

# **SOCIAL WORK FIELD PRACTICUM MANUAL**

Louisiana Christian University  
School of Education and Behavioral Sciences  
Pineville, Louisiana 71359

**Revised Fall 2023**

## Comments from the Field Education Director

The purpose of this Field Practicum 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 Christian University 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 practicum experience where the student has numerous generalist level opportunities to demonstrate the program's core competencies.

This manual has the responsibilities listed for all the participants in the field practicum process and the forms used for evaluations that are needed for each participant. It is our desire as faculty of the Louisiana Christian University 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 Christian University 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.

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## **Introduction**

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

A student entering Field Practicum has completed all of the social work courses except for SW436, SW 438 and SW 450, unless given special permission by the Field Education Director. 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 Practicum 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 Christian University Bachelor of 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 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 Practicum.

Some terms are used throughout the manual. The term “Field Practicum” 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 Practicum 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 Christian University Mission Statement**

Louisiana Christian University is a Christ-centered community committed to Academic Excellence where Students are equipped for Lives of Learning, Leading, and Serving.

## **Overview of the Louisiana Christian University Social Work Program**

### **Louisiana Christian University Bachelor of Social Work Program Mission Statement**

The mission of the Louisiana Christian University Bachelor of Social Work Program is to prepare students within an academically challenging, Christ-centered context to become competent, compassionate, and ethical generalist social workers who facilitate effective change in their communities and across the globe.

### **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 instructors 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 practicum 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 social work program at Louisiana Christian University was granted initial accreditation by CSWE in October of 1993 and from that time, began offering a Bachelor of Social Work Degree. After the initial 1993 accreditation, the program was re-accredited in 1997. The program was up for re-accreditation in 2005, received an extension until 2006, and was fully reaccredited in June,

2007. In the fall of 2013, the program received its reaccreditation for another eight years and again in fall of 2021. The BSW Program is housed in the School of Education and Behavioral Sciences.

### **Brief Program Description**

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, 3 hours of which are satisfied in central curriculum requirements. All social work majors must earn a grade of “C” or better in the 39 hours of social work courses.

The social work curriculum is developed from a general to a specific knowledge base with a strong foundation in the liberal arts. The curriculum emphasizes the Person In Environment (PIE) and the Strengths perspectives as core organizing principles that students learn to engage clients from. In addition, students obtain an understanding of human behavior, human diversity, and the values and ethics of the profession. The curriculum is designed so that it can be completed in four years, however, with the increasing numbers of students entering university with multiple dual enrollment credits, it is possible to complete the program in less than four years.

### **Louisiana Christian University SW Program Goals**

1. The program will produce students who competently apply generalist social work knowledge, values, and skills as they engage as leaders in diverse communities.
2. The program will produce students who will be capable of ethically integrating Christian values with their practice, as well as the values and ethical principles of the social work profession, in a rapidly changing world.
3. The program will train students who continually seek to understand human diversity and social justice issues and to become skilled at engaging and advocating on behalf of vulnerable populations affected by these issues at the local, regional, national, and global levels.
4. The program will prepare students to become career-long learners who critically think about the populations they serve and the contemporary issues of our society, using an informed knowledge base.

### **Statement of Nondiscrimination**

Louisiana Christian University 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 University -administered programs, employment procedures, training programs, promotion policies or other related personnel practices.

### **Suggested Social Work Curriculum Design**

<b>*designates Social Work core courses</b>	<b>Fall</b>	<b>Spring</b>	<b>Yearly Total Hours</b>
<b>First Year</b>	Social Work 101* (3) English 101 (3) Religion 105 (3) History 104 (3) Math 101; 111; or 115 (3)	English 102 (3) Religion 106 (3) History 105 (3) ES 103 (3) ES Lab or Natural Science Lab (1)	

