

Pacific Lutheran University

Department of Sociology and Social Work

Social Work Field Experience Manual



Pacific Lutheran University
Tacoma, Washington

Field Experience Manual

*Pacific Lutheran University
Social Work Program*

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Introduction

Field instruction is an integral component of social work education and is critical in meeting PLU's program objective of preparing students for entry-level generalist social work practice. Through field instruction, students deepen their understanding of human behavior and develop and enhance skills in applying social work methods to diverse populations and problems. Through field experience, they are able to use theoretical and intellectual understanding of social policy to guide practical intervention, and they are able to utilize research skills and knowledge to access, evaluate, and modify interventions at all levels of social work practice. They also are able to evaluate their own practice.

The Social Work Program at PLU utilizes a concurrent model of field experience. Full-time students complete a field experience during the fall and spring semesters of their senior year, while completing the social work practice course sequence as well as the Senior Seminar. All other required course work in the major is completed prior to beginning field experience.

All students must complete a minimum of 400 hours in the agency setting. Total hours are generally completed in one agency setting, though under special circumstances, there may be a split placement.

Field liaison activities are carried out by the Coordinator of Field Instruction as well as other social work faculty. This linkage between field and school provides continuity for both students and the program and facilitates achievement of the goals of the field learning experience.

Although all students may not be in agencies servicing totally diverse populations, agencies are required to include supplemental reading, discussion, and visitation with other community resources to accomplish specific learning objectives regarding cultural diversity and the impact of race, class, gender, sexual orientation, and age on social work practice.

This manual is intended to provide guidance and direction for the Field Experience classes as they relate to the overall social work curriculum. It is intended to be used by faculty, field instructors, and students.

This manual was developed with input from faculty, field instructors, students, and the Social Work Advisory Committee. It is the intent of the authors that the manual be reviewed and updated periodically.

Mission Statement

Department of Sociology and Social Work

The Department is committed to an educational perspective that emphasizes how our behavior is shaped by groups to which we belong, by the structures society creates and in which we participate, and the social interaction in which we engage. We also stress how we, in turn, affect the character of social structures and society. We encourage critical thought about and practical appreciation of the structures of class, race and gender in our societies.

As we gain better understanding about our society, we also learn how we can create change in these same social structures. Through coursework and internship/practicum opportunities, our department offers practical links to empower students for lives of "thoughtful inquiry, service, leadership and care."

Social Work Program

“Educating caring, skillful generalists to be ethical agents of change”

The Pacific Lutheran University Social Work Program is dedicated to educating individuals for direct social work practice with individuals, families, groups, organizations and communities within a generalist framework that is based on a philosophy of social justice, egalitarianism, pluralism, and compassion for the oppressed.

The B.A. in Social Work at Pacific Lutheran University is designed to prepare individuals for entry-level generalist social work practice. The social work curriculum is based on an integrated, developmental approach to learning and reflects a national consensus on social work education.

Social work has both a heavily multidisciplinary-based body of knowledge and its own continuously developing knowledge base. The complexity of social issues and social problems that confront the modern-day social worker require this broad theoretical perspective. Social workers are involved in areas that are influenced by political, economic, social, psychological, and cultural factors. To that end, the program stresses an understanding of social science theories and methods. The curriculum provides a foundation for understanding the interaction of individual, family, and community systems, as the basis for generalist practice. Students learn a multi-method approach to social work practice that enables them to address a wide range of individual, family, group, and community needs. Students enhance their commitment to informed action to remove inequities based on race, ethnicity, culture, gender, social class, sexual orientation, disability, and age.

The social work faculty place a high value on the integration of academic and experiential learning. The program provides fieldwork experience in community settings. Social work majors have access to a rich variety of social service agencies in Tacoma and Pierce County that provide field-learning sites. Students work with experienced, caring supervisors who help make these placements valuable learning experiences. Students are prepared to work in a variety of settings, including child welfare, health, mental health, corrections, aging, and community-based agencies.

