



COLLEGE OF ARTS AND SCIENCES  
**LAMAR UNIVERSITY**  
Social Work

**SOCIAL WORK PROGRAM  
BSW FIELD PRACTICUM MANUAL**

**Fall 2020**

**LAMAR UNIVERSITY COLLEGE OF ARTS AND SCIENCES  
DEPARTMENT OF SOCIOLOGY, SOCIAL WORK AND CRIMINAL JUSTICE**

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# LAMAR UNIVERSITY SOCIAL WORK FACULTY AND STAFF DIRECTORY

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## PREFACE

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The Social Work Program began in 1969 as an eighteen hour minor housed within the Sociology Department. In 1974, this minor area was moved, administratively, to the newly created Department of Public Affairs, which also administered the Criminal Justice Program.

In 1977, an institutional request for the establishment of a Bachelor's Degree in Social Work (BSW) was approved by the coordinating Board of Texas. In 1980, the University created the Department of Sociology, Social Work, and Criminal Justice as a result of the merging of the Departments of Sociology and Public Affairs.

The initial three year accreditation of the Program by the Council on Social Work Education (CSWE) began in June 1980. A four-year extension was granted in June 1983, based on the Supplemental Self-Study Report. Reaffirmation for Accredited Status was granted by the Commission on Accreditation since October 1988. The Reaffirmation of Accreditation process last occurred in 2020.

The purpose of this manual is to present to the field agency supervisors, senior social work majors and other constituent groups the expectations for Field Practicum. All students who graduate from the Lamar University Social Work Program must satisfactorily complete Field Practicum (SOWK 4321 and SOWK 4324).

Field Practicum is a 400-hour block placement occurring during the Spring semester of the senior year OR the Summer I and Summer II sessions of the senior year.

We wish to thank the agency Field Supervisors/Task Supervisors and their respective administration and staff for their support of the Lamar University Social Work Program. Your participation provides social work students with a learning environment which is necessary for the development of competent entry level generalist social work practitioners.

# PROGRAM INTRODUCTORY INFORMATION

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## Mission Statement: Social Work Program

Within the larger context of a liberal arts education, the mission of the Lamar University Social Work Program is to develop competent and ethical beginning generalist professional social work practitioners who possess the knowledge, skills, and values required to understand, prevent, and eliminate social problems for all types of client systems, specifically for vulnerable populations due to social and economic injustice.

## Program Narrative

Grounded in Ecological Systems, Empowerment, and Strengths Perspectives, the Lamar University Social Work Program prepares students for beginning generalist social work practice with individuals, families, groups, organizations and communities with a focus on vulnerable and oppressed populations. The program prepares students to understand and develop sensitivity to human diversity and advocate for change in areas of social, racial, economic, and cultural injustice in families, organizations, communities and government. The program emphasizes and prepares students to contribute to the development of social policies and resources, specifically in areas that enhance quality of life, create accessible, equitable, and accountable social service programs, and link those in need of assistance with quality services. Students are prepared to be non-biased, empirically-based, effective and critical thinking practitioners who have a strong identification with the values and ethics of the profession, and the required commitment identification with the history as well as the future of the profession.

## Social Work Program Goals

The Social Work Program is consistent with the University's mission of expanding knowledge, awakening intellectual interests, examining values, developing talents, new skills, and roles as an informed citizen. Our Mission Statement directs us to build our graduates social work knowledge within the larger context of a liberal arts education: "The mission of the Lamar University Social Work Program is to develop competent and ethical beginning generalist professional social work practitioners who possess the knowledge, skills, and values required to understand, prevent, and reduce/eliminate social problems for all client system levels, specifically for populations at risk due to social and economic injustice."

From this directive, the Lamar University Social Work Program has five Program Goals:

1. Prepare graduates to identify and address oppression, discrimination, and social and economic injustice within the context of the historical roots of the profession.
2. Prepare graduates to use effective generalist social work interventions with individuals, families, groups, organizations, and communities in a variety of social work field settings.
3. Prepare graduates who value and respect human diversity and who are capable of engaging in generalist social work practice with diverse populations without discrimination.
4. Prepare graduates to understand the impact of policy on all social work practice, and to be engaged in policy development, analysis, and change when social injustice exists.
5. Prepare graduates who are committed to lifelong professional growth and development, primarily through the utilization of how to obtain and update evidence-based research knowledge to enhance their social work practice.

## **NONDISCRIMINATION POLICY**

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The Social Work Program values human diversity. The Program accords all its stakeholders (i.e. students, faculty, staff, field representatives, Program committees) dignity and worth and therefore prohibits discrimination in its policies and practices based on differences in age, class, color, disability, ethnicity, family structure, gender, gender identity or expression, marital status, national origin, race, religion, sex and/or sexual orientation, pregnancy, veteran or military status.

## **FIELD PRACTICUM INTRODUCTORY INFORMATION**

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The field practicum is designed to create an environment in which the student is able to put into practice their generalist social work knowledge skills and values under the supervision of an approved trained professional. The entire process is designed to help the student make the transition from classroom to professional setting.

The practicum consists of two courses, SOWK 4321 and SOWK 4324. The broad goal of each course is to develop and refine the professional foundation knowledge, skills and values taught in previous social work courses. A central feature of the field experience is the

sharing of experiences with fellow students during a weekly integrative seminar. The field practicum is a comprehensive developmental experience. As such, it is expected that the second field course will build upon that which was accomplished in the first.

In the Spring or Summer I & II block field practicum options, students enter the field sequence after a series of program courses including: two policy courses; three practice courses; one research methods class; and two human behavior in the social environment courses, two child welfare courses, and seven social work seminar courses. Earlier in the major, as part of SOWK 2361 (Intro to Social Work), students will complete twenty hours of supervised volunteer experience in a social service agency. Students will complete an additional fifteen supervised volunteer hours in both SOWK 3310 (Practice I) and SOWK 3330 (Practice II) for a total of 50 supervised volunteer hours prior to graduation. The structured field practicum sequence is taken in the senior year and consists of 400 supervised field placement hours in a social service agency. Students receive three credits for each practicum course - SOWK 4321 (Field Practicum I) and SOWK 4324 (Field Practicum II), for a total of six credit hours. A three hour weekly integrative seminar accompanies the field experience.

**It is important to understand what field practicum is not.** It is not a time for developing a specialized area of practice. BSWs are prepared to enter generalist social work practice. The entire classroom and field curriculum should combine to prepare graduates to have abilities to provide social work assessments, interventions, and evaluations that fit a variety of settings and client systems (individuals, families, groups, organizations, and communities). Regardless of who the clients are or the needs that students are working to meet in their particular placements, the knowledge and skills acquired should be transferable to other settings staffed by BSWs.

## FIELD PRACTICUM ELIGIBILITY

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To be eligible for Field Practicum, students must have a grade of “C” or better in all social work courses which are required in order to enroll in the Field Practicum courses:

**Completed the following courses:**

- SOWK 2361 – Introduction to Social Work
- SOWK 2371 – Survey of Social Welfare
- SOWK 3300 – HBSE I
- SOWK 3310 - Practice I
- SOWK 3320 – HBSE II
- SOWK 3330 – Practice II
- SOWK 3340 – Policy
- SOWK 3350 – Macro Practice
- SOWK 4380 – Research
- SOWK 4300 – Field Preparation Seminar



**Completed or concurrently taking:**

- SOWK 3360 – Promoting Social Justice (if taking online)
- SOWK 4320 – Seminar(s) or other online electives

**Must be a SOWK Major in good standing:**

- GPA > 2.5 in Social Work courses AND overall
- Must be approved by Field Director
- Must have completed the University's core curriculum
- Any exception must be approved by the student's academic committee (Program Director, SOWK faculty advisors)

## **FIELD PRACTICUM APPLICATION PROCESS**

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1. During the SOWK 4300 Field Preparation course, students must complete the Field Practicum Application Packet which consists of:
  - a. Field Preparation Acknowledgement Form
  - b. Acknowledgement of Risk Form
  - c. PSOW/SOWK Information for Field Entry
  - d. Social Work Intern Declaration
  - e. Minimal Requirements for Student Participation in Field Practicum
  - f. Prospective Field Student Questionnaire
  - g. Potential Field Placement Agency Opportunities
  - h. Field Practicum Placement Preference Form
  - i. Policy for Criminal Background Screening
  - j. Acknowledgement of Policy for Criminal Background Screening
2. Field Director reviews each Application Packet and begin working on field practicum assignments.
3. Field Director considers placement preferences when making placement decisions, and considers goodness of fit when making those decisions.
4. Some agencies opt to conduct interviews before placing students, while others do not. For students who are not selected from agency interviews, the Field Director works with them to secure alternative placement.
5. Once placement decisions are finalized, students may contact their agencies to begin the application/background screening process and begin working in their field placements.

## POLICY FOR SELECTION OF FIELD PRACTICUM AGENCIES

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Agencies selected as sites for field practicum are drawn from a variety of agencies and organizations within the community that share parallel missions with Lamar University's Social Work Program and whose delivery of social work services and professional practices are compatible with the purposes of the social work profession, the mission, goals, and objectives of the Program, and the learning needs of the students.

- The process for an agency to be selected as a field practicum setting can be initiated by the Social Work Program or the agency. Agencies may contact the Field Director to request consideration as a field practicum agency.
- The Field Director is responsible for identifying, recruiting, and with faculty input, approving field practicum settings.
- Once an agency has been identified as potential field agency, the Field Director makes an appointment to meet with an agency representative, often the prospective field supervisor, or the program or agency administrator. During this meeting, an assessment is made of the agency's mission, purposes, activities, staff, location, client population served, and the educational commitment to students. The Field Director also offers critical details about the field placement expectation of all parties, and determines if the agency has the ability and resources to provide a quality generalist practice field experience among all populations and systems (individuals, families, groups, organizations, and communities).
- If the agency meets these criteria, an agency representative will be asked to complete and submit the *Agency Application for Field Education Placement Site*.
- The *Agency Application for Field Education Placement Site* will be reviewed by the Field Director and Program Director. If approved, the Agency will be asked to complete a Student Field Practicum Agreement in order to accept placement of BSW intern(s) and attend the Field Instructor Orientation Meeting.

## CRITERIA FOR SELECTION OF FIELD PRACTICUM AGENCIES

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1. The agency's mission/purpose must be compatible with the values and ethics of the social work profession and with the mission/purpose Lamar University's Social Work Program.
2. The agency must provide experienced staff to act as field instructors and provide them with the time and resources necessary to fulfill the teaching and supervisory roles in order to ensure that students have to opportunity to achieve the core competencies of field placement.
3. The agency must be willing and able to provide a broad, comprehensive learning experience for the students to engage in generalist social work practice (i.e. opportunities

to attend staff meetings, training sessions, have weekly meetings with agency field instructors and must have direct face-to-face contact with clients at all levels – individuals, families, groups, organizations, and communities).

4. The agency must provide physical resources, such as space, telephones, and clerical support needed for the student to fulfill their field placement obligations.
5. As part of the Social Work field mandatory requirements, the student must be allowed to conduct telephone and face-to-face interviews and client contacts and consult with the agency field instructor in a space that allows privacy and confidentiality.

## DIRECTIONS TO STUDENTS

During your field practicum you will be a representative of Lamar University and the host agency. Your conduct and performance on the job will reflect these institutions. You have been given an assignment suitable only for mature adults and we are confident that you are capable of conducting yourself in such a manner. It is expected that you will conform to acceptable standards of dress and behavior, and assume the basic responsibilities of promptness, neatness and courtesy to your coworkers, staff members of the agency, and especially your clients. In addition, please make sure that you adhere to the following four principals at all times:

1. Do not enter into a personal relationship with any client. Do not make promises to provide favors or special treatment during the practice course or afterwards. Do not join in any criticism of any client, the practice setting or the Lamar University Social Work Program.
2. Keep confidences, as you would in any professional situation. It is not acceptable to discuss the affairs of the agency with the general public. Say nothing that will identify an individual client, employee, or situation. The information you discuss with your agency field instructor regarding agency business or client issues is confidential.
3. Do not participate in agency gossip or in employee conflicts within the agency.
4. You will be expected and encouraged to ask questions to facilitate your learning process. Please share your ideas with your supervisor who will listen and be interested, however keep in mind that you are a student in this agency and your ideas may not be implemented. It may be that your ideas will warrant serious consideration by the agency in due time. Keep in mind that the persons with whom you are working are experienced administrators. Please be mindful of the complex nature of agencies and organizations.

# FIELD PRACTICUM ROLES AND EXPECTATIONS

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## Student

The practicum setting is intended to help students connect and integrate what they have learned in the classroom (including general social work knowledge, theory, skills, policy, research, assessment, intervention, and evaluation). From the day students enter the agency, they are expected to assume in some manner the role of a regular staff member. As they acquire knowledge and skills, they should move closer to the role of a more fully-trained professional practitioner.

The social work student in a practicum setting is expected to:

1. Adhere to agency work hours, to agency policies and procedure, working hours, attendance, dress codes and rules governing professional behavior by staff members.
2. Adhere to agency policies governing the strict observance of confidentiality and the handling of confidential information.
3. Discuss with the Field Supervisor/Task Supervisor and Field Director any area of significant disagreement, dissatisfaction, or confusion related to the practicum experience.
4. Maintain strict professional and not personal relationships with any and all clients served.
5. Behave in a professional manner, including taking responsibility as an adult learner to understand and carry out assigned duties, meet all deadlines, and seek direction when needed.
6. Apply learned skills and knowledge from the classroom to all client systems (individuals, families, groups, organizations, and communities).
7. Assume a positive attitude, a proper maturity, and an eagerness to help people.
8. Develop self-awareness in regard to attitudes, values, and professional behavior patterns that influence his/her practice.
9. Prepare for and utilizing conferences and other training opportunities for learning afforded him/her in the agency.
10. Be consistent and punctual in the submission to her/his field faculty instructor and agency instructor of all work assignments.
11. Adhere to professional agency behavior according to NASW standards and NASW Code of Ethics.
12. Provide proof of NASW Student Membership and professional malpractice insurance.
13. Complete and submit all practicum written documentation and reports required by the agency and school (e.g., time sheets, evaluation of student performance, student's evaluation of practicum evaluations).
14. Adhere to rules concerning transportation to field agency and possibly traveling to meet with clients. Also, students with minor children must establish child care

provisions prior to beginning field so that they may fulfill their field obligation without interference.

## Field Director

The Field Director is responsible to ensure that all social work interns are appropriately placed in agencies that provide an environment that allows them an opportunity to apply learned generalist practice knowledge and skills taught within the social work program. The Field Director is responsible for the delegation and planning of all activities related to the field practicum including:

1. Design and maintain a viable process for integrating the field practicum into the social work curriculum.
2. Identify, recruit, develop, and approve of field practicum agencies.
3. Develop and disseminate information regarding the Social Work Program to approved and potential field practicum agencies.
4. Develop manuals and forms which are necessary to the field practicum.
5. Coordinate placement which includes setting up workshops between agency representatives and students; acting as liaison between agency and students in the placement process; interviewing students regarding readiness for field practicum; deciding where students should be placed; and handling other activities necessary to a viable field practicum.
6. Plan and coordinate field-related meetings, workshops, and seminars.
7. Coordinate with social work faculty in guaranteeing relevance of field experience to rest of curriculum.
8. Make suggestions and recommendations regarding changes and/or modifications in curriculum.
9. Facilitate a weekly integrative field seminar meeting with interns.
10. Maintain proof of attendance at all agency and student field practicum meetings scheduled by Field Director.
11. Assume overall responsibility and consultation with the agency in terms of objectives, content, and methodology.
12. Be available to the student for advice with respect to assisting the student to achieve the course objectives.
13. Consult with the agency instructor on a regular basis and as otherwise indicated regarding a student's learning experiences.
14. Evaluate the content of the student's written reports and helping the student integrate classroom and practice learning.
15. Utilize the performance evaluations submitted by the agency supervisor for purposes of consultation and as a part of the final grading of the student.
16. Recommend to the Field Director or Program Director the suspension or complete removal of a student (see Termination Policy).
17. Overall evaluation of performance and integration of knowledge for purposes of assigning a course grade.