	H/PE 100 (1/2 term) (1) CC 100 (.5)	CA 150 (3) CC 102 (.5)	
<b>Total Hours:</b>	<b>16.5 hours</b>	<b>16.5 hours</b>	<b>33 hours</b>
<b>Second Year</b>	Social Work 250* (3) Psychology 220+ (3) English 200 or 201 (3) PS 225 (3) Natural Science (3) H/PE (1/2 term)' (1)	Social Work 251* (3) Fine Arts (3) Foreign Language (3) Elective/minor (3) Elective/minor (3)	
<b>Total Hours:</b>	<b>16 hours</b>	<b>15 hours</b>	<b>31 hours</b>
<b>Third Year</b>	Social Work 325* (3) Social Work 349* (3) RL 305 (3) Elective/minor (6)	Social Work 326* (3) Social Work 429* (3) Math 211 or SW 359 (3) Elective/minor (6)	
<b>Total Hours:</b>	<b>15 hours</b>	<b>15 hours</b>	<b>30 hours</b>
<b>Fourth Year</b>	Social Work 350* (3) Social Work 380* (3) Psychology 413+ (3) Elective/minor (5)	Social Work 436* (6) Social Work 438* (3) Social Work 450* (3)	
<b>Total Hours:</b>	<b>14 hours</b>	<b>12 hours</b>	<b>26 hours</b>
<b>Total Degree Hours:</b>			<b>120 hours</b>

\*Designates core courses which constitute the social work major. Allied courses not designated. 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 dual enrollment, summer courses or courses taken at another institution.

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

### 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, one of which is built into the central curriculum, that the social work major must take. Descriptions of the twelve core social work courses, allied courses, and social work electives are stated below.

#### **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 based practice, ethical standards, and introductory exposure to generalist social work practice. Students are required to complete a volunteer component at a social service 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 in working with groups. Prerequisites: Social Work 101, 250, or permission of the instructor. Credit three hours.

### **Social Work 325: Substance Abuse and Addictions**

This course focuses on the bio-psychosocial aspects of substance abuse and addiction in a variety of social contexts, preparing the social work student or related helping professional to competently engage the client(s) in a generalist practice setting, who is either directly or indirectly impacted by this growing problem in our society.

### **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: Social Work majors: SW 101 and junior standing; All other majors: junior standing or permission of the instructor. Credit three hours.

### **Social Work 349: Human Behavior and the Social Environment**

This course examines those interacting systems which influence human behavior: individual, families, groups, organizations, and communities throughout the life course. It examines the ecological approach and the biophysical, psychological and social influences on human behavior, with a special emphasis on diversity. Micro, mezzo, and macro issues of the life course from pregnancy through late adulthood are examined.

### **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 social work majors and minors only. Prerequisite: SW 359 or MA 211. 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 a 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 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. Prerequisites: Student must have been admitted to the Social Work Program, must have an overall GPA of 2.5, completed all of the social work courses except SW 438 & SW 450. (Exceptions are made on an individual basis, with approval from the Program Director and Field Education Director—**See Field Practicum Procedures: Practicum Prerequisites**) Students must apply for Field Practicum at the end of their junior year and plan to complete field work during the senior year as a block placement, preferably in the spring semester, or take during summer terms to complete the hour requirement. Credit six hours.

### **Social Work 438: Field Seminar**

This is a senior social work standing course which requires a weekly on-campus integrative seminar with the Field Education Director as well as other students in Field Practicum. The emphasis is on integrating classroom knowledge with application in a social work field setting with individuals, families, groups, organizations, and communities. Prerequisites: Student must have completed all social work courses except SW436 and SW 450. Seminar credit three 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 three hours.

### **Required Allied Courses (9 Credit Hours)**

#### **Social Work 359: Applied Statistics**

This course provides an overview of the use of statistics in the social sciences and seeks to analyze and evaluate statistical analysis through a Christian worldview. In addition, a survey of the use and application of the Statistical Package for the Social Sciences (SPSS) and PSCP, a comparable software program, will be studied. Credit three hours

**OR**

#### **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. Prerequisite: MA 100 or MA 111. Departmental standard calculator required. 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.

**Psychology 413: Abnormal Psychology**

A study of the major categories of psychological dysfunction including theory, etiologies, diagnosis and treatment. Prerequisite: PY 220. Credit three hours.

**Elective Social Work Courses****Social Work 400: Special Topics in Social Work**

The investigation of special areas in social work. Some special topics that have been taught are: *School Social Work, Working With Children, Aging and Death*, etc. Prerequisites: junior/senior standing or permission of the instructor. Credit three hours.