Objectives of the Social Work Program

The baccalaureate curriculum is organized by a set of educational outcomes that focus the objectives for social work education in the classroom and in the field. By completion of the Social Work major, a student:

- Is a critical consumer of research – is able to understand and evaluate articles from professional journals.
- Understands self, client systems, client system's social context & helping situation consistent with social work practice.
- Analyzes the impact of social welfare policies on client systems, workers and agencies.
- Understands
- Understands biological, psychological, cultural, social and spiritual variables that affect individual development and behavior.
- Understand theories of group development, group dynamics, and roles of groups in therapeutic process.
- Understands theories of family development (family roles, rules, power) and interventions with families.
- Demonstrates in the field and classroom the values and ethics that guide professional social work practice.
- Articulates ecological systems perspective and person-in-environment constructs.
- Appreciates the strengths inherent in human diversity and understands the significance of ethnicity, age, gender, social class, sexual orientation, and physical abilities.
- Develops a habit of self-care.
- Makes a commitment to life-long learning
- Values organizational changes as an essential aspect of social work practice.
- Demonstrates self-awareness and professional use of self by using communication skills differentially across populations, colleagues, and community.
- Applies knowledge and skills of generalist social work practice with systems of all sizes.
- Uses critical thinking skills to apply knowledge from contemporary research to practice.
- Practices without discrimination and with respect, knowledge and skills related to clients' age, class color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation.
- Makes appropriate use of supervision and consultation.
- Applies strategies of advocacy and social change that advance social and economic justice.
- Evaluates his/her practice using methods like single subject design and outcome measures to make intervention adjustments as needed.
- Works collaboratively with other disciplines and professions that are represented in health, mental health, child welfare, and other human service settings.
- Understands past and contemporary social policy in the U.S. and grasps the global nature of social policy and social work.

These objectives can be found in the syllabus for each social work course. They constitute the Program's list of Cumulative Objectives for the Social Work Major, which is available in the Appendix of this manual, and which identifies where in the social work course of study each objective might be learned.

Social Work Curriculum

The social work curriculum consists of 36 semester hours of required courses through the Social Work Program as well as several prerequisites and supporting courses outside of the department. In addition, a strong liberal arts background is a key component of the degree. Students may elect to take additional courses in the Social Work Department but may not exceed 44 hours in the major, consistent with University requirements. An outline of courses follows:

SOCW 101 (190): *Introduction to Social Work..* A, S2. An introduction to human need and the field of social work. Provides an overview of services, models of service delivery, and professional social work values. Students visit agency settings and meet with social work practitioners. A volunteer experience in the field is a required component this seminar style course. (4)

SOCW 245: *Human Behavior and the Social Environment – S2* Examination of the biological, psychological, cultural, social and spiritual influences on human behavior and development. Provides an ecological systems perspective for applying developmental theory to individuals, families, groups, institutions, organizations, and communities and for understanding various systems in the context of their environment. Explores meaning and interpretation of development, family, and community from different perspectives, with an emphasis on ethnicity and gender. Studies impact of social and economic forces on individuals and systems from a global perspective. Volunteer experience is required. (4)

SOCW 250: *Social Policy I: History of Social Welfare – S2.* Social policy course required of all social work majors. Exploration of interdependence of social, cultural, political, and economic factors in the history, theory, and practice of social welfare, with special reference to the development of the social work profession in response to global social problems. Examination of the relationship among the social welfare systems, the problems and issues addressed by social services, and the role of the professional social worker. The impact of political ideology and process on service delivery is also discussed. (4)

SOCW 350: *Social Policy II: Social Policy Analysis – S2.* An in-depth examination of contemporary social welfare structure, functions, policy, and programs. Legislative process, social justice and strategies for political advocacy are discussed. An examination of the impact of administrative and organizational structures at various governmental levels on social policy implementation, especially as they affect services to vulnerable populations. Introduces students to applications of theoretical frameworks to social work policy in such areas as income maintenance, health, mental health, child welfare, and housing and homelessness in the U.S. and other countries. Prerequisite: SOCW 250. (4)

SOCW 360: *Social Work Practice I: Interviewing and Interpersonal Helping – S2.* An introductory practice course that provides students with the conceptual framework of generalist social work practice. Application of the ecological systems perspective to direct practice. Provides students with the opportunity to learn intentional interviewing skills and apply those skills within various models of practice and across cultures. Assists students toward mastery in assessment, goal setting, contracting, development of intervention plans based on theory and assessment information, evaluation, and termination. Must register concurrently for lab. Prerequisite: SOCW 245. (4)

