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Introduction

The purpose of the Social Work Program Field Education Manual is to articulate policies and procedures, roles and responsibilities, and expectations and objectives for field placement. It is intended as a guide for students, faculty, Field Liaisons, Field Instructors, Task Instructors and field placement agencies, in implementing the process of field education.

The contents of this manual are reviewed and revised as needed to reflect changes in social work practice, education and accreditation standards.
Section I

Overview of BSW Program
Mission of Lubbock Christian University

To educate students, imparting values for scholarship and for living. Through its baccalaureate and graduate programs, the university challenges students to think critically, to excel in their disciplines, and to model Christ.

Social Work Program Mission

To prepare competent and effective social work professionals within the context of Christian liberal arts education, for entry-level generalist social work practice.

Social Work Program Goals

1. To prepare students for generalist social work practice with individuals, families, groups, communities, and organizations of diverse social and cultural backgrounds.

2. To prepare students for service, based on the values of the social work profession and the mission of the university.

3. To prepare students for graduate social work education.
Social Work Program Core Competencies

Graduates will be able to:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Definition of Generalist Practice

Generalist social work practice is a flexible and diverse approach, grounded in a broad knowledge and skill base, supported by the values and ethics of the social work profession. Generalist social workers use engagement, assessment, intervention, and evaluation in their practice with individuals, families, groups, organizations, and communities. Generalist social work practice primarily focuses on social functioning and the environment in which human interaction occurs.
Section II

Field Agencies
and
Field Instructors
Selection of Field Agencies

Agencies/organizations used as field instruction sites are selected on the basis of their commitment to service delivery and to providing learning opportunities for students.

*Students should not contact agencies directly, to discuss field placement opportunities, without prior approval from the Director of Field Education.*

Potential field agencies are reviewed by the Director of Field Education. The review serves to acquaint the potential agency setting with the policies and practices of field education, gather information about the agency structure, function, and clientele, and to assess the educational potential of the agency.

**Criteria for Agency Selection**

Given the importance of field in the Social Work Program, the following criteria for agency participation have been established:

1. Field agency’s mission shall be compatible with the philosophy, values, and ethics of the social work profession.
2. Field agency shall be related in purpose and function to the mission, goals, and objectives of the Social Work Program.
3. The field agency should be able to provide a range of learning experiences consistent with the service function of the agency, the student’s learning needs, and that reflect program competencies.
4. The administration and staff of the field agency shall have respect for professional social work education and acceptance of the objectives and educational focus of the program of field instruction.
5. Field agency policies and procedures must be nondiscriminatory in the provision and delivery of services and in the employment of personnel. Field agency must not discriminate on the basis of age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, or sexual orientation.
6. The field agency is able to provide a Field Instructor with a minimum of one year experience, who is able to clearly articulate and evaluate student progress.
7. Field agencies shall provide release time for Field Instructors to carry out field instruction responsibilities, attend field-related training’s, and provide at least one
hour of formal supervision weekly.

9. The field agency staff shall be large enough to ensure that the basic agency program is developed and maintained sufficiently without reliance on students.

10. Field agencies shall make available suitable work space, telephones, technology, supplies, agency-related transportation/travel reimbursements, clerical support, and access to confidential interviewing areas.

11. Field agencies shall agree to the execution of a Memorandum of Agreement between the Social Work Program and the field agency.

12. The field agency must provide necessary measures to protect students’ health and safety through minimization of risk. At a minimum this should include: orientation to agency policy and procedure regarding client contact, appropriate precautions, and the selection of student assignments by the Field Instructor.

13. The field agency must communicate changes in supervision to the Director of Field Education as soon as possible in order to maintain appropriate on site supervision.

14. The field agency will support the student’s obligations to the Social Work Program for all field assignments.

**Field Agency Approval and Affiliation Process**

The process involves the field agency (Field Instructor or agency representative), the Director of Field Education and the Director of Social Work Program. The selection process includes, but is not limited to:

1. A review of the agency affiliation application by the Director of Field Education and the Director of Social Work Program.

2. A conference, either by telephone, e-mail, or in person, between the Director of Field Education and the administrator and/or Field Instructor of the agency, concerning expectations of the Social Work Program.

3. A discussion by the Director of Field Education and Director of Social Work to determine that the field education requirements can be met by the agency. This discussion is facilitated by:

   a. Review of the Field Agency Application and Field Instructor Profile
   b. Review of other supporting materials.
   c. Discussion of the conference (refer to #2 above).
4. Upon final approval of the field placement, the Director of Field Education will initiate the Memorandum of Agreement (MOA). This document will be signed by a duly authorized representative of the field placement agency and the Social Work Program.

**Responsibilities of Participating Agencies**

In general, organizations which have agreed to serve as field agencies for the Social Work Program need to commit sufficient resources for provision of the following:

1. A Field Instructor for one or more students.

2. Administrative and educational supervision time totaling no less that one hour per week.

3. Adequate learning opportunities for meeting field core competencies.

4. Adequate protection of student’s workload to facilitate maximum use of field experiences for meeting field objectives.

5. Office space, interviewing space, telephone, technology, and clerical staff support for student’s work.

6. Field Instructor’s attendance and/or participation in field orientation and training.

7. Participation in conferences during field faculty liaison agency visits.

8. Access to agency staff meetings and other appropriate meetings by which the student may interact with and/or observe the organizational context.

**Selection of Field Instructors**

For new field agencies, the Field Instructor selection process is a part of the initial agency affiliation process. A “Field Instructor Profile” and resume of potential Field Instructors are reviewed together with agency applications. A similar process is utilized for affiliated agencies wishing to utilize new staff as Field Instructors.

**Criteria for Participation as a Field Instructor**

A social work practitioner within an agency setting provides field instruction. While the selection of the Field Instructor involves collaboration between the agency and the department, the final appointment remains with the Director of Field Education. In order to be approved by the Social Work Program as a Field Instructor, she/he must complete the “Field Instructor Profile Form,” submit a current resume or curriculum vitae, and meet
the following criteria:

1. All Field Instructors shall hold a CSWE accredited social work degree, either at the Bachelors or Masters level. The Field Instructor shall have sufficient social work practice experience to effectively carry out prescribed duties, especially in the context of student supervision. Generally, at least one year or more of professional experience is preferred.

2. In those exceptional instances when a Field Instructor does not hold a CSWE accredited social work degree, the following guidelines shall apply:
   a. Additional orientation and training may be required.
   b. The Field Instructor will review the Generalist Social Work Perspective tutorial and agree to incorporate and reinforce the social work perspective in student supervision. This information will be reviewed as needed with the Director of Field Education or Faculty Field Liaison.
   c. Frequent and sustained contact (a minimum of three on-site visits) between the program and Field Instructors shall be maintained to ensure that the social work perspective is reinforced and to monitor field learning as indicated. This contact will be documented by using the Field Liaison Contact Form.

3. The Field Instructor shall abide by the NASW Code of Ethics.

4. The Field Instructor should understand and support the Social Work Program’s goals, objectives and core competencies and be committed to the education of students.

5. The agency shall ensure that an employee who functions as a Field Instructor be given necessary adjustments in work assignments and be given adequate release time in order to carry out the responsibilities of field instruction.

6. The Field Instructor shall attend training and orientation in field instruction provided by the Social Work Program as scheduled.

7. The Field Instructor shall commit to provide a minimum of one hour, per week, of formal supervision for each student assigned and to regular access by the student as needed.

8. Field Instructors are required to work closely with the Director of Field Education in the coordination of field assignments and tasks and is responsible for providing timely feedback on the progress of the student through the faculty liaison.
Field Instructor Certification Training

Qualified agency-based field instructors are of central importance to a successful field placement experience for students. Field instructors are expected to assume an educator role, therefore, the social work program provides certification training to enhance knowledge and skills in this role. Emphasis is placed on assessing a student’s learning needs and style, developing a learning plan that is congruent with demonstrating professional competencies and specific needs of the student, and in developing appropriate learning activities and experiences.

Certification training is a three-hour module that consists of the following content areas: overall orientation to the field program, adult learning and teaching strategies, and evaluating students. The module must be completed prior to becoming a certified field instructor and before receiving a field student. The module is available in an on-line format and printed format. Upon completion of the module content, Field Instructors are expected to attend a review and de-briefing session on campus to receive a certificate of completion and recognition as a Certified Field Instructor. CEU’s for this training may be offered by the social work program. Additional training may be required as content areas change and/or are updated.
Section III

Roles and Responsibilities in Field Instruction
GUIDING PRINCIPLES
OF
FIELD EDUCATION

Field education is the signature pedagogy of social work education. Field seeks to integrate and connect theory and practice. It is intended to socialize students toward the role of practitioner by contributing to the development of the requisite competencies of professional practice. Supervised learning activities and experiences engage students through observation, self-reflection and evaluation, reinforcement of knowledge, values, and skills learned in the classroom, and opportunities for experience working with various client systems.

Ultimately, field education is designed to help students understand the framework of social work practice in the context of becoming competent generalist social work practitioners.

Responsibilities of the Director of Field Education

The Director of Field Education is responsible for the development, coordination, and evaluation of the field component of the Social Work Program. Specifically:

1. To develop and articulate the philosophy and policies of the Field Education Program.
2. To develop and coordinate the overall Field Education Program.
3. To define, develop, assign, and coordinate all field liaison activities.
4. To negotiate the Memorandum of Agreement with field agencies and evaluate and renegotiate working agreements with field agencies and Field Instructors as necessary.
5. To negotiate the selection of Field Instructors.
6. To develop and implement on-going Field Instructor orientation and training programs.
7. To articulate for Field Instructors their role in designing field learning opportunities that permit student demonstration of the program’s competencies.
8. To prepare and distribute documents needed for the Field Education Program, including the Field Education Manual.
9. To establish and monitor educational outcomes of field to assure consistency with the program’s competencies.

10. To prepare all documents required by the Director of the Social Work Program.

11. Serve as Ex Officio member of the Social Work Program Advisory Council, acting as the Social Work Program administrative liaison to Field Instructor’s and field agencies.

**Responsibilities of the Faculty Field Liaison**

Each agency is assigned a faculty member from the Social Work Program who will serve as Field Liaison. The liaison faculty serves as a link between the program and the agency. Liaison faculty have the responsibility for maintaining a continuing relationship with the field setting, the Field Instructor(s), and student(s) in the agency during the placement period. They provide feedback to the Director of Field Education on the changes, progress, and/or problems encountered in the field setting. Specifically:

1. Maintain regular contact with necessary personnel in the agency.

2. Communicate the program’s goals and policies to the Field Instructor and the student.

3. Communicate information about classes, school schedules, expectations and related matters to Field Instructors.

4. Identify training and professional development needs of the Field Instructors, relative to field practice.

5. Provide regular verbal and written feedback to the Director of Field Education.

6. Provide a written evaluation of field agency effectiveness to the Director of Field Education at the end of each academic year.