## Agency Field Supervisor and/or Task Supervisor

The Field Supervisor will approve and sign off on all field placement hours. The Field Supervisor must be either a BSW or MSW with 2 years of work experience. The Field Supervisor will either directly supervise or select and assign a qualified staff member (known as Task Supervisor) to provide consistent and close supervision for the student during the term of the student's practice within the agency. The role of Field Supervisor (and/or Task Supervisor) includes:

1. Introduce and orient the student to the agency's policies, structure, programs, and functions.
2. Introduce and orient the student to the agency's expectations regarding appropriate dress, policies governing confidentiality, and other related modes of professional behavior.
3. Teach the students the agency's role in the community and of the working relationships with other agencies, including referral procedures.
4. Inform the student with available community resources most frequently used by the supervising agency.
5. Inform the student of agency's policies and procedures regarding case management, record keeping, intake, assessment, intervention, termination, and evaluation.
6. Alert the student to the conflicts affecting the agency because of the political realities of the community. In a sense, this means protecting the student against unnecessary exposure to struggles that do not enhance the learning situation.
7. Assign caseloads and supervising the completion of client-related tasks and responsibilities that are in keeping with the student's readiness to complete those tasks adequately.
8. Provide the student with opportunities to engage in face-to-face contact with clients.
9. Allow the student to accompany agency representative(s) to home visits, office interviews, meetings, conferences, etc., where the student has the opportunity to identify with the agency representative as a professional practitioner. Be clear about agency expectations for students to drive their own vehicles during work hours.
10. Provide student with a minimum of one hour weekly supervision.
11. Allow the student a time each week that he may use for developing a report on observations related to weekly assignments for seminar discussion.
12. Submit periodic performance evaluations of the student to Field Director.
13. Contact Field Director, if necessary, concerning student progress or problems.

## SOWK 4300: FIELD PREPARATION COURSE

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All students must enroll in SOWK 4300 during the **fall** semester preceding their practicum. This is true for all students whether they will enroll in the Spring or Summer I/Summer II or field practicum. The Field Director will consult with students concerning their preferences for the field practicum. Each student will complete the Field Practicum Preference Form to assist the Field Director in the recruitment of appropriate field agencies. The Field Director will make initial contact with the agency followed by the student arranging a pre-placement interview with the assigned agency. Each student must have a resume approved by the Field Director before conducting potential agency interviews. This interview between the student and the potential field agency allows the student and the Field Director to assess the potential for a match. While every effort is made to provide placements in the type of agency desired by the student, the Program cannot guarantee that each student is placed in their first choice of agency.

**UNDER NO CIRCUMSTANCES MAY STUDENTS ARRANGE THEIR OWN PLACEMENTS WITHOUT EXPRESSED WRITTEN AND SIGNED CONSENT OF THE LAMAR UNIVERSITY FIELD DIRECTOR.**

## PLACEMENT IN EMPLOYEE SETTING

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Some students may be working in social service agencies and request a field practicum in their place of employment. The Lamar Social Work faculty does not encourage this. However, if a student wants to pursue this option the following conditions must be met:

1. The field practicum must be in an entirely different program than where the student is employed.
2. The student's work supervisor cannot be the field instructor.
3. The student must secure a letter from the agency indicating the agency's support of this plan along with a delineation of work hours and field hours. This letter needs to be from the student's current work supervisor or from an appropriate administrative staff person such as a program supervisor or executive director.
4. Field time cannot be counted when performing the duties in the student's current position.
5. The student may receive salary for their field placement, only if the agency assures the Field Director in writing that the field placement is not part of the student's current employment duties.
6. The Field Director and Program Director must approve the plan.

## NASW MEMBERSHIP & PROFESSIONAL LIABILITY INSURANCE

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Students in field practice can be sued for malpractice. Therefore, it is **mandatory** that each student have in place a Student Professional Liability Insurance Policy. These low-cost policies are issued through NASW Assurance Services to members of NASW. Students must first join NASW, as only members are permitted to purchase this liability insurance. Each student entering field practicum must obtain and submit proof of insurance to the Field Director by prior to beginning their field placement. No other form of liability insurance is acceptable.

## MONITORING STUDENT PROGRESS AND SAFETY

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The Field Director monitors student progress and safety through weekly seminar meetings, site visits, and evaluations. The Field Director and program staff support student safety by setting forth procedures for students who feel unsafe within the agency, encouraging students to maintain open and honest dialogue with field instructors and Field Director. The Field Director further monitors student progress through contact with the Field Instructor and their completion of each student's mid-term and final evaluations, which cover each of the CSWE competencies.

## STUDENTS WHO EXPERIENCE SEXUAL HARASSMENT AT THE FIELD AGENCY

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Sexual Harassment of students is a violation of Title IX of the Education Amendments of 1972, which prohibits sex discrimination in education. Sexual harassment is a form of sexual discrimination prohibited by Title VII of the Civil Rights Act of 1964. Unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature constitute sexual harassment. Whether the harassment comes from the Field Supervisor or any other agency employee, it is destructive to the learning/working environment, is demoralizing, and it adversely affects students' performance in their field placement. Even if the agency has no sexual harassment grievance policy, students may make complaints of sexual harassment directly to the Office of Civil Rights, US Department of Education, or file a lawsuit.

Students should adhere to the following procedure if they have experienced sexual harassment in their field agency.

1. The student should contact the Field Director as soon as possible to report this situation and to receive advice on how to proceed. If the Field Director is unavailable and the situation is urgent, the student may contact any Social Work Faculty Member.



2. The most important consideration in this is the student's safety. The situation will be discussed with the Field Director and an immediate "safety plan" will be designed if necessary.
3. The Field Director will work with the student to decide upon an intervention strategy.
4. The future of the student's placement at the agency will be determined after a thorough assessment of the situation. The student may choose or be advised not to return until the assessment has been completed.
5. If needed, referrals to appropriate resources will be made to help the student cope with the situation.

## TRANSPORTATION

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All students must provide their own transportation to and from the agency. If transportation is a problem, this should be noted on the Field Practicum Preference Form. Students who drive their own vehicles must have a current, valid driver's license and automobile insurance. Some agencies will pay mileage for travel required to perform agency work. Ask your field instructor about student driving expectations and/or mileage reimbursement if you are required to travel on the job.

## PLACEMENT REASSIGNMENT

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In a very small number of cases it is necessary to terminate the student's original placement. The student, Field Director, and the Social Work Performance Review Committee need to thoroughly discuss the issues. The Social Work Review Committee will make the final decision regarding termination and new placements. Students initiating a request for placement reassignment need to submit a written statement to the Field Director delineating the reasons that reassignment is necessary.

## FIELD TERMINATION POLICY

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Under the following circumstances a student can be removed from field practicum, and will be heard and determined by the Social Work Performance Review Committee to discuss issues associated with the termination of the student's field practicum.

1. Conduct that is inconsistent with the *Code of Ethics* of the National Association of Social Workers. The Code can be located at the following internet address:

<http://www.naswdc.org/>.

2. Failure to follow field practicum policies.
3. Unethical conduct of any type in field practicum.
4. Behavior that threatens the welfare of clients, agency employees, other students or faculty.
5. Failure to use sound judgment with clients, colleagues and faculty.
6. Failure to utilize professional assistance (counseling or consultation) for serious personal problems which interfere with the student's behavior in field, or with their academic performance.
7. Failure to attend Agency during work hours.
8. Failure to communicate with supervisor or staff.
9. Failure to keep Field Director informed of student problems affecting placement.
10. Failure to report criminal background issues to the Field Director.
11. Failure to notify agency of illness/absences in advance.

## LAMAR UNIVERSITY STUDENT GRIEVANCE PROCEDURES

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### General University Student Grievance Procedures

The Social Work Program adheres to the grievance procedures as outlined in the Lamar University Faculty Handbook, the *Lamar University General Catalog* and the *Lamar University Student Handbook*. Students should refer to these documents for a comprehensive discussion of all grievance procedures. Students may obtain a copy of the *Lamar University General Catalog* in the Wimberly Building. The *Lamar University Student Handbook* is available in the Wimberly building and Setzer Student Center. A copy of the *Lamar University Faculty Handbook* is available in the Department Office for student viewing.

### Lamar Student due Process Rights and Procedures

The *Lamar University Student Handbook* clearly outlines the due process procedures for student disciplinary hearings. In part the *Lamar University Student Handbook* states, "In those cases in which the accused student disputes the facts upon which the charges are based, such charges shall be heard and determined by a fair and impartial person or committee, hereinafter called the hearing officer or hearing committee, selected in accordance with procedures adopted by the university."

The *Lamar University Student Handbook* outlines the procedures, appeal process and potential range of penalties for general student offenses.

## Faculty / Staff Behavior: Filing Student Grievances

If students believe that they have been treated unfairly or unprofessionally by a faculty or staff member, or that a policy or procedure is unjust or unwise, then the student may submit, in writing, a formal grievance petition to the Chair of the Department. Grievance petitions are reserved for those issues or incidences that warrant formal and thorough investigation. Such petitions should be submitted in a professional manner, consistent with social work norms, values, and ethics.

## POLICY FOR CRIMINAL BACKGROUND SCREENING

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### Purpose

Criminal background pre-screening is designed to facilitate the field placement process of social work students. The placement process requires that students are matched with agencies that will facilitate the field learning process for the student. Agencies increasingly require that the Lamar Social Work faculty become aware of any issues that might be necessary in the field placement process.

While not all agencies categorically preclude social work student interns based upon past criminal background issues, most community social work agencies demand that their potential social work interns be pre-screened by the Lamar Social Work Faculty. Agencies require frankness about their employees and interns' criminal backgrounds.

### Process

Criminal background checks will be performed by field placement agencies. Most agencies will not allow a student to enter a field placement program if the student's criminal background demonstrates any record of violence. Registered sex offenders are not permitted to enter field placements.

Students must give permission for their prospective field agencies to conduct a criminal background check on them. Students who do not grant this permission will not be allowed to enter the social work field placement/practicum classes (SOWK 4321 & SOWK 4324). A student who is convicted of a criminal offense while enrolled in the program must report the conviction to the Program Director within three days of conviction. The term conviction for these purposes includes probated sentences and deferred adjudications. If the student is in the Field Preparation class (SOWK 4300) or in one of the social work field placement/practicum classes (SOWK 4321 & SOWK 4324) the student must report the conviction to the Field Director as well as the Social Work Program Director within three days of conviction.

## Notes

In the event that the student feels that an error has been made in the results of the criminal background check, it is the responsibility of the student to contact the external vendor for a verification check and the student is responsible for any cost associated with this check. Other than errors relative to identity, there will be no appeal of this policy.

## Fees

Most field agencies require background checks and will complete this process for BSW interns. In the event the agency does not/cannot complete the background check, the social work student intern is responsible for the fees incurred for performing the criminal background check.

# APPENDIX

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## **Social Work Field Practicum Forms**

|   |    |
|---|----|
| • Syllabus: SOWK 4321/4324 Field Practicum<br><i>(including assignments and case staffing format/information)</i> | 22 |
| • Field Practicum Application Packet  | 34 |
| • Agency Application for Field Education Placement Site   | 46 |
| • Memorandum of Understanding   | 52 |
| • Student Evaluation Instrument Spring midterm/Summer I (CSWE)  | 55 |
| • Student Evaluation Instrument Spring final/Summer II (CSWE)   | 61 |
| • Student's Evaluation of Field Placement   | 68 |
| • Student's Evaluation of Field Supervisor  | 69 |
| • Agency Evaluation of Lamar University Social Work Program   | 70 |
| • Field Placement Time Sheet Information and Procedures   | 72 |
| • Student Learning Contract   | 75 |

# Syllabus

## SOWK 4321 (Field I) & SOWK 4324 (Field II)



Main Campus · College of Arts and Sciences · Sociology, Soc Work, Crim Just

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## Field Practicum I

### SOWK-4321

Fall 2020 Section 01 3 Credits 08/18/2020 to 12/08/2020 Modified 08/17/2020

## Meeting Times

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### Weekly Field Seminar

Monday, 3:50 PM to 5:00 PM, Maes 103

Our first meeting will be on campus Monday 8/24/2020 in Maes 103. Please wear a mask!

It is likely that the rest of our meetings for the semester will be held via Zoom.

Zoom Meeting Code: 846 2702 8338 / Password: Field

Your attendance and participation in the Weekly Field Seminar is MANDATORY.

## Contact Information

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### Field Director: Lori Wright

Email: [lwright4@lamar.edu](mailto:lwright4@lamar.edu)

Office: Maes #90

Phone: (409) 880-7771

### Office Hours

Please email Field Director at [lwright4@lamar.edu](mailto:lwright4@lamar.edu) to schedule an appointment.

## Catalog Description

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Field Practicum provides supervised experience in community social service agencies in which students apply knowledge, values and ethical principles, and develop generalist social work practice skills. Educational and professional supervision is provided by faculty and social workers in the agencies. The course includes a three hour weekly seminar to provide integration of theory into practice based on field practicum experiences. Prerequisites: SOWK 2361, 2371, 3310, 4100 Offered: Spring, Summer I

## Objectives

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- Students will demonstrate their understanding of the use of the ecological systems, empowerment, and strengths perspectives to identify the expected and non-expected life transitions, life events, and other life issues that together with individual factors such as biological, psychological, social, cultural, and spiritual development and influences, varied environments and social conditions which are the result of the interplay between political, historical, societal, and economic forces and the reciprocal relationships between human beings and their social environments which will result in diverse pathways to human development over the life course.
- Students will demonstrate their understanding of and ability to articulate terms, concepts and theories related to human growth and behavior.
- Students will be able to identify the nature of diverse social environments, physical settings and community contexts that sustain or inhibit development and functioning.
- Using critical thinking skills, students will be able to utilize conceptual frameworks of assessment, intervention, and evaluations

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from micro, mezzo, and macro levels recognizing variation in development and functioning that arise from cultural processes, race and ethnicity, gender, sexual orientation, disability, socioeconomic status, religion, marital status, family structure, and rural/urban differences and will be able to engage in generalist social work practice without discrimination and with respect, knowledge and skills related to human diversity.

- Students will demonstrate knowledge and understanding of (a) adaptation, life stressors (such as poverty or child abuse) and coping; (b) the sources of relatedness, competence, self-direction, self-concept and self-esteem and the requisites for their continued development; and (c) the influence of power, oppression, and social injustice, historically and currently, as factors that affect the life course of individuals and selves.
- Students will demonstrate an understanding of how one's own personal and professional values, behavior and systems involvement (micro, mezzo, and macro) impacts one's life experiences.

## Outcomes

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The learning outcomes for this course are based on the achievement of competencies required of social work students in a program accredited by the Council on Social Work Education (CSWE). According to CSWE, "each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors." Competencies 1, 2, 3, 4, 5, 6, 7, 8 and 9 apply, with behavioral outcomes that are very similar to those specified by CSWE (see Accreditation Standards).

Throughout the learning experience provided by the field practicum, the student is expected to relate classroom content and experience to practice. The extent to which the above objectives are attained will be judged through written reports, seminar discussions, individual conferences and field instructor evaluations.

## Course Materials

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Each student will access the Field Practicum Manual and NASW Code of Ethics via Blackboard. Faculty instructors will assign outside readings in preparation for weekly seminars and assigned reports. Agency supervisors may assign additional readings/written assignments as needed.

