SOCIAL WORK

FIELD PLACEMENT MANUAL

Louisiana College

 School of Human Behavior

Pineville, Louisiana 71359

Revised Nov. 2017

Comments from the Field Education Director

The purpose of this Field Instruction Manual is to give direction to the students, Field Supervisors, and social work faculty members in the field experience. It is our hope that this field manual will be a source of help to both students and Field Supervisors. Included in this manual are all forms and instructions related to the field requirements. The Louisiana College Bachelor of Social Work Program is committed to preparing professional and ethical BSW graduates for entry level generalist social work practice. The field component is the signature pedagogy of Social Work education as well as the final phase of this preparation. The student’s application of his or her social work knowledge, values, and skills culminates in this field placement experience where the student has numerous generalist level opportunities to demonstrate the program’s core competencies.

The Field Manual has the responsibilities listed for all the participants in the field placement process and the forms used for evaluations that are needed for each participant. It is our desire as faculty of the Louisiana College Bachelor of Social Work Program to ensure that the field learning experience is productive for both the Field Supervisor and student. We recognize the value of the time and experience that Field Supervisors contribute to our students.

Louisiana College and the Bachelor of Social Work Program, its faculty and students are deeply appreciative of the contribution of the community agencies and Field Supervisors to the field experience which makes it possible for students to develop into professional generalist practice social workers. Thank you for your immeasurable dedication.

Maggie Bridges, MSW, LMSW

Field Education Director

Louisiana College Bachelor of Social Work Program

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Introduction

This manual provides information that will be used by the student and the field agency supervisor as they seek to maximize the learning opportunities of the social work field placement.

A student entering field placement has completed all of the social work courses except for SW436, SW 438 and SW 450, unless given special permission by the Field Placement Coordinator. This academic background has provided the student with the theory, knowledge, values and skills which are necessary for entry level generalist social work practice. The field placement provides an opportunity for the student to utilize this background in experience with actual clients in order to demonstrate the core competencies of the social work program. So that Field Supervisors will be acquainted with the student’s academic preparation prior to placement, a description of the Louisiana College Social Work Program and a statement of the program’s mission and goals are included in this manual.

Since Field Supervisors are automatically a part of the total learning experience for the student, a copy of the Educational Policy of the Council on Social Work Education (CSWE) is also included. This document presents the educational intent and the expected practice behavior competencies of social work programs which are accredited by CSWE. It will help ensure that learning goals for the semester are compatible with expected outcomes for the student.

To help clarify expectations, the manual delineates responsibilities of the Field Education Director, the Field Supervisor, and the student. And, finally, the manual contains in the Appendices those forms and supplemental materials which are pertinent to the field placement.

Some terms are used throughout the manual. The term Field Placement designates the actual field practice component of the program. The term Field Education Director designates the faculty member who bears primary responsibility for directing this field placement component. Field Supervisor refers to the agency-based person bearing responsibility for the student’s learning experience at the agency.

The social work faculty welcomes suggestions about additions to or deletions from the material contained in the manual.

Louisiana College Mission Statement

The mission of Louisiana College is to provide liberal arts, professional and graduate programs characterized by devotion to the preeminence of the Lord Jesus, allegiance to the authority of the Holy Scriptures, dedication to academic excellence for the glory of God, and commitment to change the world for Christ by the power of the Holy Spirit.

Overview of the Louisiana College Social Work Program

Louisiana College Social Work Program Mission Statement

The mission of the Louisiana College Social Work Program is to prepare students to function competently and effectively in a rapidly changing world through an academically challenging social work education within a nurturing Christian environment that offers an integration of faith and learning. The program expands the College mission in advancing students toward continued learning in all aspects of life with specialized emphasis on the professional application of generalist social work practice which includes its history and purposes. The Social Work Program prepares social work graduates who are rooted in the liberal arts, the Christian and Baptist perspectives, and the NASW Code of Ethics. Through course work emphasizing the core social work values and ethics, critical thinking, and supervised opportunities, students are encouraged to become facilitators of progressive change within diverse populations. Our immediate region allows for multiple opportunities for service within the homeless, veterans, mentally ill, impoverished and rural communities and includes work with agencies, organizations, groups, families, and individuals both locally and globally through integration of social work knowledge, values, skills and Christian faith.

Program History

Social work courses were first offered within the Sociology Department of Louisiana College in 1962. At that time, four social work courses were offered as electives within the sociology major. These courses were taught by adjunct supervisors from the local professional community.

By the fall of 1976, a concentration in social work had evolved which included seven core courses and a field placement component. A full-time MSW was hired at that time to coordinate the program and a second full-time MSW was hired in the fall of 1989. The program, now housed in the Division of Human Behavior, offers a Bachelor of Social Work degree. The program received initial accreditation from the Council on Social Work Education in October of 1993, was re-accredited for eight years in 2006, and most recently received re-accreditation in 2013 for the next eight years.

Program Description

The social work curriculum has as its organizing principle the ecosystems theory which emphasizes the person-in-environment perspective. This principle relates directly to the first goal of the program, which is to prepare students for entry level generalist social work practice.

Toward this end, the social work curriculum is designed through appropriate sequencing of courses and through course content to provide students with the knowledge, skills, and values necessary for competent generalist social work practice. Course content and field experience prepare students to work with diverse client systems in a variety of geographical locations providing varied interventions. This focus on diversity directly relates to the second goal of the social work program.

The curriculum design also seeks to promote a lifelong commitment to the acquisition and use of knowledge, thus enhancing personal and professional growth. This is true for all students majoring in social work, regardless of their career track following graduation. This focus on life-long learning directly relates to the third goal of the social work program.

Students who complete the requirements of the social work program obtain a Bachelor of Social Work degree at the time of graduation. The social work major consists of 39 hours of social work courses, and 12 hours of allied courses, some of which can satisfy central curriculum requirements. Because these courses are a critical part of the program’s foundational knowledge base, social work majors are required to earn at least a grade of “C” in them.

The social work curriculum design flows from a general to specific knowledge base and has as its foundation the liberal arts central curriculum of the college. Through completion of these two curricula, students obtain a broad understanding of human behavior, human diversity and of social problems confronting those in any given society, including those populations experiencing oppression and social injustice. In addition, social work values and ethics as well as integration of faith and learning are emphasized throughout the social work curriculum which directly relates to the fourth goal of the social work program.

Knowledge obtained in the first year serves as a foundation to the social work courses taken during the sophomore, junior and senior years: practice, human behavior and social environment, policy, and research. Field practicum, which is the capstone course, typically occurs during the spring semester of the student’s senior year and demands practical and theoretical integration of material learned during the first three years. Each practicum course is accompanied by a weekly integrative seminar led by the Field Education Director. In addition, there is a senior course (SW 450) devoted to social work ethics taken in the student’s final semester.

The curriculum is designed so that it can be completed in four years, however with the new movement of students entering college with dual enrollment credits; it is possible to complete the program in less than four years.

Louisiana College SW Program Goals

1. Prepare students through content and practice behaviors emphasized in the social work curriculum for generalist social work practice as competent social workers with client systems of various sizes and types including but not limited to the homeless, veterans, those with mental illness, the impoverished and rural residents.
2. Train students who are knowledgeable and understanding of diversity issues at the local, regional, national, and global levels including how each grow, change and function together within the context of the environment.
3. Prepare students for programs of graduate study in social work and develop career-long learners that will critically think about the populations they serve and the issues of the time.
4. Prepare students to practice ethically in a rapidly changing world and to integrate their faith and learning that is developed through understanding of a Christian worldview.

Statement of Nondiscrimination

Louisiana College does not discriminate on the basis of race, color, creed, national or ethnic origin. Gender, age, marital status or disability in the administration of its educational policies, recruitment or admission of students, scholarship, grant or loan programs, athletic or other College-administered programs, employment procedures, training programs, promotion policies or other related personnel practices.

Social Work Terminology

The following are key terms that a social worker must have a keen understanding of as they are the foundation of the profession.

Generalist Perspective

Board of Program Directors defines generalist social work practice as follows:

Generalist social work practitioners work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of client and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs.

Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well being of individuals, families, groups, communities and organizations and furthering the goals of social justice.

Diversity

Human Diversity: “the range of differences between peoples in term of race, ethnicity, age, geography, religion, values, culture, orientations, physical and mental health, and many other distinguishing characteristics” (The Social Work Dictionary, Robert L. Barker, 1999).

Micro-level Practice

“Micro-level practice is the term used by social workers to identify professional activities that are designed to help solve problems faced primarily by individuals, families and small groups” (The Social Work Dictionary, Robert L. Barker, 1999). Micro practice is more direct intervention because services are delivered directly to clients (face-to-face).

Mezzo-level Practice

“Mezzo-level practice is social work practice with families and small groups. Important activities at this level include facilitating communication, mediation and negotiation, and educating and bringing people together” (The Social Work Dictionary, Robert L. Barker, 1999). Mezzo focuses on changing systems that affect clients directly.

