | 3 |
| 16 | | 14 | |

¹ Select One: ARH 101, ARH 203, ARH 204, ARH 206, MU 120, THR 100, THR 105 or THR 200.

² Select One: EH 216, EH 217, EH 218, EH 221, EH 222, EH 223 or EH 224.

APPLICATION TO PROFESSIONAL PROGRAM

Throughout its history, the social work profession has charged social work education programs with the task of screening individuals for aptitude and behaviors necessary for effective social work practice. Screening is informally known as "gatekeeping" denoting its function to regulate entry into the profession. Gatekeeping in academic programs and in the broader profession is designed to protect the public from incompetent, impaired, or unethical service providers.

In compliance with CSWE's accreditation standards, the UAB Department of Social Work has a formal process for accepting students into the Professional Program, the rationale, criteria, policies and procedures are described below.

Criteria for Admission to the Professional Social Work Program

Students declaring their intention to major in social work formally apply to the professional program when they have met all of the following conditions and criteria:

1. Cumulative undergraduate GPA of 2.25 or higher;
2. Completion of the following social work courses: SW 100, SW 200, SW 203, and SW 222/222L. Students may apply to the professional program while enrolled in the above courses; however, they will not be fully accepted into the program until final grades for the designated courses have been posted and a grade of "C" or better;
3. An overall social work GPA of 2.5 has been verified; and
4. A pattern of demonstrating professionalism through classroom comportment in SW 100, SW 200, SW 203 and/or SW 222/222L.

Note: When social work students transfer from other universities, syllabi for courses equivalent to SW 100, SW 200, SW 203 and SW 222/222L will be reviewed to determine their comparability to our courses. Transfer students' transcripts will also be reviewed to check their overall GPA and social work GPA.

The Application Process to the Professional Social Work Program

Applications for Professional Program are accepted twice a year, February and September of each academic year. These dates allow time to notify students of acceptance in time for registration of the following semester.

Students must self-initiate the process. Students who see their College of Arts and Sciences (CAS) academic advisor each semester are in the best position to know when it is time for them to apply for major. Notices regarding the application dates will be emailed to students each semester.

Students who would like to apply to the professional program must complete these three steps:

1. Students must make an appointment to meet with their assigned academic advisor in the CAS Advising Office to verify academic eligibility as described above. Students'

academic advisor, Mr. Kip Hubbard, will provide each applicant an **information packet** that contains how to apply to the professional program. It is important to note that the UAB Department of Social Work has employed an online system called Taskstream to facilitate the application and review processes. All applications will be accepted via TaskStream (<https://login.taskstream.com/signon/>), and each student will need to sign up with TaskStream using a specific key-code. Students must follow closely the instructions to complete the application process. At the meeting with the CAS academic advisor, he will also provide "Curriculum for Social Work Majors Checklist."

2. During February and September, students should submit their application via TaskStream by Watermark (<https://login.taskstream.com/signon/>). As mentioned earlier, each applicant must sign up with TaskStream and submit his/her application in TaskStream by the deadline. After each applicant completes the application form in TaskStream, his/her checklist and academic advisor's review form will be subsequently submitted via TaskStream by the academic advisor and will be reviewed by the Program Director to confirm students' eligibility.
3. After the application is received, students will be assigned to another template in TaskStream to complete the written assessment. Each applicant is responsible for completing the written essays by the deadline.

*Note that **late** submission will **not** be allowed. Plan ahead and make the deadlines.

**Please note that procedures governing reasonable accommodations for students who have disabilities follow those prescribed by UAB's Disability Support Services Office for classroom participation and test taking. Any student who requests a reasonable accommodation needs to notify the Program Director so that arrangements can be made.*

Criteria for Evaluating Admission Applications to the Professional Social Work Program

The process for evaluating applications to the professional social work program involves assessment of intellectual ability of students as demonstrated by check sheet, academic advisor's review form, the faculty assessment of applicants' classroom comportment as demonstrated by the Faculty Observation forms and writing skills and level of pre-professional self-awareness as demonstrated by a student's written essays.

1. Writing Skills

A satisfactory level of writing skills includes the overall ability to use correct grammar, construct complete sentences, spell correctly and demonstrate proficiency with basic technical aspects in writing.

**Please note: Students are not being asked to reveal any information regarding past or present treatment related to any disability. Also note that students are not being asked to reveal any past traumatic experience (see <https://www.uab.edu/titleix/>). All faculty members are responsible reporters of incidents related to Title IX. Title IX states: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.*

Title IX was created in 1972 with a focus on equal funding for men's and women's athletics. Broadened in 2011 to include Interpersonal Violence (stalking, dating/domestic violence, etc.) and Sexual Misconduct (sexual assault, unwanted sexual contact, pregnancy discrimination, and sexual harassment).

2. Self-Awareness

Self-awareness is a skill that enables the social worker to reflect upon his or her professional "use of self" in the process of helping others. It is a skill which develops over time. At this stage in students' academic careers, social work faculty members expect that students should be able to demonstrate abilities to reflect on their strengths and limitations, to examine their own feelings, personal values and personal histories and to recognize when these feelings and values may interfere with their effectiveness in the helping process.

**Please note: Students are not being asked to reveal any information regarding past or present treatment for psychological, emotional, or physical disorders. The 1990 Americans with Disabilities Act prohibits requests for such information. Instead, students are expected to consider their own personal and medical histories as it relates to their ability to meet generally accepted standards of professional conduct, adherence to professional values and ethics, and interpersonal skills necessary to form and maintain effective professional helping relationships.*

A minimally satisfactory level of self-awareness requires that the student expresses his or her thoughtful consideration of aspects involved in examining one's own personal values, feelings, and history to assess personal/professional value conflicts, potential to do harm to self and others, and personal congruence with the *NASW Code of Ethics*.

3. Classroom Comportment

Social work faculty who teach foundation courses will complete a Faculty Observation forms. The form consists of faculty's observations of the students' attendance patterns, punctuality, timely completion of assignments, and ability to grasp course material. Faculty will also identify any other performance-related concerns as part of the process. Students are expected to progressively, steadily, and continually develop and exhibit behaviors indicative of good work habits. The goal of these forms is provide the Department of Social Work with a record of a student's ability to demonstrate professional behavior in the classroom.

Decision-making for Applications to the Professional Social Work Program

First, the Program Director reviews application forms, checklists, and Academic Advisor's Review forms to make sure that they are complete. Second, faculty members individually review the materials in each applicant's essays while they do not know who wrote the essays (i.e., blind review). Two faculty members independently review the same essays. If two reviews are not congruent, the Program Director will assign a third reviewer. The disposition of the third reviewer will be accepted. Third, the Program Director compiles the results from the Faculty Observation Forms and reviews of essays (assessed in writing skills and self-awareness). Fourth, the BSW Program Committee members, including the Program Director, meet and discuss applications, if there is an inconsistent review among faculty members. At this time, all application materials (e.g., Faculty Observation Forms, essays, etc.) will be reviewed by the BSW Program Committee members, and they will make final decisions. Lastly, the Program

Director will notify the students regarding their acceptance status.

In accordance with the social work profession's value for social justice and its value for inclusiveness and in concert with UAB's Academic Equal Opportunity Policy, applicants to the professional program are considered.

“Regardless of race, color, religion, sex, national origin, disability unrelated to program performance, disabled veteran status, or Vietnam-era status” (UAB Undergraduate Catalog <http://catalog.uab.edu/undergraduate/>).

Additionally, applicants are not discriminated against due to sexual orientation, political orientation, or creed.

There are three options available for admission status:

1. Fully Accepted

“Fully accepted” status means that a student met all criteria successfully and fully. There is no cap on enrollment; therefore, no student is denied acceptance if he or she meets all criteria successfully. In order to be “fully accepted,” all of the following must be fulfilled:

- Both overall GPA and social work GPA meet the criteria;
- All foundation courses (SW 100, SW 200, SW 203, and SW 222/222L) have been completed with a C or better;
- A positive pattern of professional behavior as demonstrated by classroom comportment;
- Reviews on written assessment are unanimous and positive;

2. Conditionally Accepted

Students who are currently enrolled in the required SW foundation courses (SW 100, SW 200, SW 203, and/or SW 222/222L) automatically receive this status until course grades are posted. Applicants waiting for grades to be posted may be cleared to register for SW 300 level courses. However, applicants' grades will be checked at the end of the semester, and if they did not pass any of these courses listed above with a C or better, they will be deferred and removed from SW 300 level courses.

This status may also indicate the BSW Program Committee's need for clarifying information to make an accurate determination. The student will be contacted and informed that an interview with the Chair and/or Program Director is required prior to final status determination. In this situation, the outcome of the interview is expected to result in either "fully accepted" or "deferred" status.

3. Deferred

One or more of the specified criteria (as delineated and explicated above) have not been met sufficiently to get accepted to the program. To move beyond the deferred status, the student must re-apply and be found to satisfactorily meet the standards for "Fully Accepted." A student may apply for major only twice.

An applicant notified of deferred status is strongly encouraged to meet with the Chair and/or Program Director and academic advisor to devise a plan that will address students' preparedness. For instance, a student may need to take additional courses to prepare academically for satisfactory completion of the social work curriculum (e.g. English composition courses may be helpful to improve a student's writing skills). In another case, a student may need to ameliorate life circumstances or resolve emotional/psychological issues that may interfere with learning and professional use-of-self. In that case, a student may elect to work on personal issues and then reapply for acceptance into the professional program. Another scenario is that a student may have insufficient life experience to assess accurately his or her own aptitude for practice and therefore may benefit from volunteering in a social work setting to make an informed choice about social work as a vocation. In some instances, the faculty-student collaboration may determine that the student can best realize a career goal by choosing a major that more closely aligns with his or her strengths. A deferred student should also meet with his/her academic advisor to plan and register for appropriate courses.