SOCW 460: *Social Work Practice II: Families and Groups – S2.* Grounded in the framework of generalist social work practice, the second social work practice course examines theoretical models and practice skills for assessment and intervention with families and groups. Emphasizes the importance of culturally sensitive practice. Explores how the meaning and definition of family differs across cultures. Introduces students to group dynamics and group development. Prerequisites: SOCW 245, 360. (4)

SOCW 465: *Social Work Practice III: Macropractice – S2.* Grounded in the framework of generalist social work practice, this course develops skills for practice with groups, organizations, and

communities. Emphasis on macropractice assessment, intervention, and change strategies at organizational, community, institutional and global levels. Students complete a community assessment and examine community development from a global perspective. Prerequisites: SOCW 245, 250, 350, 360, 460. (4)

SOCW 475: *Field Experience I*. Students are assigned to a social service agency and participate, under supervision, in the delivery of social work services. Prerequisites: SOCW 245, 350, 360; to be taken concurrently with SOCW 460 and 485; requires consent of instructor. Pass/Fail. (3)

SOCW 476: *Field Experience II*. Continuation of SOCW 475. Students receive more advanced field assignments in a social service agency setting. Must be taken concurrently with SOCW 465 and 486. Pass/Fail. (3)

SOCW 485: *Field Experience Seminar I*. This seminar provides students with the opportunity to learn about the intake and assessment process at various social service agencies. Students develop a plan to monitor and evaluate their practice in their field experience setting. Must be taken concurrently with SOCW 475. (1)

SOCW 486: *Field Experience Seminar II*. Students learn about the strengths perspective as it relates to social work practice and present a case from their field setting. Students implement a plan evaluating their own practice and learn about the applicability of research to social work practice. Must be taken concurrently with SOCW 476. (1)

SOCW 499: *Capstone: Senior Seminar – SR*. Students examine the evolution of their own personal style of social work practice, the theories and models for practice which they have developed, the ethical and value foundation which underlies social work, and how these are integrated with their personal and professional experiences and prior coursework. The product of this final synthesis is presented to the class and is open to others within the university community. Prerequisites: SOCW 460 and 475. (4)

SOCI 232. *Research Methods*. An overview of the methods that social scientists use to explore, describe and analyze the social world. The aim of the course is to familiarize students with general issues in the design and implementation of research projects, as well as specific issues that arise in conducting interviews and field observations, constructing and administering surveys, analyzing existing data and planning program evaluations. Required for junior Sociology and Social Work majors. Prerequisite: SOCI 101, junior status, or consent of instructor. (4)

Additional Course Offerings:

SOCW 175: *January on the Hill*. An intense experience of community work on Tacoma's Hilltop District and/or Tacoma's east side where students learn first hand about poverty and participate in community projects. (4)

SOCW 320 – *Child Welfare- A Global Perspective*. An examination of child welfare, including child abuse & neglect; child welfare services, including CPS, permanency planning, foster care, adoption; and the current status of child well-being around the world, exploring the impact on children of such issues as poverty, war, nutrition, HIV/AIDS, access to education, access to health care, care for orphans, street children. (4)

SOCW 325 – *Service Learning in Tobago*. Explore strengths and needs of Tobago and effects of history and colonialism on the development of community problems. Through service learning, interaction with agency staff and community members, readings and reflections, develop an

understanding of the meaning of service in another culture and deepen one's own ethic of meaningful service. (4 credits)

SOCW 375: Social Services in the Community. Completion of a minimum of 50 hours of work in a community setting. Through written work, students reflect on their experiences, their personal growth, and the mission of the agency. May be repeated for credit up to 2 semester hours.

Prerequisites: SOCW 175, 245, or 360. (1)

SOCW 387: Special Topics in Social Work. Selected topics as announced by the department. Topics relevant to current trends and issues in the field of social work. (2–4)

SOCW 491: Independent Study. Prerequisite: Consent of instructor. (1–4)

Additional required courses:

Biology 111

Anthropology 102

Sociology 101

Psychology 101

Statistics 233—taken at PLU only

Field Experience in the Curriculum

Field Experience is taken during the senior year, following successful completion of the social work foundation courses. Field Experience provides students with the opportunity to integrate and apply learning from earlier coursework in the program.