**There is no assigned textbook for this course.**

## Course Policies

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### Communication and Behavior

#### Communication and Behavior

- Student achievement in meeting course objectives will be evaluated on the written, oral, and in class experiential assignments, regular and punctual class attendance, and informed class participation based upon class readings/assignments.
- Student feedback and appropriate self-disclosure are welcome. Students are also encouraged to provide feedback during office hours, by phone, by e-mail, and by appointment if they desire. The most effective way to communicate with instructor is via email: [jwright4@lamar.edu](mailto:jwright4@lamar.edu)
- Part of professional accountability includes treating others with respect and courtesy. Within this class, this means you will be expected to listen to the opinions and concerns of others with openness, to offer suggestions and ideas in a positive and respectful manner, and to be willing to promote group cohesiveness in order to create a safe learning environment.
- Students are expected to demonstrate professional behaviors. In addition, students are expected to continue to meet the Admission and Retention Criteria for the Social Work Department as described in the Handbook. Students are expected to abide by the [NASW Code of Ethics](#) at all times including in class and in field placement. Unprofessional behaviors may be subject to referral to Professional Review Committee. Failure to meet the Admission and Retention Criteria, to abide by the Code of Ethics, or to meet the expectations for professional conduct may result in suspension or dismissal from the Social Work Major. See the [Social Work Handbook](#) for additional information.
- Participation in Weekly Field Seminars (via Zoom) is **MANDATORY**. Failure to participate in Zoom meetings will affect your final grade, and may affect your graduation eligibility.

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- Although our meetings will be held virtually, the instructor expects that students will begin exhibiting professional behavior which includes promptness for classes and other events (including volunteer work, field practicum, etc.). Students should engage in behaviors and communication (written, verbal, and virtual) that would be considered appropriate on the job and with employers (instructor) and coworkers (classmates).

## Attendance / Class Seminars

### Field Placement Attendance:

Students will observe the office hours of the agency. **Attendance is mandatory.** Agency field supervisors must be notified in case of an emergency absence. Students must make up hours missed in their agency and/or engage in remote activities as assigned by the agency or Social Work department

### Class Seminars:

We will meet in person on Monday, August 24, 2020 from 3:50-5:00 in Maes 103. After that class seminars will likely be held via Zoom every Monday from 3:50-5:00 p.m. beginning on Monday, August 31, 2020. **Your participation in these seminars is mandatory.** Students are allowed to miss one (1) field class per semester without penalty. Any absences from seminar must be approved by faculty field instructor.

## Accreditation Standards

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The BSW Program at Lamar University-Beaumont is accredited by the Council on Social Work Education (CSWE). Graduates of the BSW program at Lamar University are eligible to take the state licensing examination administered by the Texas State Board of Social Work Examiners.

Students in the Social Work Program are expected to understand and adhere to the policies outlined in the Lamar University [Social Work Student Handbook](#).

The educational curriculum is guided by the 2015 Educational Policy and Accreditation Standards (EPAS) established by CSWE.

## 2015 EPAS: Core Competencies of Social Work

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

- 1.1 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;
- 1.2 use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- 1.3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
- 1.4 use technology ethically and appropriately to facilitate practice outcomes
- 1.5 use supervision and consultation to guide professional judgment and behavior

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

- 2.1 apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
- 2.2 present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- 2.3 apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

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

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



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

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

4.1 use practice experience and theory to inform scientific inquiry and research

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

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

**Competency 5: Engage in Policy Practice**

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

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

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

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

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

6.2 Students use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

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

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

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

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

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

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

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

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

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

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

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

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

9.1 select and use appropriate methods for evaluation of outcomes

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

9.3 critically analyze, monitor, and evaluate intervention and program processes and outcomes

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

## ✓ Evaluation

Evaluation of the mastery of the subject matter and the integration of class and field learning is the responsibility of the faculty member. This will be done through evaluation of students by agency supervisors, individual student conferences, assigned reports, case staffing, and through participation in seminars based on the following scale. Each semester you will be graded on: *assigned reports, case staffings, weekly seminar attendance and participation, and agency instructor's evaluation*. The Field Supervisor will recommend a grade for the student. In general, unless the Lamar Field Instructor determines there was a severe problem with the Field Instructor's grade, this grade will represent 30% of the semester grade for each student, turning documentation in a timely manner will represent 15% of the semester grade, while attendance and participation will represent 10% of the semester grade. In SOWK 4321, the class assignments (3 at 15% each) will represent 45% of the semester grade and in SOWK 4324, the case staffing will represent 45% of the final grade.

### Criteria

| Type                          | Weight | Topic  | Notes   |
|-------------------------------|--------|--|---|
| Performance in Agency Setting | 30%    |  | Your performance in the agency setting will be evaluated by your Field Supervisor utilizing the Mid-Term Evaluation form.   |
| Assignment #1                 | 15%    | Orientation to Field Practice Setting- Institution, Department, Agency, or Division - DUE: Wednesday 9/23/20 | <ol style="list-style-type: none"> <li>1. <b>Community:</b> Describe the type of community in which the practice setting is located (population, industry, urban-rural boundaries, occupations, local government). Describe the relationship between the practice setting and the state government. Identify the strengths of the community.</li> <li>2. <b>Administration and Organization:</b> Who makes policy governing the field practice setting? Is there a board of directors, governing board, or another designated committee that is responsible at state or local level for policy-making? What federal-state-local legislation authorized the program or setting? How are boards or committee members selected? What is their term of office? What are the top management positions (Director, Assistants, Supervisors, Chiefs, etc.)? Please give specific names of the people who hold these top management positions.</li> <li>3. <b>Program Objectives, Functions, and Services:</b> What services are provided by the practice setting and to whom are the services administered? Describe the sources of financial revenue which make possible the ongoing operations of the practice setting. What is the relationship of the practice setting with other agencies in the community?</li> <li>4. <b>Theoretical Perspective:</b> Describe the agency's approach to service delivery to clients and client systems. Does the agency use a traditional problem-solving approach or a Strengths-based/Empowerment approach? Does the agency consider the impact of the social environment on the client situation when planning interventions?</li> <li>5. <b>Social Work Perspective:</b> Using all the information gathered thus far, discuss how the history and current services offered by your agency relates to the history and development of the social work profession.</li> </ol> |

| Type                     | Weight | Topic  | Notes  |
|--------------------------|--------|--|--|
| Assignment #2            | 15%    | Generalist Social Work Intervention - DUE: Wednesday 9/30/20 | <p>Points of Consideration: Each student will explore the nature of generalist social work practice in his/her field practicum setting (agency/organization) using a generalist perspective.</p> <ol style="list-style-type: none"> <li>1. Define generalist social work practice.</li> <li>2. Give the name of your agency and identify the field of practice. Describe the client population. Who seeks and receives services from your agency?</li> <li>3. Analyze your agency from a generalist perspective. (For each of the questions below, please describe and give specific examples.)</li> <li>4. How does your agency work with individuals?</li> <li>5. How does your agency work with families?</li> <li>6. Is group work practiced within your agency?</li> <li>7. How does your agency collaborate with other agencies and organizations?</li> <li>8. What are the gaps in services in the community for your agency's clientele?</li> <li>9. Briefly describe how policy impacts social service delivery in your agency?</li> <li>10. Describe how research is used in your agency in order to more effectively deliver services.</li> <li>11. Describe other means by which your agency adds to the knowledge base of its staff in order to enhance effective practice, i.e., conferences, workshops, seminars.</li> </ol>  |
| Assignment #3            | 15%    | Supervision in Social Work Practice - DUE: Wednesday 10/7/20 | <ol style="list-style-type: none"> <li>1. Who is your supervisor(s)? Provide name(s), title(s), or position(s).</li> <li>2. How many people does your supervisor supervise? How many students?</li> <li>3. Does your supervisor have other duties? If so, please list.</li> <li>4. How often do you have a private conference with your supervisor?</li> <li>5. Who initiates these conferences?</li> <li>6. Do you staff cases with your supervisor? How, when, how often, etc.</li> <li>7. Discuss the supervisory process in your field practicum setting based on your reading and understanding of the following articles: <ul style="list-style-type: none"> <li>◦ <i>Brashears, F. (1995). Supervision as Social Work Practice: A Re-conceptualization@, Social Work, Sept. 1995, Vol. 40(5), pages 692-700.</i></li> <li>◦ <i>Using Agency Supervision@, Sheafor, B. &amp; Horejsi, C. (2006) Techniques and Guidelines for Social Work Practice, 6th ed. Boston: Allyn &amp; Bacon, pages 209-210.</i></li> <li>◦ <b>Points of Consideration:</b></li> <li>◦ From the Brashear article, give Pettes' definition of supervision.</li> <li>◦ From the article in Sheafor, state the purpose of supervision</li> <li>◦ From Brashear, identify (do not explain) the (3) traditional functions of supervision</li> <li>◦ From the article in Sheafor, identify (do not explain) the functions of supervision</li> <li>◦ Evaluate the performance of your supervisor (or supervisors) in EACH of the functions (areas) of supervision giving specific examples.</li> </ul> </li> <li>8. Are your supervisor's goals and expectations of you clear? Provide example(s). How are these goals transmitted: orally, written, or both? Do you feel that you understand the expectations for your position as student worker?</li> <li>9. What do you feel are the most important characteristics of a supervisor/student worker relationship? Why?</li> <li>10. In what ways in your agency can the use of supervision be improved to enhance your professional development?</li> <li>11. How has the supervision you have received enhanced your understanding of the importance of lifelong learning for the continued improvement of your practice?</li> </ol> |
| Documentation            | 15%    | Time Sheets  | Weekly time sheets should be signed by Field Supervisor and turned in every Monday during class meeting time.  |
| Attendance/Participation | 10%    |  | Regular (and punctual) attendance in both the field placement setting and the weekly seminars is <b>MANDATORY</b> . Both the Field Director and agency field supervisors must be notified in case of an emergency absence. Students must make up hours missed in their agency. Students are allowed to miss <b>one (1) field class per semester without penalty</b> . Any absences from seminar must be approved by faculty field instructor.  |

## Academic Honesty Policy

Lamar University expects all students to engage in academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in their academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials.

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include failure of the assignment and/or course up to suspension or expulsion from the university. The penalty may vary by instructor.

Additional information is available on the [Academic Policy website \(https://students.lamar.edu/academic-support/academic-policies.html\)](https://students.lamar.edu/academic-support/academic-policies.html).

## Course Drop Policy

Students may drop a course and receive a grade of "Q" during the penalty-free period of the semester or session. For drops after this penalty-free period, grades are recorded as "Q" or "F," indicating the student was passing or failing at the time of the drop. A grade of "Q" may not be assigned unless an official drop has been processed through the Records Office. Students may drop a course online up to the census day by logging into Self-Service Banner. After the census day, courses must be dropped through the Records Office. For additional help, contact the academic advisor or the Records Office at [registration@lamar.edu](mailto:registration@lamar.edu). **Students may not drop a course during the last 20 percent of the term.** Students should check the academic calendar at <https://www.lamar.edu/academic-calendar> (<https://www.lamar.edu/academic-calendar>) for specific dates.

## Students with Disability Policy

Lamar University is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is located in the Communication building, room 105. Office staff collaborate with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g. mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at 409-880-8347 or [drc@lamar.edu](mailto:drc@lamar.edu) to arrange a confidential appointment with the Director of the DRC to explore possible options regarding equitable access and reasonable accommodations.

If you are registered with the DRC and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course.

Additional information is available at the [DRC website \(http://www.lamar.edu/disability-resource-center/\)](http://www.lamar.edu/disability-resource-center/).

## Academic Support

Academic Support can be located at <http://students.lamar.edu/academic-support/index.html>.

There are many areas (i. e. Advising, Writing Center, etc.) of academic support. Each area provides their own specific contact information and days and hours of operation.

## Student Services

*Lamar University recognizes that students may experience challenges that hinder success in their academics and/or college experience. We believe in giving all students access to resources that allow them to overcome these challenges. If you are struggling with stress, procrastination, anger management, depression, anxiety, substance abuse and/or eating disorders, please reach out to our counseling professionals at the **Student Health Center at 880-8466 to call for an appointment or visit our website <https://www.lamar.edu/students/student-engagement/student-health-center/index.html> for more information about our services.***

*Students who face challenges securing food or housing, tuition and/or books and believes this may affect their performance in the course is urged to contact the LU Strong program. The program is located in the **Setzer Student Center, Room 230 at 409-***



**880-8458 or at [lustrong@lamar.edu](mailto:lustrong@lamar.edu)** Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any additional resources they may possess.

Your information and situation will be treated with the utmost privacy and is protected by Texas law. These services are available to all currently enrolled students at Lamar University and Lamar Institute of Technology.

Information on Student Services can be located at <http://students.lamar.edu/index.html>. There are many resources (i. e. Course schedules, important phone numbers, etc.) available. Each area provides their own specific contact information and days and hours of operation.

## Academic Continuity Policy

In the event of an announced campus closure in excess of four days due to hurricane or other disaster, students are expected to check Lamar University's website and login to LU Connect for instructions about continuing courses remotely.

## Emergency Procedures

Many types of emergencies can occur on campus; instructions for severe weather or violence/active shooter, fire, or chemical release can be found at the [Office of Environmental Health/Safety and Risk Management \(https://www.lamar.edu/about-lu/administration/risk-management/index.html\)](https://www.lamar.edu/about-lu/administration/risk-management/index.html) webpage.

### Severe Weather

Follow the directions of the instructor or emergency personnel.

Seek shelter in an interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside.

If you are in a multi-story building and you cannot get to the ground floor, pick a hallway in the center of the building.

Stay in the center of the room, away from exterior walls, windows, and doors.

### Violence/Active Shooter

CALL - 7777 from a campus phone (Text 409-241-8002 from a cell phone). Note: Calling 911 from either a campus or cell phone will contact the City of Beaumont dispatch rather than the LU police.

AVOID - If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.

DENY - Barricade the door with desks, chairs, bookcases or any other items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it is safe.

DEFEND - Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

## Copyright Policy Statement

Copyright is defined as the ownership and control of the intellectual property in original works of authorship which are subject to copyright law. As an institution of higher learning that values intellectual integrity, Lamar University prohibits the distribution of published materials (print or electronic) in violation of copyright law.

## LU Connect Portal

Students are asked to obtain a Lamar Electronic Account username and password so they can log onto the LU CONNECT website. Students may get information on how to get into the LU CONNECT website from the University's homepage (<http://www.lamar.edu>) by clicking on the LU CONNECT link on the left top corner of the screen. Follow the steps to secure your LU CONNECT username and password.

## LU Learn/Blackboard Learning Management System (LMS)

Students will utilize the Lamar University's Learning Management System (LMS), Blackboard, for online courses.

For Blackboard technical support go to <https://blackboardsupport.lamar.edu>.

Phone: 866-585-1738

Phone and chat are available 24/7/365

Exams and quizzes taken within LULearn (Blackboard) may require online proctoring. Lamar University uses Proctorio for online proctoring. For additional information about online proctoring click [here \(https://www.lamar.edu/lu-online/student-support-services-quick-links/index.html#proctoring-services\)](https://www.lamar.edu/lu-online/student-support-services-quick-links/index.html#proctoring-services) and view details under proctoring services.

## Network Use

### ACCEPTABLE USE

Students must respect the integrity and security of Lamar University computer systems and network, and the privacy and preferences of other users. Responsibility for learning about and complying with Lamar University Acceptable Use Policy ultimately rests with the individual. The network may be used to download, copy, or store any software, shareware, digital media files or freeware, as long as the use complies with copyright law licensing agreements, and campus policies, such as storage space limitations and network bandwidth restrictions. The network may not be used for any activity, or to transmit any material, that violates United States or local laws.

### UNACCEPTABLE USE

The network may not be used for commercial purposes. Advertising and sponsorships on Lamar University websites is restricted. In addition, students may not permit other persons to use their usernames, passwords, accounts or disk space, or disclose their usernames, passwords or account information to any third party. Students may not log on to someone else's account, internet address, or other network codes, or attempt to access another user's files. Students may not create false or dummy accounts to impersonate someone else. Students may not try to gain unauthorized access ("hacking") to the files or computer systems of any other person or organization. Students may not impersonate another person by forging e-mail, web pages or other electronic media. Students who maliciously access, alter, delete, damage or destroy any computer system, computer network, computer program, or data will be subject to disciplinary action by Lamar University, and criminal prosecution as well. Students may not disrupt or attempt to disrupt network traffic, and they may not attempt to monitor or capture network traffic in any way. Finally, students may not intentionally create, store, display, print or transmit information that violates the university's Sexual Harassment Policy.