Macro-level Practice

“Macro-level practice is social work practice aimed at bringing about improvements and changes in the general society. Such activities include some type of political, community organization, public education campaigning and the administration of broad-based social service agencies or public welfare departments” (The Social Work Dictionary, Robert L. Barker, 1999).

Social Justice

“Social justice is an ideal condition in which all members of a society have the same basic rights, protection, opportunities, obligations and social benefits” (The Social Work Dictionary, Robert L. Barker, 1999).

Culturally Sensitive Practice

“In Social work, the process of professional intervention while being knowledgeable, perceptive, empathic, and skillful about the unique as well as common characteristics of clients who possess racial, ethnic, religious, gender, age, sexual orientation, or socioeconomic differences”(The Social Work Dictionary, Robert L. Barker, 1999).

Organizational Plan

The content and sequencing of courses prepare the student for entry level generalist social work practice. The student receives a strong foundation in the liberal arts and sciences upon which the social work knowledge and skills build. The organization of the educational plan can be conceptualized in the chart which follows.

Evaluation of the Program: Standardized assessment instruments, course assignments and projects, role plays, field evaluations completed by student and field supervisor and senior exit surveys are implemented to assess and evaluate students and the social work program.

Curriculum Design for Social Work Majors

Core Competency Content

Social Work Values/ Human Diversity/ Social, Distributive,& Critical

and Ethics & Prof. Ident. Populations-at-risk Economic Justice Thinking

SW 101 SW 101 SW 101 SW 101

SW 250, 251 SW 250, 251 SW 250, 251 SW 250, 251

SW 347, 348 SW 326 SW 347, 348 SW 326

SW 350 SW 347, 348 SW 350 SW 347, 348

SW 380 SW 350 SW 380 SW 350

SW 429 SW 380 SW 429 SW 380

SW 436, 438 SW 436, 438 SW 436, 438 SW 429

SW 450 SW 450 SW 450 SW 436, 438

SW 450

Human Behavior and Social Welfare Policy Social Work

the Social Environment and Services Practice & Skills

SW 101 SW 101 SW 101

SW 250, 251 SW 326 SW 250, 251

SW 347, 348 SW 350 SW 326

SW 350 SW 380 SW 347, 348

SW 380 SW 429 SW 350

SW 436, 438 SW 436, 438 SW 380

SW 450 SW 450 SW 429

SW 436, 438

SW 450

Research Int. of Faith/Learn.

SW 250, 251 SW 101

SW 347, 348 SW 250, 251 SW 350 SW 326

SW 359 SW 347, 348

SW 380 SW 380

SW 429 SW 429

SW 436, 438 SW 436, 438

SW 450 SW 450

Liberal Arts Base

Communications Math

English Natural Science

Fine Arts Philosophy

Foreign Language Physical Education

History Religion

Computers

Suggested Social Work Curriculum Design

First Year

Fall Hours Spring Hours

English 101 ....................................... 3 English 102 ........................... 3

Religion 101 ...................................... 3 Religion 102 .......................... 3

History 101 ....................................... 3 History 102..... .......................3

Social Work 101.................................3\* Natural Science & Lab .......... 4

H/PE 100 ........................................... 1 Computer Applications …..... 3

CC 100………………………………1   HPE Activity..........................1\_

Total ................................................. 14 Total ...................................... 17

Second Year

Fall Hours Spring Hours

Political Science 232 ......................... 3 Oral Communications……… 3

Math 100 or 111................................. 3 Foreign Language ……..........3

English 200 or 201 .............................3 Math 211/ SO 359.................. 3

Social Science.................................... 3 Elective.................................. 3

Social Work 250................................ 3 \* Social Work 251.................... 3\*

H & PE Activity …………………… 1    Psychology 220..................... 3

Total .................................................. 16 Total ...................................... 18

Third Year

Fall Hours Spring Hours

Social Work 326 ............................... 3\* Fine Arts elective .................. 3

Social Work 347 ................................3\* Social Work 348 ................... 3\*

Math 211/Social Work 359 ................3\* Social Work 429…………….3\*

Elective...............................................3 Social Work 350.....................3\*

Philosophy 300...................................3    Elective ................................. 6

Total .................................................. 15 Total ...................................... 18

Fourth Year

Fall Hours Spring Hours

Social Work 380 ............................... 3\* Social Work 436 & 438 ..........9\*

Elective.............................................. 8 Social Work 450 .....................3\*

Psychology 413............................... 3 Total ...................................... 12

Elective ............................................. 3

Total ................................................. 17

\*Designates courses which constitute the social work major. This is only a suggested curriculum design and needs to be adjusted to meet each individual student’s academic needs. The curriculum design does not take into account any summer courses or courses taken at another institution.

\* Academic credit is not given in any social work course for a student’s life experience or previous work experience.

Professional Foundation Courses

The curriculum design is organized around eleven areas of core competencies along with the practice behaviors described in the CSWE Educational Policy Statement as well as the mission and goals of the social work program and Louisiana College. The following section outlines the required courses relevant to each of the core competency areas of the professional foundation content:

Social Work Values and Ethics

The primary objective of this competency area is to acquaint students with the values and ethics of the social work profession and their implications for practice. Students are given opportunities to explore their personal value systems and the compatibility of their personal values with social work values. Courses relevant to this content area are:

Philosophy 300: Christian Faith and Values

Social Work 101: Introduction to Social Work

Social Work 250, 251, 380: Social Work Practice I, II and III

Social Work 326: Understanding Child Abuse and Neglect

Social Work 347, 348: Human Behavior in the Social Environment I and II

Social Work 350 Social Work Research

Social Work 429: Social Welfare Policy and Analysis

Social Work 436: Field Practicum

Social Work 438: Field Seminar

Social Work 450: Social Work Ethics

Professional Identity

The primary objective of this competency area is to assist students in understanding the profession’s history. Students are given opportunities to enhance and develop their own professional identity and conduct. Courses relevant to this are:

Social Work 101: Introduction to Social Work

Social Work 250, 251, & 380: Social Work Practice I, II, & III

Social Work 326: Understanding Child Abuse and Neglect

Social Work 347, 348: Human Behavior in the Social Environment I and II

Social Work 350: Social Work Research

Social Work 429: Social Welfare Policy and Analysis

Social Work 436: Field Practicum

Social Work 438: Field Seminar

Social Work 450: Social Work Ethics

Critical Thinking

The primary objective of this competency area is to have students synthesize and communicate relevant information as it pertains to professional judgments. Students enhance their critical thinking skills by analyzing different models and communicating effectively both orally and written. Courses relevant to this are:

Social Work 101: Introduction to Social Work

Social Work 326 Understanding Child Abuse and Neglect

Social Work 250, 251, 380: Social Work Practice I, II& III

Social Work 350: Social Work Research

Social Work 429: Social Welfare Policy and Analysis

Social Work 436: Field Practicum

Social Work 438: Field Seminar

Social Work 450: Social Work Ethics

Human Diversity

The primary objective of this competency area is to assist students in developing an appreciation of the differences which characterize human populations and the implications for social work practice in a global community. Courses relevant to this area are:

Social Work 101: Introduction to Social Work

Social Work 326: Understanding Child Abuse and Neglect

Social Work 347, 348: Human Behavior and the Social Environment I and II

Social Work 250, 251: Social Work Practice I and II

Social Work 350 Social Work Research

Social Work 380: Social Work Practice III

Social Work 436: Field Practicum

Social Work 438: Field Seminar

Social Work 450: Social Work Ethics

Populations-at-Risk

The primary objective of this competency area is to familiarize students with those populations which are especially vulnerable to the impact of oppression and discrimination. Students learn the implications of generalist social work practice in working with populations-at-risk from a global perspective as well as nationally. Courses in this area are:

Social Work 101: Introduction to Social Work

Social Work 326 Understanding Child Abuse and Neglect

Social Work 250, 251, 380: Social Work Practice I, II& III

Social Work 350: Social Work Research

Social Work 429: Social Welfare Policy and Analysis

Social Work 436: Field Practicum

Social Work 438: Field Seminar

Social Work 450: Social Work Ethics

Social, Distributive and Economic Justice

The primary objective of this competency area is to give students an understanding of the dynamics and consequences of social, distributive and economic injustice and their implications for social work practice with those populations which are especially vulnerable to the impact of oppression and discrimination. Courses in this area are:

Social Work 101: Introduction to Social Work

Social Work 250, 251, 380: Social Work Practice I, II& III

Social Work 326: Understanding Child Abuse and Neglect

Social Work 347, 348: Human Behavior and the Social Environment I and II

Social Work 350 Social Work Research

Social Work 429: Social Welfare Policy and Analysis

Social Work 436: Field Practicum

Social Work 438: Field Seminar

Social Work 450: Social Work Ethics

Human Behavior and the Social Environment

The objective of this competency area is to provide students with knowledge of life span development and its mutually influencing transactions with various societal systems (family, groups, organizations, communities). This is accomplished through an integrative approach that emphasizes human biological, social, spiritual, psychological, and cultural systems as they influence these transactions. Courses in this area are:

Psychology 220: Introduction to Psychology

Psychology 413: Abnormal Psychology

Social Work 326: Understanding Child Abuse & Neglect

Social Work 347, 348: Human Behavior and the Social Environment I and II

Social Work 350 Social Work Research

Social Work 380: Social Work Practice III

Social Work 436: Field Practicum

Social Work 438: Field Seminar

Social Work 450: Social Work Ethics

In addition to these required courses, students may take as electives other courses

which will enhance their understanding of human behavior.