Notification procedure

The students will receive an email indicating the status of their application at the end of October for the Fall semester and at the end of March for the Spring semester. The academic advisor will also be notified of the students' application status.

Appealing the Admission Decision

The Professional Program process application falls within the purview of student grievances involving academic matters. As a UAB student, any applicant for social work major has the right to file a grievance involving the social work major admissions committee's decision. The general policy regarding student grievances can be found in the UAB Undergraduate Catalog (<http://catalog.uab.edu/undergraduate/>).

Probation, Suspension and Termination Policy

Admission to the Social Work Department's Professional Program implies that the student will accept and adopt a standard of academic and nonacademic professionalism consistent with the social work profession. 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. Significantly low GPA (cumulative GPA of less than 2.5 for social work major courses for 2 or more semesters)
- 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 University Honor Code
- E. Violation of the NASW Code of Ethics
- F. Lack of adherence to professional expectations and standards

At any time that faculty or field supervisors identify problems which indicate that a student cannot perform the required functions of a social worker (see *Professional and Ethical Behavior*

Standards and Expectations below), the Program Director will be notified in writing, and the Program Director and the BSW Program Committee shall consult and assess the documentation leading to such indication. 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 supervisor, faculty, BSW Program Committee, and Program Director after review of supporting documentation.

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

SECTION II: CURRICULUM AND OPPORTUNITIES: ACQUIRING KNOWLEDGE, VALUES, AND SKILLS

Purpose

The purpose of the second section of *Handbook for Social Work Students at UAB* is to: (1) Provide information to newly accepted students about the social work courses required; (2) Describes opportunities for becoming active members of the B.S.S.W. community and for achieving academic excellence (these opportunities are in keeping with the *NASW Code of Ethics*, and we encourage students to participate); (3) Explain the application to field placement process.

Students are expected to be familiar with the Student Handbook and know how to access the document.

In addition to *relying on information provided in the Handbook*, students will need to consult their academic advisor each semester to ensure that they graduate in a timely manner.

Welcome to the Professional Program

The faculty congratulates our majors on their formal acceptance into the Professional Program. Students have demonstrated the aptitude, scholarship and ability to demonstrate self-awareness. Students have completed all of social work foundation courses that serve as the multi-disciplinary theoretical foundation for social work. Having completed the introductory courses (SW 100, SW 200, 222 and SW 203) students have been exposed to many fundamental elements of social work practice.

The junior (SW 302, 313, 314, 320, 321, and 322/322L) and senior level (SW 422/422L, 490, and 494) sequence of social work courses comprise the specific knowledge bases, theoretical frames, methods, techniques, and skills that BSW social workers use in generalist practice. Social work values underpin the aggregation of courses and emphasize social work's mission. According to NASW (2008):

[T]he 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 (<http://www.socialworkers.org/pubs/code/code.asp>).

Professional Curriculum for Social Work Majors

Core Competencies

The Council on Social Work Education (CSWE) mandates that each accredited undergraduate social work program address competencies and behavioral outcomes as outlined by the CSWE's Educational Policy and Accreditation Standards. These competencies and outcomes are available on the CSWE's website at: <https://www.cswe.org/Accreditation/Standards-and-Policies/2015-EPAS>. The competencies and outcomes describe how an undergraduate social work curriculum should help students develop knowledge, skills, and values related to the social work profession.

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 interprofessional 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
- 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
- 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
- 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
- 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 interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
- 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 interprofessional 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
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

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

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

Required Courses for Junior and Senior Level Social Work Majors

Goal-specific content is woven throughout the curriculum areas in courses that facilitate acquisition of social work's body of knowledge, values and skills: human behavior and the social environment, social welfare policy and services, social work practice, research, and field practicum. All courses foster development of self-awareness, critical thinking skills, and oral and written communication skills to further the students' purposeful and professional use of self in the helping process. Note that you must maintain the minimum GPAs (2.25 overall GPA; 2.5 Social Work GPA) until you graduate.

Required courses for junior and senior social work majors are:

- SW 302: Social Welfare Policy Analysis
- SW 313 and SW 314: Human Behavior and the Social Environment I and II
- SW 320: Social Work Research
- SW 321: Statistics for Social Work Research
- SW 322/SW 322L Practice of Social Work I and service learning lab
- SW 422/SW 422L: Practice of Social Work II and service learning lab
- SW 490: Practicum in Social Work
- SW 494: Field Practicum Seminar
- One elective (3-hour) in social work

SW 302: Social Welfare Policy Analysis

This course introduces analytical frameworks with which to evaluate contemporary U.S. social welfare policy. It is designed for students with basic knowledge of the history of social welfare. The course also examines the relationship between current policy and the practice of social work today. Additionally explored is the real-world impact of current policy on the well-being of individuals and communities, within a social justice context. Instructor's permission is required.

Prerequisites: SW 203 [Min Grade: C]

SW 313: Human Behavior in the Social Environment I

This course, the first of two required courses in Human Behavior and the Social Environment, is designed to prepare students to understand human development across the different levels of social systems. The course explores theories, concepts, and knowledge from conception through early adolescence. Content also includes discussion of how factors such as social class, sexual orientation, gender, physical ability, age, race, ethnicity, and culture influence human development and behavior.

SW 314: Human Behavior in the Social Environment II

This course, the second of two required courses in Human Behavior and the Social Environment, is designed to prepare students to understand human behavior across the life cycle. The course explores theories, concepts, and knowledge from early adolescence through death. Students acquire knowledge and understanding of human beings as individuals, as members of families, and other social groupings, and as members of organizations, communities, and larger societal and cultural collectives. Content includes discussion of how factors such as social class, sexual orientation, gender, physical ability, age, race, ethnicity and culture influence human development and behavior.

Prerequisites: SW 313 [Min Grade: C]

SW 320: Social Work Research

This course introduces students to research theory, methods and tools; and to expand their appreciation of the quintessential role of research in guiding practice. Qualitative and Quantitative research methodologies, sampling, data collection, and data analysis, as well as skills in critiquing research studies will be taught in the context of ethical standards governing evaluation and research as set forth in the NASW Code of Ethics. This course is a part of the core curriculum of the social work program. Quantitative literacy is a significant component of this course. Honors students will have additional research related assignments.

SW 321: Statistics for Social Work Research

This course provides the context for understanding the analysis and interpretation of quantitative data. Descriptive and inferential statistics will be covered, along with hypothesis testing and statistical significance. Students will become more familiarized with research-informed practice and practice-informed research. Quantitative Literacy is a significant component of this course.

Prerequisites: SW 320 [Min Grade: C]

Practice of Social Work I (SW 322/322L) & Practice of Social Work II (SW 422/422L)

The sequential two-semester practice classes integrate and operationalize theories, methods, and skills needed for effective beginning-level generalist practice. The primary goal for the sequential practice courses is for students to acquire the ability to utilize social work's interventions at multiple levels to assist client systems in alleviating stress, building capacities, solving problems, and enhancing their well-being and functioning. Embedded in this approach is the recognition of the increasing complexity and interconnectedness of our world and the incorporation of an ecosystems perspective that acknowledges nonlinearity. Strategies that include interventions at the micro, mezzo, and macro levels are considered holistically rather than as separate or isolated interventions. Both practice courses emphasize the importance of understanding and respecting cultural diversity in our work with client systems.

SW 322: Practice of Social Work I

This course provides generalist model application of social work with concentration on the micro-level that provides the student with the opportunity to gain the knowledge, skills, understanding and competence needed for interventions at the beginning professional level. This course includes a service learning lab that allows students to practice a solution-focused relationship with emphasis on self-awareness, cultural-awareness, active listening, interviewing, and recording skills at all systems levels. (SL).

Prerequisites: SW 222 (3) and SW 222L (1) or SW 222 (4) [Min Grade: C]

Corequisite: This course must be taken together with SW 322L (1 hour).

Note: Instructor's permission is required. SW 322/322L is for students who have been accepted into the professional program only.

SW 322L Practice I Lab

This service learning lab focuses on generalist model application of social work practice at the micro level. The lab emphasizes systems theory and strengths perspectives to examine individuals and families, and gives students the opportunity to discuss and practice necessary skills for practice. This lab allows students to practice working with individuals and/or families in local social service agencies, using ethical and professional standards based on NASW Code of Ethics (SL). Students will complete 32 hours in service learning and/or simulation experiences.

Corequisites: SW 322

SW 422: Practice of Social Work II

This course focuses on generalist model application of social work practice at the mezzo and macro levels. The course emphasizes systems theory and strengths perspectives to examine groups, communities and organizations, and gives students the opportunity to discuss and practice necessary skills for practice. This course includes a service learning lab that allows students to practice working with groups, communities and organizations in local social service agencies, using ethical and professional standards based on NASW Code of Ethics. (SL). Instructor's permission is required.

Prerequisites: SW 322 (3) and SW 322L (1) or SW 322 (4) [Min Grade: C]

Corequisite: This course must be taken together with SW 422L (1 hour).

SW 422: Practice II Lab

This service learning lab focuses on generalist model application of social work practice at the mezzo and macro level. The lab emphasizes systems theory and strengths perspectives to examine groups, communities and organizations, and gives students the opportunity to discuss and practice necessary skills for practice. This lab allows students to practice working with groups, communities and organizations in local social service agencies, using ethical and professional standards based on NASW Code of Ethics (SL). Students will complete 32 hours in service learning and/or simulation experiences.