7. Assist with student placements, utilizing the placement procedure.

8. Clarify for Field Instructors and students the program’s competencies.

9. Become familiar with the learning opportunities within the field agency as they relate to the program’s competencies, especially while initiating the Learning Plan.

10. Become familiar with the learning styles and needs of individual students.

11. Help the Field Instructor to identify the student’s level of progress through regular
contacts (documented on the liaison contact form) and by coordinating performance evaluations.

12. Mediate as needed between the student and the agency, the student and Field Instructor, or the student and the Director of Field Education.

Faculty liaison’s are expected to maintain contact with the student and Field Instructor in each assigned agency during the course of the semester. Visits to the agency, supervisory conferences, telephone contacts and e-mail will be utilized. In general, it is expected that the faculty liaison will make two on-site visits during the course of the semester. Additional contacts may be initiated by the Field Instructor, the agency or the student.

**Responsibilities of the Field Instructor (Agency)**

The Field Instructor is the “on-site” person responsible for the day-to-day activities and learning of the student. The role of the Field Instructor is crucial to the success of the overall learning experience. Specifically:

1. Be familiar with Field Education Policies and Procedures as outlined in this manual.

2. Demonstrate professional conduct which supports the educational mission of the Social Work Program.

3. Conduct an initial interview with the prospective student prior to placement, during which the structure, function, and requirements of the agency are explained to the student.

4. Agree to supervise students in the agency placement. Each Field Instructor is approved by the Social Work Program and an agency representative, based upon credentials and experience.

5. Orient the student to the agency structure, functions, policies, services, and personnel at the beginning of field. This is also to include safety policy and procedure.

6. Be responsible for, and in charge of, the student by designing and coordinating learning opportunities appropriate to the program’s competencies.

7. Maintain close contact with the student and retain overall responsibility for guidance and supervision. The Field Instructor must meet with the student a minimum of one hour per week for supervision and document on the Weekly Supervision Log.

8. Plan in advance for the students’ work, in order to provide appropriate learning opportunities that allow students to demonstrate the program’s competencies.
9. Arrange for a Task Instructor or other staff to be in charge of the students’ activities, for times when the Field Instructor is unavailable.

10. Clearly articulate the objectives and expectations related to field assignments with the student.

11. Evaluate on a continual basis the student’s progress with both the student and the Field Liaison.

12. Meet with the faculty liaison, as needed, to maintain School-Agency coordination and attend meetings, as necessary, to resolve issues which may arise in the course of the field placement.

13. Notify the faculty liaison promptly, in the event that problems arise in the placement arrangement, including problems in student performance.

14. Complete the Learning Plan and Field Evaluation forms as required.

15. Review with the student and Field Liaison, in a three-way conference, the mid-term and final field evaluation, highlighting the student’s progress, accomplishments and areas in need of continued professional development.

16. Participate in appropriate trainings or meetings conducted by the Social Work Program and offer recommendations for continued field education improvement, as warranted.

**Responsibilities of the Task Instructor (Agency)**

At times in the field education process, it may be necessary for an agency staff member to assume certain responsibilities and duties in relation to a field student. This staff member does not replace the field instructor, but must be well informed of the program’s competencies and his/her role in student learning. Necessary resources for the task instructor will be provided by the field instructor and social work program. The field instructor delegates, monitors, and integrates the task instructor’s contribution to the overall learning experience.

**Student Responsibilities**

Field is viewed as a learning opportunity in which the responsibility is shared by the Social Work Program, the field agency, and the student. Specifically regarding the student:

1. Meeting academic prerequisites, prior to entry into field and complete the field
application.

2. Be familiar with and adhere to all guidelines, policies and procedures stated in the Student Handbook and Field Manual.

3. Participate in the pre-placement planning process with the Director of Field Education and attend all pre-placement orientation sessions.

4. Notify the Field Instructor, in advance, of any anticipated problems in meeting the program’s or agency’s expectations, regarding time or performance of required activities.

5. Notify the faculty liaison of any difficulties encountered which interfere with meeting field requirements and the program’s competencies.

6. Have dependable transportation available to and from the field agency and for field activities.

7. Understand the need for malpractice liability insurance coverage as required by the Social Work Program.

8. Function within field in a professional and ethical manner, consistent with the NASW Code of Ethics and the Field Placement Code of Conduct.

9. Complete the time requirements for field, be prompt and on time for work at the agency, and adhere to the schedule mutually agreed to by the student and Field Instructor. It is the responsibility of the student to notify the Field Instructor, if s/he is unable to report for field placement.

10. Fulfill the expectations of the Social Work Program and the field agency, as set forth in the Memorandum of Agreement.

11. Provide evidence, as necessary, to document the quality and effectiveness of performance in the field experience.

12. Prepare for weekly supervisory conferences with the Field Instructor in which self-assessment and openness to evaluation are an integral ongoing process.

13. Attend all field meetings and complete all agency assignments, especially participating fully in the Integrative Seminar.

Failure to fulfill ANY of the student field responsibilities will be grounds for dismissal or termination from field with a failing grade.

Social Work Program Advisory Council

The LCU Social Work Program Advisory Council exists to assist in reviewing the program’s mission and goals, values and context.

The primary function of the advisory council is to provide guidance and support to the social work program as it seeks to prepare graduates for generalist practice through mastery of the core competencies.

The advisory council is comprised of twelve members representing various areas of social work practice. Members are sought on the basis of level of interest in social work education, type, scope and level of practice and/or Field Instructor experience. Diverse agency and practice representation is required. Members may be added or removed on a staggered rotation system.
SECTION IV

Field Policies and Procedures
**Placement Process**

The procedure for the placement of a student in field includes the following:

1. In the semester prior to the expected semester for field placement, each student must submit a Field Placement Application to the Director of Social Work. The Director will review the application and determine if the student meets the academic and program requirements for field placement.

2. If the student meets the requirements for field placement, they will schedule and complete a pre-placement interview with the Director of Field Education.

3. The Director of Field Education will match the information from the Field Application with available agencies and their educational opportunities and resources. During this process, the Director of Field Education contacts agencies, sharing basic profile information about specific students. Although students have input into the placement decision, the primary determining factors continue to be the student’s needs and learning styles, matched with the availability of an agency.

4. Once a possible field placement agency is identified, the student will have a pre-placement interview with the agency-based Field Instructor.

5. Upon acceptance by the field agency, the Director of Field Education communicates with the student by LCU e-mail confirming placement, and most often continues as the liaison throughout the placement process.

**Out-of-Area Field Placement Guidelines**

Field placement outside of the immediate Lubbock area (city and county) is a special privilege granted only to a student upon review and approval by the Social Work Program.

1. In order to be considered for approval the student must do the following:
   a. Meet all requirements for acceptance into field.
   b. Submit a letter of request to the Director of Field Education, one semester prior to entering field, which includes the following information:
      1. Agency name, address, phone and fax number, and e-mail.
      2. Agency contact/potential Field Instructor name, title and credentials.
3. Letter or email from agency administration confirming approval of the field placement.

c. Student must demonstrate responsibility, reliability, capability, adaptability, and the capacity for self-initiative.

d. Complete and sign the Outside-of-Area Field Agreement.

e. Agree to pay supervision fee and related travel expenses. Fee is charged to student account.

(1) Fee Schedule:

<table>
<thead>
<tr>
<th>Distance</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Supervision fee (all students)</td>
<td>$50</td>
</tr>
<tr>
<td>PLUS</td>
<td></td>
</tr>
<tr>
<td>30-50 mile radius</td>
<td>$300</td>
</tr>
<tr>
<td>51-120 mile radius</td>
<td>$400</td>
</tr>
<tr>
<td>121-300 mile radius</td>
<td>$450</td>
</tr>
<tr>
<td>Over 300 mile radius</td>
<td>Fees will be assessed based on location and cost associated with travel, meals, and lodging</td>
</tr>
</tbody>
</table>

**Professional Malpractice Liability Insurance**

Both the University and field agencies require that all social work students in field placement be covered by a professional malpractice liability insurance policy to protect both the agency and the individual against malpractice liability claims. All students in field practice must be covered prior to entering field placement and for the duration of their field placement.

Malpractice liability insurance coverage is arranged by the Social Work Program, for each field student, at the student’s expense. The premium fee (subject to change) is charged to the students account. This coverage is provided through the American Professional Agency, Inc and the limits of liability under this policy are $1 million each claim/$3 million aggregate (subject to change).

Under this insurance policy, students are not covered for any claims relating to the operation of motor vehicles, whether personal or agency vehicle. Since the University has ruled that students cannot provide services for which they are at risk without liability coverage, **students may not transport clients within field as part of their field placement.** Agencies should not ask or allow students to transport clients while in field placement.
**Use of Employment Setting as Field Placement Agency**

When determining if an employment setting may be used as a field placement agency, the following criteria must be met:

1. The agency must be able to provide experiences for the student during field hours that are qualitatively different from normal work activities and duties and do not replicate current or past work assignments.

2. There must be a qualified Field Instructor available who is not the employment supervisor of the student. The Field Instructor must complete field training.

3. The assignments proposed for field work must be educationally focused and meet the criteria designated by the Social Work Program.

4. A written proposal describing the differentiation between employment activities and field work activities must be developed and signed by the student, current supervisor, and the proposed Field Instructor.

5. Assigned hours for field must be completed in a different program area or unit of the agency, whenever possible, allowing for an actual physical separation of employment and field activities.

6. Specific hours and/or blocks of time shall be designated as field hours. During the semester, a minimum of 27 hours per week of field is required. A total of 400 hours of field must be completed.

7. Agency support of the plan at all appropriate levels will be evidenced by the signed proposal and Memorandum of Agreement.

All students must complete a Proposal for Utilization of Agency of Employment as Field Agency form following the established guidelines:

1. Discussion of the proposal, among the student, agency supervisor and agency administration, including the basic requirements that must be met.

2. Completion of the Proposal for Utilization of Agency of Employment as Field Agency form. The form must contain the following information:
   a. Description of current job assignment and current job duties and responsibilities.
   b. Name of current supervisor.
c. Description of proposed field assignments including specific client population, program area, and learning experiences that the setting would provide.

d. Name of proposed Field Instructor.

e. Statement describing the proposed schedule for field activities, i.e., which days are being designated as field assignment days and which days are designated as employment days.

f. Signatures of the student, supervisor, and proposed Field Instructor must be on the proposal.