Social Welfare Policy and Services

The primary objective of this competency area is to provide the student with the knowledge and skills necessary for utilizing, changing, and creating policies and programs that are responsive to the needs of people. Courses in this area are:

Political Science 232: American Government

Social Work 101: Introduction to Social Work

Social Work 326: Understanding Child Abuse & Neglect

Social Work 350 Social Work Research

Social Work 380: Social Work Practice III

Social Work 429: Social Welfare Policy and Analysis

Social Work 436: Field Practicum

Social Work 438: Field Seminar

Social Work 450: Social Work Ethics

Again, electives may be chosen by the students to enhance their knowledge in this

area of the professional foundation.

Research

The objective of the research component of the program is to develop skills and knowledge necessary for utilizing existing practice research and for participating in expansion of the social work knowledge base and practice and program evaluation. Courses in this area are:

Math 100: Finite Mathematics or

Math 111: College Algebra or

Math 221: Calculus and Analytical Geometry

Math 211: Elementary Statistics or

SW 359: Applied Statistics

Social Work 250, 251: Social Work Practice I & II

Social Work 347, 348: Human Behavior in the Social Environment I & II

Social Work 350: Social Work Research

Social Work 380: Social Work Practice III

Social Work 429: Social Welfare Policy and Analysis

Social Work 436: Field Practicum

Social Work 438: Field Seminar

Social Work 450: Social Work Ethics

In addition to these specific courses, literature reviews and specific research

assignments are a requirement of each social work course.

Social Work Practice

The overall objective of this competency area is to provide students with the knowledge base and skills necessary to engage in entry level generalist social work practice with various client systems: individual, families, groups, organizations, and communities. Courses in this area are:

Social Work 101: Introduction to Social Work

Social Work 250, 251, 380: Social Work Practice I, II& III

Social Work 326: Understanding Child Abuse & Neglect

Social Work 347, 348: Human Behavior in the Social Environment I and II

Social Work 350 Social Work Research

Social Work 429: Social Welfare Policy and Analysis

Social Work 436: Field Practicum

Social Work 438: Field Seminar

Social Work 450: Social Work Ethics

The practice sequence incorporates material from many of the prerequisite and

co-requisite courses. These courses have not been listed.

Field Education (Social Work Skills)

The primary objective of the field work placement is to finalize the student’s preparation for entry level generalist social work practice. Supervised experience at a social service agency and participation in the weekly seminar which accompanies the field placement courses provide students with opportunities to synthesize previous learning experiences gained in the classroom. Field placement objectives derive from and are directly related to the nine competencies and corresponding practice behaviors of CSWE EPAS and the additional program competency related integration of faith and learning. Courses in this area are:

Social Work 250, 251, 380: Social Work Practice I, II & III

Social Work 347, 348: Human Behavior in the Social Environment I and II

Social Work 350: Social Work Research

Social Work 429: Social Welfare Policy and Analysis

Social Work 436: Field Practicum

Social Work 438: Field Seminar

Social Work 450: Social Work Ethics

Integration of Faith and Learning

The overall objective of this content area is to provide students opportunities to apply professional values, ethics, and Christian values to professional activities and to help students recognize spiritual diversity

Social Work 101: Introduction to Social Work

Social Work 250, 251, 380: Social Work Practice I, II& III

Social Work 326: Understanding Child Abuse & Neglect

Social Work 347, 348: Human Behavior in the Social Environment I and II

Social Work 350 Social Work Research

Social Work 429: Social Welfare Policy and Analysis

Social Work 436: Field Practicum

Social Work 438: Field Seminar

Social Work 450: Social Work Ethics

Social Work Course Descriptions

The social work major consists of twelve social work courses, totaling 39 semester hours. In addition, there are four allied courses (2 of which are built into central curriculum courses) which the social work major must take. Descriptions of the twelve social work courses are stated below followed by descriptions of the required allied courses.

Social Work 101: Introduction to Social Work and Social Welfare

A survey course which examines the social work profession: its origins and relationship to the global social welfare system, value base practice, ethical standards, and an introductory exposure to generalist social work practice. Students are required to complete a volunteer component at a social agency. Students are also introduced to the APA writing style. Credit three hours.

Social Work 250: Social Work Practice I

Further examination of generalist social work practice, including practice behaviors related to the social work planned change process. Social work with individuals and family systems is emphasized. This course is limited to social work majors and minors. Prerequisites: Social Work 101. Credit three hours.

Social Work 251: Social Work Practice II

This course is a sequel to Social Work I with special emphasis on social work practice behaviors working with groups. Prerequisites: Social Work 101, 250, or permission of the supervisor. Credit three hours.

Social Work 326: Understanding Child Abuse & Neglect

An examination of child abuse and neglect and societal response, from a historical and theoretical perspective. Special emphasis is placed on examining symptoms and causes of child neglect, physical abuse, sexual abuse and emotional abuse. Information is provided about programs available that provide child welfare services, such as child protection, foster care and adoption. Prerequisites: SW 101 or permission of the supervisor. Junior standing. Credit three hours.

Social Work 347: Human Behavior and the Social Environment I

This course and its sequel, SW 348, examine those interacting systems which

influence human behavior: individual, families, groups, organizations and

communities. HBSE I examines the ecological approach and the biophysical, psychological, and social influences on human behavior with special attention to diversity. Micro, mezzo, and macro issues of the life course from pregnancy through early childhood are examined. Credit three hours.

Social Work 348: Human Behavior and the Social Environment II

This course continues the examination of micro, mezzo and macro issues across the life cycle, with focus on middle childhood to late adulthood. The ecological and bio-psychosocial approaches remain central with a continued focus on diversity and oppression. Prerequisite: SW 347. Credit three hours.

Social Work 350: Social Research Methods

This course is an introduction that includes qualitative and quantitative research content to provide an understanding of a scientific, analytic, and ethical approach to building knowledge for generalist social work practice. The content prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice. APA writing skills will be used for this course and its assignments. This course may be taken by any major with junior standing. Credit three hours.

Social Work 380: Social Work Practice III: Organizations and Communities

A macro level practice course focusing on organizations and communities and taught from generalist social work perspective. This is the third course in the social work practice series and is required for social work majors. Prerequisites: SW 101, SW 250 & 251, SW 347 & SW 350. Credit three hours.

Social Work 429: Social Welfare Policy and Analysis

An examination of the area of policy practice with special emphasis on those forces which create social welfare policy and on those skills necessary for policy analysis. This course is for social work majors who are admitted into the program. Junior/Senior standing. Credit three hours.

Social Work 436: Field Practicum

This course consists of supervised field experience totaling 410 hours in a local social service agency. Primary focus is on application of competencies and practice behaviors required by the social work program and CSWE. The emphasis is on integrating classroom knowledge with application in a field setting with attention on social work with

individuals, families, groups, organizations, and communities. Credit 8 hours.

Social Work 438: Field Seminar

This is a senior social work standing course which requires a weekly on-campus integrative seminar with the program’s field director as well as other students in field placement. The emphasis is on integrating classroom knowledge with application in a social work field setting with individuals, families, groups, organizations, and communities. Prerequisite: Have completed all SW courses, except SW 436 and SW 450. Credit 2 hours.

Social Work 450: Social Work Ethics

This is a social work course for seniors that place emphasis on social work ethics and contemporary generalist social welfare issues. The course is designed to help students learn to integrate the NASW Code of Ethics into their field experience, academic experience and their professional experience following graduation. Credit two hours.

Required Allied Courses

(12 Credit Hours)

Mathematics 211: Elementary Statistics

Data and samples, descriptive statistics, regression, probability distributions (binomial, normal, t, chi-square), hypothesis testing, estimation of parameters, analysis of variance. Credit three hours.

OR

Social Work 359: Applied Statistics for the Social Sciences

A survey of the use of application of the Statistical Package for the Social Sciences (SPSS). This course addresses issues of unit of analysis, level of measurement, and

Statistical applications to fields of sociology, social work, and psychology. Issues related to central tendency, to analysis, and to step-wise regression will be covered.

Junior/senior standing. Credit three hours.