## Netiquette (Online Etiquette) Statement

Please adhere to the same standards of behavior and professional respect online that you would follow in face-to-face communication with others, but most particularly when writing email and when taking part in collaborative and discussion board activities. Lamar provides access to network resources, including the Internet, in order to support learning and to prepare students for the 21st century world. Students, however, are expected to adhere to the *Lamar University Acceptable Use Policies when Using Networks*. More comprehensive student code of conduct can be found at <https://students.lamar.edu/academic-support/code-of-conduct.html>.

### GENERAL GUIDELINES TO RESPECT ALL PARTICIPANTS

- Respect the right of each person to disagree with others.
- Treat people the same as you would face-to-face.
- Respect the time of others.

### GUIDELINES WHEN COMMUNICATING WITH OTHERS (EMAIL, DISCUSSIONS, BLOGGING, AND ETC.)

- Always sign your name to any contribution you choose to make.
- Be constructive in your responses to others in the class.
- Do not use all caps (Doing so may be interpreted as shouting).
- Re-read your postings before sending them.
- Always think before you write.
- Respond respectfully.
- Use appropriate grammar and structure.
- Spell-check your postings.
- Use short paragraphs focused on one idea.
- Use appropriate business language at all times.

## Technical Support

Technical Support can be located at <http://students.lamar.edu/it-services-and-support/index.html>.

Phone: 409-880-2222

Email: [servicedesk@lamar.edu](mailto:servicedesk@lamar.edu)

### Hours of Operation (CST):

Monday - Thursday 7:30 a.m.-12:00 a.m.

Friday 7:30 a.m. - 7:30 p.m.

Saturday 9:00 a.m. - 6:00 p.m.

Sunday 3:00 p.m. - 12:00 a.m.

## Attendance Verification

Students must complete an Attendance Verification Quiz for ALL COURSES - both on-campus and online - in which they are enrolled each term by the third class day to comply with U.S. Department of Education attendance requirements. Failure to complete this quiz by the deadline may result in loss of course enrollment and/or financial aid. The quiz is located in EVERY COURSE through LULearn (Blackboard) even if the course meets on campus.

## COVID-19 Requirements

The Lamar community is beginning this semester during a health crisis, which is unprecedented for a university and which has erupted on a massive scale. President Evans has outlined and required the following personal mitigation steps.

- Adhering to social distancing protocols (6 feet)
- Following enhanced personal hygiene practices, including regular handwashing and/or use of hand sanitizing products when soap and water are not readily available
- Self-screening for any signs or symptoms of COVID-19 before coming to campus (or leaving dorm room if a campus resident) and seeking medical care if feeling ill
- Wearing masks or other face coverings inside all buildings at all times except when alone in an office or dorm room

Students taking this class are required to wear masks or face coverings in the classroom at all times. Faculty and students share the same goals during this health crisis; we want success in this course, and we want the campus to remain open. Members of the Lamar community share significant and unrelenting responsibilities. As members of the larger world community, we have not only the opportunity but the duty to develop and to exhibit a sense of social responsibility. Masks protect those people around you, and everyone has to wear a mask for this measure to benefit all of us. During this Coronavirus pandemic, wearing a mask is a sign of mutual respect. The journal *Proceedings of the National Academy of Sciences* suggests that "among all strategies for reducing transmission, wearing face masks may be the central variable that determines the spread of the virus."

We are responsible for each other. Each of us has to protect the Lamar family and to remember that we have especially vulnerable populations among us; for example, some students have chronic illnesses or disabilities, some students have children, some students are older, and some faculty are older. Our individual choices are of the utmost importance. The university has confidence that all students will recognize their part in maintaining a safe environment for the campus community and that students will make the best choices while on and off-campus. In large part, your behavior will determine if the campus remains open for the entire semester. Also, an outbreak on the campus would affect not only our campus but the regional communities. Universities have an ethical responsibility to lead and to model good behavior. You, the students, are the heart of the university. Everyone has to participate because an outbreak becomes everyone's problem.

Students who exhibit any of the symptoms of COVID-19 have a civic responsibility not to expose others to the virus. If a student has symptoms like a fever or a cough, the student should seek medical help and not attend class. As President Evans has stated, "In the spirit of caring for one another and ensuring the health of each other, it is important that we accept a role of responsibility."

Any student who has a medical condition or a disability that would prohibit the student from wearing a mask should provide documentation to the Lamar Disabilities Resource Center.

## Course Subject Outline

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**The syllabus for SOWK 4324 – Field Practicum II is the same as SOWK 4321 (Field Practicum I), with the exception of assignments. The key assignment in this course is the Case Staffing, which is 45% of the final grade.**



Main Campus · College of Arts and Sciences · Sociology, Soc Work, Crim Just

## Field Practicum II

### SOWK-4324

Summer 2020 Section 01 3 Credits 07/07/2020 to 08/10/2020 Modified 05/25/2020

### ✓ Evaluation

Evaluation of the mastery of the subject matter and the integration of class and field learning is the responsibility of the faculty member. This will be done through evaluation of students by agency supervisors, individual student conferences, assigned reports, case staffing, and through participation in seminars based on the following scale. Each semester you will be graded on: *assigned reports, case staffings, weekly seminar attendance and participation, and agency instructor's evaluation*. The Field Supervisor will recommend a grade for the student. In general, unless the Lamar Field Instructor determines there was a severe problem with the Field Instructor's grade, this grade will represent 30% of the semester grade for each student, turning documentation in a timely manner will represent 15% of the semester grade, while attendance and participation will represent 10% of the semester grade. In SOWK 4321, the class assignments (3 at 15% each) will represent 45% of the semester grade and in SOWK 4324, the case staffing will represent 45% of the final grade.

#### Criteria

| Type                          | Weight | Topic | Notes  |
|-------------------------------|--------|-------|--|
| Performance in Agency Setting | 30%    |       | Your performance in the agency setting will be evaluated by your Field Supervisor utilizing the Final Evaluation form. |

| Type                        | Weight | Topic | Notes   |
|-----------------------------|--------|-------|---|
| Documentation (time sheets) | 15%    |       | Weekly time sheets should be signed by Field Supervisor and turned in every Monday during class meeting time.   |
| Attendance/Participation    | 10%    |       | Regular (and punctual) attendance in both the field placement setting and the weekly seminars is <b>MANDATORY</b> . Both the Field Director and agency field supervisors must be notified in case of an emergency absence. Students must make up hours missed in their agency. Students are allowed to miss one (1) field class per semester without penalty. Any absences from seminar must be approved by faculty field instructor. |



| Type          | Weight | Topic | Notes  |
|---------------|--------|-------|--|
| Case Staffing | 45%    |       | <p>Case staffings are utilized by most "helping professions" as a means of assisting the helper (here, the student social worker). Input from supervisory staff and peers aid the worker in many ways, including:</p> <ol style="list-style-type: none"> <li>1. Supporting and giving sanction to the social worker's actions with reference to the case.</li> <li>2. Assisting the worker in analyzing alternatives and potential consequences.</li> <li>3. Providing a forum for discussion so that staffing becomes a learning experience for all members of the staffing group.</li> <li>4. In most agencies, a case is staffed for one of several reasons: <ol style="list-style-type: none"> <li>a. To develop a team approach to a service plan</li> <li>b. To provide input due to a unique situation</li> <li>c. To assist the worker with an impasse</li> <li>d. To explore innovative methodologies (techniques and procedures used by the worker)</li> </ol> </li> </ol> <p>Most cases are followed for a period of time. However, in this course, each case will have one presentation which may or may not be followed through the entire process of intake through termination.</p> <p><b><u>GENERALIST INTEGRATIVE MODEL FOR CASE STAFFING</u></b></p> <p><i>In preparing your case to be staffed, adhere to the following model:</i></p> <ol style="list-style-type: none"> <li>1. Client:</li> <li>2. Presenting challenge:</li> <li>3. Referral Source:</li> <li>4. Source(s) of Data: (Client interview: where; client's home, worker office; agency records; other agency records; discussion with other workers; discussion with members of the client's support network)</li> <li>5. Worker preliminary statement of the challenge:</li> <li>6. Client perspective of problem: (Is there congruence between client and worker's perspective of problem?)</li> <li>7. Significant Data: (Facts should be OBJECTIVE AND DESCRIPTIVE in nature. "All children in the home are well fed" is subjective. "The refrigerator and pantry in the home were well-stocked with nutritional food items such as ..." is objective. "House was filthy" is subjective; "Due to the lack of laundry facilities, dirty clothes were piled on the floor and the rent home appears to be infested with roaches which were found crawling in all living areas" is more objective.) <ol style="list-style-type: none"> <li>a. Identify behaviors because you must operationalize assessment concepts.</li> <li>b. Data must be organized not rambling</li> </ol> </li> <li>8. Assessment: (The worker understanding of person-in-environment which is used as the basis for action – The "what" and "why" – of the person-in-situation. Include client's challenges, such as environmental barriers, as well as the client's system strengths, resources, and opportunities that empower the client.) <ol style="list-style-type: none"> <li>a. Assessment must outline client strengths and limitations</li> <li>b. Assessment must outline MUTUALLY AGREED-ON goals and objectives</li> <li>c. Assessment must outline range of intervention strategies</li> </ol> </li> <li>9. Development of intervention: <ol style="list-style-type: none"> <li>a. Goals (use SMART acronym)</li> <li>b. Objectives (objectives must be measurable)</li> <li>c. Task and strategies (see Sheafar &amp; Yanca, 2007, pgs 333-334).</li> <li>d. Plans to help clients resolve problems must be discussed</li> <li>e. Strategies to negotiate, mediate, and advocate for clients must be discussed</li> <li>f. Strategies to facilitate transitions and endings for clients must be discussed</li> </ol> </li> <li>10. Evaluation: <ol style="list-style-type: none"> <li>a. Recognizing success, evaluating outcome and making needed recommendations.</li> <li>b. Efforts to analyze, monitor, and evaluate interventions must be discussed</li> </ol> </li> <li>11. Termination: <ol style="list-style-type: none"> <li>a. Case closed: why or why not?</li> <li>b. List steps taken for ethical closure such as referral and/or follow up</li> <li>c. See NASW Code of Ethics 1.16 for Termination of Services</li> </ol> </li> </ol> |



COLLEGE OF ARTS AND SCIENCES  
**LAMAR UNIVERSITY**  
Social Work

**FIELD PRACTICUM APPLICATION PACKET**

**Fall 2020**

**LAMAR UNIVERSITY COLLEGE OF ARTS AND SCIENCES  
DEPARTMENT OF SOCIOLOGY, SOCIAL WORK AND CRIMINAL JUSTICE**

**P.O. BOX 10026  
Beaumont, Texas 77710  
(409) 880-7771  
lwright4@lamar.edu**

**Dr. Lynn Maurer, Dean, College of Arts and Sciences  
Dr. Stuart Wright, Chair Department of Sociology, Social Work & Criminal Justice  
Dr. Ginger Gummelt, Director, Social Work Program  
Lori Wright, LCSW, Field Director**

## SOWK 4300 – FIELD PREPARATION ACKNOWLEDGEMENT FORM

SOWK 4300 (Field Preparation) is required of all students. This course is the planning platform for the student field placement: SOWK 4321/4324. Therefore, it is **MANDATORY** that all students attend **ALL** sessions of the SOWK 4300 class the semester before they will be placed in field in the SOWK 4321/4324 sequence.

If a student completes SOWK 4300 and subsequently does not enroll in the field segment (SOWK 4321/4324) for any reason, the student is still required to attend ALL sessions of the next offering of SOWK 4300 class in order to be eligible to attend the field segment (SOWK 4321/4324) at a later time. IF the student attends field (SOWK 4321/4324) in a later year, the student must audit the SOWK 4300 class immediately prior to the semester they plan to enter the field segment (SOWK 4321/4324).

In this case, the student will be required to audit (attend, but not officially register and pay for) the SOWK 4300 class. The student **MUST** attend all sessions of the SOWK 4300 class.

Students who DO NOT attend the SOWK 4300 class, either by paying and officially enrolling or by auditing, WILL NOT be allowed to enter the field placement classes and **WILL NOT** be placed in a field agency setting.

Students are expected to complete approximately 40 field practicum hours per week in order to obtain the required 400 hours. The spring semester is several weeks longer than the summer session, so spring interns have a little extra time to complete their hours and can work 32-40 hours per week (as approved by the Field Supervisor). Summer semester is approximately 10 weeks long, so it is crucial that summer interns plan to work a full 40 hours per week. Most agencies will allow students to begin placement approximately 2 weeks prior to the start of the semester to provide ample time to obtain required hours.

### **CLASSROOM POLICIES:**

1. Attendance is mandatory.
2. Use of cell phones, iPads, and laptops is prohibited.
3. Students who enter late or leave early must be seated at the back of the classroom so as to not disturb presentation given by instructor or representatives of local field agencies.
4. Please review Lamar University policies on absences, death of a family member, or cell phone use in the classroom

***I understand and agree to the above information and classroom policies.***

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student

## SOCIAL WORK FIELD EDUCATION AFFIRMATION & ACKNOWLEDGEMENT OF RISK

I, \_\_\_\_\_, affirm that I have read the Lamar University Social Work Student Handbook and Practicum Manual and understand the nature of social work practicum involving regular engagement in on-site, in-person practicum activities in a social service setting.

***(Please carefully read and then initial each of the following statements):***

\_\_\_\_\_ I acknowledge that there are certain risks inherent in my participation in this practicum, including, but not limited to risks arising from:

- Driving to and from the Practicum Site, or while in the course of practicum activities;
- Unpredictable or violent behavior of certain client populations served by the Practicum Site;
- Exposure to infectious diseases, including tuberculosis or other airborne pathogens (e.g., COVID-19), and hepatitis, HIV or other bloodborne pathogens.

\_\_\_\_\_ I acknowledge that all risks cannot be prevented and could result in my bodily injury, up to and including death, and agree to assume those risks with no liability being held by the Practicum Site or University faculty and staff. I agree that it is my responsibility to understand and follow the Practicum Site's policies and procedures designed to identify and control risks, including safety and security procedures and bloodborne pathogen policies, and to obtain any immunizations which the Practicum Site and University may recommend and/or require.

\_\_\_\_\_ I acknowledge that it is my responsibility to bring to the University's and/or Social Work Department's attention any information regarding the field placement/Practicum Site being unsafe or otherwise improper.

\_\_\_\_\_ Should I require emergency medical treatment as a result of accident or illness arising during the practicum, I consent to such treatment. I acknowledge that Lamar University does not provide health and accident insurance for practicum participants and I agree to be financially responsible for any medical bills incurred as a result of emergency or other medical treatments. I will notify my Agency Field Supervisor if I have medical conditions about which emergency personnel should be informed.

\_\_\_\_\_ I understand that it is my responsibility to follow safe practices as set by the Lamar University Administration, the Lamar University Social Work Program, and my Practicum Site, as well as those required by our state and federal governments. Information specific to COVID-19 Control and Prevention can be found on the following website: <https://www.osha.gov/SLTC/covid-19/controlprevention.html>

\_\_\_\_\_ I acknowledge that the social work profession is not risk free and that by extension, practical training (field practicum) for the profession is not risk free either. I voluntarily participate in this field practicum in spite of these risks, with the understanding that successful completion of Field Practicum is a requirement to obtain a Bachelor of Social Work (BSW) degree.

\_\_\_\_\_ I acknowledge that if I have health issues or am not comfortable participating in field practicum at this time, I can elect to postpone my field practicum to a later date, knowing that it will affect my original projected graduation date.