3. Submit completed form to the Director of Field Education.

4. Develop an alternative plan for the completion of field, in the event that the proposal is not acceptable and/or does not meet educational requirements.

**Prohibited Field Assignments**

Students will not be assigned for Field to any agency or organization in which the student was, or is currently a client of mental health services and/or any family member that was, or is currently a client of mental health services.

Foster parents will not be assigned for Field with the Child Protective Services division of the Texas Department of Family and Protective Services.

**Integrative Seminar**

Field students are expected to attend and participate fully in the Integrative Seminar. The intent of seminar is to integrate theoretical and conceptual underpinnings, and the knowledge, values and skills of the curriculum with the practice setting. Particular attention is paid to the practice behaviors that operationalize the core competencies of generalist practice. It is in the context of the Integrative Seminar that a field student demonstrates evidence of proficiency in the core competencies. Of which, details are articulated in the course syllabi for SWK 4610 and SWK 4620.

**Field Hours and Time Log**

All students are expected to complete the required 400 hours in field. Under most circumstances this can be accomplished when a student, on average, completes 27 hours per week during a regular Fall or Spring semester.

**IMPORTANT:** It is each student’s responsibility to ensure that they have planned far enough in advance to accommodate an adequate weekly schedule for completion of field.
The vast majority of field placement agencies provide field experiences during routine business hours (Monday thru Friday, 8:00-5:00).

Students are expected to coordinate their field schedule with the Field Instructor.

If a student must be absent from field, he/she is responsible for calling the Field Instructor. The Field Instructor needs to inform the Director of Field Education of any concerns regarding student absence.

If a student is absent for a significant period of time, possible options are:

1. Withdraw from field, with the consent of the Director of Field Education;

2. Be assigned by the Director of Field Education to repeat the semester either in the same agency or a different one;

3. Request an “In Progress” (IP) grade. Conditions of the IP agreement will be set by the Director of Field Education and the Director of Social Work. An IP Request form must be completed.

4. Earn a failing grade.

Students may take all university holidays and those holidays observed by the agency. If the student elects to work through a holiday, such as Spring Break, that will count toward the completion of hours. It remains the student’s responsibility to complete all required hours for field.

A log of clock hours completed will be maintained by each student for field placement. The log will consist of the date, number of clock hours accrued, where, and who supervised the student. It is the student’s responsibility to maintain an accurate time log. Field experiences in the form of direct and indirect services are acceptable hours. Agency orientation and trainings, conference and workshop participation are also acceptable hours, but cannot exceed 10% of total field hours. Students must request approval from their Field Instructors, prior to attending conferences and/or workshops. Travel to and from the field setting is not to be included in the log.

The log will be reviewed by the Field Instructor throughout the semester. Field Time Logs must be approved and initialed by the Field Instructor on a weekly basis. At the end of the semester, the student will submit the log to the field liaison.

Supervision of Field Student

On-site social work supervision is clearly the most educationally sound model for undergraduates who need a strong role model and clear, consistent, and timely
supervision, from a social work perspective. Students should not be left alone in the agency without professional staff who are in charge. Leaving students alone on the premises or otherwise in charge during staff retreats, conferences, etc. is not an appropriate use of students. Students, no matter how competent or skilled, are not prepared to take on those types of staff responsibilities.

**Transportation**

All students must provide their own transportation to and from the agency. If there is a special need regarding transportation this should be noted on the Field Application and discussed during the interview process. Students driving their own vehicles must have a current, valid driver’s license and auto insurance. Many agencies will provide mileage reimbursement to students just as they do professional staff. Agencies should orient students, in the beginning of field, concerning the agency process for obtaining mileage reimbursement for home visits and other required travel.

**Agency Pre-Placement Conditions**

Many field agencies require that students submit to criminal history background checks, provide immunization records, a drug screen and/or have a current TB skin test, as a condition of placement. When required, it is the student’s responsibility to meet agency pre-conditions at their own expense. The Social Work Program is not responsible for gathering, storing, or disseminating this confidential information.

**Students with Disabilities**

Any student in need of disability related accommodations in field should contact the Disability Services Office located in the Center for Student Success. In order to receive accommodations in field practice, students must provide the university with current (within 3 years) documentation of their disability, which is kept in the Office of Disability Services. It is the student’s responsibility to inform the Director of Field Education if accommodations are needed at the field placement agency during the pre-placement interview process. Failure to provide written verification of a needed accommodation may result in a delay in placement. The Director of Field Education will make every effort to identify a placement that meets social work program requirements and addresses the students learning needs. The university is not required to provide accommodations if the student fails to complete the necessary steps.

**Personal Safety in Field**

All students are required to participate in pre-placement orientation during which personal safety in field is addressed. Personal safety in the agency setting should be addressed during the agency orientation by appropriate personnel. If a student is involved in an incident that jeopardizes his/her personal safety, then a Personal Safety Incident Report
form should be completed. During the pre-placement process, students are required to review and sign the Acknowledgment of Risk in Field form.

**Sexual Harassment of Students in Field**

Sexual harassment and sexual violence violate federal civil rights laws and University policy against discrimination. It is a violation of Title IX of the Education Amendments of 1972, which prohibits sex discrimination in education. Sexual harassment is defined as unwelcome conduct of a sexual nature including, unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. The creation of a hostile environment and “quid pro quo sexual harassment” is also forbidden. The appropriate University official may review appropriate University services and legal remedies with the student as part of its initial courses of action as stated in the LCU Student Handbook.

Students should engage in the following procedures if they have experienced sexual harassment in their field agency:

1. Contact the Director of Field Education immediately or as soon as possible to report the situation. Of paramount importance is the student’s safety. This will be assessed and a “safety plan” initiated as necessary.
2. Completion of the Personal Safety Incident Report form.
3. The Director of Field Education will work with the field instructor and/or other appropriate agency staff to further assess the situation and decide on an intervention strategy.
4. A review of the agency’s sexual harassment policy by the Director of Field Education is necessary at this point.
5. The Director of Field Education may confer with the Office of Student Affairs and/or the Social Work Program Director regarding the situation and the intervention strategy.
6. The status of the student’s placement at the agency will be determined following a thorough assessment of the situation. The student may choose or be advised not to return to the agency until after the assessment has been completed. Re-assignment of the student to another agency may be necessary.
7. Referrals to appropriate resources will be made to assist the student in effectively coping with the situation, as needed.

**Confidentiality**

Students should demonstrate respect and professionalism when engaging clients in field. Students should not discuss client issues, problems, or information outside the agency. If a student uses client-related material in the Integrative Seminar or for any assignment, agency permission must be secured and information must be “de-identified” to protect the identity of the client and others.
**Professional Conduct**

It is expected that students will behave in a professional and ethical manner toward clients, fellow students, agency personnel, and faculty. The Social Work Program subscribes to the NASW Code of Ethics as the guiding standard for ethical social work practice. Any act or omission that would constitute unethical practice or a violation of law, whether committed in program-related activities or not, is a justification for disciplinary action, including dismissal from the program. Any incident of professional misconduct committed during field practice will be documented by the Field Instructor on the Incident Report Form. Additionally, this form can be used to document other problematic behaviors of the student. When necessary and appropriate, the Corrective Action Plan and Contract will be initiated to address a viable plan for the correction of problematic behaviors.

The social work program articulates expectations for student professional conduct throughout the curriculum and engages students, when necessary, through feedback and advising regarding concerns for professional conduct. Given these expectations, students are expected to review and sign the Social Work Field Placement Code of Conduct the semester prior to beginning field.

**Grading Policy**

The grade for field practice courses SWK 4610 and SWK 4620 is determined by the Field Liaison and/or the Director of Field Education after consideration of the student’s performance in field (70%) and in the Integrative Seminar (30%). The Field Instructor should notify the field liaison immediately if there is any indication that the student’s performance is below satisfactory. Field courses must be completed with a grade of “C” or higher. Under extraordinary circumstances the grade of In Progress (IP) may be assigned to a student whose performance is satisfactory but who has not completed all requirements of the field placement. Students must complete the Request for IP form available in the department office. This form will delineate the terms for removal of the IP, including specific time frame, and will be signed by the student and field liaison. Please consult the course syllabi for more detailed information about grading in field.

**Agency Placement Reassignment**

The following are policies regarding the reassignment of a student from one field agency to another:

1. If a student views the agency match as unworkable:
   a. The student must talk to the Director of Field Education about the proposed
move. The Director of Field Education, student, and Field Instructor will then discuss the issues involved. If they can be resolved to everyone's satisfaction and the student decides to remain in the agency, nothing further is done.

b. Should the student still desire a change, the Director of Field Education will discuss the situation with the Director of Social Work, in order to clarify the status of the student and agency.

c. The next step is a joint conference with the Director of Social Work, Director of Field Education, and the student. The agency Field Instructor may, or may not be involved, at this point.

d. If the decision is made to move the student, a suitable agency must be contacted and arrangements made, for the student to begin field there. Although this must be a thoughtful decision, the sooner it can be finalized, the better. Appropriate communication will be maintained with the field agency.

e. If it is at the very beginning of placement, within the first two weeks, and the student has been actively involved in appropriate activities, then the student may be excused from making up that time. However, if it is well into the semester, then the student may need to start over, in order to provide the student with enough experience for completion of required assignments and attainment of the objectives for field.

2. Should an agency request the removal of a student, for whatever reason:

a. The Director of Field Education will remove the student within a time frame which is agreeable to the agency.

b. Either prior to or after removal of a student from an agency, depending on the urgency of the removal and/or the agency concerns, the Director of Field Education will discuss the situation which led to the agency request with appropriate agency personnel and the student in question.

c. If the agency simply wishes to explore whether a student should be removed or whether the situation is manageable, the Director of Field Education will immediately respond with a conference. The Director of Social Work may be consulted as needed.

d. Obviously, if it is possible for the student to remain in an agency, until the end of the semester, with necessary involvement from the Social Work Program, it is better for the student. If this is not possible, reassignment of the student will follow the aforementioned guidelines.
3. If the Social Work Program finds it necessary to move a student:
   
a. The request will originate from the Director of Field Education, who will notify the Director of Social Work.
   
b. This will be discussed with the student and the Field Instructor. The possibility of reassignment will be evaluated.
   
c. Once the decision has been made to move the student, reassignment of the student will follow the aforementioned guidelines.