**Psychology 220: Introduction to Psychology**

This course provides students with a basic understanding of how psychologists interpret and research human behavior. Psychology influences the way we understand ourselves and the interactions with people connected to us. This class seeks to analyze and evaluate these psychological perspectives through a Christian worldview. Students must be sophomore level or higher. Credit three hours.

Political Science 232: American Government

An examination of American political institutions and processes, including analyses of such topics as voting, interest groups, political parties, political and civil liberties, federalism, the presidency, Congress, the courts, and the formation and executive public policy. Credit three hours.

Psychology 413: Abnormal Psychology

A study of the major categories of psychological dysfunction including theory, etiologies, diagnosis and treatment. Credit three hours.

Social Work Field Placement Information

The primary objective of the field placement is to finalize the student’s preparation for entry level generalist social work practice. Supervised experience at a social service agency and participation in the weekly seminar which accompanies the field placement courses provide students with opportunities to synthesize previous learning experiences gained in the classroom, and to demonstrate the social work program’s core competencies and accompanying practice behaviors.

The Field Practicum course requires a total of 410 hours of supervised experience at a social service agency and accounts for 6 credit hours, while the Field Seminar course accounts for 3 credit hours. These courses are offered concurrently, as a block placement, typically in the spring semester of the senior year. The block placement design offers students the advantage of continuity of learning opportunities on a daily basis as well as delivering continuity of care for client populations served in the field agency setting. Non-social work majors cannot take these courses and academic credit for them is not given for a student’s previous work or life experience.

The field courses which include the agency placement portion should provide students with the following:

1. Opportunities to apply professional values and ethics, and Christian values, to professional activities.

2. Opportunities to increase the level of self-awareness and critical thinking skills in professional situations.

3. Experiences that will enhance socialization into the profession of social work including exposure to professional organizations and the opportunity to learn how to utilize supervision.

4. Opportunity to communicate with others verbally and in writing, giving special attention to language differences of the human experience such as age, gender, ability, orientation, culture and shared meaning.

5. Increased awareness of the social welfare system, delivery of services, and the policies that govern the system.

6. Experience in working with populations at risk and culturally diverse groups, including experiences which will enhance appreciation of the need for social and economic

justice for oppressed groups.

7. Opportunity to integrate theory with practice, specifically applying the bio-psychosocial perspective and related theories to social work practice activities.

8. Opportunities to refine those skills basic to all areas of social work practice:

communication, relationship-building, data gathering and recording, assessment,

intervention, planning, implementation, and evaluation with various client systems

including individuals, families, groups, organizations, and communities.

9. Opportunities to engage in research activities, including practice evaluation and application of research findings to interventions with clients.

10. Opportunities to engage in policy practice which includes critical analysis of policies as well as policy development.

11. Opportunity to function effectively and professionally within the formal and informal organizational structures of a social service agency, advocating for system change when appropriate.

12. Opportunity to function within a safe, supportive, learning environment, free from physical, verbal, and psychological violence, and/or threats of violence.

As a part of the placement, students are expected to attend and participate in a weekly on-campus seminar led by the faculty Field Education Director. The hours spent in the seminar do not count as a part of the practicum hours. The seminar has the following objectives:

1. To facilitate integration of classroom material and social work practice, specifically assisting students to maintain a social work perspective in their respective agency placements.

2. To foster the implementation of evidence-informed practice.

3. To enable students to learn from each other about different fields of practice and different client populations.

4. To enhance students’ level of self-awareness as it relates to professional role assumption.

5. To provide an experience in group process.

6. To provide on-going contact with the field education director regarding any issues that need to be resolved related to the placement.

7. To offer a supportive environment in which the students can openly discuss concerns

related to professional development.

8. To provide students with education and training related to concepts and techniques

related to safety in the field practicum setting.

Field Placement Educational Outcomes

The expected educational outcomes for the field placement are related directly to the core competencies of EPAS and the resulting practice behaviors. By the end of the field placement, the student should be able to demonstrate the integration and application of the following competencies in practice with individuals, families, groups, organizations, and communities:

**Competency 1:** Demonstrate Ethical and Professional Behavior

**Competency 2:** Engage Diversity and Difference in Practice

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

**Competency 4:** Engage in Practice-Informed Research and Research-Informed Practice

**Competency 5:** Engage in Policy Practice

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

**Competency 7:** Assess Individuals, Families, Groups, Organizations, and Communities

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

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

Communities

**Competency 10: Louisiana College Social Work Program Competency:** Integrate Faith and Learning as it Applies to Social Work Practice

Attainment of these competencies is achieved through a sequencing of learning experiences at the agency and through the weekly seminar that accompanies the field experience. This sequencing begins with an orientation to the agency and its functions. This is followed by an observation period of services being delivered and eventuates in the student engaging in independent but supervised offering of services to clients. The Mid-Term and Final Evaluation of the Student by the Field Supervisor serves as an assessment tool to measure the mastery of the **31 practice behaviors** that accompany the EPAS core competencies.

Learning Contract

The Field Placement Learning Contract is an instrument specifying the expected educational outcomes/core competencies for the student and the tasks or experiences which will lead to the attainment of these competencies. It serves as a useful evaluation tool for the student and for the Field Supervisor in assessing student progress. (See Appendix C)

The learning contract is devised and completed approximately two weeks after the semester has begun. It is negotiated between the student and the Field Supervisor and is reviewed by the Field Director prior to the first agency visit.

The educational outcomes/core competencies and corresponding practice behaviors for field placement should be addressed in the learning contract. Additional space is provided at the end of the learning contract for individualized learning outcomes which either the student or the Field Supervisor may wish to add. Each expected outcome should be accompanied by specified tasks or experiences which will lead to the stated competency and practice behavior.

Evaluation and Assignment of Final Grade

Evaluation of the student’s performance in field placement is an on-going process monitored through supervision, Field Director visits to the agency, and the weekly seminar.

A formal evaluation is completed at two points during the placement, mid-way and end of semester. This evaluation, the Field Practicum Placement Assessment Instrument is completed on-line and signed by both the student and the Field Supervisor. A recommended numerical grade is also submitted to the Field Director at the end of placement. (See appendix C of the Field Placement Manual) The recommended numerical grade will be reviewed by the Field Supervisor with the student and will be signed by both.

The student can earn a total of 100 points for the agency experience based on the following scale:

A = 93-100 (excellent work)

B = 85-92 (Good work)

C = 77-84 (Average work)

D = 70-76 (Below average work)

F = Below 70 (Work does not meet expectations)

The student will receive a final grade for the Field Practicum separately from the Field Seminar. A numerical placement grade is suggested by the Field Supervisor, but is assigned by the Field Education Director, who will submit the final Field Practicum and Field Seminar grades to the Registrar’s Office.

**Seminar Grade:**

The Field Education Director determines the grade for the seminar based on the student’s journal and on several assignments given throughout the placement. See syllabi for detailed description of these assignments. These requirements can change as needed by the Field Education Director.

The following scale is used to determine the final grade for the seminar:

A = 93-100 (Excellent work)

B = 85-92 (Good work)

C = 77-84 (Average work)

D = 70-76 (Below average work)

F = Below 70 (Work does not meet expectations)

The Field Education Director reserves the right to change these assignments as needed to evaluate the students’ performance.

Other Field Education Policies and Procedures

Academic Grievance Policy

If a student has a grievance while in field, the student’s first response should be to resolve with the person directly involved. If this fails, then the student should discuss the matter with the field supervisor. If this does not resolve the matter, the student would then go to the Field Director. Students who feel they have been treated unfairly have the right to use the appeal procedures without fear of coercion, harassment, or intimidation for making an appeal. If not satisfactorily resolved, the student can then discuss the situation with the BSW Program Director. At this point, if the grievance is still unresolved, the student can utilize the Academic Complaint procedure outlined in the Louisiana College Student Handbook and the BSW Student Handbook.

If an agency has a grievance with the student, the student should be made aware and given the chance to correct the issue. The field supervisor should fill out the Field Supervisors Concerns Form(See Appendix C) to document the issue to discuss with the student and a copy is to be provided to the field director. If this does not prove satisfactory, the agency should then request a meeting with the field director and student to discuss the concerns. However, if the concern involves a breach of confidentiality, ethics, or agency policy, then the field director should be notified immediately. After meeting with all parties involved, the field director may seek consultation with the program director. If a resolution cannot be reached, the student can be removed from the practicum and may or may not be reassigned to another practicum.

If an agency deems it necessary to ‘terminate’ student, they must notify the field director immediately. A meeting will be initiated by the field director with the student, in a timely manner, informing the student of the termination and the reasons behind it. Proper documentation from both the agency’s field supervisor and the field director will be completed detailing what occurred and reasons for the termination. This information will become a part of the student’s file.