\_\_\_\_\_ I understand if I have any question as to whether a physical or medical condition would prevent my full participation in any of the abovementioned courses, I should approach the Lamar University Social Work

Program Field Director, the course instructor or the University Disability Resource Center who will discuss possible accommodations.

\_\_\_\_\_ I acknowledge that engaging in field practicum may require a degree of skill and knowledge different from other activities and that I have responsibilities as a participant. It has been explained to me, and I understand, that Lamar University Social Work faculty are available to discuss any questions or concerns I have about the nature and physical demands of this practicum activity and the inherent risks, hazards, and dangers associated with this activity. I represent that I am otherwise capable, with or without accommodation, to participate in Field Practicum courses: SOWK 4321 and SOWK 4324.

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Social Work Field Director

\_\_\_\_\_  
Date

\_\_\_\_\_  
Social Work Program Director

\_\_\_\_\_  
Date

## PSOW/SOWK INFORMATION FOR FIELD ENTRY

The Bachelor of Social Work (BSW), which prepares students for entry-level professional social work practice, will be awarded upon completion of 120-121 credit hours of the courses listed on the degree plan. If you transferred here as a junior or senior or came as a freshman or sophomore, you will be classified as a pre-major until you take the 4300 Field Preparation course. At that time, you must complete the checklist below to be reclassified as a major in Social Work.

Checklist for Pre-major requesting Social Work Major Status:

- You are enrolled in the Field Preparation (SOWK 4300) seminar course.
- You have completed both SOWK 2361 and SOWK 2371 Intro courses.
- You have completed SOWK 3310 (Practice I) and SOWK 3330 (Practice II).
- You have completed all required volunteer hours in Intro, Practice I, and Practice II.
- Your transcript has a documented 2.5+ cumulative GPA the semester prior to field.
- You have completed and submitted the Field Practicum Application Packet, including:
  - Field Preparation Acknowledgement Form
  - Acknowledgement of Risk Form
  - PSOW/SOWK Information for Field Entry
  - Social Work Intern Declaration
  - Minimal Requirements for Student Participation in Field Practicum
  - Prospective Field Student Questionnaire
  - Potential Field Placement Agency Opportunities
  - Field Practicum Placement Preference Form
  - Acknowledgement of Policy for Criminal Background Screening
- You completed a submitted a resume to Field Director.
- You have obtained and submitted proof of NASW Student Membership to Field Director.
- You have obtained and submitted proof of Student Liability Insurance to Field Director.

## SOCIAL WORK INTERN DECLARATION

I, \_\_\_\_\_, declare that as a social work intern, I have read, understand, and will follow the tenets of the NASW Code of Ethics. I further declare that I am committed to the practicum phase of my BSW curriculum, and will abide by the relevant policies and procedures outlined in the Lamar University Social Work Program's Field Manual, as well as the Lamar University Social Work Student Handbook. I will also abide by the policies and procedures of my assigned field agency as outlined by my agency Field Supervisor. I agree to keep all client information fully confidential.

I further understand that activities and/or behaviors on my part that violate the above-mentioned policies could possibly lead to my expulsion from the Lamar University Social Work Program and/or the social work field practicum.

\_\_\_\_\_  
Signature (Social Work Intern)

\_\_\_\_\_  
Date

## MINIMAL REQUIREMENTS FOR STUDENT PARTICIPATION IN FIELD PRACTICUM

To be eligible for Field Practicum, students must have a grade of “C” or better in all social work courses which are required in order to enroll in the Field Practicum courses, and must have:

### **Completed the following courses:**

- SOWK 2361 – Introduction to Social Work
- SOWK 2371 – Survey of Social Welfare
- SOWK 3300 – HBSE I
- SOWK 3310 - Practice I
- SOWK 3320 – HBSE II
- SOWK 3330 – Practice II
- SOWK 3340 – Policy
- SOWK 3350 – Macro Practice
- SOWK 4380 – Research
- SOWK 4300 – Field Preparation Seminar

### **Completed or concurrently taking:**

- SOWK 3360 – Promoting Social Justice (if taking online)
- SOWK 4320 – Seminar(s) or other online electives

### **Must be a SOWK Major in good standing:**

- GPA > 2.5 in Social Work courses AND
- GPA > 2.5 overall
- Must be approved by Field Director
- Must have completed the University’s core curriculum
- Any exception must be approved by the student’s academic committee (Program Director, SOWK faculty advisors)

***I acknowledge that I am aware of the above requirements for admission into SOWK 4321 and 4324. I acknowledge that I WILL NOT be allowed to enroll in SOWK 4321 and SOWK 4324 if I do not meet all the requirements outlined above.***

Student Name (print): \_\_\_\_\_

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

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

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

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



## PROSPECTIVE FIELD STUDENT QUESTIONNAIRE

Client groups I am comfortable with: \_\_\_\_\_

\_\_\_\_\_

Client groups I am not comfortable with: \_\_\_\_\_

\_\_\_\_\_

Issues/problem areas I am comfortable dealing with: \_\_\_\_\_

\_\_\_\_\_

Issues/problem areas I am not comfortable dealing with: \_\_\_\_\_

\_\_\_\_\_

I am most concerned about learning: \_\_\_\_\_

\_\_\_\_\_

I am particularly good at: \_\_\_\_\_

\_\_\_\_\_

I struggle with: \_\_\_\_\_

\_\_\_\_\_

I want/need to know more about: \_\_\_\_\_

\_\_\_\_\_

One thing others say I do very well is: \_\_\_\_\_

\_\_\_\_\_

One thing others say I need to work on is: \_\_\_\_\_

\_\_\_\_\_

I was recently challenged by: \_\_\_\_\_

\_\_\_\_\_

## POTENTIAL FIELD PLACEMENT OPPORTUNITIES

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

Field placement Semester and Year: \_\_\_\_\_ Spring \_\_\_\_\_ Summer I & Summer II

Prospective field placement agency opportunities may include the following:

- Baptist Behavioral Health
- Baptist Hospital
- Buckner Foster Care
- Buckner TRAIL / FYI
- Catholic Charities – Disaster Response
- Catholic Charities – Market to Hope
- Compassion Hospice
- CPS (*stipend placement – summer only*) *students must complete application process*
- Communities in Schools
- Franklin House North
- Garth House
- Girls' Haven
- Harvest House
- Hospice Plus
- IEA (*spring or summer / potential stipend placement – summer only*)
- Juvenile Probation
- Some Other Place
- Spindletop MH and/or IDD (*potential stipend placement – 2.75 GPA requirement*)
- Texas A&M Agrilife Extension Service
- Victim's Assistance
- Women and Children's Shelter
- Other (please specify): \_\_\_\_\_

➤ Do NOT contact any agency about field placement until given permission by Field Director.

## FIELD PRACTICUM PLACEMENT PREFERENCE FORM

*Please complete the following questionnaire for Field Practicum I & II courses (SOWK 4321 & 4324).*

Name: \_\_\_\_\_ L#: \_\_\_\_\_

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

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Expected date of graduation: \_\_\_\_\_

**Identify agencies and/or client population(s) you are most interested in working with** (homeless, elderly, children and families, hospital, hospice, mental health, substance use/abuse, criminal/juvenile justice, crisis intervention, etc.):

- Preference #1: \_\_\_\_\_
- Preference #2: \_\_\_\_\_
- Preference #3: \_\_\_\_\_

**Please indicate any special challenges, needs, concerns etc.** (*criminal history, transportation issues, child care, need to take a class while in field, etc.*) **to be considered when making placement decisions:**

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Are you applying for the Title 4 Child Welfare Stipend (summer placement)? \_\_\_\_\_ Yes \_\_\_\_\_ No

When do you anticipate completing field placement? \_\_\_\_\_ Spring 2020 \_\_\_\_\_ Summer I & II 2020

*Your preferences will be used to invite agency representatives to class to discuss the nature of social work practice in their agency. **Students are expected to attend these classes** in order to view the presentations and make educated decisions about where they might want to complete field placement.*

**NOTE:** It is **MANDATORY** that you have procured malpractice insurance by **November 1<sup>st</sup> for Spring field placements** and **April 1<sup>st</sup> for Summer field placements**. There will be no exceptions. Malpractice insurance is only available to members of NASW, therefore you **MUST** join NASW to apply for the insurance. **NO INSURANCE = NO PLACEMENT.**

Social service agencies routinely conduct criminal background checks on volunteers/interns/employees. **If you have a criminal history, you may still qualify for field placement (although your options may be limited), but you must initiate a private/confidential conference with Instructor as soon as possible.**

## **LAMAR UNIVERSITY SOCIAL WORK PROGRAM POLICY FOR CRIMINAL BACKGROUND SCREENING**

National and community social work agencies which provide practicum/field placement opportunities for social work students increasingly require social work programs to conduct criminal background checks before placing students into field placement placements.

### **Purpose**

Criminal background pre-screening is designed to facilitate the field placement process of social work students. The placement process requires that students are matched with agencies that will facilitate the field learning process for the student. Agencies increasingly require that the Lamar Social Work faculty become aware of any issues that might be necessary in the field placement process. This awareness covers issues such as student interest in fields of practice (children, adults, medical, developmental disabilities, etc.) as well as personal issues pertinent to the individual student. These student idiosyncratic issues range from a spectrum of student issues: personal disability, lack of transportation, necessity of coordinating child care, or coordinating Lamar classes with the field placement process, to cite just a few individual student circumstances.

While not all agencies categorically preclude social work student interns based upon past criminal background issues, most community social work agencies demand that their potential social work interns be pre-screened by the Lamar Social Work Faculty. Agencies require frankness about their employees and interns' criminal backgrounds.

### **Process**

Criminal background checks will be performed by field placement agencies. Most agencies will not allow a student to enter a field placement program if the student's criminal background demonstrates any record of violence. Registered sex offenders are not permitted to enter field placements.

Students must give permission for their prospective field agencies to conduct a criminal background check on them. Students who do not grant this permission will not be allowed to enter the social work field placement/practicum classes (SOWK 4321 & SOWK 4324). A student who is convicted of a criminal offense while enrolled in the program must report the conviction to the Program Director within three days of conviction. The term conviction for these purposes includes probated sentences and deferred adjudications. If the student is in the Field Preparation class (SOWK 4300) or in one of the social work field placement/practicum classes (SOWK 4321 & SOWK 4324) the student must report the conviction to the Social Work Program Field Director as well as the Social Work Program Director within three days of conviction.

**LAMAR UNIVERSITY SOCIAL WORK PROGRAM**

**ACKNOWLEDGEMENT OF POLICY FOR CRIMINAL BACKGROUND SCREENING**

My signature below indicates that I have read the above policy on Criminal Background Screening and have been provided a copy of it. This form provides my irrevocable consent for the results of the criminal background screening to be released to my prospective field placement agency and the Lamar University Social Work Department.

My signature below provides my consent to release my criminal background screening to my field placement/practicum agency and Lamar University Social Work Department for the purpose of arranging my field placement.

I understand that I have the authority to grant or deny permission for this release.

I also understand that declining to grant this permission may exclude me for consideration for field placement. Further, I understand that declining this permission will revoke my standing as a social work major in the Lamar Social Work Program.

I understand that having a criminal history will not necessarily prevent me from securing a field placement, but that it is likely to limit choices of agencies where I will be eligible to complete my field placement.

My signature below indicates that I am aware that I am responsible for the cost of the criminal back ground screening if it is not provided by my field agency.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name



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## AGENCY APPLICATION FOR FIELD EDUCATION PLACEMENT SITE

### I. Agency Information

Name of Organization: \_\_\_\_\_

Main Office Address: \_\_\_\_\_

Street Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

Main Phone #: \_\_\_\_\_ Additional Phone #: \_\_\_\_\_

### II. Field Supervisor/Task Supervisor Information

Please identify the professional social worker(s) employed by your agency who are available, qualified and willing to provide field instruction to the social work students placed in your agency.

Field Supervisor (BSW/MSW): \_\_\_\_\_ Degree/ License: \_\_\_\_\_

E-mail address: \_\_\_\_\_ Phone: \_\_\_\_\_

If there are no professional social workers available, is your agency willing to A) find and sign an agreement with a professional social worker outside your agency to provide on-site field instruction to a student and B) designate a staff person to act as Task Supervisor to provide daily on-site task supervision and monitoring to the student? \_\_\_\_\_ Yes \_\_\_\_\_ No



**IV. Days and Hours of Operation:**

- Monday - Friday ( \_\_\_\_\_ - \_\_\_\_\_ )       Evening Hours  
 Weekend Hours       Special Event Opportunities

**V. General Focus of Services Provided by Agency:**

- |   |  |
|---|--|
| <input type="checkbox"/> Alzheimer's/Dementia                       | <input type="checkbox"/> Lesbian/Gay/Bisexual/<br>Transgender (LGBT) |
| <input type="checkbox"/> Child Abuse/Neglect                        | <input type="checkbox"/> Macro/Community                             |
| <input type="checkbox"/> Corrections/Criminal Justice               | <input type="checkbox"/> Medical                                     |
| <input type="checkbox"/> Intellectual/Developmental<br>Disabilities | <input type="checkbox"/> Mental Health                               |
| <input type="checkbox"/> Domestic Violence                          | <input type="checkbox"/> Occupational Social Work                    |
| <input type="checkbox"/> Emotionally Disturbed Youth                | <input type="checkbox"/> Older Adults/Gerontology                    |
| <input type="checkbox"/> Family Services                            | <input type="checkbox"/> Policy                                      |
| <input type="checkbox"/> Foster Care/Adoption                       | <input type="checkbox"/> Probation/Parole                            |
| <input type="checkbox"/> Health/Medical                             | <input type="checkbox"/> Program Development                         |
| <input type="checkbox"/> HIV/AIDS                                   | <input type="checkbox"/> Residential Treatment                       |
| <input type="checkbox"/> Homelessness                               | <input type="checkbox"/> School Social Work                          |
| <input type="checkbox"/> Hospice                                    | <input type="checkbox"/> Severe Mental Illness                       |
| <input type="checkbox"/> Immigration                                | <input type="checkbox"/> Substance Abuse                             |
| <input type="checkbox"/> Juvenile Justice                           | <input type="checkbox"/> Transitional Services                       |
| <input type="checkbox"/> Legal Issues/Advocacy                      | <input type="checkbox"/> Veteran's Services                          |



**VI. Field Placement Activities:**

Please indicate which of the following activities which are available for the field education student in your agency:

| Activities                                   | SOWK Field Education I | SOWK Field Education II |
|--|------------------------|-------------------------|
| Intake/Assessment                            |                        |                         |
| Direct individual client work                |                        |                         |
| Work with families                           |                        |                         |
| Work with groups                             |                        |                         |
| Community events/activities                  |                        |                         |
| Research/Utilization of research in practice |                        |                         |
| Program Development/Management               |                        |                         |
| Advocacy/Social Justice                      |                        |                         |
| Staff development/training                   |                        |                         |
| Other activities<br>(please specify):        |                        |                         |

**SOWK 4321 - Field Education I:** The student will complete a total of **200 hours of field education**; Field Supervisors are required to have at least a BSW or related degree (Task Supervisors are not required to hold a BSW or MSW).

**SOWK 4324 - Field Education II:** The student will complete a total of **200 hours of field education**; Field Supervisors are required to have at least a BSW or related degree (Task Supervisors are not required to hold a BSW or MSW).