Corequisites: SW 422

Note: SW 322 and SW 422 may not be taken in the same semester. SW 322, 322L, 422, and 422L must be completed before you proceed to the Field Practicum in Social Work (SW 490/494).

Note: Transfer students must complete SW 322, SW 322L, SW 422, SW 422L, SW 490, and SW 494 at UAB.

Practicum in Social Work (SW 490) and Field Practicum Seminar (SW 494)**SW 490: Practicum in Social Work**

This course integrates social work knowledge and values with application of professional helping skills. Students participate in a full-time placement in approved social service agencies under supervision of professional social workers.

Prerequisites: SW 422 (3) and SW 422L (1) or SW 422 (4) [Min Grade: C]

Corequisites: This course must be taken together with SW 494

SW 494: Field Practicum Seminar

This capstone course in Social Work is an integrative seminar that must be taken concurrently with SW 490 (Practicum in Social Work). The seminar reviews basic social work tools that will enhance the students' work with client systems by providing opportunities to increase their knowledge of the social work profession, practice collegiate collaboration for the benefit of clients, and engage in strategies for problem-solving. The seminar also provides a forum to review students' practicum experiences, discuss social work practice issues, and reflect on the relationship of these experiences to their overall social work education program. Honors Students will be required to complete an additional 100 hours involved in community based research.

Corequisites: SW 490

Note: No student will be allowed to take additional courses with SW 490 and 494. However, exceptions may be made for students who have a documented hardship. Students must submit an Additional Course Request for Field Placement form to the Field Faculty. Field Faculty will review the request and will notify student of determination during the Student-Field Faculty initial meeting. Please note, students are not allowed to take SW 422/422L at the same time as field placement. Students must also meet all other requirements to enter field practicum.

Service Learning Labs in BSW Program

Service Learning is a best practice teaching and learning method in higher education that integrates community service with academic coursework by focusing on critical, reflective thinking. Through participation in service related to current social problems and critical reflection of your experiences, social work students gain a deeper and practical understanding of the course content, as well as, a broader appreciation of how social workers engage with groups, communities and organizations. Through service learning, students gain knowledge and skills from not only the instructor and the text, but also from the client systems served, and from the community agency personnel.

The following lab courses require service learning hours as part of the BSW Curriculum:

- SW222L Social Work Values Lab (25 hours of service learning required)
- SW322L Social Work Practice I Lab (25 hours of service learning required)
- SW422L Social Work Practice II Lab (25 hours of service learning required)

To successfully move through the BSW Curriculum, students must take the required service learning lab in conjunction (i.e. same semester) with following required practice-based courses:

| Course | Service Learning Lab | Additional Degree Requirements |
|-------------------------------|------------------------------------|--|
| SW 222 Social Work Values | SW222L Social Work Values Lab | Admission to the BSW Professional Program requires successful completion of the both course and the lab, with a grades of C or higher in both courses. |
| SW 322 Social Work Practice I | SW322L Social Work Practice I Lab | N/A. |
| SW422 Social Work Practice II | SW422L Social Work Practice II Lab | Admission to the BSW Field Program requires successful completion of the both course and the lab, with a grades of C or higher in both courses. |

All service learning placements in these courses are developed by faculty in the Department of Social Work. All students in the BSW Program are required to complete at total of three service learning placements for a total of 75 service learning hours, in connection with the above mentioned courses. Only service learning hours completed in connection with the course (i.e. during the semester in which the student takes the course) will count toward their service learning hours. Travel time to and from the service learning agency setting or another project site is not to be included in the service learning hour count.

Students must complete the required number of service learning hours for each lab, in-person, as arranged by the course instructor in partnership with the service learning agency.

Additionally, students may be required to attend in-person meetings for the course such as an on-campus orientation or meeting with the instructor.

If students have scheduling conflicts due to other classes, jobs, or family responsibilities and cannot make the commitment to complete the required hours of service learning, they should not take this course until they can make the required commitment for the laboratory experience. Under no circumstances will partial credit be awarded for failure to complete the required hours of service learning. Students who may need course accommodations due to a disability should make an appointment with the instructor to discuss their needs. Students with disabilities must be registered with Disability Support Services (DSS) and provide an accommodation request letter before receiving academic adjustments. Appointments or additional information is available on the UAB website at: <http://www.uab.edu/dss>.

The UAB Department of Social Work works closely with the UAB Office of Service Learning to develop and maintain service learning as part of its BSW curriculum. Students are covered with student professional liability insurance through UAB. Additional information is available on the UAB website at: <https://www.uab.edu/servicelearning/>.

Students living 60 miles or more away (approximately one hour of driving time) from the UAB Campus, as defined by the distance between the campus and their permanent address listed in Banner, may request an alternative service learning placement. To request an alternative placement closer to their home, students must contact the course instructor within the first two weeks of class with their request.

Proposed Program of Study for a Major in Social Work – After you get accepted to the Professional Program

<http://catalog.uab.edu/undergraduate/collegeofartsciences/socialwork/#fouryearplanstext>

| Junior | | | |
|-------------------------------|--------------|--------------------|--------------|
| First Term | Hours | Second Term | Hours |
| <u>PSC 101</u> or <u>221</u> | 3 | <u>SW 302</u> | 3 |
| General Electives | 9 | SW 313 | 3 |
| Minority Studies ³ | 3 | <u>SW 322</u> | 3 |
| | | SW 322L | 1 |
| | | <u>SW 320</u> | 3 |
| | | General Elective | 3 |
| | 15 | | 16 |
| Senior | | | |
| First Term | Hours | Second Term | Hours |
| SW 314 | 3 | SW 490 | 9 |

| | | | |
|---------------------------|--------------|--------|-----------|
| SW 321 or SOC 410 | 3-4 | SW 494 | 3 |
| SW 422 | 3 | | |
| SW 422L | 1 | | |
| Social Work (SW) Elective | 3 | | |
| General Elective | 3 | | |
| | 16-17 | | 12 |

Total credit hours: 119-120

³ Select One: SW 207, SOC 220, SOC 250, SOC 490 (must take 3 times), or WS 100

Electives in Social Work

A variety of electives designed to augment students' knowledge in specific social work areas and fields of practice are offered through the social work program. Some of the most frequently offered electives include:

- SW 207 Racism, Sexism, and Other "Isms"
- SW 339 Child Welfare
- SW 428 Medical and Mental Health Social Work
- SW 432 Juvenile Law and Process
- SW 452 Birmingham Neighborhood Studies
- SW 454 Working with Addiction and Recovery
- SW 478 Special Topics in Social Work
- SW 499 Independent Study

SW 207 Racism, Sexism and Other Isms

This course is intended to provide students with opportunities to examine various aspects of culture and cultural diversity as those aspects impact on the delivery of social services. The course also examines the impact of discrimination and oppression on various social service consumer populations.

SW 339 Child Welfare in Social Work

This course addresses issues children face in today's society and identify possible intervention strategies. This course will also identify current trends in service delivery and relevant policy issues concerning the health and well-being of children. Students will have the opportunity to examine the diversity of families in today's society to better understand and appreciate the roles children play in their family systems.

NOTE: SW 339 is required if you want to apply for a stipend while doing your field placement at Department of Human Resources (DHR). For more information about the stipend opportunity, contact Ms. Mary Jacque Carroll (mjcarrol@uab.edu).

SW 428 Medical and Mental Health Social Work

This course provides an introduction to and overview of working with people called "patients" in medical and mental health. Through this course, students will obtain a basic understanding on how to effectively assist individuals, groups, families, and communities impacted by various illnesses. The role of the social worker on the care team in various settings will be examined.

The course also examines special population groups, resource allocation, service delivery, and legal and ethical considerations.

SW 432 Juvenile Law and Process

This course is designed to provide students with an overview of the study of juvenile justice in the United States; to examine the components of the juvenile justice system including laws, court processes, and corrections. The course will examine the history and philosophy behind the original juvenile court and explore recent developments in the field. The course will include exposure to Juvenile Case Law as well as issues related to ethics, social development, community influences, rehabilitation, and reintegration of offender.

SW 452 Birmingham Neighborhood Studies

This is an interdisciplinary course that explores the visual and material culture, history, and urban development of four Birmingham neighborhoods in transition. It emphasizes community engagement through active study of Birmingham's historic neighborhoods. Students will study and learn about the history of select Birmingham neighborhoods from different disciplinary lenses (social work, history, and art history), examine artifacts and documents related to them, and engage and collaborate with community members in order to develop written and creative projects based on their research. Projects will be presented at an exhibition at the end of the semester.

SW 454 Working in Addiction and Recovery

This course examines the impact of substance use disorder on individuals, families, groups, organizations, institutions and communities. This course is recommended for students who want to expand their knowledge and sensitivity for understanding the special problems that substance use disorder brings to society. Course content includes identification of the various drugs of abuse, major theories of addiction, and examination of the psychological and physiological consequences of substance use disorder.

SW 478 Special Topics in Social Work

Study of current issues in social work.

SW 499 Independent Study II.

This course provides opportunities for student to pursue their specific interests in social issues and topics. Students will work closely with a faculty member to design readings, assignments, and/or activities to meet their learning goals. Instructor's permission is required.