Remediation Plan

At any time during the field practicum, should a student fail to meet the requirements, including those set forth by the agency, the student may be removed from the field agency. A grade of ‘F’ or an incomplete (I) may be assigned depending on the circumstance(s) surrounding removal. In the case of a grade of ‘F’, the student would be required to meet with the Field Director for remediation training/counseling for one hour per week for six weeks before reapplying for field placement and registering for the field courses in the next term. In the case of an incomplete (I), the student would be required to meet with the Field Director to process the removal prior to placement in another agency. In either case, this will cause the student’s graduation to be delayed.

Should a student fail to achieve a grade of ‘C’ or higher, in either the field practicum or field seminar course (436 or 438), the student will be required to retake that course and complete the corresponding hours and assignments it includes.

Placement Procedures

Placement Prerequisites

In order to be considered for field placement, the student must have earned an overall GPA of at least 2.5 and must have completed all social work courses, except for Social Work 436, 438, and 450. The student must have made prior application, completed interviews, attended the social work program’s student orientation and must have the Field Education Director’s permission to start the placement.

In a situation where the student has remaining courses to take (along with SW 436, 438, & 450) the following policy will apply:

In order to take 1 additional class (total of 15 hours) the student must have, at application period, at least a 3.0 GPA.

In order to take 2 additional classes (total of 18 hours) the student must have, at application period, at least a 3.5 GPA.

Student Application

At the end of the junior year, social work majors who have met the prerequisites for the placement can make application to begin field placement for the spring semester of their senior year. Application forms may be obtained on-line or from the Social Work Department. A copy of this form is located in Appendix C. This form must be completed and submitted to the Field Placement Coordinator by April 15 of a student’s junior year.

Students can express their preferences concerning field placement assignments through the application for field placement completed and submitted by April 15 of the junior year. Where possible, a student is placed at the agency of choice, if the agency requested can provide the experiences necessary for the student and if the agency is able to take a student for the entire block placement. This is not always possible. In such situations, alternative arrangements are made.

Once application for field placement has been made, the Field Education Director meets with the student to discuss field placement possibilities. The Field Director will then collaborate with the potential agencies and supervisors in order to secure a placement which can best meet the student’s learning needs. The Field Director will give the student the name and number of the designated supervisor, and the student is then responsible for arranging an interview within 1-2 weeks. Following the interview, the Field Director will contact the agency supervisor to confirm the agency’s and supervisor’s receptiveness toward placement of this student. If it is determined that the student is a fit for the agency, plans are finalized for the student to begin placement. Representatives of the college and of the agency sign a formal Inter Institutional Agreement when the decision about placement is made. (See Appendix C) The student may not begin placement until this formal agreement is signed and returned.

Special Circumstances

In rare instances in which a student is working at an agency, special arrangements can be made for the placement to be completed at that same agency. This would necessitate agency approval and a change of responsibilities and supervision for the student to ensure that learning experiences are social work oriented and different than those of the student’s employment. A social work intern is not paid for any internship hours completed. Also in the event that a CSWE-accredited social worker is not on-site, the Social Work Program Director will serve as the Field Supervisor.

Selection of Agencies

Selection of agencies to serve as field placement sites is based on the following criteria:

1. The agency must adhere to the ethical standards and value base of the social work profession.

2. The agency must not participate in discriminatory practices that block persons from access to services.

3. Agency staff and agency social work staff should have a positive regard for undergraduate social work education in general and a positive regard specifically for the Christian values of the social work program at Louisiana College.

4. The agency must be able to provide a qualified agency social worker to provide supervision for the student. In the event that a CSWE-accredited social worker is not on-site, the Social Work Program Director will serve as the Field Supervisor.

5. The agency must be located within a relatively close distance from the college,

but this does not preclude the student from doing a long distance or international placement with permission of the Field Education Director.

6. The agency must be able to provide a wide range of services, allowing the student

field learning opportunities within a generalist practice context in order to apply classroom knowledge, values, and skills.

7. The agency must be able to provide the student with work space. Where an office is

not available, the student should have access to a desk, a telephone, and support services from the staff.

8. The agency must be able to provide a work environment that promotes safety and security for staff and the social work student. In addition, the agency should provide orientation and in-service training on practices that reduce and minimize factors associated with elevated risk in the field practicum setting.

Agencies wishing to serve as field placement sites complete an application form, giving information on the agency and on the experiences the agency can provide. These forms are available on-line, at agency orientation, and in Appendix C of this manual.

Examples of Agencies Used As Field Placements

Louisiana College is located in an area of the state that has a wide variety of social service agencies available for field placement sites. Students have been given the opportunity to obtain experience in many practice areas, including substance abuse, developmental disabilities, mental health, juvenile and adult corrections, medical, healthcare, child welfare, homeless, faith-based institutions and emergency assistance. These include both private and public agencies and for-profit and not-for-profit settings.

Local agencies that have been available to Louisiana College students include the following:

Acute Care Psychiatric Unit - HPLRMC

Alexandria/ Pineville Addictions Disorders Clinic

Bayou Rapides Rehab LLC

Behavioral Health Center of Central Louisiana (now Caring Choices)

Camp Beauregard Youth Challenge Program

Central Louisiana Aids Support Services

Central Louisiana State Hospital

Compass Health

Longleaf Regional Hospital

Evergreen Presbyterian Ministries

Family Counseling Agency (no longer available)

Faith-Based Agencies

Friendship House

Gateway Adolescent Service

Hope House

Louisiana Division of Children, Youth and Family Services

Pinecrest Development Center

Rapides Drug Treatment Court

Rapides Regional Medical Center

Red River Treatment Center

Renaissance Home for Youth

School Based Health Centers (Tioga High, Tioga Jr. High, Pineville Jr. High, Northwood, Glenmora, Grant Jr. High)

St. Francis Cabrini Hospital

State of Louisiana, Probation and Parole (Juvenile Probation)

Shepherd Center

Tioga Community Care Center

Volunteers of America

Students are permitted to do international placements and placements in other states, but first must clear these placements with the Field Education Director.

Selection of Field Supervisors

Selection of the Field Supervisors at the agencies is based on the following criteria:

1. Education

The Field Supervisor must meet one of the following educational criteria:

MSW degree with corresponding state license and a minimum of two years practice experience or BSW degree with RSW license and a minimum of three years practice experience. In the event that a CSWE-accredited social worker is not on-site, the Social Work Program Director will serve as the Field Supervisor.

2. Availability

The Field Supervisor must have the time to arrange training experiences for the

Student, and to spend approximately one hour a week in supervisory conferences with

the student.

3. Motivation

The Field Supervisor should be highly motivated to provide the supervision for the

student. The Field Supervisor provides his or her services voluntarily.

4. General Characteristics

The Field Supervisor should be knowledgeable about social work, able to demonstrate respect for the student, and be sensitive to specific learning needs identified by the student. The Field Supervisor should be skilled at interpersonal communication that facilitates expression of this respect.

Responsibilities Related to Field Placement

College Responsibilities

Louisiana College bears ultimate responsibility for the learning experience provided social work majors during the field placement courses. This is accomplished through several avenues. The college maintains efforts to ensure ongoing compliance with the standards of its accrediting agency, the Southern Association of Colleges and Schools. Through its central curriculum, the college seeks to ensure that the students are provided a sound educational experience based in the liberal arts and sciences. Adequacy of classroom instruction and adherence to specific program guidelines ensure that students are taught the body of knowledge required by a specific program. The implementation of this responsibility is shared by the agency, the faculty field education director, the agency field supervisor and the student.

Agency Responsibilities

Support of the agency and its willingness to participate in the training of professional social workers is basic to the total field placement experience. In agreeing to serve as field placement sites, agencies assume the following responsibilities:

1. Provide services which are compatible with the ethical standards and value base of

the social work profession and which can serve as learning experiences for the student.

2. Provide a qualified agency social worker who has the time required to spend in supervision with the student. In the event that a CSWE-accredited social worker is not on-site, the Social Work Program Director will serve as the Field Supervisor.

3. Make work space available for the student. Where an office is not available, the student

should have access to a desk, a telephone, and support services from the staff.

4. Provide a work environment that promotes a culture of safety and takes a proactive preventative approach to violence management and risk. Provide orientation and inservice training on work-place practices that promote safety and reduce risks.

5. Sign the formal agreement which governs the field placement experience.

Field Education Director Responsibilities

It is the responsibility of the Field Education Director to oversee all aspects of the field placement courses to ensure an integrated educational experience for the students. This process begins with the recruitment and approval of agencies to serve as field placement sites and ends each semester with the assigning of a final grade for field placement. Specific responsibilities include:

1. Identify and recruit agencies in the community which qualify to serve as field placements

for students. These agencies will consist of settings which have sound safety policies in place and which train and orient students of those policies.

2. Provide assistance and consultation to these agencies as they develop plans for

placements.

3. Issue the formal agreement governing field placement to the agencies for signatures.

4. Maintain current records related to experiences which can be provided by specific

agencies.