Administrative Aspects of Field Instruction

Responsibilities of Field Coordinator:

- to identify and recommend those agencies which meet the criteria for field experience;
- to confer with students regarding progress in field instruction and/or any problems in Field Experience;
- to maintain current information on each of the agencies regarding the type of experiences offered to students in each setting;
- to interview each student regarding educational goals for Field Experience and assign students to individual field instructors;
- to orient students to the expectations of Field Experience;
- to provide the individual field instructor with information about the background, abilities and interests of students to be assigned, within the limits of personal, professional, and University standards regarding confidentiality;
- to conduct orientation for new field instructors and to develop, coordinate and present seminars and appropriate in-service learning opportunities for field instructors;
- to contact agency to advise of potential student(s) for placement;
- to provide feedback to field instructors and agencies regarding student evaluations of their experiences in that setting;
- to maintain good working relationships between field learning sites and the Social Work Program;
- to maintain communication with the field instructor and students;
- to consult with students and/or field instructors regarding any problems or potential difficulties arising from student or agency performance;
- to maintain and update *Field Experience Manual*;

Responsibilities of Field Seminar Instructor/Faculty Liaison

- to maintain good working relationships between field learning sites and the Social Work Program;
- to maintain communication with the field instructor and students;
- to assist in the integration of classroom and practice;
- to assign grades to students after obtaining input from field instructor;
- to act as faculty liaison;

- to visit each agency each semester to monitor student progress;
- to assist students with development of learning plan and to approve final learning agreement;
- to consult with students and/or field instructors regarding any problems or potential difficulties arising from student or agency performance.

Responsibilities of Field Instructor:

The Field Instructor carries primary responsibility for the student's day-to-day experiences in the agency setting. Specific responsibilities are:

- to attend meetings for field instructors;
- to conduct pre-placement interview with student;
- to develop educational plan/(Field Learning Agreement –Appendix-) with student;
- to orient student to the agency, to policies, to expectations for field experience;
- to provide regularly scheduled weekly individual or group supervision sessions to instruct in relevant content as well as review performance;
- to participate in evaluation conferences with the faculty liaison/field coordinator;
- to assess the student's performance, needs, progress and complete and discuss the Student Evaluation (Appendix);
- to notify faculty liaison of any problems or concerns with the student and/or the learning situation and work with faculty liaison and student to resolve such problems;
- to provide feedback to faculty liaison regarding recommendations for improving Field Experience.

Responsibilities of Student:

The student has a critical role in the field learning process and is expected to participate in the formulation and implementation of that process. The student is expected:

- to develop current resume of relevant educational, employment, and volunteer experience;
- to arrange and attend pre-placement interview;
- to obtain information with regard to agency function, structure, policies and programs and work in a manner which is consistent with these program and policies;
- to act in a professional manner as a representative of the agency in contacts with consumers, persons in the community, and other agency personnel;
- to comply with administrative procedures of agency and assume role as a member of agency's staff in adhering to agency personnel policies, regulations and procedures;
- to participate in the development of learning goals and objectives and in the evaluation of performance during the field experience through constructive and appropriate use of supervision and the formal evaluation process;
- to take the initiative in resolving learning difficulties or other concerns by communicating such concerns with the field instructor and faculty liaison;

- to practice in accordance with the NASW Code of Ethics;
- to complete self-evaluation;
- to complete evaluation of the field experience setting;

Responsibilities of PLU/Social Work Program:

- to recognize that the agency's primary responsibility is to offer services to consumers;
- to provide faculty advisor to student throughout his/her educational program
- to ensure that student's field experience is integrated with academic learning
- to offer agency personnel the opportunity to participate on committees relative to field and classroom curriculum
- to ensure that field experience program meets accreditation requirement, involves field instructors in this process and informs them of results of accreditation review.

Responsibilities of Agency:

- to submit job description - what experiences are available for students; what types of students may best fit in with agency; expectations of students;
- to sign the Statement of Understanding between the Division of Social Sciences, Pacific Lutheran University and Affiliated Agencies;
- to provide administrative support for Field Experience (allowing field instructors time for supervision, attendance at meetings).