Honors Program

The Social Work Honors Program will provide preparation for graduate study or professional careers in Social Work. The program is designed to enhance students' problem solving skills, critical and independent thinking, and application of research/evidence-based practice. Honors students will benefit from one-on-one mentoring with faculty in the department, professional presentations and exposure which will enhance the student's understanding of the field and practice of social work. Students who complete the program will graduate "With Honors in Social Work"

MINIMUM ELIGIBILITY REQUIREMENTS

- Completion or currently enrolled in the following required social work courses (SW 100, 200, 203, 222/222L)
- Declaration and acceptance into the social work major (application can be in the process of being reviewed at the time of submission)
- Must have a minimum 3.5 overall GPA and a minimum 3.8 GPA in required social work courses

APPLICATION PROCESS

Submit application material to the Department of Social Work office.

The application deadline(s) are as follows:

- Fall Admission – No later than 2nd Friday in March
- Spring Admission – No later than 2nd Friday in November

Submit a "Social Work Honors Program Application" with the following documents:

- A Honors Program Application Form* (see Appendix A)
- An unofficial copy of transcript
- A recommendation letter from an instructor of SW 100, 200, 203, or 222/222L**
- A resume

*NOTE: The application **must** be typed.

**A recommendation letter must be sent directly to the Honors Program Director.

REVIEW PROCESS

- Review of application by faculty members
- Interview with the Honors Program Director, Dr. Stacy Moak

REQUIREMENTS

To complete the departmental honors program, students must earn 10 honors credit hours and must maintain a minimum 3.5 overall GPA and a minimum 3.8 GPA in required social work courses and honors courses through graduation. Honors sections will be offered in the following courses:

- SW 320 Honors Research (3 credits)
- SW 496 Honors Seminar (3 credits)
- SW 494 Honors Practicum Seminar (3 credits)*
- SW 498 Honors Independent study (1 credit)**
- Note: We will be requesting a new course number

*Must be taken as the required social work elective

**Additional course for Honors Program students only

It is recommended that interested students make an appointment with the Honors Program Director (Dr. Stacy Moak, stacym@uab.edu) before submitting applications for direction and clarification.

Proposed Program of Study for a Major in Social Work for Honors Students

| Junior | | | |
|-----------------------------------|----------|-----------------------------------|----------|
| First Term | Hours | Second Term | Hours |
| SW 320 (SW 320 Honors Research) | 3 | SW 496 (Honors Seminar) | 3 |
| | 3 | | 3 |
| Senior | | | |
| First Term | Hours | Second Term | Hours |
| SW 498 (Honors Independent Study) | 1 | SW 494 (Honors Practicum Seminar) | 3 |
| | 1 | | 3 |
| Total credit hours: 10 | | | |

Evaluation of Academic and Professional Expectation and Performance

Students are informed of the criteria for evaluating their academic and professional performance. Throughout the curriculum, there are two types of opportunity for performance evaluation.

Academic performance

Students are evaluated by Social Work faculty in each course. Each faculty member outlines criteria for evaluating academic and professional performance for the specific course in the syllabus.

Instructor will post “early alerts” for students with whom the instructor has concerns throughout a semester to make students aware of their progress and performance in class.

Students should also be aware of the consequences of academic misconduct and dishonesty as outlined in each course syllabus.

Professional performance

The second opportunity for evaluation occurs within the field placement. This evaluation is multi-dimensional consisting of evaluation from the student, the agency field supervisor and the Field Director.

UAB Department of Social Work Professional and Ethical Behavior Standards and Expectations

The Department of Social Work at the University of Alabama at Birmingham promotes and assesses professional behavioral development for all social work students as mandated by the Council on Social Work Education (CSWE). The Department of Social Work is committed to training and producing professional generalist social workers who uphold values and ethics and who are competent and skilled. The Department of Social Work recommends students to master and use the Code of Ethics by the National Association of Social Workers (NASW) as their guide for practice and demonstrate nine competences developed by the Council on Social Work Education (CSWE). To promote and ensure professional behaviors, the Department of Social Work has identified important behaviors that every social work student must demonstrate in the onground classroom, the online classroom, field placement, through email/phone communications, and any other interactions in a professional/academic setting. This document particularly emphasizes certain values, ethics, and competences presented in the NASW's Code of Ethics and/or the CSWE's competencies to serve as a guideline of professional and ethical behaviors of UAB social work students.

Social Work 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. (NASW, the Code of Ethics, 2017).

Social Work students shall:

- Show respect to all peers, instructors, and professionals in academia, and others whom they encounter in their field placements at all times.
- Treat all peers, instructors, and professionals in academia, and other whom they encounter in their field placements with courtesy and fairness.
- Demonstrate a willingness and active listening to others.
- Give feedback to peers in a constructive, non-judgmental manner and yet critical.
- Be able to accept constructive criticism and feedback without attitudes.
- Approach conflict with peers, your instructors, and professionals in academia, and others whom they encounter in their field placements in a cooperative and strength-based perspective and manner.
- Be sensitive and understanding of cultural differences.
- Agree to disagree and accept different opinions.
- Use positive and nonjudgmental language with peers, your instructors, and professionals in academia, and others whom they encounter in their field placements.

Professional Competencies

In addition to the academic honors code stated in each course syllabus, UAB social work students are expected to behave professionally at all times. When interacting and communicating in person, on the phone, or virtually (i.e., email), students should be thoughtful, respectful, courteous, and professional. Students should remember that they represent UAB Department of Social Work and understand that their behaviors may reflect social work profession and the department.

CSWE Competency: 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. (CSWE, EPAS 1, 2015).

Social work students are expected to:

- Attend to professional roles and boundaries.
- Pursuit academic excellence with integrity.
- Meet all deadlines set by instructors, field supervisors, and department administrators.
- Be punctual to come to class and participate in online class as well as field placements.
- Be proactive in seeking support, supervision, and consultation.
- Be aware of personal issues and barriers that might hinder your academic performance and/or responsibilities in field placements.
- Complete all required readings, assignments, and tasks.
- Be accountable, responsive, and responsible.
- Demonstrate effective and respectful oral and written communication skills, including body language and active listening, with instructors, field supervisors, and clients.
- Honor confidentiality and strictly protect personal information.
- Remember what is said and share in classroom and/or field placement stays within that place.
- Be careful and conscientious about self-disclosing and always use pseudonyms when discussing cases from field placements.
- Apply social work ethical principles to guide professional practice.
- Engage in ethical decision making guided by NASW Code of Ethics.
- Refrain from letting personal issues and/or conditions interfere with professional performance and obligations.
- Not be intoxicated when come to class or field placement, which can result in impairing the ability to perform and behave professionally.
- Be able to practice self-care in order to optimize judgement and performance in class or field placement.
- Seek consultation and supervision when their ability to carry out responsibilities and tasks is compromised.
- Understand and recognize that students' personal values, norms, expectations, beliefs, and attitudes and manage them so that they would not interfere with professional practice.
- Maintain high standards of professional and personal conduct.

Behaviors contrary to UAB Department of Social Work Professional and Ethical Behavior Standards and Expectations will result in remediation plan in multiple ways. For example, students may receive feedback through classroom assignments, meetings with instructors and/or BSW Program Committee members, including the BSW Program Director, and/or written documentation of the event. In such cases, a Performance Improvement and Remediation Plan may be initiated.

The Performance Improvement and Remediation Plan will outline specific areas needing improvement; actions to be taken by the student, and Department of Social Work; and a target date for these actions to occur. A follow up meeting with the student and BSW Program Director will be set to assess student progress in areas needing improvement. At that time, the plan can be deemed:

1. Completed, with no further action needed

2. Continued, to allow student further time to address areas needing improvement
3. Not followed

When the student does not follow his/her Performance Improvement and Remediation Plan, the Department of Social Work reserves the right to terminate a student's participation in the professional program if the BSW Program Committee determines that the student's behavior has deemed non-suitable and constituted a significant violation or pattern of violations of UAB Department of Social Work Professional and Ethical Behavior Standards and Expectations, NASW Code of Ethics, CSWE Educational Policy and Accreditation Standards, as well as UAB's Student Handbook.

References:

Council on Social Work Education (2015). Educational policy and accreditation standards for Baccalaureate and Master's social work programs. Retrieved from <https://www.cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPASandGlossary.pdf.aspx>.

National Association of Social Workers (2017). The Code of Ethics. Retrieved from <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>.

OPPORTUNITIES FOR SOCIAL WORK MAJORS: MAKING A COMMITMENT TO CONTINUING PROFESSIONAL DEVELOPMENT

Social work majors have an array of opportunities to get involved with the larger learning environment at UAB and professional social work. Getting involved also means building human relationships. Recognizing that building human relationships is essential to healthy social functioning, we believe that human relationships are the cornerstone of the social work perspective. In addition to the wealth of activities available to student in the university community, the UAB Department of Social Work offers special opportunities for social work students to participate in organizations, activities, community volunteer opportunities and to strive for honors and awards. Demonstrating a commitment to professional development, which is integral to our ethical standard of service others, enhances employability for graduates.

Student Social Work Organization (SSWO)

The SSWO's purpose is to stimulate interest in the field of social work within the University and community. The organization holds regular meetings, some of which feature guest speakers whom students request. SSWO also sponsors activities and community projects throughout the year. SSWO organizes student trips (at a reasonable cost!) to attend area social work conferences. Officers serve as mentors for social work students recently accepted into the Professional Program, affording them insight into upcoming classes, practicum information and other issues related to the UAB Social Work Program.

UAB students who wish to join the SSWO will find membership applications (see Appendix H) in the Department of Social Work office (Humanities Building, Suite 302, Room 302F). For more information and/or questions, check SSWO's facebook, instgram, and/or twitter @UABSSWO or visit <http://www.uab.edu/cas/socialwork/undergraduate-program/student-groups>.