5. Maintain current information on persons who serve as Field Supervisors.

6. Distribute and collect from students the Application for Field Placement form. This

process begins during the Spring Semester of the junior year and is completed by the end

of that same semester.

7. Make decisions concerning the placement of students at specific agencies approved as

field placement sites.

8. Provide the Field Supervisor with relevant student information prior to placement at

the agency.

9. Plan and conduct orientation/training sessions for Field Supervisors prior to the beginning of the field placement.

10. Conduct the orientation session for students prior to the beginning of field placement.

11. Conduct the weekly integrative seminar for students currently involved in field placement.

12. Review student logs during the semester.

13. Hold conferences (on-site agency visits) with each student and the Field Supervisor at least once during the semester to assess student progress toward identified learning goals.

14. Provide consultation for students and Field Supervisors on issues surrounding field

placement and problems which need to be resolved.

15. Be responsible for any and all communication related to field placement courses.

16. Maintain adequate records related to field placement. This would include correspondence, information on agencies and Field Supervisors, student and agency evaluations, and copies of the formal agreement.

17. Submit to the Registrar’s Office the student’s final grade for each semester of field

placement.

Agency Field Supervisor Responsibilities

1. Participate in the orientation/training sessions sponsored by the social work program for

Field Supervisors prior to the field placement.

2. Become familiar with the Educational Policy Statement of the Council on Social Work

Education.

3. Provide Field Education Director with one’s own current professional information by submitting a resume.

4. Conduct an initial interview with the student to assess a possible match for field placement at their agency.

5. Confirm plans for placement with the Field Education Director.

6. Provide a period of agency orientation for the student.

7. Participate with the student in the development of an initial learning contract.

(See Appendix C)

8. Meet with student and Field Education Director at the agency at least once during the semester to discuss student’s progress in the field placement. The site visit will take place approximately half-way through total placement hours.

9. Provide weekly supervisory sessions for the student which will serve as an on-going

means of monitoring the student’s progress and hours.

10. Arrange a sequencing of learning experiences for the student which will include, at an appropriate point, assumption of case responsibilities. The field learning opportunities

should provide experiences for the student to demonstrate the core competencies of the social work program which will facilitate an integration of classroom knowledge with actual client experience. Client systems chosen for student involvement in the field placement should include experience with individuals, families, groups, organizations and communities. Student assignments should also include an exposure to diverse groups and populations at risk.

11. At mid-term, and at end of placement, complete the Field Practicum Placement Assessment Instrument online, along with the student. An email with a link to the assessment will be provided prior to the due date. This instrument is conducted through SWEAP at University of Utah and is very user friendly.

12. Contact the Field Education Director immediately of any problems related to the field placement.

13. At the end of the placement, complete a written form/ evaluation of the Louisiana College Social Work Program. (See Appendix C)

14. At the end of placement, submit the Recommended Numerical Grade form, to be signed by and discussed between the Field Supervisor and the student. (See Appendix C)

Student Responsibilities

The student is expected to be an active participant in the entire learning process of the field placement experience, from the initial interview with the field supervisor through the final evaluation of the field placement experience. Specific responsibilities include:

1. At the end of the junior year, complete the application for field placement and submit it to Field Education Director no later than April 15.

2. Conduct interviews with agencies of choice after consultation with Field Education

Director.

3. Notify Field Education Director of agency preference after the interviews have been conducted.

4. Attend the orientation session scheduled by the Field Education Director for students

who will be starting placement.

5. Provide their own liability malpractice insurance which is obtained through Louisiana College. The Field Education Director will assist with contacting the Business Office to begin the coverage. The amount is approximately $10 for the block placement.

6. Provide their own means of transportation to and from the agency.

7. Students should plan to spend a minimum of 25 hours a week and not more than 30 hours a week at the agency throughout the semester.

8. With the Field Supervisor, devise and sign an initial learning contract.

9. Adhere to the NASW Code of Ethics. (See Appendix C)

10. Abide by the policies, rules and regulations of the agency as well as the Louisiana College Student Handbook. These include all policies related to student safety in the agency/ field practicum setting.

11. Adequately balance classroom and agency demands on time and energy.

12. Complete a total of 410 hours of supervised experience at the agency.

It is the student’s responsibility to monitor the hours. The Field Supervisor

should be notified well in advance by the student if an absence from placement is anticipated. The student is also responsible for making up any time missed because of illness, holidays, or conflicting demands.

13. Keep a daily log of placement activities and hours spent at the agency. This log will be reviewed by the field director on a regular basis. In addition to the log, a journal will be turned in weekly, including what the student is doing and the feelings and impressions which accompany the daily activities. This will require reflective and subjective writing related to the student’s experiences in field placement and demonstrating understanding of interrelatedness to generalist social work practice and core competencies.

14. Be prepared for weekly supervisory sessions with the field supervisor. The field supervisor cannot know the student’s concerns and questions unless these are verbalized.

15. Attend and participate in the weekly integrative seminar held for students who are

currently in field placement.

16. Consistently attempt to integrate classroom material with the field placement

experiences.

17. With the Field Supervisor, participate in on-going evaluation of progress

made toward identified learning goals.

18. At the end of the placement, complete an assessment of the field experience

provided by the agency, using the form provided by the Field Education Director.

(See Appendix C.) The original of the evaluation is submitted to the Field Education

Director; the Field Supervisor and the student may each keep a copy of it.

Student Safety

The LC Social Work Program statements and policies related to student safety in the field practicum setting can be found in sections related to agency selection and Field Director, Agency and Student responsibilities, as well as in this section. The student spends a large portion of his/her time in the field practicum setting, and needs to be prepared to engage in safe social work practices that may affect his/her own safety as well as the safety of others. The Field Education Director will make every effort to place students only in agency settings that have sound safety policies and practices and that agree to train and orient the student in regard to these policies and procedures. In addition, the field practicum environment needs to be conducive to student safety and security, as well as promote safe practices that reduce risk of harm. As part of the field practicum curriculum, the student will be educated about concepts and techniques related to safety. Safety concerns and policies will be addressed and discussed as part of the orientation and training sessions for Field Supervisors, as well as students. Throughout the field practicum, students who have safety concerns about their placements will be given appropriate support by the Field Education Director as well as the Field Supervisor at their agency setting, until the concerns subside or are eliminated. If the concerns are of such nature that they cannot be eliminated, the student will be offered an alternative placement.

Sexual Harassment

“Louisiana College is committed to responsibly investigating all discrimination and harassment as outlined by Title IX…. The College will not tolerate sexual harassment of its students and will investigate all allegations of sexual harassment.” (LC Student Handbook, p. 97-98). Students in field have a safety policy to follow as outlined in the manual. They are to be aware of and inform themselves with the field agency’s sexual harassment policy.

Disability Act

Louisiana College does not discriminate on the basis of disabilities in the operation of its programs. No student, considered to be disabled, shall be subjected to discrimination or excluded from the participation in the BSW program. A student with a disability is protected by the Americans with Disabilities Act and eligible for reasonable accommodation to provide an equal opportunity to meet academic criteria. Classrooms, residence halls, auditoriums, and other public facilities provide accessibility or alternate locations and services for persons with physical impairments. Following acceptance for admission, a student who has a physical and/or learning disability that qualifies under Section 504 of the Rehabilitation Act and who desires modifications or accommodations should contact the Director of the Student Success Center for information and guidance (487-7629). This voluntary notification is helpful in planning and arranging suitable accommodations and assuring satisfactory adjustments to the campus environment.

Documentation must be provided from the Office of Disabilities for accommodation needs to be met.

All students are measured by the same academic standards. Those students who have greater needs may choose to enroll in the Student Success Program. Through this program, extensive individualized tutoring is arranged. Assistance is provided with note taking, study skills, time management, research, paper writing, etc. Tapes and electronic copies of texts are available. Test accommodations can be arranged, e.g., within a distraction free environment or with extended time. There is an additional tuition fee for enrollment in the Student Success Program. For more information, contact the director of the Student Success Center.

APPENDIX A

Louisiana College

Social Work Faculty

Social Work Program Faculty

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APPENDIX B

Educational Policy and Accreditation Standard

**Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

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

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

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

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

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

**Competency 2: Engage Diversity and Difference in Practice**

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

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

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

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

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice** Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

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

• engage in practices that advance social, economic, and environmental justice

**Competency 4: Engage In Practice-informed Research and Research-informed Practice**

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

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

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

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

**Competency 5: Engage in Policy Practice**

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

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

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

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

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

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

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

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

• select and use appropriate methods for evaluation of outcomes;

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

• critically analyze, monitor, and evaluate intervention and program processes and outcomes; and • apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**Appendix C**

**Field Practicum Forms**

**Appendix C1**

Student Field Placement Application Form

Before completing the attached application form, please make sure you have met the following prerequisites for the field placement courses, Social Work 436 and Social Work 438:

1. Completed all social work courses and their prerequisites, except for Social Work 450.

2. Earned an overall GPA of at least 2.5.

If you meet these two criteria, complete the application form and return it to the Field Placement Coordinator by April 15th of your junior year. On it you will indicate your preferences which will be explored by the Field Placement Coordinator. You will then be given the names of one to three agencies to contact during the fall semester of senior year and you will make appointments with the persons indicated to discuss field placement opportunities. Once the interviews have been completed, notify the Field Placement Coordinator of your preference for placement. All interviews must be completed by November 1st. The Field Placement Coordinator will finalize the agreement with the agency prior to your beginning placement in January.