**Social Work 433: Death and Dying, Grief and Loss (also PY 433)**

A study of the social-psychological processes of dying, death, and bereavement across the human life-span and with awareness to various cultures. It also explores practical applications to helping others with death related experiences through the use of individual, family, community, social groups, and institutional components. Prerequisites: junior/senior standing. Credit three hours.

**Social Work 449: Directed Study in Social Work**

Emphasis on critical evaluation of theoretical and empirical writing in a specialized area of social work for majors with strong scholastic achievements. Credit one to six hours.

**Social Work Field Practicum Information**

The primary objective of Field Practicum 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 Field Practicum, 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 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 practicum, students are expected to attend and participate in a weekly on-campus seminar led by the 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 processes.
6. To provide on-going contact with the Field Education Director regarding any issues that need to be resolved related to the practicum.
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 Field Practicum are related directly to Christian values and the core competencies of EPAS. By the end of the Field Practicum, 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:** Advance Human Rights and Social, Racial, Economic, and Environmental Justice

**Competency 3:** Engage Anti-racism, Diversity, Equity, and Inclusion (A DEI) in Practice

**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 (Added by Louisiana Christian University Social Work Program):**

Ethically integrate faith and 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 **20 behaviors** (see Appendix B) that accompany the EPAS core competencies.

### **Learning Contract**

The Field Practicum 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 Education Director prior to the first agency visit.

The educational outcomes/core competencies and corresponding behaviors for Field Practicum 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 behavior.

### **Evaluation and Assignment of Final Grade**

Evaluation of the student's performance in Field Practicum is an on-going process monitored through supervision, Field Education 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 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 Education Director at the end of placement. (See appendix C) 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 Field Practicum 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 journals 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 practicum, the student's first response should be to resolve it 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 Education 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 Christian University 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 will fill out the Field Supervisor's Concerns Form (See Appendix C) to document the issue to discuss with the student and a copy is to be provided to the Field Education Director. If this does not prove satisfactory, the agency should then request a meeting with the Field Education Director and student to discuss the concerns. However, if the concern involves a breach of confidentiality, ethics, or agency policy, then the Field Education Director should be notified immediately. After meeting with all parties involved, the Field Education Director may seek consultation with the BSW 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' a student, they must notify the Field Education Director immediately. A meeting will be initiated by the Field Education 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 Education 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 Education Director for remediation training/counseling for one hour per week for six weeks before reapplying for Field Practicum 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 Education 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 courses (436 or 438), the student will be required to retake that course and complete the

corresponding hours and assignments it includes.

## **Practicum Procedures**

### **Practicum Prerequisites**

In order to be considered for Field Practicum, 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 or first semester of senior year, social work majors who have met the prerequisites for the placement can make an application to begin Field Practicum 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.

Students can express their preferences concerning Field Practicum assignments through the application. When 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 Practicum has been made, the Field Education Director meets with the student to discuss placement possibilities. The Field Education 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 Education 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 Education 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 university 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 practicum 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. Also,



field supervision must be distinct from employment supervision even if performed by the same person.

A social work intern may be paid at the discretion of an individual agency, however the student should not be considered an employee of the agency while fulfilling the role of an intern.

Also, in the event that a CSWE-accredited social worker is not on-site, the BSW Program Director or another designated social work professional will serve as the Field Supervisor. The faculty supervisor will meet with the student weekly to perform all of the duties of the agency field supervisor, and will also coordinate with any on-site task supervisor concerning the student's educational needs and assessment of student's learning goals. Both the LCU Faculty Field Supervisor and the agency task supervisor will meet with the Field Director at the agency for the mid-term site visit.

While international field placements and interstate placements that are purpose-oriented are encouraged, the BSW Program Director and BSW Field Education Director must approve in advance such circumstances, due to how senior year courses may be affected. Currently, the senior courses SW 450 (Ethics) and SW 438 (Field Seminar) are not regularly offered in a distance learning format, and are meant to be taken concurrently with the Field Practicum, SW 436. Advance planning (6-12 months) with the Field Education Director and Course Instructors are necessary when out of state/country placements are desired, in order to accommodate the aforementioned learning needs, and to approve any potential DIS (Directed Independent Study) courses that may result from these types of placements.