UAB Social Work Alumni Association

The UAB Social Work Alumni Association was organized in 2004 under the leadership of Lisa Higginbotham and Margie Gilbert. New graduates (within 1 year of graduation) join for \$15. Students can contact Ms. Grace Dugger at gracedugger@gmail.com for more information.

National Association of Social Workers (NASW)

Our professional association encourages student membership and participation through substantially reduced annual dues, which actually does not even cover the cost of the flagship scholarly journal, *Social Work*. Members, receive the [NASW News](#), a monthly newspaper with the latest practice and policy information as well as an employment section. NASW offers additional services to members too numerous to list here. The student membership rate extends through a graduate's first year of practice. Applications for student membership in NASW can be obtained online at <http://www.socialworkers.org/join.asp>, which is an excellent source of career development information.

UAB Social Work Program's Continuing Education/Brown Bag Series

Our program 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. These opportunities for students and professions are announced in social work classes, advertised though the SSWO'S e-mail service, and utilizing the NASW and UAB alumni mailing lists.

Alabama/Mississippi Conference on Social Work Education

All universities and colleges in the states of Alabama and Mississippi that have social work programs (BSW, MSW, PhD) have formed a consortium of educators and students to share new knowledge and skills to improve the quality of social work education in our respective programs. Annually, in the fall, the consortium sponsors an academic conference for students and educators. Student papers and faculty papers are selected for presentation and grouped logically into panels. Students are strongly encouraged to attend the conference to begin developing their commitment to continuing education and professional development. The conference is affordable and within driving distance from Birmingham.

Alabama Conference of Social Work

Students are encouraged to join (for \$10.00 annually) this organization comprised of social work practitioners, educators, and students. Each year, the organization sponsors a conference designed to increase practice-knowledge and to facilitate networking among members of the social work community. Faculty members have information regarding membership. Students who plan to practice in Alabama are encouraged to participate so that they can begin to form professional relationships with professional social workers (<http://www.acsw.org>).

Phi Alpha

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>.

Awards and Scholarships

Dean's Award

This is a prestigious award that is given to students in College of Arts and Sciences. Student must meet the following criteria to be eligible for nomination.

1. GPA 3.0 minimum in work attempted at UAB.
2. An accumulation of 90 semester hours of satisfactory work (i.e. senior-level status).
3. Completion of 12 hours of advanced work at UAB.
4. All persons completing work for the degree since the last regular commencement are to be considered eligible.

In addition to these criteria, student must demonstrate the below:

- Employment:
- Publications or exhibits or creative performances and activities (e.g., publications or creative activities including books, articles in referenced journals, chapters in books, concerts, plays performed, art shows, etc.)
- Presentations at professional meetings
- Leadership positions: Positions of administrative or managerial responsibility within any UAB approved organization, community service organization, or professional society
- Community activities: Participation by a student in those services which are non-campus related and community based in origin. Activities for which individuals received a fixed compensation will not be considered.
- Scholastic awards or recognition (Including membership in honorary societies and professional achievements)
- Non-scholastic awards or special recognition

- Service to department, school or university
- Extracurricular activities: Participation by a student in an activity approved by UAB either academic, non-academic, or professional, which is not required for scholastic credit.

Department Outstanding Student Award

Each academic year, one social work student who will graduate during the current academic year is named the "Departmental Outstanding Student." The social work faculty nominates an individual who has achieved an outstanding grade point average and who has also demonstrated scholarship and contributions through participation in academically-related university community activities. The designee is honored in conjunction with May commencement activities.

The Norman Eggleston Award

The social work faculty may nominate one social work student each academic year who exemplifies overcoming significant adversity or obstacles to attain the social work degree with distinction. Despite hardships encountered, the recipient of this honor perseveres toward graduation while maintaining an excellent grade point average and finding time to enrich others' lives. The award emulates the life of its namesake, Dr. Norman Eggleston, the program's founder. Dr. Eggleston overcame adversity associated with growing up in foster care; he persevered to attain his undergraduate degree, an MSW, and subsequently his doctorate from the prestigious University of Chicago.

Students who are nominated for each award (i.e., Dean's award, Outstanding Departmental Student award, Norman Eggleston award) will be contacted by the BSW Program Director. Students may be required to submit additional supporting materials. Each nominee will be reviewed by the BSW Program Committee. The BSW Program Committee will make a final recommendation for each award.

For other scholarship information, please check UAB's Scholarship System:
<https://uab.academicworks.com/>

UAB'S BSW PROGRAM GENERAL POLICIES

The Department of Social Work Program ascribes to all UAB policies and procedures governing students and faculty. Additionally, the Department incorporates policies that are based on our professional ethics and that reflect CSWE's standards for accredited baccalaureate programs. Specific policies governing the Application to Major Process and policies related to Field Practicum are stated elsewhere in the Handbook.

Commitment to Diversity

To actualize professional values that uphold the right of individuals to dignity, respect, and self-determination, the Social Work Program strives to build a learning community in which individuals diminish biases, develop tolerance, and learn to appreciate diversity. In keeping with this pledge and commitment, the Social Work Program welcomes students, faculty, and staff who represent the rich human diversity of characteristics, values, and beliefs reflected in the various races, colors, ethnicities, religions, sexes, national origins, ages, sexual orientation, and political orientation. Vietnam-era veterans, disabled veterans, and persons with disabilities unrelated to program performance are also welcomed.

By extension, the social work program proactively promotes appreciation for diversity by seeking to enlist community advisors and field agency supervisors who represent the spectrum of human diversity as well as to recruit host social service field placement agencies that represent commitment to diversity.

The program's policy for minority student recruitment and retention (and others who add to the human diversity of the learning community) includes:

- Utilizing speakers who serve as role models for minorities;
- Selecting assignments that celebrate diversity;
- Encouraging and scheduling individual conferences with faculty members for all who express and interest in social work as a career;
- Mentoring of those who express an interest in social work by members of the Student Social Work Organization (SSWO);
- Reaching out by SSWO officers and executive board members to all who enroll in social work classes to invite individuals to meetings and social activities and to participate in fund-raising or community service projects;
- Providing one-to-one assistance in developing and improving writing skills for individuals who come from impoverished educational backgrounds.

Students' Rights and Responsibilities

As UAB students, individuals enrolled in social work classes-majors, minors, and those who are seeking other degrees, are afforded rights and privileges that include freedom from discrimination based on race, color, ethnicity, national origin, religion, sex, age, sexual orientation, political orientation, or Vietnam veteran status, disabled veteran status or disability

unrelated to program performance. Additionally, students have the right to learn in an environment free from sexual harassment, to have entitlement to intellectual property ownership, and to have rights in relation to educational records as promulgated in the General Education Provisions Action. Students have the right to seek redress through established institutional procedures outlined in the UAB Undergraduate Catalog (<http://catalog.uab.edu/undergraduate/>).

Students have the right to receive faculty support in order to maximize academic potential. Accordingly, students have the right to expect social work faculty members to post and keep regular office hours and to be accessible to students at other times as scheduled by appointment. Students have the right to expect to communicate expeditiously with faculty via telephone, e-mail or in writing. Students have the right to request faculty consultation necessary and appropriate for understanding assignments and avenues available for improving skills.

Students have the right to receive in written notification of classroom policies (i.e. policies stated in the course syllabi), decision regarding social work major status outcome, requests for policy waivers, and curriculum requirements.

Students have the right to file an academic appeal/complaint/grievance. The general policy regarding student grievances can be found in the UAB Undergraduate Catalog; <http://catalog.uab.edu/undergraduate/>.

Students are responsible for conducting themselves in a manner concordant with the ethical principles and standards of UAB'S academic community and with the ethical standards of the social work profession. UAB'S policy regarding academic misconduct includes abetting, cheating, plagiarism, fabrication, and misrepresentation. Policies regarding non-academic conduct violations include inhibiting the "institution's pursuit of its educational objectives," disregarding the "rights of other members of the academic community," and disregard for "safety to property and others" (UAB Undergraduate Catalog).

In the social work learning community, students are expected to strive to uphold the ethical standards as stated in the NASW Code of Ethics. Gross violations of the Code that correspond to UAB policies regarding academic and non-academic misconduct are subject to the disciplinary action prescribed in the UAB Undergraduate Catalog.

Students are responsible for self-initiating the Application to the Professional Program and the Application to Field Placement when they are eligible to apply. Students are also responsible for seeking course-scheduling advisement from the CAS Academic Advisors and for initiating consultations with the Program Director when advisement is desired. The faculty suggests meeting with advisors each semester. Additionally, students are responsible for registering and/or withdrawing from classes in a timely manner.

Curriculum

UAB's Social Work Program curriculum requirements are stated in the UAB Undergraduate Catalog (<http://catalog.uab.edu/undergraduate/>). Additionally, explanations are highlighted throughout this Handbook; and social work faculty and CAS academic advisors are well-versed in curriculum requirements.

Additional policies that are not stated in the UAB Undergraduate Catalog, but are mandated by CSWE include:

No credit for life experience

Life or work experience may not be substituted for earning academic credit in any social work professional foundation course or in lieu of field placement.

Proficiency exams/Transfer credits

Proficiency exams for class placement or graduation are not required. However, transfer credits from an accredited college or university or an institution of higher education that has acquired candidate status from a regional accrediting body recognized by the American Council on Education are generally accepted by UAB and, therefore, by the Social Work Program. Moreover, if students want to transfer credits for social work classes, they must come from CSWE accredited program (<https://www.cswe.org/Accreditation/Directory-of-Accredited-Programs.aspx>). As an accredited BSW program, the Department of Social Work will not transfer social work courses from non-CSWE accredited institutions. The Department of Social Work will not accept a 200-level course for a 300-level course.