Please indicate your placement choices in the space provided below. If you do not have a specific agency in mind, indicate your general areas of interest; e.g., substance abuse, mental health, corrections.

1st choice:

2nd choice:

3rd choice:

Is there an agency or area of practice which should not be considered for you? If so, please specify and indicate the reasons for this.

This application should be considered the same as a resume for a job. With your permission, a copy of it will be sent to the field supervisor prior to your interview.

If you give this permission, sign your name here:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

LOUISIANACOLLEGE

Bachelor of Social Work Program

Social Work Field Placement Application

PERSONAL INFORMATION Student I.D. #

Name

Present Address

E-mail Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Telephone: cell \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

home\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Summer Address

Summer telephone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Classification\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Overall GPA \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Social Work GPA \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Expected Date of Graduation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

EMPLOYMENT HISTORY

(Begin with your most recent employment and include both paid and volunteer experience.)

1. Organization

Dates of affiliation

Work title

Responsibilities

2. Organization

Dates of affiliation

Work title

Responsibilities

3. Organization

Dates of affiliation

Work title

Responsibilities

What are your plans after you complete college?

Including the desired agency experiences, what are your expectations of field placement?

Additional comments, information:

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix C2**

INTER-INSTITUTIONAL AGREEMENT

School of Human Behavior

Bachelor of Social Work Program

Louisiana College

1140 College Drive Box 605

Pineville, LA 71359

Institution/Agency:

The Division of Human Behavior of Louisiana College enters into agreement with the above mentioned Agency with respect to provisions for field experience for social work majors enrolled in Social Work 436 and 438, Field Practicum and Field Seminar. The agreement has been considered and entered into by President, Dr. Rick Brewer, Louisiana College, and *Agency Director* representing the agency. The following conditions are mutually acceptable to both participating parties:

1. The field experience of the students(s) will consist of a total of 410 hours. The hours will be completed during the normal working hours of the Agency and employees.
2. The Agency will provide the immediate and teaching supervision by *Agency Field Supervisor.* The supervisor will meet with the student(s) a minimum of one (1) hour each week and will arrange the learning experiences for the student(s). The supervisor will complete an on-line mid-semester and end of semester evaluation of the student(s) as described in Field Manual, p. 29. The supervisor will complete the Recommended Numerical Grade for Placement Form upon student’s completion of placement hours (Field Manual p. 64), and a written form/evaluation of the Louisiana College Social Work Program, to be submitted to the Field Education Director at the end of the semester. (Field Manual p. 65)
3. Maggie Bridges, MSW, LMSW, will serve as the Field Education Director and as a liaison between the Social Work Program and the Agency. She will conduct a weekly on-campus seminar with the students and will meet with the Field Supervisor and student(s) at the agency a minimum of once during the semester. Additional conferences related to the placement may be initiated by the Field Education Director or the Field Supervisor whenever the need arises to consider plans, problems, or student needs.
4. The student will be responsible for: providing a plan for health coverage, following the policies and procedures of the Agency, providing for personal transportation, and providing evidence of professional liability insurance coverage which shall be obtained through the Louisiana College Business Office. The student shall not be deemed or considered an employee of the Agency for the purposes of Social Security, unemployment compensation, or Workman’s Compensation.
5. The College and the Agency will indemnify, defend, and hold each other innocent for and against all losses, damages, expenses, or other liabilities including attorney’s fees, court costs, and related costs of defense arising from or in any way connected with claims for personal injury, death, property damage, or contractual liability that may be asserted against the College or the Agency by any party(ies), which arise or allegedly arise out of the action, inaction, or breach of conduct of the training program or clinical experience. The student shall not be considered an agency employee or representative of the Agency for any purposes.

This agreement shall be considered valid for one year upon date of signature.

Either party may, upon giving thirty (30) days written notice, terminate this Agreement.

Approved:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dr. Rick Brewer, President Date

Louisiana College

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agency Director Date

**Appendix C3**

**LOUISIANA COLLEGE**

**BSW Program**

**Agency Information Form**

**Agency: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Telephone: *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*\_\_\_\_\_\_\_\_\_\_\_\_**

**E-mail Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Agency Director: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Designated Field Supervisors: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Clientele served by the agency:**

**Pre-Field Requirements:**

**Does your agency require students to complete TB tests, student orientation, background checks, etc. prior to beginning field? Please state them below.**

**Designated Field Supervisor (Name, Title, and Credentials):**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- |
| Competency 1: | Demonstrate Ethical and Professional Behavior | **APPENDIX C4** |  |
|  |  |  |  |
| Practice Behaviors | **Learning Tasks to Aid in Mastering**  **Core Competencies** | **Target Date** | **Date Achieved** |
|  | **How will student demonstrate competency**  **In each practice behavior. Identify 2-3 tasks**. |  |  |
| Make ethical decisions by applying the  Standards of the NASW Code of Ethics,  Relevant laws and regulations, models  For ethical decision-making, ethical  Conduct of research and additional codes of ethics as appropriate to context. |  |  |  |
| Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. |  |  |
| Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. |  |  |
| Use technology ethically and appropriately to facilitate practice outcomes. |  |  |
| Use supervision and consultation to guide professional judgement and behavior. |  |  |
| Competency 2: | **Engage Diversity and Difference in Practice** |  |  |
|  |  |  |  |
| Practice Behaviors | **Learning Tasks to Aid in Mastering**  **Core Competencies** | **Target Date** | **Date Achieved** |
|  | **How will student demonstrate competency**  **In each practice behavior. Identify 2-3 tasks**. |  |  |
| 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. |  |  |
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| --- | --- | --- | --- |
| Competency 3: | Advance Human Rights and Social, Economic, and Environmental Justice |  |  |
|  |  |  |  |
| Practice Behaviors | **Learning Tasks to Aid in Mastering**  **Core Competencies** | **Target Date** | **Date Achieved** |
|  | **How will student demonstrate competency**  **In each practice behavior. Identify 2-3 tasks**. |  |  |
| 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. |  |  |
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| --- | --- | --- | --- |
| Competency 4: | Engage in Practice-Informed Research and Research-Informed Practice |  |  |
|  |  |  |  |
| Practice Behaviors | **Learning Tasks to Aid in Mastering**  **Core Competencies** | **Target Date** | **Date Achieved** |
|  | **How will student demonstrate competency**  **In each practice behavior. Identify 2-3 tasks**. |  |  |
| 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 |  |  |
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| --- | --- | --- | --- |
| Competency 5: | Engage in Policy Practice |  |  |
|  |  |  |  |
| Practice Behaviors | **Learning Tasks to Aid in Mastering**  **Core Competencies** | **Target Date** | **Date Achieved** |
|  | **How will student demonstrate competency**  **In each practice behavior. Identify 2-3 tasks**. |  |  |
| 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. |  |  |
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| Competency 6: | Engage with Individuals, Families, Groups, Organizations, and Communities |  |  |
|  |  |  |  |
| Practice Behaviors | **Learning Tasks to Aid in Mastering**  **Core Competencies** | **Target Date** | **Date Achieved** |
|  | **How will student demonstrate competency**  **In each practice behavior. Identify 2-3 tasks**. |  |  |
| 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, reflections, and interpersonal skills to effectively engage diverse clients and constituencies. |  |  |
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| Competency 7: | Assess Individuals, Families, Groups, Organizations, and Communities |  |  |
|  |  |  |  |
| Practice Behaviors | **Learning Tasks to Aid in Mastering**  **Core Competencies** | **Target Date** | **Date Achieved** |
|  | **How will student demonstrate competency**  **In each practice behavior. Identify 2-3 tasks**. |  |  |
| 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. |  |  |
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| --- | --- | --- | --- |
| Competency 8: | Intervene with Individuals, Families, Groups, Organizations, and Communities |  |  |
|  |  |  |  |
| Practice Behaviors | **Learning Tasks to Aid in Mastering**  **Core Competencies** | **Target Date** | **Date Achieved** |
|  | **How will student demonstrate competency**  **In each practice behavior. Identify 2-3 tasks**. |  |  |
| 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 multi-disciplinary theoretical frameworks in interventions with clients and constituencies. |  |  |
| User 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. |  |  |