### **Selection of Agencies**

Selection of agencies to serve as Field Practicum 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 Christian University.
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 BSW Program Director or another designated social work professional will serve as the Field Supervisor.
5. The agency must be located within a relatively close distance from the university, 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 Practicum 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 Christian University is located in an area of the state that has a wide variety of social service agencies available for Field Practicum sites. Students have been given the opportunity to obtain experience in many practice areas. Though not exhaustive, the following are examples of types of agencies/populations available to students as a practicum:

#### Faith-Based Institutions

Mental health: in-patient, out-patient, adult, adolescent, and child

Medical: general hospitals, specialty units, public health clinics

Terminal illness: hospice, home health care

Corrections: adult and adolescent, probation and parole

Child welfare: adoptions, child protection, foster care, family services

#### International Agencies and Organizations

Communities and Organizations

Developmental disabilities

Domestic violence

Substance abuse

Family services

Homelessness

Schools

Older adults

\*Each of these fields offers social work students an opportunity to engage in generalist social work practice at a variety of practice levels (micro, mezzo, and macro) with individuals, groups, and communities that include issues of social welfare, research, and policy practice to help ensure social justice and the well-being of all people.

### **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/registration and a minimum of three years practice experience.

In the event that a CSWE-accredited social worker is not on-site, the BSW Program Director or another designated social work professional 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 Practicum**

### **University Responsibilities**

Louisiana Christian University bears ultimate responsibility for the learning experience provided to social work majors during the Field Practicum courses. This is accomplished through several avenues. The university maintains efforts to ensure ongoing compliance with the standards of its accrediting agency, the Southern Association of Universities and Schools. Through its central curriculum, the university 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 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 Practicum experience. In agreeing to serve as Field Practicum 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 BSW Program Director or another designated social work professional 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 in-service training on work-place practices that promote safety and reduce risks.

5. Sign the formal agreement which governs the Field Practicum experience.

### **Field Education Director Responsibilities**

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

1. Identify and recruit agencies in the community which qualify to serve as 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 the practicum.
3. Issue the formal agreement governing Field Practicum 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 Practicum form.
7. Make decisions concerning the placement of students at specific agencies approved as Field Practicum 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 Practicum.
10. Conduct the orientation session for students prior to the beginning of Field Practicum.
11. Conduct the weekly integrative seminar for students currently involved in Field Practicum.
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 Practicum and problems which need to be resolved.
15. Be responsible for any and all communication related to Field Practicum courses.
16. Maintain adequate records related to Field Practicum. 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 and copy of their hours for each semester of Field Practicum.

### **Agency Field Supervisor Responsibilities**

1. Participate in an orientation/training session sponsored by the social work program for Field Supervisors prior to the Field Practicum.
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 Practicum 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 the student and Field Education Director at the agency at least once during the semester to discuss the student's progress in the Field Practicum. 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 Practicum 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 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 the University of Utah and is very user friendly.
12. Contact the Field Education Director immediately of any problems related to the Field Practicum.

13. At the end of the placement, complete a written form/ evaluation of the Louisiana Christian University Bachelor of 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 Practicum experience, from the initial interview with the Field Supervisor through the final evaluation of the Field Practicum experience. Specific responsibilities include:

1. Complete the application for field placement and submit it to Field Education Director
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 University. The Field Education Director will assist with contacting the Business Office to begin the coverage.
6. Provide their own means of transportation to and from the agency.
7. Students should plan to spend around 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.
10. Abide by the policies, rules and regulations of the agency as well as the Louisiana Christian University 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 Education Director on a regular basis. In addition to the log, journals 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 Practicum 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 Practicum.
16. Consistently attempt to integrate classroom material with the Field Practicum 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 LCU Social Work Program values and promotes the safety of our students first and foremost. 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 Christian University is committed to responsibly investigating all discrimination and harassment as outlined by Title IX.... The University will not tolerate sexual harassment of its students and will investigate all allegations of sexual harassment.” (LCU Student Handbook, p. 105-108). Students are to be aware of and inform themselves with the field agency's sexual harassment policy.