**When A Student Is Not Making Satisfactory Progress in Field**

If a student is not making satisfactory progress in his/her field placement, the following steps will be taken:

1. When a student is not progressing at a satisfactory rate:
   
a. The Field Instructor will notify the Director of Field Education, as soon as a problem is suspected.
   
b. The Director of Field Education will arrange a conference with the Field Instructor, as soon as possible.
   
c. The student, Field Instructor, and Director of Field Education are involved in evaluating the problem.
   
d. The student will be given formal notification that his/her performance is substandard.
   
e. Guidelines and expectations are developed for the student to follow, in order to improve his/her performance. These are given to the student in writing.
   
f. If the student does not meet the requirements, a failing grade is earned.

2. When it is possible for a student to meet field objectives, if given additional time:
   
a. The Field Instructor, Director of Field Education, and the student will discuss the student’s rate of progress. If the student can meet the field objectives given additional time and attention, then a plan will be developed. This must be a joint decision, based on the following: the student’s work to date, the agency’s willingness to commit continued resources, the Field Instructor’s willingness to commit additional time, and the student’s commitment to the identified plan.
b. A specific amount of additional time may be allotted at the end of the semester for the student to continue in field.

c. If the student has not accomplished the objectives of field by the end of the additional period, then the following options exist:

   (1) The student may repeat the field placement

   (2) The student may earn a failing grade

3. If a student does not wish to spend the additional time necessary to successfully complete field, the options are as follows:

   a. Withdraw from field, with the consent of the Director of Field Education and the Director of Social Work;

   b. Be assigned by the Director of Field Education to repeat field either in the same agency or a different one;

   c. Request “In Progress” (IP) grade;

   d. Earn a failing grade.

4. Documentation of student progress can be assessed using the following tools:

   a. Direct observation.

   b. Written communication.

   c. Feedback from other agency staff or other professionals.

   d. Client documentation.

   e. Use of supervision.

**Removal of a Student from Field**

A student may be removed from field under the following circumstances:

1. Request from the student that is appropriate, reasonable, and based on fact.

2. Decision of the Social Work Program, including the recommendation of the Director of Field Education in consultation with the Director of Social Work. The following are grounds to remove the student from field:
a. Failure to maintain client confidentiality as mandated by agency policy and/or the NASW Code of Ethics.

b. Failure to abide by the NASW Code of Ethics, resulting in unethical behavior.

c. An attempt to harm oneself.

d. An attempt to harm another person.

e. Repeated tardiness at the agency and/or tardiness without notification.

f. Repeated absences from the agency and/or absence without notification.

g. Repeated change in scheduled field hours without prior approval.

h. Inappropriate behavior in connection with the field placement.

i. Illegal activity.

The final decision regarding removal from field will be made by the Director of Field Education, in coordination with the Director of Social Work, with documentation from the Field Instructor, and agency. The student may appeal the decision following the guidelines set forth in the academic appeals process of the University.

Whether the student will be allowed to return to the same or a different agency will depend on the seriousness of the incident and/or ability of the student to work through the problem. The Social Work Program will have the responsibility to work with the student, around the issues, and will require certain conditions be met prior to returning to field.

**Probation and Termination Policies and Procedures**

The Social Work Program and faculty have a professional responsibility to act in the best interests of the social work student, program, profession, and potential clients. This responsibility dictates placing social work students on probation and/or terminating students from the Social Work Program, for poor academic or professional performance.

**Criteria for Probation and Termination**

At any time during the student’s education, when there is cause for concern, a faculty evaluation can be conducted. A student can be placed on probation and/or terminated from the Social Work Program for the following academic and professional reasons:
I. Academic

A. Poor Academic Performance

The student is considered to be unable to master the social work curriculum and/or general course work of the university, when:

1. A student’s cumulative GPA falls to the point that the student is placed on academic probation or suspension.

2. A student’s overall GPA for a single semester falls below 2.25.

3. A student’s major GPA falls below a 2.5 in a single semester.

B. Academic Dishonesty

According to the university’s Code of Academic Integrity, instances of academic dishonesty may include but are not necessarily limited to the following:

1. Cheating, which is the use of materials (including papers purchased or acquired from individuals, internet web sites, etc.), study aids, etc. for testing and assignments that are not authorized by the instructor.

2. Plagiarism, which is the presentation of information, content, or wording that originates from another source as one’s own

3. Conspiring or aiding and abetting of dishonest behavior, such as in knowingly providing materials from which another may cheat.

4. Falsification or invention of material for academic work

II. Professional

A. Violation of the NASW Code of Ethics

1. The NASW Code of Ethics (2006) will be the standard for professional values and behavior for social work students, as it “is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve” (p. 2).

2. It is the sole responsibility of the social work student to understand and abide by the NASW Code of Ethics.
3. Ethical standards become of increasing importance, when social work students enter field practice, as students are functioning within social service agencies and with agency clientele. While the demonstration of all ethical standards is essential, social work students will be specifically evaluated on the NASW ethical standard concerning Impairment (Section 4.05), prior to entering field placement. Indications of impairment, as outlined in the NASW Code of Ethics, by a social work student, may result in postponement of field, suspension of the field placement, or termination of a student from the Social Work Program. The NASW Code of Ethics Section 4.05 addresses Impairment in the following ways:

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

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

**Procedures for Probation, Termination, and Appeal**

When an academic and/or professional violation by a social work student is identified by the Director of Social Work and/or any social work faculty, all social work faculty will meet together to discuss the specific student. If the majority of social work faculty agree that probation and/or termination of the student should be pursued, the following procedures will be followed:

A. The student is sent a letter outlining the reason why he/she is being considered for probation and/or termination.

B. The student is given five school days to respond in writing to the letter. If the student does not provide a response, the student will be terminated from the Social Work Program. The response must be submitted to the Director of Social Work and must include the following:

1. Any extenuating circumstances impacting the student’s performance and/or behavior

2. Ways in which the student can improve the situation
3. Reasons why the social work faculty should make considerations, other than terminating the student from the program

C. Upon receiving the student’s response, the social work faculty will meet together to review the response. If it is deemed appropriate by a majority of the social work faculty, a Plan of Action may be developed, which outlines step(s) the student may take, within a probationary period, to return to good standing within the Social Work Program. When egregious academic and/or professional violations are concerned, the faculty may vote not to pursue a Plan of Action and may move directly to terminating a student from the Social Work Program. A Plan of Action may include, but is not limited, to the following requirements of the students:

1. Repeating a course

2. Obtaining outside academic assistance (tutoring, disability testing, etc.)

3. Obtaining further training on the NASW Code of Ethics

4. Submission of outside documentation related to impairment issues (from physician, counselor, etc.)

D. Within five school days of notification, the student will be required to appear before the social work faculty, where the faculty will review the Plan of Action with the student. If the student does not appear before the faculty within the set time period, the student will be terminated from the Social Work Program.

E. The student is then given five school days, following the meeting, to accept or reject the Plan of Action outlined by the social work faculty. If accepted, the student will sign the Plan of Action, with the Director of Social Work. The student is then considered on probationary status, until the conditions of the Plan of Action are fulfilled. If the conditions of the Plan of Action are rejected by the student (signified by the student not signing the Plan of Action within five school days of the meeting), the student will be terminated from the Social Work Program.

F. A student has the right to appeal the termination decision to the Dean of the College of Biblical Studies and Behavioral Sciences. It is assumed that the student does not have this avenue of appeal until all other steps (A-E) have been taken.

G. Once the appeal has been processed by the Dean of the College of Biblical Studies and Behavioral Sciences and his committee system, the social work faculty agrees to abide by this committee decision.
**Readmission to the Social Work Program**

A student will be considered for readmission to the Social Work Program, based upon the following criteria:

A. A student who leaves the program because of failure to meet academic standards may reapply for admission, after being removed from academic probation.

B. A student who is dismissed from the program for academic dishonesty and/or violating professional values and behavior may only be readmitted to the program with a majority vote of conditional readmission by the social work faculty.

Any student wishing to reapply to the Social Work Program, after being dismissed, must go through the Social Work Program application process again. He/she must also submit a letter outlining his/her desire to be readmitted to the Social Work Program and the reasons why the social work faculty should make such consideration.

**Grievance Procedure**

In the event that a student believes that (s)he has been treated in any way unjustly or improperly by anyone associated with the Social Work Program (faculty, adjunct faculty, field supervisor, another student, etc.) the following procedures apply:

1. The student discusses the issue with the person(s) alleged to cause the grievance.

2. If the matter is not resolved after discussion with the person(s) involved, the student should contact the Director of Social Work to discuss the matter.

3. If resolution is not reached with the Director of Social Work, or if the grievance involves the Director of Social Work, the student should address a written petition to the Chair of Social Work and Criminal Justice.

4. The Chair will gather all relevant information from the individuals involved and knowledgeable of the grievance, prepare a written report of findings and a recommendation of action to be taken, and submit the report to the Director of Social Work for action.

5. In the event, the student remains dissatisfied at the departmental level, (s)he may appeal the grievance to the Dean of the College of Biblical Studies and Behavioral Sciences.
Section V

Evaluation Process
Evaluation

Evaluation of student performance is an ongoing process throughout field placement. The purpose of the evaluation process is to help students examine their level of educational progress in developing as a generalist practitioner, focusing on the practice behaviors that operationalize the core competencies as articulated by CSWE. In the agency setting, the Field Instructor has the primary responsibility in working with the student towards achieving this end and in evaluating the student's level of progress. These three elements: the student, the program, and the agency, interact within a systems context, giving and receiving feedback, in the ongoing educational process.

Progress in field practice is assessed primarily through the use of the Learning Plan, the Initial Field Evaluation, the Midterm and Final Evaluation. The initial field evaluation takes place at 50 hours and is designed to give an early indication of the student's transition into field and to assess to what level they are demonstrating requisite professional behavior and conduct necessary for success in field. At 200 and 400 hours the focus of field evaluation is on the demonstration of the practice behaviors that operationalize the core competencies of generalist practice.

1. Student Self-Evaluation

Each student is expected to read and understand the evaluation process, practice behaviors, core competencies and the evaluation instruments used to assess his/her performance in field practice. Since each student is expected to actively participate in the field education experience, it is tantamount to student progress that the student engage in meaningful self-evaluation, personal reflection, and self-correction.

2. Evaluation by Field Instructors

a. Ongoing Evaluation of Student Performance

Evaluation of student performance in field is an ongoing process. The student is an integral part of this process. The purpose of the evaluation process is to help the student examine educational progress in demonstrating the practice behaviors that operationalize the core competencies. It is the responsibility of the Field Instructor to work with the student in addressing progress in field.