VII. **Please list any additional specific learning opportunities a student might have during field placement:**

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VIII. **Agency Requirements of Field Placement Student(s):**

A. How many students can your agency effectively supervise (per semester)? \_\_\_\_\_

B. Are there travel requirements? \_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, will your agency reimburse the student for mileage? \_\_\_\_\_ Yes \_\_\_\_\_ No

C. Can you accommodate students with special needs (physical handicaps or limitations)? \_\_\_\_\_ Yes \_\_\_\_\_ No

D. Is a background check required?

\_\_\_\_\_ No \_\_\_\_\_ Agency Expense \_\_\_\_\_ Student Expense

E. Is fingerprinting required?

\_\_\_\_\_ No \_\_\_\_\_ Agency Expense \_\_\_\_\_ Student Expense

F. Is TB testing required?

\_\_\_\_\_ No \_\_\_\_\_ Agency Expense \_\_\_\_\_ Student Expense

G. Is a drug screen required?

\_\_\_\_\_ No \_\_\_\_\_ Agency Expense \_\_\_\_\_ Student Expense

IX. **Additional Agency Information:**

A. Please describe any agency limitations that a student should be aware of (staff turnover, limited space, etc.): \_\_\_\_\_

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B. Describe the key features of your agency which would facilitate a successful placement (extended hours, student offices, etc.): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

C. Other helpful information: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

***Thank you for taking the time to complete and sign this form. The Lamar University Social Work Program appreciates your commitment to providing a quality field placement experience for our BSW students.***

\_\_\_\_\_  
Agency Representative Signature

\_\_\_\_\_  
Lori Wright, LCSW

\_\_\_\_\_  
Title

\_\_\_\_\_  
Lamar University Social Work Field Director  
Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date



## MEMORANDUM OF UNDERSTANDING

between

**Lamar University**

and

Click or tap here to enter text.

This Memorandum of Understanding (“MOU”) is made and entered into on Click or tap here to enter text. (the “effective Date”), between Lamar University, an institution of higher education in the State of Texas and a component of the Texas State University System, (“Lamar University”), which is located at 4400 MLK Parkway, Beaumont, Texas, 77710 and Click or tap here to enter text. which is a Click or tap here to enter text. and which is located at Click or tap here to enter text. Lamar University and Click or tap here to enter text. shall be known collectively as “the Parties” and singularly as “a Party” or “the Party.”

- 1. Purpose.** Lamar University (University) provides an educational strategy whereby students complement their academic preparation with direct practical experience. The effort to combine a productive work experience with an intentional learning component is a proven method for promoting the academic, personal, and career development of students.
- 2. Responsibilities.** To help ensure the interests and promote the benefits of a Field Placement arrangement for all parties involved, the University has developed this memorandum of understanding to describe the mutual responsibilities between the University and your organization: Click or tap here to enter text., hereafter named as “Entity.”

### **A. Responsibilities of the University**

1. Encourage the student’s productive contribution to the overall mission of the Entity;
2. Certify the student’s academic eligibility to participate in a Field Placement assignment;
3. Establish guidelines and standards for the conduct of its program and to make these available to the Entity;
4. Designate a campus-based advisor (Field Director) to assist the student in setting learning objectives, to confer with Entity personnel, to monitor the student’s progress, and to evaluate the academic performance of the student;
5. Maintain communication with the Entity and to clarify University policies and procedures;
6. Maintain the confidentiality of any information obtained about the Entity to the extent permitted by law;
7. Require student to carry NASW membership and student professional liability insurance as may be reasonably required, for each participating student;
8. Inform students prior to the Field Placement that the student is not entitled to unemployment compensation benefits upon completion of the Field Placement experience, and
9. Enforce any additional rules and procedures that are mutually agreed upon in advance in writing between the University and the Entity.

### **B. Responsibilities of the Entity**

1. Encourage and support the learning aspect of the student's Field Placement assignment;
2. Designate an employee to serve as Field Instructor and/or Task Supervisor (Field Instructor of Record must hold a BSW or MSW degree) with responsibilities to help orient the student to the Entity and its culture, to assist in the development of learning objectives, to confer regularly with the student and Field Director, and to monitor progress of the student;
3. If Entity does not employ a BSW or MSW, Task Instructor will notify and work with Field Director to identify and/or contract with a BSW or MSW for student consultation/ supervision purposes.
4. Provide adequate supervision for the student and to assign duties that are career-related, progressive, and challenging;
5. Make available equipment, supplies, and space necessary for the student to perform his/her duties;
6. Provide safe working facilities, and facilities free from all forms of harassment;
7. Will not displace regular workers with students secured through Field Placement referral;
8. Notify University personnel of any changes in the student's work status, schedule, or performance;
9. Allow campus-based advisor to conduct at least one visit to the work site to confer with the student and his/her supervisor;
10. Provide two written appraisals of the student's performance (provided by the Field Director) midway and at the end of the Field Placement;
11. Communicate Entity policies and standards to University personnel; and
12. Maintain worker's compensation and employee's liability insurance as required by the state in which the Entity is located.

**3. Objectives.**

- A. To further collaboration between Lamar University and [Click or tap here to enter text.](#) through shared projects, joint research and studies, and partnership in the area of Social Work.
- B. To promote the exchange of knowledge and opportunities in the area of Social Work.
- C. To encourage research and training in Social Work.

**Parties Representatives**

The officials who will have the responsibility in coordinating the academic objectives of this MOU for the Parties are:

For: Lamar University

For: [Click or tap here to enter text.](#)

Name: [Click or tap here to enter text.](#)

Name: [Click or tap here to enter text.](#)

Title: [Click or tap here to enter text.](#)

Title: [Click or tap here to enter text.](#)

Email : [Click or tap here to enter text.](#)

Email : [Click or tap here to enter text.](#)

Phone: [Click or tap here to enter text.](#)

Phone: [Click or tap here to enter text.](#)

**Terms of Field Placement Agreement.** A Field Placement arrangement for each student will generally continue for the duration of one full academic semester, two summer sessions, or another period agreed upon by the Entity and the University. The term for this Field Placement arrangement will begin on [Click or tap here to enter text.](#) and end on [Click or tap here to enter text.](#)

The University may terminate the Field Placement arrangement for any student not complying with University guidelines and procedures for the Field Placement program. If possible, Entity will be notified in advance of such termination.

The Entity shall have the authority to immediately remove any student who fails to comply with the Entity's policies and procedures. If such removal occurs, the Entity shall immediately notify the University Field Director in writing.

**Intellectual Property Issues.** Any intellectual property matters that arise from the collaboration shall be governed by the Texas State University System Rules and Regulations and the Lamar University Policies. Entire Agreement. This MOU contains the entire understanding of Parties.

**Nondiscrimination.** In their execution of this agreement, all contractors, subcontractors, their respective employees, and others acting by or through them shall comply with all Lamar University and Texas State University System Policies and federal and state policies and laws prohibiting discrimination, harassment, and sexual misconduct. Any breach of this covenant may result in termination of this agreement.

**Miscellaneous.** This MOU may not be amended or otherwise modified except by the written agreement of both Parties. Neither Party may assign this MOU without the other Party's prior written consent. The invalidity or unenforceability of any provision(s) of this MOU will not impair the validity and enforceability of the remaining provisions.

**Hold Harmless.** Entity agrees to hold University harmless for property damage (including equipment), personal injury (including death), or claim or cause of action by a third party or a student occasioned by the action of any student or third party during the term of the Field Placement. Entity assumes the responsibility of supervision and management of students as stated above in Section 2.B. "Responsibility of the Entity."

Either party may terminate this Memorandum of Understanding upon thirty (30) days written notice to the other party. However, students participating in the Field Placement arrangement at the time of termination will be allowed to complete the semester assignment.

*In witness whereof*, the Parties have caused their fully authorized representatives to execute this MOU effective as of the date written above.

For: Lamar University

For: Click or tap here to enter text.

Name: Lori Wright, LCSW

Name: Click or tap here to enter text.

Title: Field Director

Title: Click or tap here to enter text.

Signature: Click or tap here to enter text. Signature: Click or tap here to enter text.



# LAMAR UNIVERSITY

MEMBER THE TEXAS STATE UNIVERSITY SYSTEM

## Social Work Program Field Placement Mid-Term Evaluation

**DUE DATE: MONDAY, OCTOBER 12, 2020**

**Name of Intern:** Click or tap here to enter text.

**Date:** Click or tap here to enter text.

### ***Instructions for Rating Interns on the 9 Competencies in the First Part of the Evaluation:***

The standard by which an intern is to be compared is that of a new beginning-level social worker. The 9 competencies specified in this evaluation form are those established by our national accrediting organization - the Council on Social Work Education (CSWE).

Under each competency statement are several items that we ask that you rate on a scale from **1-10**, by clicking the appropriate box, with **1** being ***“the intern has not met the expectations in this area and does not give indications s/he will do so in the near future,”*** and **10** being ***“the intern has excelled in this area.”*** For any areas that are not applicable, please indicate by choosing **“N/A.”** There is a place for you to check **“yes”** or **“no”** under each competency where you can indicate (in your professional opinion) whether or not you believe the intern has demonstrated master of the practice behaviors for each competency. There is also a box after each competency for you to provide any comments you would like to share.

Additional comments may be made under any competency sections, if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas in which the student faces challenges and/or needs improvement.

This evaluation is intended to give the intern feedback about her or his performance. The field instructor’s rating of these items will not directly be used to calculate the grade given to the intern. The faculty liaison has responsibility of assigning the grade for field instruction. The grade that is assigned will be based on: **the faculty liaison’s overall evaluation of the student’s performance in field placement in conjunction with the field instructor’s evaluation and other submitted materials such as: intern time sheets; seminar participation; and papers that integrate field with classroom instruction.**

If you prefer to use another evaluation system in addition to this form to evaluate a student intern’s performance, please discuss this with the faculty supervisor.

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

1.1. Student makes 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.

n/a  1  2  3  4  5  6  7  8  9  10

1.2. Student uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

n/a  1  2  3  4  5  6  7  8  9  10

1.3. Student demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication.

n/a  1  2  3  4  5  6  7  8  9  10

1.4. Student uses technology ethically and appropriately to facilitate practice outcomes.

n/a  1  2  3  4  5  6  7  8  9  10

1.5. Student uses supervision and consultation to guide professional judgment and behavior.

n/a  1  2  3  4  5  6  7  8  9  10

***In my professional opinion, the student intern has demonstrated mastery of the practice behaviors found in Competency 1.***  YES  NO

**Comments:**

Click or tap here to enter text.

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

2.1 Student applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

n/a  1  2  3  4  5  6  7  8  9  10

2.2 Student presents him/herself as a learner and engages clients and constituencies as experts of their own experiences.

n/a  1  2  3  4  5  6  7  8  9  10

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

n/a  1  2  3  4  5  6  7  8  9  10

***In my professional opinion, the student intern has demonstrated mastery of the practice behaviors found in Competency 2.***  YES  NO

**Comments:**



Click or tap here to enter text.

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

3.1 Student applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

n/a  1  2  3  4  5  6  7  8  9  10

3.2 Student engages in practices that advance social, economic, and environmental justice.

n/a  1  2  3  4  5  6  7  8  9  10

*In my professional opinion, the student intern has demonstrated mastery of the practice behaviors found in Competency 3.*  YES  NO

#### Comments:

Click or tap here to enter text.

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

4.1 Student uses practice experience and theory to inform scientific inquiry and research.

n/a  1  2  3  4  5  6  7  8  9  10

4.2 Student applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

n/a  1  2  3  4  5  6  7  8  9  10

4.3 Student uses and translates research evidence to inform and improve practice, policy, and service delivery.

n/a  1  2  3  4  5  6  7  8  9  10

*In my professional opinion, the student intern has demonstrated mastery of the practice behaviors found in Competency 4.*  YES  NO

#### Comments:

Click or tap here to enter text.

### Competency 5: Engage in Policy Practice

5.1 Student identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

n/a  1  2  3  4  5  6  7  8  9  10

5.2 Student assess how social welfare and economic policies impact the delivery of and access to social services.

n/a  1  2  3  4  5  6  7  8  9  10

5.3 Student applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

n/a  1  2  3  4  5  6  7  8  9  10

***In my professional opinion, the student intern has demonstrated mastery of the practice behaviors found in Competency 5.***  YES  NO

**Comments:**

[Click or tap here to enter text.](#)

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

6.1 Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

n/a  1  2  3  4  5  6  7  8  9  10

6.2 Student uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

n/a  1  2  3  4  5  6  7  8  9  10

***In my professional opinion, the student intern has demonstrated mastery of the practice behaviors found in Competency 6.***  YES  NO

**Comments:**

[Click or tap here to enter text.](#)

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

7.1 Student collects and organizes data and applies critical thinking to interpret information from clients and constituencies.

n/a  1  2  3  4  5  6  7  8  9  10

7.2 Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

n/a  1  2  3  4  5  6  7  8  9  10

7.3 Student develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

n/a  1  2  3  4  5  6  7  8  9  10

7.4 Student selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

n/a  1  2  3  4  5  6  7  8  9  10

***In my professional opinion, the student intern has demonstrated mastery of the practice behaviors found in Competency 7.***  YES  NO

**Comments:**

[Click or tap here to enter text.](#)

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

8.1 Student critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.

n/a  1  2  3  4  5  6  7  8  9  10

8.2 Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

n/a  1  2  3  4  5  6  7  8  9  10

8.3 Student uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

n/a  1  2  3  4  5  6  7  8  9  10

8.4 Student negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.

n/a  1  2  3  4  5  6  7  8  9  10

8.5 Student facilitates effective transitions and endings that advance mutually agreed-on goals.

n/a  1  2  3  4  5  6  7  8  9  10

***In my professional opinion, the student intern has demonstrated mastery of the practice behaviors found in Competency 8.***  YES  NO

**Comments:**

Click or tap here to enter text.

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

9.1 Student selects and uses appropriate methods for evaluation of outcomes.

n/a  1  2  3  4  5  6  7  8  9  10

9.2 Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

n/a  1  2  3  4  5  6  7  8  9  10

9.3 Student critically analyzes, monitors, and evaluates intervention and program processes and outcomes.

n/a  1  2  3  4  5  6  7  8  9  10

9.4 Student applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

n/a  1  2  3  4  5  6  7  8  9  10

***In my professional opinion, the student intern has demonstrated mastery of the practice behaviors found in Competency 9.***  YES  NO

**Comments:**

Click or tap here to enter text.

**OVERALL EVALUATION AT MID-TERM. Please check one of the following:**

- This intern is excelling in field placement by performing above expectations for interns.
- This intern is meeting the expectations of a field placement intern.
- This intern is functioning somewhat below the expectations of a field placement intern.
- There is a question whether this intern will be ready for beginning level social work practice by the end of placement.
- This intern is functioning below the expectations of a field placement intern. There is considerable concern that this intern will not be ready for beginning level social work practice by the end of placement. This intern should perhaps be encouraged to pursue another major.

**Comments/elaboration (use additional sheet of paper if necessary):**

Click or tap here to enter text.



# LAMAR UNIVERSITY

MEMBER THE TEXAS STATE UNIVERSITY SYSTEM

## Social Work Program Field Placement Final Evaluation

**DUE DATE: FRIDAY, DECEMBER 4, 2020**

**Name of Intern:** Click or tap here to enter text.

**Date:** Click or tap here to enter text.

**Instructions for Rating Interns on the 9 Competencies in the First Part of the Evaluation:**

The standard by which an intern is to be compared is that of a new beginning-level social worker. The 9 competencies specified in this evaluation form are those established by our national accrediting organization - the Council on Social Work Education (CSWE).

Under each competency statement are several items that we ask that you rate on a scale from **1-10**, by clicking the appropriate box, with **1** being *“the intern has not met the expectations in this area and does not give indications s/he will do so in the near future,”* and **10** being *“the intern has excelled in this area.”* For any areas that are not applicable, please indicate by choosing **“N/A.”** There is a place for you to check **“yes”** or **“no”** under each competency where you can indicate (in your professional opinion) whether or not you believe the intern has demonstrated master of the practice behaviors for each competency. There is also a box after each competency for you to provide any comments you would like to share.

Additional comments may be made under any competency sections, if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas in which the student faces challenges and/or needs improvement.