### **Violence Against Women Act Policy and Procedure**

Louisiana Christian University does not discriminate on the basis of sex in its educational programs and sexual harassment and sexual violence are types of sex discrimination. Other acts can also be forms of sex-based discrimination and are also prohibited whether sexually based or not and include dating violence, domestic violence, and stalking. As a result, LCU issues this statement of policy to inform the community of our comprehensive plan addressing sexual misconduct, educational programs, and procedures that address sexual assault, domestic

violence, dating violence, and stalking, whether the incident occurs on or off campus and when it is reported to a University official. In this context, LCU prohibits the offenses of domestic violence, dating violence, sexual assault and stalking and reaffirms its commitment to maintain a campus environment emphasizing the dignity and worth of all members of the University community. For the extensive Violence Against Women Act Policy and Procedure, see the LCU Student Handbook, Appendix B.

### **Disability Act**

Louisiana Christian University 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.

### **Ethical Use of Technology and Social Media**

As part of social work professional and ethical conduct, a student will not be allowed to use technology or social media to contact any client of any agency with whom the student may come into contact with through Field Practicum, for any personal reason. Also, the student may not take pictures of or video any client, nor post any personal information about a client on any social media platform. Students will be learning specifics about these ethical violations over the course of their social work curriculum. It is our desire to respect and promote client confidentiality and professionalism.



# **APPENDIX A**

**Louisiana Christian University**  
**Social Work Faculty & Administration**

**Social Work Program Faculty:**

Bobbye Roberts, LCSW-BACS  
Associate Professor of Social Work  
Bachelor of Social Work Program Director

Office: Alexandria Hall, 261  
Telephone: Office: (318) 487-7115  
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Maggie Bridges, LCSW-BACS  
Assistant Professor of Social Work  
Bachelor of Social Work Field Education Director

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### **ADMINISTRATION:**

Victory Lindo-Lemons, MEd, ABD  
Assistant Professor of Education  
Dean, School of Education and Behavioral Sciences  
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Box 585  
Pineville, Louisiana 71359

# **APPENDIX B**

## **CSWE Educational Policy and Accreditation Standards**

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

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice. Social workers:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and

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

### **Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected. Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

### **Competency 3: Engage Anti-racism, Diversity, Equity, and Inclusion (A DEI) in Practice**

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression. Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

### **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:

- a. apply research findings to inform and improve practice, policy, and programs; and
- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

### **Competency 5: Engage in Policy Practice**

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings. Social workers:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, 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 individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with 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. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice

context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making. Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

### **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. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings. Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

### **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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities

\*\*\*Added by Louisiana Christian University BSW Program

### **Competency 10: Distinctive to Louisiana Christian University Social Work Program: Ethically Integrate Faith with Practice**

- Examine and reflect upon one's personal faith worldview, as well as the worldview of others, in order to understand how one's Christian values contribute to and potentially conflict with one's practice in the profession. Use this understanding to ethically integrate faith with practice.

- Apply one's understanding of diversity and the "Strengths Perspective" in order to work effectively with a broad spectrum of client's (s') spiritual, religious, and faith experiences, while being guided by the Christian principle of respect and love for all persons, as they are believed to be created in the "Imago Dei" (image of God).

# **APPENDIX C**

## **Field Practicum Forms**



## Appendix C1

### Student Field Practicum Application Form

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

1. Completed all social work courses and their prerequisites, except for Social Work 450. If not, must meet GPA criteria as indicated in the BSW Program Handbook.
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 Education Director by April 15<sup>th</sup> of your junior year. On it you will indicate your preferences which will be explored by the Field Education Director. 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 Practicum opportunities. Once the interviews have been completed, notify the Field Education Director of your preference for placement. The Field Education Director will finalize the agreement with the agency prior to your start date.

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 may be sent to the Field Supervisor prior to your interview.

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

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

**LOUISIANA CHRISTIAN UNIVERSITY**  
**Bachelor of Social Work Program**  
**Social Work Field Practicum 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 Practicum?