Opportunity must be provided for related field activities and experiences that fulfill the purpose stated above. Otherwise, the student cannot demonstrate adequate progress. Student progress may be assessed in the following ways throughout the field experience:
(1) verbal presentation
(2) discussion of assignments with the Field Instructor
(3) agency documentation
(4) interaction with the student’s peer group
(5) interaction with other personnel in the agency
(6) direct observation of the student at work on a particular task or with clients
(7) discussion during faculty field liaison visits to the placement agency

b. Written Evaluation of Student Performance

The Field Instructor prepares a written evaluation of each student at specified intervals during the placement. Guidelines and procedures for evaluation of student performance are standardized throughout the field placement. The evaluation instruments are designed to measure student performance as it relates to the practice behaviors and core competencies.

The student is expected not only to participate in the process, but to have an opportunity to read the written evaluation, prior to the evaluation visit with the Field Liaison and/or Director of Field Education. The evaluation is the Field Instructor’s assessment of student performance. Neither the student nor the Director of Field Education can change the contents. However, the Field Liaison and/or Director of Field Education has the responsibility to assign the final grade. Should the student take exception to the evaluation, (s)he has the opportunity to write an addendum which will be attached to the evaluation form. The Director of Field Education also has the option of appending this material. The Field Instructor, student, and Director of Field Education sign and date the evaluation. Copies of all components of the final evaluation will be furnished to the Social Work Program, the agency, and the student.

3. Evaluation by Social Work Program

a. Evaluation of Student Performance

The Field Liaison and/or the Director of Field Education has the final responsibility to assign the grade for the student’s performance. The grade is arrived at through visits to the field agency, consultation with the Field
Instructor, Task Instructor (and other agency personnel who were involved in educational or administrative supervision), and consultation with the student. On-site evaluation meetings between the student, faculty liaison, and Field Instructor provide the appropriate arena for the review of the 200 and 400 hour evaluation forms. All other pertinent information will be considered in the evaluation process. All evaluative material is shared with the student. Any concerns about student progress in field will be addressed, as soon as possible, by the Director of Field Education, in consultation with the Faculty Liaison.
SECTION VI

Field Practice

Initial Evaluation Form

Learning Plan and Evaluation Form
Initial Field Evaluation (50 hour)

The Initial Field Evaluation is designed to produce an early indication of a student’s transition into the field experience. The intent is to assess, at a fundamental level, that the student is demonstrating the requisite professional behavior and conduct necessary for a successful field experience.

Please assess the student’s initial field performance using the following scale:

5   The student has excelled in this area.
4   The student is functioning above expectations for field students in this area.
3   The student has met expectations for field students in this area.
2   The student has not as yet met expectations in this area, but gives indication that s/he will do so.
1   The student *is not* meeting expectations in this area - there is concern for development in this area.
IE  Unable to rate student at this time due to insufficient evidence on this item.
SWK 4610
Initial Field Evaluation (50 hour)

Student’s Name: ____________________________ Semester: ____________

Agency: __________________ Faculty Liaison: __________________

Field Instructor (Agency): __________________

A. Field Activity Description
   Briefly describe learning activities and experiences.

B. Description of Students Adjustment to Field
1. **Agency Mission and Purpose**  
The student understands the mission and purpose of the field placement agency.

   5 4 3 2 1 IE

2. **Personal Appearance and Demeanor**  
The student demonstrates a professional presentation of self that is consistent with agency standards.

   5 4 3 2 1 IE

3. **Commitment to Values and Ethics**  
The student is developing a commitment to social work values and ethics. The student is also in the process of developing a commitment to culturally competent and ethical practice. The student abides by the NASW Code of Ethics.

   5 4 3 2 1 IE

4. **Recognition of Dignity and Worth**  
The student demonstrates acceptance of and respect for diverse client systems. The student recognizes and respects the dignity and worth of the client system while holding the clients well-being of primary importance.

   5 4 3 2 1 IE

5. **Cultural Diversity**  
The student engages diversity and difference in an individualized, purposeful, goal directed manner with sufficient self-awareness.

   5 4 3 2 1 IE
6. Communication Skills
The student is developing clear and effective communication skills, and is able to express self in both written and verbal communication.

5 4 3 2 1 IE

7. Ability to Work Within the Agency
The student is developing an understanding of agency structure, goals and purpose. The student makes effective use of time and resources in completing field assignments, and is able to work appropriately with colleagues. The student represents the agency in a professional manner.

5 4 3 2 1 IE

8. Professional Self-Awareness
The student is developing professional self-awareness, and is cognizant of the need for continued professional growth. The student seeks to expand knowledge and demonstrates motivation for learning.

5 4 3 2 1 IE

9. Supervision/Consultation
The student is developing an understanding of professional roles and boundaries. The student makes preparation for supervision by practicing personal reflection and self-correction when indicated.

5 4 3 2 1 IE

10. Community Resources
The student is becoming aware of community resources and the most effective methods of networking with agencies and organizations.

5 4 3 2 1 IE
11. Generalist Skills and Core Competencies
The student is developing an understanding of generalist skills and core competencies and is able to articulate this through the Learning Plan.

5 4 3 2 1 IE

12. Critical Thinking
The student demonstrates a beginning understanding of the importance of critical thinking skills in social work practice and seeks to enhance those skills throughout the field process.

5 4 3 2 1 IE

Student’s Strengths and Areas for Further Development
Identify noteworthy strengths and suggest areas of focus for further professional growth and development while in field:

Noteworthy Strengths ____________________________ Areas of Focus ____________________________

1.

2.

3.

Additional Comments
**Student’s reading and signature required**

This is to certify that I read and received a copy of this evaluation, that I understand I have the right to disagree in writing with evaluation of my performance, and that such a statement will be appended to this evaluation.

<table>
<thead>
<tr>
<th>Student</th>
<th>Date</th>
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<th>Field Instructor (Agency)</th>
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<th>Field Liaison (Faculty)</th>
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<th>Director of Field Education (Faculty)</th>
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### Lubbock Christian University
Social Work Program
Learning Plan and Field Evaluation for SWK 4610 and SWK 4620

Student Name: ___________________  Field Instructor Name: ___________________

Agency Name: ___________________  Semester/Year: ________________________

#### Competency 1  Student identifies as a professional social worker and conducts himself/herself accordingly.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Related Activities &amp; Experiences - Please list at least one activity for each of the Practice Behaviors.</th>
<th>Midterm Rating (200 hours)</th>
<th>Comments</th>
<th>Final Rating (400 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Advocates well for client access to the services of social work.</td>
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<td>3. Attends well to professional roles and boundaries.</td>
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<td>4. Demonstrates professional demeanor in appearance and communication.</td>
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</table>
5. Has a commitment to career-long learning and growth.

6. Uses supervision and consultation effectively

<table>
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<tr>
<th>Competency 2</th>
<th>Student applies social work ethical principles to guide his or her professional practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practice Behaviors</strong></td>
<td><strong>Related Activities &amp; Experiences</strong>- Please list at least one activity for each of the Practice Behaviors.</td>
</tr>
<tr>
<td>1. Recognizes and manages personal values in a way that allows professional values to guide practice.</td>
<td></td>
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<tr>
<td>2. Is knowledgeable of, and abides by, the ethical standards of the profession.</td>
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<tr>
<td>3. Tolerates well ambiguity in resolving ethical conflicts.</td>
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</table>
4. Is able to apply strategies of ethical reasoning to arrive at principled decisions.

<table>
<thead>
<tr>
<th>Competency 3</th>
<th>Student applies critical thinking to inform and communicate professional judgments.</th>
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<tbody>
<tr>
<td><strong>Practice Behaviors</strong></td>
<td><strong>Related Activities &amp; Experiences</strong>&lt;br&gt;Please list at least one activity for each of the Practice Behaviors.</td>
</tr>
<tr>
<td>1. Is skilled at appraising and integrating multiple sources of knowledge; including research-based knowledge and practice wisdom.</td>
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<tr>
<td>2. Is skilled at analyzing models of assessment, prevention, intervention, and evaluation.</td>
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<td>3. Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</td>
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<tr>
<td>Practice Behaviors</td>
<td>Related Activities &amp; Experiences- Please list at least one activity for each of the Practice Behaviors.</td>
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<td>-------------------------------------------------------------------------------------------------</td>
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<tr>
<td>1. Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</td>
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<tr>
<td>2. Has sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</td>
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<tr>
<td>3. Recognizes and communicates her or his understanding of the importance of difference in shaping life experiences.</td>
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<tr>
<td>4. Views herself or himself as a learner and engages those he or she works with as informants.</td>
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</tbody>
</table>
### Competency 5  
**Student advances human rights and social and economic justice.**

| Practice Behaviors | Related Activities & Experiences-  
| Please list at least one activity for each of the Practice Behaviors. | Midterm Rating (200 hours) | Comments | Final Rating (400 hours) |
|---------------------|--------------------------------------------------------------------------------|-----------------------------|-----------|-------------------------|
| 1. Understands the forms and mechanisms of oppression and discrimination. | | | | |
| 2. Is skilled at advocating for human rights and social and economic justice. | | | | |
| 3. Is skilled at engaging in practices that advance social and economic justice. | | | | |

### Competency 6  
**Student engages in research-informed practice and practice-informed research.**

| Practice Behaviors | Related Activities & Experiences-  
| Please list at least one activity for each of the Practice Behaviors. | Midterm Rating (200 hours) | Comments | Final Rating (400 hours) |
|---------------------|--------------------------------------------------------------------------------|-----------------------------|-----------|-------------------------|
| 1. Is skilled at using practice experience to inform research. | | | | |
| 2. Is skilled at using research findings to improve practice, policy, and social service delivery. | | | | |
### Competency 7  Student applies knowledge of human behavior and the social environment.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Related Activities &amp; Experiences- Please list at least one activity for each of the Practice Behaviors.</th>
<th>Midterm Rating (200 hours)</th>
<th>Comments</th>
<th>Final Rating (400 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is skilled at utilizing conceptual frameworks to guide the processes of assessment, intervention, and evaluation.</td>
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<tr>
<td>2. Is skilled at applying theories and knowledge about biological variables, social variables, cultural variables, psychological variables, and spiritual development.</td>
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</table>

### Competency 8  Student engages in policy practice to advance social and economic well-being and to deliver effective social work services.

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<th>Practice Behaviors</th>
<th>Related Activities &amp; Experiences- Please list at least one activity for each of the Practice Behaviors.</th>
<th>Midterm Rating (200 hours)</th>
<th>Comments</th>
<th>Final Rating (400 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is skilled at analyzing, formulating, and advocating for policies that advance social well-being.</td>
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</tbody>
</table>
2. Is skilled at collaborating with colleagues and clients for effective policy action.