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| Competency 9: | Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities |  |  |
|  |  |  |  |
| Practice Behaviors | **Learning Tasks to Aid in Mastering**  **Core Competencies** | **Target Date** | **Date Achieved** |
|  | **How will student demonstrate competency**  **In each practice behavior. Identify 2-3 tasks**. |  |  |
| Select and use appropriate methods for evaluation of outcomes |  |  |  |
| Apply knowledge of human behavior and the social environment, person-in-environment, and other multi-disciplinary 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 |  |  |
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| Competency 10: | Integrate Faith and Learning as it Applies to Social Work Practice |  |  |
|  |  |  |  |
| Practice Behaviors | **Learning Tasks to Aid in Mastering**  **Core Competencies** | **Target Date** | **Date Achieved** |
|  | **How will student demonstrate competency**  **In each practice behavior. Identify 2-3 tasks**. |  |  |
| Incorporate one’s Christian values into application of professional values, ethics, and activities |  |  |  |
| Recognize and respect spiritual diversity. |  |  |
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| Individualized Outcomes |  |  |  |  |
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Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Supervisor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Director Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**APPENDIX C6**

**Louisiana College**

**Bachelor of Social Work Program**

**Field Supervisor’s Recommended Numerical Grade for Placement**

Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agency:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total Hours Completed at End of Placement: \_\_\_\_\_\_\_\_\_\_

Approximated % of Goals Completed in Learning Agreement: \_\_\_\_\_\_\_\_\_\_

Recommended Numerical Grade: \_\_\_\_\_\_\_\_\_

The student can earn a total of 100 points for the agency experience based on the following scale:

A = 93-100 (Excellent work)

B = 85-92 (Good work)

C = 75-86 (Average work)

D = 65-74 (Below average work)

F = Below 65 (Work does not meet expectations)

Summary of Student’s Strengths/and Areas for Improvement upon completion of 410 hours:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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(Field Supervisor’s Signature) (Date)

Student Comments Regarding Evaluation and Field Experience:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Student’s Signature) (Date)

**Appendix C7**

**Evaluation of Louisiana College Social Work Program by Field Supervisor**

**Agency\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester/ Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Field Supervisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

This evaluation will address the field supervisor’s assessment of the Louisiana College Social Work Program’s preparation of students for the Field practicum, orientation of Field Supervisors, and the Field Education Director’s relationship with the Field Supervisor. Your feedback is very important to us and thank you for participating in our Field Practicum Program.

Please assess the following using the ratings scale provided.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

|  |  |
| --- | --- |
| 1. Orientation for field supervisor was thorough and  prepared supervisor for the supervision experience. | 1 2 3 4 5 |
| 2. Supervisor received a copy of the BSW Program  Field Manual. | 1 2 3 4 5 |
| 3. The Field Manual was professionally written and user  friendly. | 1 2 3 4 5 |
| 4. The information contained in the manual was helpful in  your role as a field supervisor. | 1 2 3 4 5 |
| 5. The evaluation process used by the program was sufficient  to assess the student’s performance in your agency. | 1 2 3 4 5 |
| 6. The Field Director was readily available and easy to  contact. | 1 2 3 4 5 |
| 7. The Field Director made a scheduled visit to your agency  meeting with both the supervisor and student. | 1 2 3 4 5 |
| 8. This supervisor thinks the student from the LC BSW  Program is prepared for advanced generalist social work  practice. | 1 2 3 4 5 |
| 9. This supervisor would be willing and open to supervising  another student from the program. | 1 2 3 4 5 |

10. Please offer any suggestions you feel would improve the Field practicum experience for students, the Field

Supervisor, and/or agency:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Appendix C8**

**LOUISIANA COLLEGE**

**BSW Program**

**Student Evaluation of Field Practicum**

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agency: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This evaluation seeks your responses to three areas of your field practicum: the agency itself, the supervision you received, and your own personal and professional growth during the field practicum experience. Please respond to each section. On those items containing numerical ratings, circle a number ranging from one (1) (POOR) to five (5) (EXCELLENT).

I. **Agency**

1. In general, how responsive was the agency to the presence of a student?

1 2 3 4 5

1. How adequate was the work space (desk, access to telephone, access to secretarial assistance) provided for you?

1 2 3 4 5

1. How extensive was the orientation to the agency?

1 2 3 4 5

1. Strengths of the agency as a field practicum site:
2. Suggestions for strengthening the agency as a field practicum site:

II. **Supervision**

1. How consistent was weekly supervision?

1 2 3 4 5

1. How helpful was the supervisor in the development of the initial learning contract?

1 2 3 4 5

1. To what degree did the learning opportunities in your placement give you exposure to client systems of varying sizes and representative of special population groups?

1 2 3 4 5

1. To what degree did your supervisor help with the integration of classroom knowledge and actual client experience?

1 2 3 4 5

1. How helpful was the mid-term evaluation?

1 2 3 4 5

1. To what degree did you as a student make use of supervision and consultation with your supervisor and other professionals throughout your placement?

1 2 3 4 5

1. To what extent do you now have the skills and knowledge to engage in career long learning in the field of Social Work?

1 2 3 4 5

Comments:

III. **Personal/Professional Growth**

During this placement, what did you learn…

1. about social work practice?
2. about area of practice performed at this agency?
3. about yourself , both personally and professionally?

**SIGNATURES:**

Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Education Director \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Supervisor (optional)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix C9**

**Field Supervisor’s Documentation of Concerns/Issues**

**(Refer to the Field Manual under probation and termination of a student from field for additional information)**

**Student Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Field Agency:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Field Supervisor:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Task Supervisor:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Field Director:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**1. Please identify area of concern/issue with student’s performance**

**2. Identify the behavior expected from the student in concrete terms which is to replace the behavior**

**3. Identify, if applicable the time frame in which change is to occur**

**4. Identify consequences to the student if the desired behavior/change does not occur**

**5. Provide documentation, if applicable of any pervious discussions with this student which have occurred about this issue (attach any documentation such as weekly supervision log/note)**

**6. Additional Comments**

**∞∞∞∞∞∞∞∞∞∞∞∞∞∞∞∞∞∞∞∞∞∞∞∞∞∞∞∞∞∞∞∞∞∞∞∞∞∞∞∞∞∞∞∞∞∞∞∞∞∞∞∞∞∞∞∞∞**

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**Student Signature Date Field Supervisor Signature Date Task Supervisor Signature Date**

**Please submit the original signed form to the Field Director.**

**Appendix C10**

**LOUISIANA COLLEGE**

**SOCIAL WORK PROGRAM**

**FIELD EDUCATION**

**STUDENT CONTRACT**

Students are representatives of Louisiana College, the Louisiana College Social Work Program, and the profession of Social Work and as such will be held to a high standard of accountability. All students in the Louisiana College Social Work Program are expected to abide by the NASW Code of Ethics, the Louisiana College Student Handbook, and the Louisiana Social Work Practice Act. Each student is also expected to abide by the rules and regulations of their field practicum agencies as well as dressing in an appropriate and professional manner. Students of this program are expected to demonstrate ethical and professional behavior. Failure of the student to comply with the above criteria can result in a grade of F in the field practicum experience.

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, agree to:

* Abide by NASW Code of Ethics
* Abide by LC Student Handbook conduct guidelines, the LC Social Work Program Handbook and LC Social Work Program Field Manual
* Punctuality to field agency and to follow all rules, regulations, and protocol of placement agency
* Provide and maintain student liability insurance coverage
* Be responsible for personal transportation to and from field placement

My signature below signifies I have read and agree to the above guidelines and fully understand a violation in any way could lead to the grade of ‘Failing” of Field practicum.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature Date

I agree that I have received a copy of the Louisiana College Social Work Field Practicum Manual for the Spring 2018 Block Placement. I submit that I have read its contents and have been given time to ask questions and have information clarified. I agree to abide by its policies and procedures.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature Date

**Appendix C11**

**FIELD LOG HOURS**

NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Date | Time In: | Time  Out: | Time In: | Time Out: | Description of Activities/Concerns Addressed/Comments | Daily Total | Running  Total | Sprvsr.  Initials |
|  |  |  |  |  |  |  |  |  |
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Student’s Signature/Date Field Supervisor’s Signature/Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Director’s Signature/Date

**APPENDIX C12**

SCHEDULE OF ANTICIPATED PLACEMENT DAYS

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agency: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*List all anticipated days and times of performing placement duties/responsibilities. Any changes to this schedule need to be cleared with the Field Supervisor in advance when possible. Do not forget to notify Field Supervisor in advance of any absences due to school closing for holidays, workshops or class conflicts, and any personal matters that are anticipated.

\*\*Give one copy to Field Supervisor and one copy to Field Education Director upon beginning placement.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Days/Dates: | Time In: | Time Out | Time In | Time Out |
| Mon. |  |  |  |  |
| Tues. |  |  |  |  |
| Wed. |  |  |  |  |
| Thurs. |  |  |  |  |
| Fri. |  |  |  |  |