Curriculum Uniformity

The BSW Program Committee will also serve as the curriculum committee, which is comprised of all full-time faculty who teach in specific curriculum area (practice, HBSE, policy, research, field practicum). The committee shall consult with part-time and/or adjunct faculty who teach in that area to ensure horizontal consistency in overall goals and objectives across course sections. Students may participate in discussions. The BSW Program Committee will periodically review course curriculum during their annual retreat with the faculty. The faculty will also ensure that the course goals and objectives are reflective of program curriculum goals.

Appointment to committees

Student representatives may be appointed by faculty to serve on the ad hoc committee for curriculum development and course scheduling and the ad hoc committee for policy and procedure. All students are encouraged to participate in the faculty search process by attending candidate presentations. Students who are interested and willing to serve on committees are encouraged to contact the Program Director.

SECTION III: FIELD PLACEMENT PRACTICING, INTEGRATING, AND SYNTHESIZING

INTRODUCTION

Purpose

This section of the *Handbook for Social Work Students at UAB* explains the goals and objectives, processes, policies, and procedures relevant to the field practicum component of the curriculum. It prepares students for what to expect regarding field practicum, and it guides agency field supervisors and UAB social work faculty in their collaborative efforts to graduate competent baccalaureate social workers (BSWs). Competent BSWs are those who are prepared to meet the demands of beginning-level generalist practice in an increasingly complex world.

Goals and Competencies

The field practicum experience and its concurrent field practicum seminar represent the culmination of the BSW curriculum. The two primary goals of the field practicum experience are: (1) To provide the opportunity for social work majors to utilize knowledge, values, and skills acquired in the classroom; and (2) to hone practice skills to the level that students are considered ready for beginning-level professional generalist social work practice when they graduate.

Student acquisition of nine interrelated competency areas is emphasized and evaluated:

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in Practice-informed Research and Research-informed Practice.
5. Engage in Policy Practice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
7. Assess Individuals, Families, Groups, Organizations, and Communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Within the nine competency areas that serve as broad educational objectives, specific and measurable practice behaviors and skills are assessed. The assessment items are contained in the UAB Social Work Program Field Practicum Midterm and Final Evaluation.

THE FIELD PRACTICUM EXPERIENCE STRUCTURE

Various components and elements shape the structure of the field practicum experience:

The Learning Agreement

In collaboration with his or her agency field supervisor, each student negotiates a learning agreement that specifies activities, tasks, experiences and opportunities that will be afforded to the student during the course of the practicum (see Appendix D). The learning experiences and tasks should provide opportunities to assess the student's performance and proficiency in the nine competency areas.

Tripartite Conference

The agency field supervisor, the student, and the Field Faculty will meet at least three 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 held to discuss the midterm progress report and to set learning priorities for the remainder of the practicum experience. The third conference is to address the final 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

The field practicum seminar (SW 494), held weekly throughout the duration of field 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 sharing facilitates peer consultation and offers mutual support that builds confidence. Moreover, the field practicum seminar assists students in focusing on the processes inherent in the collaborative helping relationship.

FIELD PRACTICUM POLICIES AND PROCEDURES

I. Comportment

Students are expected to comply with their respective practicum agency's personnel policies-and-procedures regarding attendance, punctuality, personal demeanor, appearance, signing in/out, and scheduling, plus policies regarding personal safety, sexual harassment, and discrimination. Additionally, students are expected to conduct themselves within the boundaries of the NASW Code of Ethics (2018) and any other code(s) adopted by the practicum setting.

Contact hours, leave, and compensatory time

All students are expected to complete 450 contact hours over the course of one semester to receive academic credit. Agency field supervisors determine student work-schedules and assignments, including client contacts or caseload, attendance at meetings and conferences, and research projects. The delivery of quality client services is the main concern when considering student requests regarding their schedule. Agency field supervisors should approve any modifications in student schedules or assignments prior to such occurrences.

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. Students may and usually do, however, accumulate more than the prescribed 450 contact hours.

All compensatory hours (“comp time”) must be scheduled and approved by the agency field supervisor. Students may not accumulate compensatory hours to use as a block at the end of their semester placement, in effect finishing placement prior to the end of the semester.

Additionally, to ensure continuity in client service, students may be expected to work a sufficient number of hours during UAB’s academic breaks. Academic break schedules must be negotiated with agency field supervisors.

Continuing Education Requirement

Students are expected to accumulate, as part of their 450-hour requirement, a minimum of ten (10) contact hours of social work continuing education. Agency field supervisors must approve any continuing education students plan to attend. Following the continuing education event, students are to submit to the Field Faculty continuing education verification documents that display the agency field supervisor’s initials.

Confidentiality

Students need to pay very close attention to the NASW Code of Ethics (2018) guidelines on confidentiality and the field placement agencies policies on confidentiality. They must also sign the “Statement of Confidentiality” form (see Appendix E) that will be provided by the Field Faculty.

Personal Safety

The program and agency are concerned about students’ personal safety. Personal safety issues are initially addressed in SW 422 (Practice of Social Work II) and again in SW 494 (Field Practicum Seminar). Additionally, each student is expected to ask his or her agency field supervisor for personal safety guidelines and procedures and policies preferably in writing.

Liability

The University requires that students carry liability insurance. 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.

II. Grading

In SW 490, students are evaluated by their agency field supervisor twice during the practicum experience using the online SWEAP Field Placement/Practicum Assessment Instrument (FPPAI). At midterm, agency field supervisors complete the Midpoint FPPAI, which is then discussed at the second scheduled tripartite conference. At the end of the semester, agency field supervisors complete the Final FPPAI and subsequently discuss it at the third scheduled tripartite conference. Based on the agency field supervisor’s rating, the Field Faculty assigns the student either a **PASS** or **FAIL** grade.

In SW 494, students complete assignments related to their field placement experience. These assignments include a case assessment and agency-based research project. Students are evaluated by the Seminar instructor and assigned a grade A-F.

III. Reasonable Accommodations

UAB’s Social Work Program is committed to providing reasonable accommodations under the 1990 Americans with Disabilities Act (ADA) for students who have disabilities. UAB’s Office of

Disability Support Services (DSS) stipulates the reasonable accommodations that are needed by a particular student. The Field Faculty works with UAB's Office of Disabilities Support Services (DSS) to ensure students are provided a placement site that affords the stipulated reasonable accommodations.

UAB is committed to providing an accessible learning experience for all students. If you are a student with a disability that qualifies under Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, and you require accommodations, please contact Disability Support Services for information on accommodations, registration, and procedures. Requests for reasonable accommodations involve an interactive process and consist of a collaborative effort among the student, DSS, faculty, and staff. If you are registered with Disability Support Services, please contact DSS to discuss accommodations that may be necessary in this program. If you have a disability but have not contacted Disability Support Services, please call 205.934.4205 or visit <http://www.uab.edu/dss> or Hill Student Center Suite 409. We encourage you to contact DSS before your internship begins to ensure you have time to complete the process prior to your start date.

IV. 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 time frame will almost certainly result in repeating the entire practicum experience.

V. Students currently employed in Social Services Agencies

During the pre-placement process if the student is interested in using their current place of employment as a field placement the Field Faculty discusses the requirement to have a clear division and a substantive difference between the student's regular duties and the field practicum. The Field Faculty contacts the prospective placement agency representative and if the representative agrees to consider hosting a student for field placement, the Field Faculty schedules an interview with the prospective agency field supervisor. At that interview, a practicum work schedule is developed that delineates the times and days the student will be engaged in practicum activities as well as the regular work schedule for the student. Moreover, we require that the agency provide documentation that students' field supervisor is different from their supervisor in their employment setting. See Appendix F for the Employment Based Field Placement Agreement

All students are required to complete a Learning Agreement that links their practicum activities to the CSWE competencies and practice behaviors. The Field Faculty reviews the Learning agreement to ensure 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. There must be a clear division and a substantive difference between the student's regular job duties and the field practicum.

VI. 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 can be initiated by either the placement agency's representative or the Field Faculty. Student performance-related issues necessitate the initiator's specification of concern.

Students in field placement displaying behaviors contrary to UAB Department of Social Work Professional and Ethical Behavior Standards and Expectations, a Performance Improvement and Remediation Plan for Field Placement may be instituted. This plan will include feedback from the student, Field Coordinator and agency Field Supervisor.

The Performance Improvement and Remediation Plan will outline specific areas needing improvement; actions to be taken by the student, agency Field supervisor and Department of Social Work; and a target date for these actions to occur. A follow up meeting with the student, agency Field Supervisor and Field Coordinator will be set to assess student progress in areas needing improvement. At that time, the plan can be deemed:

1. Completed, with no further action needed
2. Continue, to allow student further time to address areas needing improvement
3. Not followed

If the student does not follow his/her Performance Improvement and Remediation Plan, 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). At this time, the Field Faculty may determine the student will be allowed 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.

When the student does not follow his/her Performance Improvement and Remediation Plan, the Department of Social Work reserves the right to terminate a student's field placement and participation in the professional program if the BSW Program Committee determines that the student's behavior has deemed non-suitable and constituted a significant violation or pattern of violations of UAB Department of Social Work Professional and Ethical Behavior Standards and Expectations, NASW Code of Ethics, CSWE Educational Policy and Accreditation Standards, as well as UAB's Student Handbook.

The Department of Social Work, at the recommendation of the BSW Program Committee, may 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. Violations of this nature, such as the commission of felonies, generally result in dismissal from the university.