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<tr>
<th>Practice Behaviors</th>
<th>Related Activities &amp; Experiences - Please list at least one activity for each of the Practice Behaviors</th>
<th>Midterm Rating (200 hours)</th>
<th>Comments</th>
<th>Final Rating (400 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is skilled at continuously discovering, appraising, and attending to changing locales, populations, scientific and technological developments, and emerging societal trends in order to provide relevant services.</td>
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<tr>
<td>2. Is skilled at providing leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
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</tbody>
</table>
## Competency 10a  
**Engagement - Individuals, families, groups, organizations and communities.**

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Related Activities &amp; Experiences—Please list at least one activity for each of the Practice Behaviors.</th>
<th>Midterm Rating (200 hours)</th>
<th>Comments</th>
<th>Final Rating (400 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Effectively prepares for action with clients (including those who are individuals, families, groups, organizations, and communities).</td>
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<tr>
<td>2. Effectively uses empathy and other interpersonal skills with clients.</td>
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<tr>
<td>3. Develops a mutually agreed-on focus of work and desired outcomes with clients.</td>
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</tbody>
</table>

## Competency 10b  
**Assessment - Individuals, families, groups, organizations and communities.**

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Related Activities &amp; Experiences—Please list at least one activity for each of the Practice Behaviors.</th>
<th>Midterm Rating (200 hours)</th>
<th>Comments</th>
<th>Final Rating (400 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates ability to collect, organize, and interpret client data.</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
2. Assesses client strengths and limitations.

3. Develops mutually agreed-on intervention goals and objectives with clients.

4. Selects appropriate intervention strategies.

<table>
<thead>
<tr>
<th>Competency 10c</th>
<th>Intervention - Individuals, families, groups, organizations and communities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Behaviors</td>
<td>Related Activities &amp; Experiences- Please list at least one activity for each of the Practice Behaviors.</td>
</tr>
<tr>
<td>1. Initiates actions to achieve organizational goals.</td>
<td></td>
</tr>
<tr>
<td>2. Implements prevention interventions that enhance client capacities.</td>
<td></td>
</tr>
<tr>
<td>3. Assists clients resolving problems.</td>
<td></td>
</tr>
</tbody>
</table>
4. Negotiates, mediates, and advocates for clients.

5. Facilitates transitions and endings with (and on behalf of) clients.

<table>
<thead>
<tr>
<th>Competency 10d</th>
<th>Evaluation - Individuals, families, groups, organizations and communities.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practice Behaviors</strong></td>
<td><strong>Related Activities &amp; Experiences</strong> - Please list at least one activity for each of the Practice Behaviors.</td>
</tr>
</tbody>
</table>

**COMMENTS:**

Field Learning Plan and Evaluation Instrument adapted, with permission, from the University of Tennessee College of Social Work BSSW program.
# Learning Plan and Field Evaluation for SWK 4610 and SWK 4620

## Mid Term Signatures

<table>
<thead>
<tr>
<th>Role</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td></td>
<td></td>
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<tr>
<td>Field Instructor</td>
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<td></td>
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<tr>
<td>Field Liaison</td>
<td></td>
<td></td>
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<tr>
<td>Director of Field Education</td>
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<td></td>
</tr>
</tbody>
</table>

## Final Signatures

<table>
<thead>
<tr>
<th>Role</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Instructor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Liaison</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director of Field Education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Rating Scale for Evaluation of Field Performance

The standard by which a field student is to be compared is that of a beginning-level social worker. The 10 competencies specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are practice behaviors that we ask you to rate according to the following criteria:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>The student has excelled in this area</td>
</tr>
<tr>
<td>4</td>
<td>The student is functioning above expectations for field students in this area</td>
</tr>
<tr>
<td>3</td>
<td>The student has met the expectations for field students in this area</td>
</tr>
<tr>
<td>2</td>
<td>The student has not as yet met the expectations in this area, but gives indication s/he will do so in the near future</td>
</tr>
<tr>
<td>1</td>
<td>The Student is not meeting expectations in this area, there is concern for development in this area.</td>
</tr>
<tr>
<td>IE</td>
<td>Insufficient evidence to rate student on this item.</td>
</tr>
</tbody>
</table>

This evaluation is intended to give the student 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 student. 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: field logs; seminar participation; and completion of assignments in the Integrative Seminar.
APPENDIX A

STUDENT FORMS
LUBBOCK CHRISTIAN UNIVERSITY SOCIAL WORK PROGRAM
FIELD EDUCATION MANUAL ACKNOWLEDGEMENT

Each student is required to make a “hard copy” of the Field Education Manual by downloading it from the Social Work or Faculty web page. By signing this form you verify that you have made a copy and that you have reviewed and understand the expectations set forth for you as a field student. You agree to abide by these standards and those outlined in the NASW Code of Ethics while engaged in field.

__________________________________________________________________
Student Signature  Date
LUBBOCK CHRISTIAN UNIVERSITY SOCIAL WORK PROGRAM
ACKNOWLEDGEMENT OF RISK IN FIELD PLACEMENT

This document is intended to advise you of the potential risks associated with field. It is your responsibility to become aware of agency policy related to minimizing risks while in field.

1. **Liability Insurance.** Students are required to have professional malpractice liability insurance coverage. Each student is assessed a field supervision fee before entering field to cover the cost of the insurance. Malpractice coverage is offered through the Social Work Program and provides $1,000,000 per claim and $3,000,000 per annual aggregate per student.

   An important aspect of professional practice is knowing the limits of your knowledge and skills and avoiding helping situations that are not in your area of competence. Whenever you have a question about the handling of a particular case and whether or not a given intervention is appropriate, see your field supervisor.

2. **Personal safety.** You may encounter risks to your personal safety during field when dealing with angry or hostile clients, making home visits, or being exposed to clients who have an infectious disease. It is important to learn what you can do to minimize the risks to your personal safety. Discuss personal safety issues with your field supervisor early in the process, become aware of and follow agency policy and procedure.

3. **TB skin test.** Most agencies require a current TB skin test. It is the student’s responsibility to obtain the skin test prior to entering field.

4. **Criminal history background check and sexual abuse registry check.** Most agencies require that students subject themselves to these background checks before entering field, typically at the student’s expense.

5. **Hepatitis B vaccine.** Some agencies may require this series of injections, especially if a student will be at risk of exposure to blood-borne pathogens.

6. **CPR and First Aid.** Most agencies now require that students become certified in these areas. It is the student’s responsibility to do so before entering field.

I have read the above and understand that field placement does present some risks. I also understand that prudent choices and exercising caution can minimize these risks. I further recognize that it is my responsibility to become informed of agency policy and practices regarding the above situations.

_____________________________________________________________________
Student Signature                                                          Date
LUBBOCK CHRISTIAN UNIVERSITY SOCIAL WORK PROGRAM
PROPOSAL FOR UTILIZATION OF EMPLOYMENT AGENCY AS FIELD WORK AGENCY

Name ____________________________________________________________

Address ________________________________________________________

Phone(s) ___________________________ Email __________________________

Academic Year ______________________ Semester _____________________

Agency of Employment ____________________________________________

Address ________________________________________________________

Phone ____________________________ # Years employed at Agency _________

Description of Current Work Assignments/Duties _______________________

_________________________________________________________________

_________________________________________________________________

Name of Current Supervisor ___________________________ Phone _____________

Description of Proposed Field Assignment Activities/Responsibilities __________

_________________________________________________________________

_________________________________________________________________

Name of Proposed Field Instructor ________________________________

Degree ___________________________ Year ___________________________

Phone ___________________________ Email ___________________________

Address (if different from above) _____________________________________

City_______________________________ Zip _________________________
Describe how your field activities will be significantly different from your employment responsibilities ________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

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_________________________________________________________________________________

Describe proposed schedule for field hours and employment hours _______________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

Signature of Student                        Date                      Signature of Current Supervisor     Date

Signature of Proposed Field Instructor     Date

REVIEWED AND APPROVED BY LUBBOCK CHRISTIAN SOCIAL WORK PROGRAM

Signature of Director of Field Education                        Date
Lubbock Christian University Social Work Program
Out-Of-Area Field Agreement

Field placement outside of the immediate Lubbock area is a special privilege granted only to students upon review and approval by the Social Work Program.

The student agrees to the following terms:

1. Upon application and approval to begin Field Practice, a formal written request must be made to the Director of Field Education one semester prior to beginning field, with the following information.
   a. Agency name, address, phone and fax number, and email address
   b. Agency contact-potential field supervisor title and credentials
   c. Letter from agency administration granting approval for the field experience


3. Must maintain weekly contact with the Faculty Liaison via email journal.

4. Must coordinate supervision activities with the assigned Faculty Liaison, including, but not limited to: required agency visits for field performance evaluations, completion of ALL required field assignments, attendance on campus for required field assignments, attendance on campus for required orientation, Integrative Seminar presentation, student meetings, and maintaining consistent communication with the Faculty Liaison.

5. Must abide by professional, ethical, and university standards as described in the NASW Code of Ethics, Field Education Manual (LCU), Student Handbook, University Catalog, and agency policy and procedure. Failure to do so may result in termination of the field experience.

6. Out-Of-Area field fees (assessed to your student account):

   - Field Supervision fee (all students) $50 PLUS
   - 30-50 mile radius $300
   - 51-120 mile radius $400
   - 121-300 mile radius $450
   - Over 300 mile radius Fees will be assessed based on location and cost associated with travel, meals, and lodging

7. Amendments to this agreement can only be made in writing with approval by all parties.

___________________________________________________________
Student Date

___________________________________________________________
Director of Field Education Date

___________________________________________________________
Director of Social Work Date
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Summary of Activities</th>
<th>Problems/Concerns Addressed or Comments</th>
<th>Daily Total</th>
<th>Total to date</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/1/13</td>
<td>8am-5pm</td>
<td>Saw 2 clients; co-led didactic group on anger; learned charting protocols; psychosocial assessment of schizophrenic client.</td>
<td>Supervision session: One hour</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>9/2/13</td>
<td>8am-12pm</td>
<td>Psychosocial assessment; set up referrals for discharge planning, attended case staffing.</td>
<td></td>
<td>4</td>
<td>12</td>
</tr>
</tbody>
</table>
Name_____________________________  Semester________________

Field Log Hours  
*Signature Page (final page)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Summary of Activities</th>
<th>Problems/Concerns Addressed or Comments</th>
<th>Daily Total</th>
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Student Signature/Date  Field Instructor/Date  Field Liaison/Date  Field Director/Date
The student should complete this form if any of the following have occurred during the field placement: sexual harassment, personal injury by violent client or other persons, animal injury, exposure to or contraction of infectious disease, damage to personal property. If you are unsure about completing this form, contact your field liaison.