This evaluation is intended to give the intern feedback about her or his performance. The field instructor’s rating of these items will not directly be used to calculate the grade given to the intern. The faculty liaison has responsibility of assigning the grade for field instruction. The grade that is assigned will be based on: **the faculty liaison’s overall evaluation of the student’s performance in field placement in conjunction with the field instructor’s evaluation and other submitted materials such as: intern time sheets; seminar participation; and papers that integrate field with classroom instruction.**

If you prefer to use another evaluation system in addition to this form to evaluate a student intern’s performance, please discuss this with the faculty supervisor.

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

1.1. Student makes 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.

- n/a    1    2    3    4    5    6    7    8    9    10

1.2. Student uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

n/a  1  2  3  4  5  6  7  8  9  10

1.3. Student demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication.

n/a  1  2  3  4  5  6  7  8  9  10

1.4. Student uses technology ethically and appropriately to facilitate practice outcomes.

n/a  1  2  3  4  5  6  7  8  9  10

1.5. Student uses supervision and consultation to guide professional judgment and behavior.

n/a  1  2  3  4  5  6  7  8  9  10

***In my professional opinion, the student intern has demonstrated mastery of the practice behaviors found in Competency 1.***  YES  NO

**Comments:**

Click or tap here to enter text.

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

2.1 Student applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

n/a  1  2  3  4  5  6  7  8  9  10

2.2 Student presents him/herself as a learner and engages clients and constituencies as experts of their own experiences.

n/a  1  2  3  4  5  6  7  8  9  10

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

n/a  1  2  3  4  5  6  7  8  9  10

***In my professional opinion, the student intern has demonstrated mastery of the practice behaviors found in Competency 2.***  YES  NO

**Comments:**

Click or tap here to enter text.

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

3.1 Student applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

n/a  1  2  3  4  5  6  7  8  9  10

3.2 Student engages in practices that advance social, economic, and environmental justice.

n/a  1  2  3  4  5  6  7  8  9  10

***In my professional opinion, the student intern has demonstrated mastery of the practice behaviors found in Competency 3.***  YES  NO

**Comments:**

Click or tap here to enter text.

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

4.1 Student uses practice experience and theory to inform scientific inquiry and research.

n/a  1  2  3  4  5  6  7  8  9  10

4.2 Student applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

n/a  1  2  3  4  5  6  7  8  9  10

4.3 Student uses and translates research evidence to inform and improve practice, policy, and service delivery.

n/a  1  2  3  4  5  6  7  8  9  10

***In my professional opinion, the student intern has demonstrated mastery of the practice behaviors found in Competency 4.***  YES  NO

**Comments:**

Click or tap here to enter text.

### Competency 5: Engage in Policy Practice

5.1 Student identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

n/a  1  2  3  4  5  6  7  8  9  10

5.2 Student assess how social welfare and economic policies impact the delivery of and access to social services.

n/a  1  2  3  4  5  6  7  8  9  10

5.3 Student applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

n/a  1  2  3  4  5  6  7  8  9  10

***In my professional opinion, the student intern has demonstrated mastery of the practice behaviors found in Competency 5.***  YES  NO

**Comments:**

[Click or tap here to enter text.](#)

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

6.1 Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

n/a  1  2  3  4  5  6  7  8  9  10

6.2 Student uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

n/a  1  2  3  4  5  6  7  8  9  10

***In my professional opinion, the student intern has demonstrated mastery of the practice behaviors found in Competency 6.***  YES  NO

**Comments:**

[Click or tap here to enter text.](#)

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

7.1 Student collects and organizes data and applies critical thinking to interpret information from clients and constituencies.

n/a  1  2  3  4  5  6  7  8  9  10



7.2 Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

n/a  1  2  3  4  5  6  7  8  9  10

7.3 Student develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

n/a  1  2  3  4  5  6  7  8  9  10

7.4 Student selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

n/a  1  2  3  4  5  6  7  8  9  10

***In my professional opinion, the student intern has demonstrated mastery of the practice behaviors found in Competency 7.***  YES  NO

**Comments:**

Click or tap here to enter text.

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

8.1 Student critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.

n/a  1  2  3  4  5  6  7  8  9  10

8.2 Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

n/a  1  2  3  4  5  6  7  8  9  10

8.3 Student uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

n/a  1  2  3  4  5  6  7  8  9  10

8.4 Student negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.

n/a  1  2  3  4  5  6  7  8  9  10

8.5 Student facilitates effective transitions and endings that advance mutually agreed-on goals.

n/a  1  2  3  4  5  6  7  8  9  10

***In my professional opinion, the student intern has demonstrated mastery of the practice behaviors found in Competency 8.***  YES  NO

**Comments:**

Click or tap here to enter text.

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

9.1 Student selects and uses appropriate methods for evaluation of outcomes.

n/a  1  2  3  4  5  6  7  8  9  10

9.2 Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

n/a  1  2  3  4  5  6  7  8  9  10

9.3 Student critically analyzes, monitors, and evaluates intervention and program processes and outcomes.

n/a  1  2  3  4  5  6  7  8  9  10

9.4 Student applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

n/a  1  2  3  4  5  6  7  8  9  10

***In my professional opinion, the student intern has demonstrated mastery of the practice behaviors found in Competency 9.***  YES  NO

**Comments:**

Click or tap here to enter text.

**FINAL OVERALL EVALUATION. Please check one of the following:**

- This intern has excelled in field placement by performing above expectations for interns.
- If an appropriate position were open at this agency, for a beginning level social worker, this intern would be considered among the top candidates for this position.
- This intern has met the expectations of the field placement. This intern is ready for beginning level social work practice.
- This intern is not yet ready for beginning level social work practice.
- This intern is not yet ready for beginning level social work practice, and has demonstrated serious problems in performance, and perhaps should be encouraged to pursue another major.

**Comments/elaboration (use additional sheet of paper if necessary):**

Click or tap here to enter text.

**Signature of Agency Field Instructor:** Click or tap here to enter text.

**Agency:** Click or tap here to enter text.

**Date:** Click or tap here to enter text.

**The following section should be completed by the intern:**

My agency supervisor and faculty supervisor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

- I agree with the evaluation.
- I do not agree with the evaluation.

**Intern's Signature:** Click or tap here to enter text.

**Date:** Click or tap here to enter text.

*If the intern disagrees with the evaluation s/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. A meeting between the student, agency supervisor, and faculty supervisor should then be held to discuss the disagreement.*

## Student's Evaluation of Field Placement

**Semester/Year:** Click or tap here to enter text.

| <i>Strongly Disagree</i>   | <i>Disagree</i>            | <i>Neutral</i>             | <i>Agree</i>               | <i>Strongly Agree</i>      |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

1. My placement gave me an opportunity to be involved in several social work-related areas.  
 1       2       3       4       5
2. My Agency Field Supervisor provided adequate supervision.  
 1       2       3       4       5
3. I was allowed enough freedom to enable me to make decisions on my own.  
 1       2       3       4       5
4. I was given the opportunity to actively participate in social work activities with individuals, families, groups, organizations and communities.  
 1       2       3       4       5
5. Most of the time, my role in the field learning experience was that of an observer rather than a participant.  
 1       2       3       4       5
6. My time and effort spent in field was considered useful by my Field Supervisor.  
 1       2       3       4       5
7. My Agency Field Supervisor communicated a positive attitude to me while guiding my learning experiences.  
 1       2       3       4       5
8. My Field Placement proved to be a positive learning experience for me.  
 1       2       3       4       5
9. I was able to make use of my knowledge, values and skills.  
 1       2       3       4       5
10. Over the course of the practicum experience, I felt increasingly more accepted as a professional member of the agency staff.  
 1       2       3       4       5
11. Lamar University Field Director was an effective liaison with student and agency supervisor.  
 1       2       3       4       5
12. Would you recommend that we continue to use this agency as a future field placement?  
 Yes       No

**Name of Agency:** Click or tap here to enter text.

**Field Supervisor:** Click or tap here to enter text.

## Student's Evaluation of Field Supervisor/Task Supervisor

*Students: this is your chance to tell us how to improve the field practicum component. Please be honest, frank and fair in your assessment. We will not share your comments here with your agency or your supervisor. Comments here will only be shared with the Lamar Social Work Faculty.*

1. Student Name: Click or tap here to enter text.
2. Field Placement Agency: Click or tap here to enter text.
3. Field Supervisor: Click or tap here to enter text.
4. Task Supervisor (if applicable): Click or tap here to enter text.
5. Would you recommend this particular supervisor for the next field placement? Click or tap here to enter text.
6. Why or why not: Click or tap here to enter text.
7. Was your supervisor accessible as needed? Click or tap here to enter text. How often or how seldom?  
Click or tap here to enter text.
8. Do you feel supported by your supervisor? Click or tap here to enter text.
9. Were your instructions from your supervisor clear? Click or tap here to enter text. If not, were you able to clarify any questions in order to complete required tasks? Click or tap here to enter text.
10. Does your supervisor operate from a social work perspective? Explain. Click or tap here to enter text.
11. Would you recommend this agency (perhaps with a different supervisor) for the next field placement?  
Click or tap here to enter text.

# Agency Evaluation of the Lamar University Social Work Program

**Semester/Year:** Click or tap here to enter text.

For each of the following questions, please provide your assessment of the Lamar University Social Work Program and graduates.

1. How important are trained Lamar University Bachelor of Social Work (B.S.W.) graduates in the current hiring efforts of your agency?

**Not At All**      **Minor**      **Somewhat**      **Very**      **Critically**  
 1       2       3       4       5

2. How often do you anticipate professional/social work vacancies in your agency?

**Rarely**      **Every 1-2 Years**      **Every 3-4 Years**      **Every 5+ Years**      **More than Once a Year**  
 1       2       3       4       5

3. When considering newly hired professional staff, how would you rate Lamar BSW students?

**Poor**      **Marginal**      **Adequate**      **Above Average**      **Outstanding**  
 1       2       3       4       5

4. If you have previously supervised Lamar social work students, what is your overall opinion of the professional potential of the students that you have supervised in your agency?

**Poor**      **Marginal**      **Adequate**      **Above Average**      **Outstanding**  
 1       2       3       4       5

5. If the Lamar social work program were terminated, what would be the effect on your agency?

**None**      **Minor**      **Somewhat**      **Very**      **Critically**  
 1       2       3       4       5

6. Approximately how large is your professional staff with degrees specifically in social work (BSW, MSW)?

**1-5 employees**      **6-10 employees**      **11-20 employees**      **21-30 employees**      **31 or more employees**  
 1       2       3       4       5

7. Considering the next 5 years, how important to your agency is the training of professional B.S.W. social workers from the Lamar social work program?

**Not At All**      **Minor**      **Somewhat**      **Very**      **Critically**  
 1       2       3       4       5

8. Please provide the name of your agency: Click or tap here to enter text.

9. Please provide written feedback regarding the following question: Did the revised "Evaluation of Student Performance in Field" questionnaire allow you to adequately evaluate the student's performance in your agency.

Click or tap here to enter text.

10. Please feel free to write any additional information about the Lamar University Social Work program in this space.

Click or tap here to enter text.

**Please complete and return to Field Director Lori Wright, LCSW  
in person or via email ([lori.wright@lamar.edu](mailto:lori.wright@lamar.edu))**

## Field Placement Time Sheet Information and Procedures

1. The current CSWE field hour requirement is **340 hours**. (note: due to COVID-19, CSWE has offered a 15% reduction in the 400 hours that is normally required)
2. Time sheets should be completed daily.
3. Each time sheet should reflect one full work week (Monday-Friday).
4. Please start a new time sheet for each week.
5. Each day's entry requires:
  - date,
  - brief description of activities,
  - start/end times, and
  - total hours acquired for the day (lunch breaks do not count unless they are working lunches - please adjust your time accordingly).
  - You MAY include our weekly seminar time on Monday toward your field hours.
6. Time spent must be rounded up or down to the nearest quarter hour (number of hours in the far right column should be a whole number or end with .25, .50, or .75) -- for example:
  - 8:00-5:00 = 8 hrs                      or      8:00-5:03 = 8 hrs      *(not 8.03)*
  - 8:00-4:15 = 7.25 hrs      *(not 7.15)*      or      8:00-4:10 = 7.25 hr      *(not 7.10)*
  - 8:00-4:30 = 7.5 hrs      *(not 7.30)*      or      8:00-4:36 = 7.5 hrs      *(not 7.36)*
  - 8:00-4:45 = 7.75 hrs      *(not 7.45)*      or      8:00-4:41 = 7.75 hrs      *(not 7.41)*
7. At the end of Week 1, you will total your hours for that week and list that number as your "subtotal" and your "total hours to date."
8. Every week thereafter, you will add up your hours for that week and list that number as your "subtotal" and then add that number to the previous week's "total hours to date" to determine your new "total hours to date." (see sample time sheets)
9. Your Field Supervisor or Task Supervisor must sign or initial at the bottom of each page.
10. Time sheets are due every Monday.
11. In Blackboard, there will be an "assignment" set up for each week's time sheet. **Every Monday**, you will upload the time sheet for the previous week into the corresponding "assignment" by date.







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## BSW Learning Plan and Evaluation Social Work 4321 & 4324 (Field Practicum I & II)

The Lamar University BSW Learning Plan is a critical document in the field placement process. The Learning Plan is based on the **Council on Social Work Education's (CSWE) 9 core competencies**. The Learning Plan identifies field placement activities that contribute to the student's development of social work practice skills and allows the Field Supervisor/Task Supervisor to accurately evaluate the students' level of competency in each of the areas set forth by CSWE. It should be considered a "working" document designed to guide student learning activities in field placement. The student and Field Instructor/Task Supervisor will work collaboratively to develop the initial Learning Plan, and will continue to review, update, and record student progress for the length of the field placement.

**The learning plan must address all nine (9) CSWE competencies, and there must be at least three (3) practice activities listed per competency.** The expectation is that the student will have various experiences that will allow them to be evaluated through observable behavior. Students' progress towards achievement of social work practice behaviors will be assessed with a mid-term evaluation as well as a final evaluation which will demonstrate students' proficiency in the application of **knowledge, values, skills, and cognitive and affective processes** in social work practice.

### Student Field Placement Information

**Student Name:** Click or tap here to enter text.

**Field Agency:** Click or tap here to enter text.

**Field Supervisor (BSW/MSW):** Click or tap here to enter text.

**Task Supervisor (if applicable):** Click or tap here to enter text.

**Term:**  Spring  Summer

**Lamar Email:** Click or tap here to enter text.

**Agency Phone Number:** Click or tap here to enter text.

**Field Supervisor Email:** Click or tap here to enter text.

**Task Supervisor Email:** Click or tap here to enter text.

**Evaluation Year:** Click or tap here to enter text.

## Completing the Learning Plan and Field Evaluations

The Learning Plan must address all nine (9) CSWE competencies, and there must be at least three (3) practice activities listed per competency.

1. Student will work collaboratively with Field Supervisor/Task Supervisor during onboarding and the early weeks of placement to develop an initial learning plan, which includes tasks/activities, evaluation measures, and target dates for achievement.
  - a. The expectation is that the student will have various experiences that will allow them to be evaluated through observable behavior.
  - b. Students' progress towards achievement of social work practice behaviors will be assessed with a mid-term evaluation as well as a final evaluation which will demonstrate students' proficiency in the application of **knowledge, values, skills, and cognitive and affective processes** in social work practice.
2. Developing the learning plan:
  - a. Each of the nine (9) CSWE Core Competencies is explained in paragraph form, then numbered and listed in table format.
  - b. Under "Goals and Learning Activities/Tasks," student will list at least three (3) activities they plan to complete in order to demonstrate competency of that set of practice behaviors. This will be evaluated by Field Supervisor in Mid-Term and Final Evaluations.
  - c. Students and Field Instructors/Task Supervisors are encouraged to update and add to these learning activities/tasks throughout the course of the field placement - as appropriate for the agency.
  - d. The student and Field Instructor/Task Supervisor are both required to sign and date the last page to indicate their involvement and agreement with the student's BSW learning plan.
3. The learning plan will be reviewed by the student and Field Supervisor/Task Supervisor on a regular basis to ensure that the student is meeting educational goals, and that progress is being made in each competency area.