Additional comments, information:

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

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

## Appendix C2

### Inter-Institutional Agreement

School of Education and Behavioral Sciences  
Bachelor of Social Work Program  
Louisiana Christian University  
1140 College Drive, Box 605  
Pineville, LA 71359

#### **Institution/Agency:**

The School of Education and Behavioral Sciences at Louisiana Christian University 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 Christian University, 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) (Field Manual, p. 21). The supervisor will complete the Recommended Numerical Grade for Practicum Form upon student's completion of placement hours (Field Manual p. 50), and a written form/evaluation of the Louisiana Christian University Social Work Program, to be submitted to the Field Education Director at the end of the semester. (Field Manual p. 51)
3. Maggie Bridges, MSW, LCSW-BACS, 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 Christian University 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 University 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 University 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  
Louisiana Christian University

\_\_\_\_\_  
Date

\_\_\_\_\_  
Agency Director

\_\_\_\_\_  
Date

**LOUISIANA CHRISTIAN UNIVERSITY  
BSW Program  
Agency Information Form**

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

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

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

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

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

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

**Learning Contract**

<b>Competency 1:</b>	<b>Demonstrate Ethical and Professional Behavior</b>		
<b>Behaviors</b>	<b>Learning Tasks to Aid in Mastering Core Competencies</b>	<b>Target Date</b>	<b>Date Achieved</b>
	<b>How will student demonstrate competency In each behavior. Identify 2-3 tasks.</b>		
<p>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.</p>			
<p>Demonstrate professional behavior; appearance; and oral, written, and electronic communication;</p>			
<p>Use technology ethically and appropriately to facilitate practice outcomes.</p>			
<p>Use supervision and consultation to guide professional judgment and behavior.</p>			



<b>Competency 2:</b>	<b>Advance Human Rights and Social, Racial, Economic, and Environmental Justice</b>		
<b>Behaviors</b>	<b>Learning Tasks to Aid in Mastering Core Competencies</b>	<b>Target Date</b>	<b>Date Achieved</b>
	<b>How will student demonstrate competency In each behavior. Identify 2-3 tasks.</b>		
<p><b>Advocate for human rights at the individual, family, group, organizational, and community system levels</b></p>			
<p><b>Engage in practices that advance human rights to promote social, racial, economic, and environmental justice</b></p>			

<b>Competency 3:</b>	<b>Engage Anti-racism, Diversity, Equity, and Inclusion (A DEI) in Practice</b>		
<b>Behaviors</b>	<b>Learning Tasks to Aid in Mastering Core Competencies</b>	<b>Target Date</b>	<b>Date Achieved</b>
	<b>How will student demonstrate competency In each behavior. Identify 2-3 tasks.</b>		
<p><b>Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels</b></p>			
<p><b>Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.</b></p>			

<b>Competency 4:</b>	<b>Engage in Practice-Informed Research and Research-Informed Practice</b>		
<b>Behaviors</b>	<b>Learning Tasks to Aid in Mastering Core Competencies</b>	<b>Target Date</b>	<b>Date Achieved</b>
	<b>How will student demonstrate competency In each behavior. Identify 2-3 tasks.</b>		
Apply research findings to inform and improve practice, policy, and programs			
Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.			

<b>Competency 5:</b>	<b>Engage in Policy Practice</b>		
<b>Behaviors</b>	<b>Learning Tasks to Aid in Mastering Core Competencies</b>	<b>Target Date</b>	<b>Date Achieved</b>
	<b>How will student demonstrate competency In each behavior. Identify 2-3 tasks.</b>		
Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect 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.			

<b>Competency 6:</b>	<b>Engage with Individuals, Families, Groups, Organizations, and Communities</b>		
<b>Behaviors</b>	<b>Learning Tasks to Aid in Mastering Core Competencies</b>	<b>Target Date</b>	<b>Date Achieved</b>
	<b>How will student demonstrate competency In each behavior. Identify 2-3 tasks.</b>		
<p><b>Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies</b></p>			
<p><b>Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies</b></p>			

<b>Competency 7:</b>	<b>Assess Individuals, Families, Groups, Organizations, and Communities</b>		
<b>Behaviors</b>	<b>Learning Tasks to Aid in Mastering Core Competencies</b>	<b>Target Date</b>	<b>Date Achieved</b>
	<b>How will student demonstrate competency In each behavior. Identify 2-3 tasks.</b>		
<p>apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies</p>			
<p>demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan</p>			