Student: ________________________  Agency: ________________________

Field Instructor: ________________  Field Liaison: ________________

Semester: ______________________  Date & Time of Incident: __________

Description of Incident: __________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

Names of All Parties Involved and Their Relationship to Agency: ________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

With Whom Have You Discussed This Incident? ________________________

________________________________________________________________

Has a Formal Report Been Filled With The Agency? ________________________

________________________________________________________________

Describe Any Action Taken To Date: _________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

Are You Satisfied with This Action? _________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

Signatures:

Student  ________________________  Date  Field Instructor  ________________________  Date

Field Liaison  ________________________  Date  Director of Field Education  ________________________  Date

SWK Program Director  ________________________  Date

Return the completed form to the Director of Field Education.
Social Work students are expected to demonstrate a deep and abiding commitment to the social work profession, goals, values, and ethics. Those advanced by the National Association of Social Workers (NASW) and the Council on Social Work Education (CSWE). Prior to your placement you are asked to review the entire NASW Code of Ethics. What follows are some of the major standards for practice in the field as delineated in the NASW Code of Ethics.

Please note: If at any time during your field placement you find yourself in a situation in which you have questions/concerns about a potential ethical dilemma, please contact your field instructor or your field liaison.

**Commitment to Clients (1.01)**
Social worker’s primary responsibility is to promote the well-being of clients.

**Self-Determination (1.02)**
Social workers respect and promote the right clients to self-determination and assist clients in their efforts to identify and clarify their goals.

**Competence (1.04)**
Social Workers should provide services and represent themselves as competent only within the boundaries of their education. It is important to inform your clients that you are a student.

**Conflicts of Interest (1.06)**
(a). Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment.
(b.) Social workers should not take unfair advantage of any professional relationship.
(c.) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client.

**Privacy and Confidential (1.07)**
Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons.

**Sexual Relationships (1.09)**
Social workers should under no circumstances engage in sexual activities or sexual conduct with current or former clients, whether such conduct is consensual or forced.

**Physical Contact (1.10)**
Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the clients as a result of the contact (such as cradling or caressing clients).
**Derogatory Language (1.12)**
Social workers should not use derogatory language in their written or verbal communications to and about clients. Social workers should use accurate and respectful language in all communication to and about clients.

**Dishonesty, Fraud, and Deception (4.04)**
Social workers should not participate in, condone, or be associated with dishonesty, fraud or deception.

**Statement of Understanding**
I understand as a BSW field student I am expected to adhere to the values, ethics and standards of the profession. My signature indicates that I have read and received a copy of this code of conduct.

______________________________________________
Student Name (print)

______________________________________________
Student Signature  
Date
APPENDIX B
AGENCY FORMS
MEMORANDUM OF AGREEMENT  
BETWEEN  
SOCIAL WORK FIELD AGENCIES  
AND  
LUBBOCK CHRISTIAN UNIVERSITY SOCIAL WORK PROGRAM

This AGREEMENT is entered into between the Social Work Program of Lubbock Christian University (hereafter, “Program”) and ___________________________ (hereafter, “Agency”).

WHEREAS, it is recognized that a cooperative relationship between a professional service institution and an educational institution can be mutually beneficial; and

WHEREAS, a field placement under appropriate guidance and supervision is essential for student development of effective social work skills and a sense of professional responsibility;

BE IT AGREED that the Agency and Program desire to enter into an agreement whereby students in the university Social Work Program will receive field experience in the Agency.

I. RESPONSIBILITIES OF THE PROGRAM:

   a. Provide qualified faculty to plan and coordinate the placement and serve as field liaison to the Agency.
   b. Share with the Agency appropriate and necessary student information as it relates to field and will assist in the placement process. The Agency is given the first right of refusal in the student selection process.
   c. Abide by the written administrative policies and procedures of the Agency, especially those relating to confidentiality
   d. Provide faculty mentoring opportunities for field students.
   e. Require students to obtain appropriate professional malpractice liability insurance provided through the Program.
   f. Cooperate with the Agency in examining requests for the removal of a student from field.
   g. Retain control of, and responsibility for, all phases of the social work program.
   h. The Program does not conduct criminal history or sexual abuse registry background checks on students prior to field placement.
   i. The university is subject to the Family Education Rights and Privacy Act of 1974 regarding access to and privacy of certain student records. The Agency shall also be responsible for complying with these requirements to the same extent as the university. Please refer to the LCU Student Handbook.
II. RESPONSIBILITIES OF THE AGENCY:

a. Provide orientation of students to the Agency.
b. Provide, within Agency capabilities, office space and the necessary equipment and supplies in order to execute assigned duties.
c. Provide appropriate Agency staff for coordination and supervision of student learning experiences. When possible, supervision should be provided by BSW or MSW trained staff and should occur weekly in formal supervisory sessions.
d. Provide sufficient direct and indirect service learning activities/experiences that will culminate in 400 clock hours of field work.
e. Provide a reasonable assessment of student performance in field through the field evaluation process outlined in the Field Education Manual, by completion of the Learning Plan and required evaluations.
f. Promptly inform the Program of any changes in policy, procedure, and/or staffing that may adversely affect the student while in field.

III. The program agrees to inform each student of the following responsibilities:

a. Abide by the policies and procedures set forth by the Agency and Program, including, but not limited to: pre-placement requirements, adherence to appropriate professional dress code and behavior standards, code of conduct, administrative and safety policies, NASW Code of Ethics, and Program Field Education Manual.
b. Attend Integrative Seminar as required and complete ALL assignments and program assessments, as a condition of field completion.

This agreement will be renewed annually unless there is written notification of the intention not to continue field instruction. This agreement may be reviewed and amended in writing to include such provisions as the parties may agree upon.

Agreement is made on the _____ day of __________________________, 20______

Agency Signature ____________________________  Social Work Program Signature ____________________________

Agency Representative and Title ____________________________  Program Representative and Title ____________________________

Name Printed ____________________________  Name Printed ____________________________
LUBBOCK CHRISTIAN UNIVERSITY SOCIAL WORK PROGRAM
FIELD INSTRUCTOR PROFILE

Name______________________________________________________________

Years of social work practice experience ______________________________

Areas of practice experience __________________________________________

____________________________________________________________________

Current agency and area(s) of practice _________________________________

____________________________________________________________________

Professional education (degrees and dates) _____________________________

____________________________________________________________________

Licensure and/or other credentials______________________________________

PLEASE ATTACH A CURRENT RESUME OR VITA

Professional Affirmation

I affirm that, as a social worker in good professional standing, I am duly committed to the values and ethics of the social work profession. In addition, I am duly committed to, and supportive of, generalist social work student education.

__________________________________________  __________________________
Signature                                      Date

Social Work Program Use Only

_________________________ Approved                          ______________________ Not Approved

Rationale _________________________________________________________

_______________________________________________________________

75
LUBBOCK CHRISTIAN UNIVERSITY SOCIAL WORK PROGRAM
AGENCY APPLICATION FOR AFFILIATION AS A FIELD AGENCY

I. IDENTIFYING INFORMATION

Date ________________

Agency ____________________________

Address ____________________________

Phone # ________________ Fax # ________________ E-Mail ____________________________

Director of Agency ____________________________

Primary Contact Person ____________________________

Field Instructor ____________________________

Number of available student placements ________________

Semesters you are able to accept students (check all that apply):

Fall ________ Spring ________ Summer ________

II. AGENCY DESCRIPTION (Answer on following page)
Describe the mission and purpose of your agency.

III. DESCRIPTION OF PROGRAMS AND SERVICES (Answer on following page)

IV. STAFF DESCRIPTION (Answer on following page)
Describe the function of social workers in your agency.

V. COMMITMENT TO STUDENT LEARNING

By signing below it is acknowledged that as a participating field agency there exists a commitment to the student learning process of generalist social work education, the values and ethics of the social work profession, and to the development of competent social work professionals.

Signature: ____________________________ Date: ________________
Please answer items II, III, and IV below
Social Work Program
BSW - Field Education
Faculty Field Liaison Agency Contact Form

Liaison Name ___________________________ Semester __________ Year ______

Student Name ___________________________

Agency Name ___________________________

Field Instructor Name _______________________

Date of Contact ___________ Type of Contact: Agency Visit ____ Phone __________

E-Mail __________ Liaison Office __________

1. The agency has adequate office space and resources for the student. _____ Yes _____ No
   Comment: ________________________________

2. The student has received appropriate orientation to the agency. ________ Yes ______ No
   Comment: ________________________________

3. The student is receiving regularly scheduled supervision. ________ Yes ______ No
   Comment: ________________________________

4. The Field Instructor has a current field policy/procedure manual. _______ Yes ______ No
   Comment: ________________________________

5. The student is able to identify her/his areas of strengths/limitations. _______ Yes ______ No
   Comment: ________________________________

6. The student is meeting the required number of hours. ________ Yes ______ No
   Comment: ________________________________

7. The student has an understanding and appreciation of the ethics and values of the profession
   ________ Yes ______ No
   Comment: ________________________________

8. The student has an understanding of the role of social work within the agency Setting
   ________ Yes ______ No
   Comment: ________________________________
9. Student learning is on task as evidenced by adequate number and types of appropriate learning experiences. 
   __________ Yes ______ No

   Comment: ____________________________________________________________

Purpose of Contact:

1. Orientation of Field Instructor to Social Work Program. 
   __________ Yes ______ No

2. Social work perspective orientation of Field Instructor. 
   __________ Yes ______ No

3. Supervisory meeting with student. 
   __________ Yes ______ No

4. Supervisory meeting with student and Field Instructor. 
   __________ Yes ______ No

5. Corrective Action Contract. 
   __________ Yes ______ No

6. Follow-up from previous contact? ___Yes ______ No  This is contact # __________

Issues discussed and recommendations: _______________________________________

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Present for Meeting: ________________________________________________

Field Liaison Signature: _______________________________  Date _________________
GENERALIST SOCIAL WORK PERSPECTIVE  
Tutorial

I. KEY CONCEPTS

Social Work - a profession devoted to helping people function as well as they can within their social environments and to changing their environments to make that possible.

The Social Worker
- has recognized professional preparation (i.e., education in the requisite knowledge, ethics, and competencies)
- is sanctioned by society to provide specific services targeted primarily at helping vulnerable populations (e.g., children, the aged, the poor, minorities, women, families) engage in efforts to change themselves, the people around them, or social institutions
- has the purpose of helping others meet social needs or eliminate difficulties so that they might make maximum use of their abilities to lead full and satisfying lives and contribute fully to society

Social Functioning - social well-being, especially with regard to the ability of an individual to meet the roll expectations associated with a particular status or role.

Social Care – includes actions and efforts designed to provide people in need with access to the basics of life (e.g., food, shelter, protection from harm).