**Evaluations will be completed by Field Supervisor. Field Supervisor will review the evaluations with each student, and both will sign in the appropriate section of the signature page. Field Supervisor will then submit the evaluation to the Field Director.**

1. **Mid-Term Evaluation:**
  - a. Field Supervisor will complete the evaluation using the rating scale found on page 4 of this document.
  - b. Field Supervisor will list any related strategies to help the student increase competence in that specific area.
2. **Final Evaluation:**
  - a. Field Supervisor will complete the Final Evaluation using the rating scale found on page 4 of this document.
  - b. Field Supervisor will provide evidence to support their ratings of student competence in each area (how student successfully completed the learning activities/tasks listed in the plan).
  - c. ***For final evaluation only*** – under each competency section, Field Supervisor will indicate whether or not the student met that competency by **checking the box** next to "Did the student meet Competency #?"

## Identifying Educational Activities for the Learning Plan

Educational activities are opportunities that allow students to work toward competency and the ability to demonstrate progress in the development of their knowledge base and professional practice skills. Many field practicum activities are easily tied to the practice behaviors listed in the plan. Others may require more intentional thought and planning. Please consider the following questions while developing the learning plan to help assess the value and relevance of an educational activity:

- What is the purpose of the activity? Will it give the student an opportunity to develop the practice skill/competency being evaluated?
- Does the activity build upon or encourage the student to examine knowledge or skills brought from experience?
- Does the activity challenge the student to grow and feel a sense of satisfaction in carrying it out?
- What is the balance between observed and participatory activities? Students should be provided opportunities to observe and shadow agency staff, but it is crucial that they are also provided with opportunities to integrate their knowledge and skills into practice.
- While students may benefit from reading case notes, copying, filing, and completing other “office duties,” It is important that they are also engaging in field activities that challenge them and allow them to demonstrate and practice their knowledge and skills.
- When assigning activities/tasks, consider if there are ample agency (or other) resources available to support the student in completing the activity/task/assignment.
- Does the activity give the student an opportunity to increase independent performance? By the midpoint of the semester, assigned activities should allow the student some opportunity to move from supervised to more self-directed practice.
- Does the activity give the student a sense of ownership and accomplishment? Activities should be clearly linked to social work competencies, allow for some autonomy, and encourage growth.
- Does the activity engage the student in thinking about the total problem/case/issue? Task focused activities increase growth when students can appreciate how they link with other pieces of the intervention plan.

Due to the COVID-19 pandemic, CSWE has broadened their definitions of “client contact” and “direct learning experiences” through December 31, 2020. Students are **still required to obtain a portion (roughly 50%) of their field practicum hours through direct client contact**, which may include phone calls and “virtual” shadowing and visits. Students **may also complete “remote” learning activities/tasks/projects as assigned by field placement agency staff, as well as remote learning activities from a list developed by the Lamar University Social Work Program.**

## Rating Student Performance

The field instructor evaluates the student's performance with input from the student. A mid-term evaluation between the field instructor and the student is a standard best practice to check the progress towards the students' professional development. The **Mid-Term Evaluation** is a good time to determine if additional tasks should be added or if it has been determined that some tasks may not be feasible to complete. The student is responsible for providing the Field Director a copy with any changes to the Educational Learning Plan. The **Final Field Evaluation** focuses on rating all competencies and behaviors using the rubric embedded in the Field Evaluation. Each rating is relative to the development of competency over time.

### Rating Scale

| (1)   | (2)  | (3)  | (4)                                   | (5)                                     |
|---|--|--|---------------------------------------|---|
| <b>Failing</b><br>does not show potential for performing satisfactorily | <b>Unsatisfactory</b><br>performs far below the standard with minimal evidence of potential to improve | <b>Needs Improvement</b><br>performs somewhat below the standard but shows potential for improvement | <b>Meets</b><br>performance standards | <b>Exceeds</b><br>performance standards |

**\*For Final Evaluation only – Students will need a 4 or 5 in each area to pass.**

### CSWE-Required Field Practicum Hours

The Council on Social Work Education (CSWE) requires students to obtain a total of 400 field practicum hours in order to meet the requirements for a Bachelor of Social Work (BSW) degree. **Due to the COVID-19 pandemic**, CSWE has reduced the required number of field practicum hours by 15%, so **BSW students completing field practicum through December 31, 2020 are only required to obtain 340 field hours**. Remote task activities and weekly Field Practicum Seminar meeting hours will count toward total hours through the end of 2020.

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

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

| Practice Behaviors   | Goals and Learning Activities/Tasks<br>(minimum of 3) | Evaluation / Target Date(s) | Mid-Term<br>Evaluation | Final<br>Evaluation |
|--|---|-----------------------------|------------------------|---------------------|
| 1. Student makes 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.<br>2. Student uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.<br>3. Student demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication.<br>4. Student uses technology ethically and appropriately to facilitate practice outcomes.<br>5. Student uses supervision and consultation to guide professional judgment and behavior. |   |                             |                        |                     |

*Evaluation Ratings: Place a 1, 2, 3, 4, or 5 on the line following each Practice Behavior to indicate the degree to which you believe each has been achieved. See “Rating Student Performance” on page 4 for more details.*

**Midterm Evaluation: Strategies to increase competence in Competency 1:**

**Final Evaluation: Evidence to support ratings for Competency 1:**

Did the student meet Competency 1? (Final Evaluation only)

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

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

| Practice Behaviors  | Goals and Learning Activities/Tasks<br>(minimum of 3) | Evaluation / Target Date(s) | Mid-Term<br>Evaluation | Final<br>Evaluation |
|---|---|-----------------------------|------------------------|---------------------|
| 1. Student applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.<br>2. Student presents themselves as learners and engages clients and constituencies as experts of their own experiences.<br>3. Student applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. |   |                             |                        |                     |

*Evaluation Ratings: Place a 1, 2, 3, 4, or 5 on the line following each Practice Behavior to indicate the degree to which you believe each has been achieved. See "Rating Student Performance" on page 4 for more details.*

**Midterm Evaluation: Strategies to increase competence in Competency 2:**



**Final Evaluation: Evidence to support ratings for Competency 2:**

Did the student meet Competency 2? (Final Evaluation only)

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

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

| Practice Behaviors   | Goals and Learning Activities/Tasks<br>(minimum of 3) | Evaluation / Target Date(s) | Mid-Term Evaluation | Final Evaluation |
|--|---|-----------------------------|---------------------|------------------|
| 1. Student applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.<br>2. Student engages in practices that advance social, economic, and environmental justice. |   |                             |                     |                  |

*Evaluation Ratings: Place a 1, 2, 3, 4, or 5 on the line following each Practice Behavior to indicate the degree to which you believe each has been achieved. See "Rating Student Performance" on page 4 for more details.*

**Midterm Evaluation: Strategies to increase competence in Competency 3:**

**Final Evaluation: Evidence to support ratings for Competency 3:**

Did the student meet Competency 3? (Final Evaluation only)

**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.

| Practice Behaviors  | Goals and Learning Activities/Tasks<br>(minimum of 3) | Evaluation / Target Date(s) | Mid-Term Evaluation | Final Evaluation |
|---|---|-----------------------------|---------------------|------------------|
| 1. Student uses practice experience and theory to inform scientific inquiry and research.<br>2. Student applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.<br>3. Student uses and translates research evidence to inform and improve practice, policy, and service delivery. |   |                             |                     |                  |

Evaluation Ratings: Place a 1, 2, 3, 4, or 5 on the line following each Practice Behavior to indicate the degree to which you believe each has been achieved. See "Rating Student Performance" on page 4 for more details.

**Midterm Evaluation: Strategies to increase competence in Competency 4:**

**Final Evaluation: Evidence to support ratings for Competency 4:**

Did the student meet Competency 4? (Final Evaluation only)

**Competency 5: Engage in Policy Practice**

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

| Practice Behaviors | Goals and Learning Activities/Tasks<br>(minimum of 3) | Evaluation / Target Date(s) | Mid-Term Evaluation | Final Evaluation |
|--------------------|---|-----------------------------|---------------------|------------------|
|                    |   |                             |                     |                  |

|  |  |  |  |  |
|--|--|--|--|--|
| <ol style="list-style-type: none"> <li>1. Student identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</li> <li>2. Student assesses how social welfare and economic policies impact the delivery of and access to social services.</li> <li>3. Student applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</li> </ol> |  |  |  |  |
|--|--|--|--|--|

Evaluation Ratings: Place a 1, 2, 3, 4, or 5 on the line following each Practice Behavior to indicate the degree to which you believe each has been achieved. See "Rating Student Performance" on page 4 for more details.

**Midterm Evaluation: Strategies to increase competence in Competency 5:**

**Final Evaluation: Evidence to support ratings for Competency 5:**

Did the student meet Competency 5? (Final Evaluation only)

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

*Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.*

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

| Practice Behaviors | Goals and Learning Activities/Tasks<br>(minimum of 3) | Evaluation / Target Date(s) | Mid-Term<br>Evaluation | Final<br>Evaluation |
|--------------------|---|-----------------------------|------------------------|---------------------|
|--------------------|---|-----------------------------|------------------------|---------------------|

|  |  |  |  |  |
|--|--|--|--|--|
| <ol style="list-style-type: none"> <li>1. Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</li> <li>2. Student uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</li> </ol> |  |  |  |  |
|--|--|--|--|--|

*Evaluation Ratings: Place a 1, 2, 3, 4, or 5 on the line following each Practice Behavior to indicate the degree to which you believe each has been achieved. See "Rating Student Performance" on page 4 for more details.*

**Midterm Evaluation: Strategies to increase competence in Competency 6:**

**Final Evaluation: Evidence to support ratings for Competency 6:**

**Did the student meet Competency 6? (Final Evaluation only)**

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

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

| Practice Behaviors   | Goals and Learning Activities/Tasks<br>(minimum of 3) | Evaluation / Target Date(s) | Mid-Term Evaluation | Final Evaluation |
|--|---|-----------------------------|---------------------|------------------|
| <ol style="list-style-type: none"> <li>1. Student collects and organizes data and applies critical thinking to interpret information from clients and constituencies.</li> <li>2. Student applies knowledge of human behavior and the social environment,</li> </ol> |   |                             |                     |                  |

|   |  |  |  |  |
|---|--|--|--|--|
| <p>person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</p> <p>3. Student develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</p> <p>4. Student selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p> |  |  |  |  |
|---|--|--|--|--|

Evaluation Ratings: Place a 1, 2, 3, 4, or 5 on the line following each Practice Behavior to indicate the degree to which you believe each has been achieved. See "Rating Student Performance" on page 4 for more details.

**Midterm Evaluation: Strategies to increase competence in Competency 7:**

**Final Evaluation: Evidence to support ratings for Competency 7:**

Did the student meet Competency 7? (Final Evaluation only)

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

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

| Practice Behaviors | Goals and Learning Activities/Tasks<br>(minimum of 3) | Evaluation / Target Date(s) | Mid-Term Evaluation | Final Evaluation |
|--------------------|---|-----------------------------|---------------------|------------------|
|--------------------|---|-----------------------------|---------------------|------------------|

|   |  |  |  |  |
|---|--|--|--|--|
| <ol style="list-style-type: none"> <li>1. Student critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.</li> <li>2. Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</li> <li>3. Student uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</li> <li>4. Student negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.</li> <li>5. Student facilitates effective transitions and endings that advance mutually agreed-on goals.</li> </ol> |  |  |  |  |
|---|--|--|--|--|

*Evaluation Ratings: Place a 1, 2, 3, 4, or 5 on the line following each Practice Behavior to indicate the degree to which you believe each has been achieved. See "Rating Student Performance" on page 4 for more details.*

**Midterm Evaluation: Strategies to increase competence in Competency 8:**

**Final Evaluation: Evidence to support ratings for Competency 8:**

Did the student meet Competency 8? (Final Evaluation only)

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

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

| Practice Behaviors  | Goals and Learning Activities/Tasks<br>(minimum of 3) | Evaluation / Target Date(s) | Mid-Term<br>Evaluation | Final<br>Evaluation |
|---|---|-----------------------------|------------------------|---------------------|
| 1. Student selects and uses appropriate methods for evaluation of outcomes.<br>2. Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.<br>3. Student critically analyzes, monitors, and evaluates intervention and program processes and outcomes.<br>4. Student applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. |   |                             |                        |                     |

*Evaluation Ratings: Place a 1, 2, 3, 4, or 5 on the line following each Practice Behavior to indicate the degree to which you believe each has been achieved. See "Rating Student Performance" on page 4 for more details.*

**Midterm Evaluation: Strategies to increase competence in Competency 9:**

**Final Evaluation: Evidence to support ratings for Competency 9:**

**Did the student meet Competency 9? (Final Evaluation only)**

### ADDITIONAL EVALUATION - FINAL EVALUATION ONLY

**Directions:** Agency field instructor completes the additional evaluation of students' overall demonstration of professionalism in social work practice. Place a 1, 2, 3, 4, or 5 on the line following each category in order to express the degree to which you believe each has been achieved.

| <b>1. Professional Identity</b>  | <b>Final Evaluation Rating</b> | <b>Notes (optional)</b> |
|--|--------------------------------|-------------------------|
| a. Advocate for client access to social work services.   |                                |                         |
| b. Practice personal reflection and self-correlation to assure continual professional development.   |                                |                         |
| c. Demonstrate professional demeanor in behavior, appearance, and communication  |                                |                         |
| d. Attend to professional roles and boundaries.  |                                |                         |
| <b>2. Critical Thinking</b>  | <b>Final Evaluation Rating</b> | <b>Notes (optional)</b> |
| a. Distinguish among, appraise, and integrate multiple sources of knowledge (including research-based knowledge) and practice wisdom.              |                                |                         |
| b. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. |                                |                         |
| <b>3. Ethical Practice</b>   | <b>Final Evaluation Rating</b> | <b>Notes (optional)</b> |
| a. Recognize and manage personal values in a way that allows professional values to guide practice.  |                                |                         |
| b. Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the State Board of Social Work Code of Conduct   |                                |                         |
| <b>4. Human Rights and Social Economic Justice</b>   | <b>Final Evaluation Rating</b> | <b>Notes (optional)</b> |
| a. Understand the forms and mechanisms of oppression and discrimination.   |                                |                         |
| b. Advocate for human rights and social economic justice.  |                                |                         |
| c. Engage in practices that advance social and economic justice.   |                                |                         |

**ADDITIONAL COMMENTS (optional):**



**EDUCATIONAL LEARNING PLAN – SIGNATURE PAGE**

| <b>Educational Learning Plan Developed and Initiated</b> |  |              |  |
|--|--|--------------|--|
| <b>Student Signature:</b>                                |  | <b>Date:</b> |  |
| <b>Field Supervisor Signature:</b>                       |  | <b>Date:</b> |  |
| <b>Field Director Signature:</b>                         |  | <b>Date:</b> |  |
| <b>Task Supervisor:</b><br><i>(if applicable)</i>        |  | <b>Date:</b> |  |
| <b>Mid-Term Evaluation Conducted</b>                     |  |              |  |
| <b>Student Signature:</b>                                |  | <b>Date:</b> |  |
| <b>Field Supervisor Signature:</b>                       |  | <b>Date:</b> |  |
| <b>Field Director Signature:</b>                         |  | <b>Date:</b> |  |
| <b>Task Supervisor:</b><br><i>(if applicable)</i>        |  | <b>Date:</b> |  |
| <b>Final Field Evaluation Conducted</b>                  |  |              |  |
| <b>Student Signature:</b>                                |  | <b>Date:</b> |  |
| <b>Field Supervisor Signature:</b>                       |  | <b>Date:</b> |  |
| <b>Field Director Signature:</b>                         |  | <b>Date:</b> |  |
| <b>Task Supervisor:</b><br><i>(if applicable)</i>        |  | <b>Date:</b> |  |