Field Faculty will meet with the student to deliver the outcome and also delivers the outcome in writing. The written document includes information notifying the student of his or her right to appeal and reference to the University's appeal policies and procedures.

FIELD PRACTICUM AGENCY QUALIFICATIONS

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:

- A social service agency that is recognized in the community as an established creditable agency that employs licensed social workers.
- 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 (BSW when there is no agency MSW) for student(s) assigned to the agency.
- Furnishes the space, materials and/or equipment required to execute agency functions (e.g., work space, telephone).
- Negotiates with Field Faculty to provide learning experiences deemed appropriate to meet the educational needs of students.
- Allow the Field Faculty when warranted, access to agency records in order to evaluate student performance.

FIELD SUPERVISOR QUALIFICATIONS

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

- Must be a licensed MSW or BSW with a minimum of two years of social work experience.
- Participate in Field Supervisor orientation, training, and biannual Agency/Academic Exchange Meetings.
- Assist the student in the development of an individualized learning agreement.
- Participate in Tripartite Conferences.
- Complete periodic reviews of student progress.
- Notify the Field Faculty 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 four hours per week.

TRAINING FOR FIELD SUPERVISORS

Orientation and training for new field supervisors is required prior to placement of any student. New 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. The Social Work Department 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.

APPLYING FOR FIELD PLACEMENT

Students apply for the field practicum (SW 490) when they have completed or are enrolled in Practice of Social Work II (SW 422) and Practice II Lab (SW 422L). Time is allotted in SW 422/422L to guide students through the completion of the application process as well as to provide a beginning orientation to field practicum.

The Process

The Application 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.

1. Applications

Applications for Admission to Field will be completed online in Taskstream using the account students set up for admission to the professional program.

Students who have been accepted into the professional Social Work Program and meet the following criteria are eligible to apply:

1. Overall grade point average of 2.25 and a SW grade point average of 2.5 or better
2. Have completed the prerequisite coursework for SW 490
3. Be eligible at the end of the practicum experience for graduation

Students must schedule a meeting with the designated CAS Academic Advisor to obtain a signed Curriculum Checklist to confirm that they have met the eligibility criteria.

The online application consists of:

1. Student information
 - a. Includes identifying 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.

Separately, the Field Faculty will collect faculty observation forms from instructors in SW 322 and 422. The goal of these forms is to provide the Department of Social Work with a record of a student's ability to demonstrate professional behavior in the classroom (See Appendix G).

If students do not meet the criteria, they will be notified and advised to apply again when they meet all criteria.

Any student wishing to take one additional course while in field placement must make a formal request to the BSW Field Faculty using the Additional Course Request for Field Placement (Appendix B). Students are not allowed to take SW 422/422L while in Field. Students have the right to appeal and follow the grievance procedures as stated in the Student Handbook and UAB Undergraduate Catalog (<http://catalog.uab.edu/undergraduate/>).

The Field Faculty notifies students in SW 422 about application process and interview deadlines.

2. Student-Field Faculty initial meeting

Once a student submits their application, they should sign up for a Student-Field Faculty initial meeting using the Sign-Up Genius link provided in the application instructions. At this meeting, each student and the Field Faculty 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 Faculty collaboratively select a prospective placement site.

3. Interview with the prospective agency field supervisor

The Field Coordinator contacts the prospective placement agency representative. If the representative agrees to consider hosting a student for field placement, the Field Coordinator 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. Additionally, in keeping with professional interviews, the student takes a copy of his or her resume to present to the field agency supervisor, and a small pad and pen for note taking.

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.

Students who need help with interviewing skills should discuss with the Field Faculty and consider participating in a mock interview with UAB Career Services (<http://www.uab.edu/careerservices/>).

4. Follow-up discussion

The student is responsible to notify the Field Coordinator that the interview has been held. The Field Coordinator elicits the prospective agency field supervisor's appraisal of the student-agency match quality. 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 for the student, another prospective site will be selected and the process will be repeated.

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

Frequently Asked Questions

What placements are available?

Field placement opportunities are found in the following settings:

- Addictions
- Administration
- Advocacy
- Aging
- Child Welfare
- Community Development
- Community Mental Health or Mental Health
- Corrections/Criminal Justice
- Developmental Disabilities
- Displaced Persons/Homeless
- Domestic Violence/Violence
- Family Services
- Global/International Social Work
- Health/Integrative Health/Mental Health
- Immigrant/Refugee Work
- LGBTQ
- Military Social Work
- Occupational Social Work
- Other
- Program Evaluation
- PTSD/Veterans
- Public Welfare
- School Social Work
- Social Policy

When students apply to field, they select up to three of the preceding social work practice settings and/or populations they are interested in. 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.

How is the placement site selected?

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 or nonprofit social service agencies, which have social service units. There are three primary requirements that an agency or social services unit must meet to qualify as a field placement site:

- (1) The agency or unit must provide the student with an immediate supervisor who holds either an CSWE-accredited baccalaureate or master's social work degree and is able to provide at least four hours per week of professional guidance to the student; and
- (2) The agency or unit must be able to provide the range of opportunities and tasks needed to evaluate the student's performance.
- (3) The agency representative must enter into a signed agreement with the UAB BSW Social Work Department (see Appendix C)

Other requirements and responsibilities are delineated in the UAB Field Practicum Agreement.

Are placement sites available 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 (see Appendix C). Any student with extenuating circumstances is advised to discuss the situation with the Field Faculty the semester before taking SW 422/422L (Practice of Social Work II).

Can new placement sites be suggested by students?

On occasion, a student may be familiar with a particular agency and want to complete the field practicum experience at that site. Since the Field Faculty recruits placement sites continuously, students simply need to apprise the Field Faculty of requests. The Field Faculty will then contact the director of prospective site to explore the possibility.

Is it feasible for students to work full-time in an outside job during placement?

The field practicum experience is full-time work. The average practicum work week is thirty (32) hours per week (Monday-Thursday). SW 494 Field Practicum Seminar meets once a week. The entire practicum experience lasts one semester. Students negotiate the scheduled academic semester breaks with their agency supervisors around the needs of clients.

The ability to maintain financially while immersed in the field practicum experience depends primarily on advanced planning, accurately anticipating and saving enough funds to cover basic expenses and tuition. Some students increase their financial loans or grants during that semester. Others save regularly knowing that working enough hours at a "second job" while in field placement is impractical. Students who usually work 30 or more hours per week find it extremely taxing. In short, it is unreasonable to attempt to work than 15 hours per week and successfully pass the field practicum experience. Students are encouraged to engage in the problem-solving process and find creative solutions that will enable them to complete the field practicum experience in the prescribed time allotment (one semester).

The faculty are sensitive to the financial demands associated with this aspect of the curriculum. All faculty members are willing to collaborate with students and to facilitate creative solutions wherever possible. For instance, students who are currently employed in a social service agency may negotiate with employers for a reassignment of tasks that will provide appropriate learning experiences required for field practicum. The Field Faculty determine the suitability of tasks.

Additionally, with the Field Faculty's approval, students may negotiate with potential employers for a paid employee-trainee ship with the stipulation that upon graduation the student will become a full-time employee of the agency. Under this arrangement, an agency economically trains new employees through their probation period. Students may also research scholarship opportunities, co-op opportunities (often available in federal agencies) or grant opportunities to supplement income during the field practicum.

Are any stipends available?

Students placed at any Department of Human Resources county office are eligible to apply for the Title IV-E stipend. Students who receive the stipend are expected to accept employment with DHR upon graduation. Interested students should contact the Field office for more information.

May field practicum experience be completed on a part-time basis (fewer hours over a longer consecutive span of time)?

Our policy is that we do NOT grant permission to extend field placement to allow student to work full-time at other jobs. Unfortunately, occasionally students neglect to inquire about the field practicum experience and their desire to work full-time, they mistakenly assume that they can extend the time it takes to complete field practicum. However, the Field Faculty is willing to engage in the problem-solving process with students to brainstorm and facilitate creative solutions that enable students to complete placement in the prescribed time.

The aforementioned questions represent the most typical concerns students present. However, all concerns and questions need to be addressed during the initial student-Field Faculty meeting so that fully-informed decisions regarding field placement can be made. The meeting concludes with a consensual agreement upon prospective field placement site.

Appendices

Appendix A

Honors Program Application Form

Today's Date _____

Name _____

Blazer ID _____

Telephone _____

E-mail address _____

Please complete the questions below. (Please use separate sheets of paper to answer these questions; Do not handwrite; You should use: Times New Roman, 12-size font, single space, 1-inch margin)

1. **List areas of research interest and explain and discuss in detail how they link to your social work career goals. What motivated you to explore and research those areas? Also, identify a faculty member whose research agenda matches your interests.**

2. **List clubs or organizations to which you have belonged and explain and discuss what your responsibilities were/have been and what you have learned from the experience. Be thoughtful and comprehensive.**

3. **List both paid and volunteer experience and explain and discuss how the experience has helped you prepare for your social work career.**

4. **Provide a detailed statement of educational and career goals (To prepare for this section, you should reflect on your achievements, strengths, and abilities.)**

RETURN COMPLETED APPLICATIONS TO: Honors Program Director, Dr. Stacy Moak (stacym@uab.edu)

***** **Departmental Use Only*******

Contacted: ___/___/___ Interviewed: ___/___/___ Approved: _____

Appendix B

Additional Course Request for Field Placement

Per the BSW Student Handbook, students must have completed the prerequisite coursework for SW 490.