<b>Competency 8:</b>	<b>Intervene with Individuals, Families, Groups, Organizations, and Communities</b>		
<b>Behaviors</b>	<b>Learning Tasks to Aid in Mastering Core Competencies</b>	<b>Target Date</b>	<b>Date Achieved</b>
	<b>How will student demonstrate competency In each behavior. Identify 2-3 tasks.</b>		
Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals			
Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies			

<b>Competency 9:</b>	<b>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>		
<b>Behaviors</b>	<b>Learning Tasks to Aid in Mastering Core Competencies</b>	<b>Target Date</b>	<b>Date Achieved</b>
	<b>How will student demonstrate competency In each behavior. Identify 2-3 tasks.</b>		
Select and use culturally responsive methods for evaluation of outcomes			
Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities			



<b>Competency 10:</b>	<b>Ethically Integrate Faith with Practice</b>		
<b>Behaviors</b>	<b>Learning Tasks to Aid in Mastering Core Competencies</b>	<b>Target Date</b>	<b>Date Achieved</b>
	<b>How will student demonstrate competency In each behavior. Identify 2-3 tasks.</b>		
<p>Examine and reflect upon one’s personal faith worldview, as well as the worldview of others, in order to understand how one’s Christian values contribute to and potentially conflict with one’s practice in the profession. Use this understanding to ethically integrate faith with practice.</p>			
<p>Apply one’s understanding of diversity and the “Strengths Perspective” in order to work effectively with a broad spectrum of client’s (s’) spiritual, religious, and faith experiences, while being guided by the Christian principle of respect and love for all persons, as they are believed to be created in the “Imago Dei” (image of God).</p>			

<b>Individualized Outcomes</b>			

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

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

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

Date:

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

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

**APPENDIX C6**

**Louisiana Christian University**

**Bachelor of Social Work Program**

**Field Supervisor's Recommended Numerical Grade for Practicum**

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

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

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

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 Christian University Social Work Program by Field Supervisor**

Agency \_\_\_\_\_

Semester/ Year: \_\_\_\_\_

Field Supervisor \_\_\_\_\_

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

This evaluation will address the Field Supervisor's assessment of the Louisiana Christian University 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	2	3	4	5
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 LCU 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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**LOUISIANA CHRISTIAN UNIVERSITY**

**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

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

1                      2                      3                      4                      5

3) How extensive was the orientation to the agency?

1                      2                      3                      4                      5

4) Strengths of the agency as a Field Practicum site:

5) Suggestions for strengthening the agency as a Field Practicum site:

**II. Supervision**

1) How consistent was weekly supervision?

1                      2                      3                      4                      5

2) How helpful was the supervisor in the development of the initial learning contract?

1                      2                      3                      4                      5

3) 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

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

1                      2                      3                      4                      5

5) How helpful was the mid-term evaluation?

1                      2                      3                      4                      5

6) 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

7) 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?

1. about yourself, both personally and professionally?

**SIGNATURES:**

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

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

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





**Appendix C10**

**Louisiana Christian University  
Social Work Program  
Field Practicum  
Student Contract**

Students are representatives of Louisiana Christian University, the Louisiana Christian University BSW Program, and the profession of Social Work and as such will be held to a high standard of accountability. All students in the Louisiana Christian University BSW Program are expected to abide by the NASW Code of Ethics, the Louisiana Christian University 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 LCU Student Handbook conduct guidelines, the LCU BSW Program Handbook and BSW 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 Practicum

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 failing of Field Practicum.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

I agree that I have received a copy of the Louisiana Christian University BSW Field Practicum Manual. 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

\_\_\_\_\_  
Student's Signature/Date

\_\_\_\_\_  
Field Supervisor's Signature/Date

\_\_\_\_\_  
Field Education 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.

<b>Days/Dates:</b>	<b>Time In:</b>	<b>Time Out</b>	<b>Time In</b>	<b>Time Out</b>
<b>Mon.</b>				
<b>Tues.</b>				
<b>Wed.</b>				
<b>Thurs.</b>				
<b>Fri.</b>				