Social Treatment – the social worker is engaged in actions and efforts designed to modify or correct dysfunctional or troublesome patterns of thought, feeling, or behavior.

Social Change – the actions and efforts of the social worker intended to develop or modify those laws and social policies that affect the quality of peoples’ lives.

Planned Change Process – involves several phases of activity during which the client and social worker move from their decision to initiate a course of action, through the change activity, to an evaluation of its success and a decision to terminate the helping activity.

Person-in-Environment Focus
Helping individuals, families, and communities improve their social functioning and prevent social problems from negatively affecting them requires that the social worker maintain a focus on how people interact with the relevant people and social systems in their lives. The social worker, then, must simultaneously address both person and environment – and the transactions between them.

Social workers must attend to the several interrelated dimensions of the person: biological, intellectual, emotional, social, familial, spiritual, economic, communal, and so on. This concern for the whole person contributes to the breadth of concern by the social work profession – for example, the individual’s capacity to meet basic physical needs (food, housing, health care, etc.), the person’s levels of knowledge and skills needed to cope with life’s demands and to earn a living, the person’s thoughts about others and his or her own life, the individual’s goals and aspirations, and the like. It is important to note the person-in-environment construct uses the word person, not personality. Personality is but one
component of the whole person. A focus only on personality would be incongruous with the domain of social work and slant it toward the domain of psychology.

The term environment refers to one’s surroundings – the multitude of physical and social structures, forces, and processes that impact humans and all other life forms. Of particular interest to social workers are those systems, structures, and other factors that most frequently and most directly affect a person’s day-to-day social functioning (i.e., the person’s immediate environment). One’s immediate environment includes the person’s family, close friends, neighborhood, workplace, and the services and programs he or she uses.

Based on their empirical analysis of social work practice tasks, Teare and Sheafor (1995) state that social workers devote a major part of their attention to clients’ efforts to improve interactions with their immediate environment. Social workers focus to a lesser extent on the broader environment, possibly because the impact of problems in the more distant environment is less evident and more difficult to change. In order to grow, develop, and survive, humans need clean air, drinkable water, shelter, and good soil to produce food. And because biological well-being is a prerequisite to positive social functioning, social workers must also be concerned with problems such as prevention of disease and pollution. In addition, they seek to change damaging societal values, correct human rights violations, and address unjust political and economic structures that may affect the near environment of their clients. Concern over factors in both the immediate and distant environments is central to fulfilling social work’s mission.

II. PURPOSES OF SOCIAL WORK AND SOCIAL WORK PRACTICE

- the promotion, restoration, maintenance, and enhancement of the social functioning of individuals, families, groups, organizations, and communities by helping them to accomplish tasks, prevent and alleviate distress, and use resources
- the planning, formulation, and implementation of social policies, services, resources, and programs needed to meet basic human needs and support the development of human capacities
- the pursuit of policies, services, resources, and programs through organizational and administrative advocacy and social or political action, so as to empower groups at risk and promote social and economic justice
- the development and testing of professional knowledge and skills related to these purposes

III. SCOPE OF SOCIAL WORK PRACTICE

A profession’s scope can be thought of as the range of activities and involvements appropriate to its mission. Because the scope of social work is broad, social workers often have a difficult time giving a concise answer to the question: What do social workers do? Coming up with a simple answer is complicated by the fact that the social work client may be an individual or a whole social system including a family, group, organization, or community.
One useful way of describing social work practice involves classifying the intervention by the size of the client system being addressed (i.e., micro, mezzo, or macro level practice). Social work practice at the micro level focuses on a person’s most intimate interactions, such as exchanges between husband and wife, parent and child, close friends, and family members. The terms interpersonal helping, direct practice, and clinical practice are often used interchangeably with micro level practice.

IV. GENERALIST SOCIAL WORK PRACTICE PERSPECTIVE

Purpose - to ensure that the social worker will approach every client and situation in a manner open to the use of various models, theories, and techniques and will focus on several levels of intervention, from micro to macro.

Application – this way of thinking about practice is most relevant and most needed during the beginning phases of the helping process, when the problem is being defined and assessed and when decisions are being made concerning what needs to be changed and what approaches might be used. This perspective directs the worker to identify and consider several possible points and levels of intervention and then select the one or ones that are most appropriate and feasible.

Description - Social work practice has been described as inherently generalist (Landon 1995). According to the American Heritage Dictionary, a generalist is a person with broad general knowledge and skills in several disciplines, fields, or areas. Thus, the terms generalist practice and generalist social worker refer to a social work practitioner who has a broad range of knowledge and skills, who draws on several practice theories and models, and who can move with minimal difficulty from one field of practice to another. The opposite of generalist practice is one characterized by specialization, either by type of client served, by method used, by level of intervention, or by primary role assumed by the social worker.

The social worker utilizing the generalist perspective is willing and able to focus on a variety of factors that may contribute to problems in social functioning. These include conflicts among values and beliefs; broken relationships; distortions of thinking; lack of knowledge and information; destructive individual and family patterns; alienation and loneliness; oppression, injustice, and racism; poverty and the lack of basic resources; misuse of power by those in authority; misguided or unworkable programs and policies; and so on.

The generalist social worker is prepared to work with a variety of client systems, such as the following:

- face to face, one on one, with a single person
- a whole family
- a formal group such as a treatment or support group
- committees or task groups
- a formal organization such as an agency or a network of agencies
- legislators and policymaker

Given the wide range of activities, the generalist must be prepared to assume a variety of social work roles. These include, for example, the roles of advocate, case manager,
counselor or therapist, group facilitator, broker of service, fund-raiser, program planner, policy analyst, and researcher.

The generalist expects to mold and fit his or her approach to the client’s unique situation and concerns and to characteristics of the local community, rather than expect the client to conform to the professional’s or agency’s preferred method of responding to the client. Consequently, the generalist avoids selecting an intervention method or approach until after he or she and the client have worked together to complete a careful assessment of the client’s concern or problem and considered the several ways in which the client’s problem or concern can be defined and conceptualized.

Based on their study of the generalist conception of practice, Schatz, Jenkins, and Sheafor (190, 223) identify four elements that most clearly characterize the generalist perspective.

1. A multidimensional, theoretical orientation that emphasizes an interrelatedness of human problems, life situations, and social conditions. At the heart of this perspective is the view that both the type and level of intervention should not be decided until after carefully considering the different ways in which the client’s concern or problem might be defined and approached. This perspective is especially compatible with both the general systems and ecosystems perspectives as they too assist the social worker in assessing a situation by focusing on system interactions without predisposing that worker toward a specific intervention strategy.

2. A knowledge, value, and skill base that is transferable between and among diverse contexts, locations, and problems. The more specialized frameworks may, implicitly or explicitly, prescribe or limit the settings where a worker is prepared to practice or the type of client, problem, or concern the worker is prepared to address. However, the generalist perspective can be applied in any human services organization or geographic context and used with a wide variety of clients and concerns. That transferability has job mobility value to the worker, but is a trade-off for the more in-depth knowledge and skills that are required in specialized settings.

3. An assessment unconstructed by any particular theoretical or interventive approach. The generalist perspective requires that the social worker be eclectic (i.e., draw ideas and techniques from many sources). It requires that the worker be versatile enough to at least initiate practice activities in a variety of situations. That is not to say that the generalist is expected to be an expert in the application of all theories and models. Rather, the generalist should be knowledgeable enough to know when he or she can responsibly serve the client and when it is necessary to refer elsewhere for more specialized interventions.

4. Selection of strategies and worker roles are made primarily on the basis of the client’s problem, goals, situation, and the size of the systems that are targeted for change. The generalist perspective calls for the social worker to adapt his or her practice activities to the unique client situation. Sometimes that may require working directly with the client, with key persons in the client’s immediate environment, and at other times working to change agency and community factors that affect the clients or the services.

The flexibility offered by this perspective is particularly useful when the social worker’s job description demands the performance of multiple roles (see Chapter 4). However, it is
recognized that many agencies have missions, job descriptions, and policies that point practitioners in certain directions (e.g., individual change, group services, community development) that may not always make it appropriate to approach practice from a generalist perspective.

Generalist is, perhaps, the most universally held perspective among social workers. The accreditation standards of the Council on Social Work Education (CSWE) require that all baccalaureate programs prepare graduates for generalist practice.

(Source: Sheafor and Horejsi, 2003)

I hereby acknowledge that I have received the Social Work Perspective Orientation Tutorial. I have reviewed its contents and understand the concepts described herein. I am willing and able to incorporate these social work practice principles in the supervision of social work field practice students.

________________________________________  ___________________
Signature                                      Date
APPENDIX C

NASW CODE OF ETHICS
THE NASW CODE OF ETHICS

Social Work Core Values and Ethical Principles

1. **Service**

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

2. **Social Justice**

   **Ethical Principle:** Social workers challenge social injustice.

3. **Dignity and worth of the person**

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

4. **Importance of Human Relationships**

   **Ethical Principle:** Social workers recognize the central importance of human relationships.

5. **Integrity**

   **Ethical Principle:** Social workers behave in a trustworthy manner.

6. **Competence**

   **Ethical Principle:** Social workers practice within their areas of competence and develop and enhance their professional expertise.
Ethical Standards

1. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients
1.02 Self-Determination
1.03 Informed Consent
1.04 Competence
1.05 Cultural Competence and Social Diversity
1.06 Conflicts of Interest
1.07 Privacy and Confidentiality
1.08 Access to Records
1.09 Sexual Relationships
1.10 Physical Contact
1.11 Sexual Harassment
1.12 Derogatory Language
1.13 Payment for Services
1.14 Clients Who Lack Decision-Making Capacity
1.15 Interruption of Services
1.16 Termination of Services

2. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect
2.02 Confidentiality
2.03 Interdisciplinary Collaboration
2.04 Disputes Involving Colleagues
2.05 Consultation
2.06 Referral for Services
2.07 Sexual Relationships
2.08 Sexual Harassment
2.09 Impairment of Colleagues
2.10 Incompetence of Colleagues
2.11 Unethical Conduct of Colleagues

3. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation
3.02 Education and Training
3.03 Performance Evaluation
3.04 Client Records
3.05 Billing
3.06 Client Transfer
3.07 Administration
3.08 Continuing Education and Staff Development
3.09 Commitments to Employers
3.10 Labor-Management Disputes

4. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence
4.02 Discrimination
4.03 Private Conduct
4.04 Dishonesty, Fraud, and Deception
4.05 Misrepresentation
4.07 Solicitations
4.08 Acknowledging Credit

5. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION

5.01 Integrity of the Profession
5.02 Evaluation and Research

6. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare
6.02 Public Participation
6.03 Public Emergencies
6.04 Social and Political Action