Any student wishing to take one additional course while in field placement must make a formal request to the BSW Field Faculty. This request should be attached to the Field Application Packet. Field Faculty will review the request and will notify student of determination during the Student-Field Faculty initial meeting.

Please note, students are not allowed to take SW 422 at the same time as field placement.

The student should fill out this form and attach a formal letter.

Student name: _____

Application date: _____

Additional course requesting: _____

The formal letter attached should be typed and address the following:

1. Explain why an additional course is needed.
2. State how and when course will be taken (online, evening, etc.).
3. State plan for achieving success in Field while taking additional coursework. Detail other responsibilities outside of field and reflect time management strategies that will be employed.

Appendix C

Field Practicum Agreement

Page One of Six

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 Baccalaureate 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 baccalaureate 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 baccalaureate 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.

**UAB BACCALAUREATE SOCIAL WORK EDUCATION PROGRAM
FIELD PRACTICUM AGREEMENT**

Page Two of Six

RESPONSIBILITIES OF THE UNIVERSITY

1. To develop the curriculum program and policy guidelines for field education;
2. To prepare students academically for entry-level social work (BSW) practice in agency activities;
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 to coordinate field practicum experiences as it relates to University's baccalaureate 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 experience;
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; and
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.

**UAB BACCALAUREATE SOCIAL WORK EDUCATION PROGRAM
FIELD PRACTICUM AGREEMENT**

Page Three of Six

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 qualified MSW supervision (BSW when there is no agency MSW) with a minimum of three years' experience student(s) assigned to the Agency; said supervision being defined as face-to-face contact between the student(s) and agency field instructor for at least four hours per week for BSW student(s).
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/patients/students with whom the University's students have contact 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;

**UAB BACCALAUREATE SOCIAL WORK EDUCATION PROGRAM
FIELD PRACTICUM AGREEMENT**

Page Four of Six

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 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/Blood-borne 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; and

10. 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.

**UAB BACCALAUREATE SOCIAL WORK EDUCATION PROGRAM
FIELD PRACTICUM AGREEMENT**

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THE AGENCY AND THE UNIVERSITY MUTUALLY AGREE:

1. Student's participation in the practicum shall be under the direction and/or supervision of a qualified MSW or BSW (for BSW students) employee of 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.

**UAB BACCALAUREATE SOCIAL WORK EDUCATION PROGRAM
FIELD PRACTICUM AGREEMENT**

Page Six of Six

ATTEST:

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

Board of Trustees Authorization

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 Jacque Carroll, MSW, LICSW
Assistant Professor of Field Education

Date_____

SOCIAL SERVICE AGENCY

Agency Name

Authorizing Official's Name

Authorizing Official's Signature

Date_____

Appendix D

UAB BSW Field Practicum Learning Agreement

STUDENT: _____ **SEMESTER:** _____
AGENCY: _____ **FIELD SUPERVISOR:** _____

INSTRUCTIONS: There are 9 competencies listed with 31 practice 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 practice behaviors. In the last column the student should indicate how they will be monitored to ensure they complete the activities listed in the second column.

1. Demonstrates ethical and professional behavior by:

| Practice Behaviors | Activities | Monitoring |
|--|------------|------------|
| <ul style="list-style-type: none"> • 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. | | |
| <ul style="list-style-type: none"> • Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. | | |
| <ul style="list-style-type: none"> • Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. | | |
| <ul style="list-style-type: none"> • Use technology ethically and appropriately to facilitate practice outcomes. | | |
| <ul style="list-style-type: none"> • Use supervision and consultation to guide professional judgment and behavior. | | |

2. Engage diversity and difference in practice by:

| Practice Behaviors | Activities | Monitoring |
|--|------------|------------|
| <ul style="list-style-type: none"> • Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. | | |

| | | |
|--|--|--|
| | | |
| <ul style="list-style-type: none"> • Present themselves as learners and engage clients and constituencies as experts of their own experiences. | | |
| <ul style="list-style-type: none"> • 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 by :

| Practice Behaviors | Activities | Monitoring |
|--|------------|------------|
| <ul style="list-style-type: none"> • Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. | | |
| <ul style="list-style-type: none"> • Engage in practices that advance social, economic, and environmental justice. | | |

4. Engage in practice-informed research and research-informed practice by:

| Practice Behaviors | Activities | Monitoring |
|--|------------|------------|
| <ul style="list-style-type: none"> • Use practice experience and theory to inform scientific inquiry and research | | |
| <ul style="list-style-type: none"> • Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings | | |
| <ul style="list-style-type: none"> • Use and translate research evidence to inform and improve practice, policy, and service delivery | | |

5. Engage in policy practice by:

| Practice Behaviors | Activities | Monitoring |
|---|------------|------------|
| <ul style="list-style-type: none"> • Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. | | |
| <ul style="list-style-type: none"> • Assess how social welfare and economic policies impact the delivery of and access to social services. | | |

| | | |
|---|--|--|
| <ul style="list-style-type: none"> 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 by:

| Practice Behaviors | Activities | Monitoring |
|--|------------|------------|
| <ul style="list-style-type: none"> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. | | |
| <ul style="list-style-type: none"> Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. | | |
| <ul style="list-style-type: none"> Collect and organize data, and apply critical thinking to interpret information from clients and constituencies. | | |
| <ul style="list-style-type: none"> 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 | | |
| <ul style="list-style-type: none"> Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. | | |
| <ul style="list-style-type: none"> Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. | | |

7. Assess individuals, families, groups, organizations and communities by:

| Practice Behaviors | Activities | Monitoring |
|--|------------|------------|
| <ul style="list-style-type: none"> Collect and organize data, and apply critical thinking to interpret information from clients and constituencies. | | |
| <ul style="list-style-type: none"> 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 | | |

| | | |
|--|--|--|
| <ul style="list-style-type: none"> • Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. | | |
| <ul style="list-style-type: none"> • 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 by:

| Practice Behaviors | Activities | Monitoring |
|---|------------|------------|
| <ul style="list-style-type: none"> • Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies | | |
| <ul style="list-style-type: none"> • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. | | |
| <ul style="list-style-type: none"> • Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes | | |
| <ul style="list-style-type: none"> • Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. | | |
| <ul style="list-style-type: none"> • Facilitate effective transitions and endings that advance mutually agreed-on goals. | | |

9. Evaluate practice with individuals, families, groups, organizations and communities by:

| Practice Behaviors | Activities | Monitoring |
|--|------------|------------|
| <ul style="list-style-type: none"> • Select and use appropriate methods for evaluation of outcomes. | | |
| <ul style="list-style-type: none"> • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. | | |
| <ul style="list-style-type: none"> • Critically analyze, monitor, and evaluate intervention and program processes and outcomes. | | |

| | | |
|--|--|--|
| <ul style="list-style-type: none">• Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. | | |
|--|--|--|

Student Signature: _____ Date: _____

Field Supervisors Signature: _____ Date: _____

Appendix E

Statement of Confidentiality For Student Access to Client/Patient Service Records

I understand that, as a student social worker, I am bound by the National Association of Social Workers' Code of Ethics. Specifically, during and after the course of my field placement with

Agency Name

I understand that any and all information revealed to me - either directly by clients/patients, or through record reviews, or in discussions with my supervisor and other colleagues who serve clients/patients - must be considered to be confidential in nature. I will not discuss or disclose client/patient service information outside of my field placement agency setting without appropriate written client/patient authorization.

Student's Signature

Field Placement Director's Signature

Date

Copy to: Field Placement Agency/Supervisor

Appendix F

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 Instructor 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 one year.

_____ Agency Field Supervisor

_____ Field Practicum Coordinator

_____ Student

Appendix G

Faculty Observation of Student Applying to Field

Student: _____

Faculty rater: _____

Course: _____ Grade to date/Final Grade: _____

The following statements indicate characteristics of an emerging social work professional. Please rate the student on a scale of 1 to 4.

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|----------------|-------|----------|-------------------|
| 1. Student demonstrates an ability to relate to people with warmth and empathy, communicating feeling appropriately. | 4 | 3 | 2 | 1 |
| 2. Student demonstrates an ability to handle problems in daily living; to appropriately deal with stress and reality. | 4 | 3 | 2 | 1 |
| 3. Student demonstrates the ability to accept constructive criticism and suggestion in good faith by persons qualified to provide feedback. | 4 | 3 | 2 | 1 |
| 4. Student demonstrates the ability to express thoughts with clarity in both written and verbal form | 4 | 3 | 2 | 1 |
| 5. Student demonstrates an ability to discipline self as demonstrated by the consistent completion of individual and group assignments, class attendance, punctuality and consistent adherence to deadline and guidelines | 4 | 3 | 2 | 1 |

If student received a 1 or 2 rating, please explain:

Other comments about student's readiness for Field Placement:

Appendix H

University of Alabama at Birmingham
Student Social Work Organization (SSWO)
Membership Application

| | |
|--------------------------|--|
| Name | |
| Telephone Number | |
| Best Time to Call | |
| Email Address | |
| Expected Graduation Date | |

What types of activities would you like to be involved in? Please check all boxes that interest you:

- Fundraising activities
- Planning a faculty/student meet and greet (open house)
- Coordinating guest lecturers and site visits
- Planning an on-going community service project
- Planning a reception for SW graduates
- Recruiting new members

Signature _____ Date _____

The membership fee is \$15.00. Make check payable to UAB Student Social Work Organization (SSWO). Please print and return this application and the membership fee to:

The University of Alabama at Birmingham
Department of Social Work
900 13th Street South
Humanities Building Suite 302

Atten: Dr. Yookyong Lee

Note: If you want a SSWO t-shirt, add \$15 to the membership and indicate the size.