Objectives of Field Experience

All social work majors must complete a minimum of 400 hours (two semesters) of Field Experience as part of their degree requirements. The primary objective of Field Experience is to provide a structured, supervised, individualized learning experience in a social work setting which will enable the student to apply and integrate theory and skills in practice situations. Additionally, this will enhance the student's understanding of and identification with the profession of social work.

Upon completion of Field Experience, the student should demonstrate:

- the ability to apply theoretical knowledge and integrate knowledge with values and skills in generalist practice;
- the ability to apply knowledge of human behavior in working with individuals, families, and groups;
- an understanding of the phases of a helping interview, different interviewing skills, and how to apply those skills effectively;
- an understanding of the professional use of the client-worker relationship;
- an understanding of the structure and service delivery goals of agencies and organizations so that one can intervene in systems on behalf of clients;
- the ability to assess client systems at multiple levels;
- the ability to assess one's own practice;
- a personal and professional commitment to the values and ethics of the social work profession as well as an understanding of and competence in the various roles assumed by social workers;
- a broadened understanding and appreciation of aspects of human diversity, including ethnicity, class, gender, sexual orientation, and different abilities;
- the ability to utilize supervision effectively;
- the ability to work cooperatively in a multidisciplinary setting;
- the ability to communicate effectively and clearly, both in oral and written work;
- an understanding of the importance and applicability of research to the field of social work.

FIELD EXPERIENCE POLICIES

Eligibility for Field Experience

Only those students who have been admitted into the Social Work Program are eligible to register for Field Experience. Students must have completed the foundation courses (245, 250, 350, 360) and must have a minimum GPA of 2.5 overall, 2.75 for coursework in the major.

Supervision

No student is to be supervised by a close relative, spouse, significant other person or close personal friend.

No student is to make separate monetary payment for supervision of field experience.

Learning Agreement

A Learning Agreement (see Appendix) which defines the focus, goals and objectives of student learning is to be developed by the student and field instructor during the first three weeks of placement. It is designed to meet the educational needs of the student for the entire placement, but may be renegotiated and modified to meet the changing needs of the student and/or agency.

Use of Automobile

Students who will use a car as part of their placement are responsible for maintenance of current insurance. The insurance company should be made aware that the student is using the vehicle for business purposes. Regardless of personal insurance, **no** student may transport a client in their personal vehicle. Students may use agency vehicles to transport clients, but are strongly urged to explore the insurance coverage the agency provides for them.

Most agencies reimburse for mileage while conducting agency business. Students and agencies should clarify travel arrangements and requirements prior to the beginning of the placement.

Student Conduct

All students must adhere to the NASW Code of Ethics and observe clients' rights to confidentiality. Additionally, they must follow the Pacific Lutheran University Code of Conduct.

Field Experience and Employment

Students may be placed in an agency in which they are a salaried employee, but only under the following conditions:

- the agency must be an approved field learning site,
- the placement must provide a viable educational experience for the student,
- the student must have an identifiable learning experience different from previous work experience,
- this must be agreed to by field liaison, student, agency, and field instructor.

Number of hours required

Students are required to take both Field Experience I and Field Experience II. Each course provides three semester hours of academic credit. Students are required to complete a minimum of 200 hours of work for each course (for a total of 400 hours of field work experience). Proper responsibility to agency and client may on occasion necessitate some additional time. This should not, however, interfere with the student's other educational responsibilities.

The student needs to keep track of field experience hours. At the end of each semester, a log of hours, signed by both student and field instructor, needs to be turned in to the Field Coordinator.

Excused absence from Field Experience

Students are expected to work on an agreed schedule. Continuity of service to clients is a primary consideration when arranging for absences from Field Experience. Students are excused from Field Experience on PLU and agency holidays. However, some students may choose to work on PLU holidays. Absences due to illness must be made up so that the student completes the required number of hours. Attendance at professional meetings may be required or encouraged by the field instructor. In such cases, this is considered part of the field experience and counts toward the minimum number of hours.

Evaluation of Student

The field instructor will complete the Student Evaluation Form (Appendix). He/she may also write a narrative evaluation of the student's performance. Any written evaluations should be shared with the student. These evaluations are then sent to the faculty liaison.

If a field instructor assesses a student's performance as unsatisfactory, he/she should confer with the faculty liaison immediately to discuss the severity of the situation and what steps should be taken to ameliorate the problem. If the student is in danger of receiving a failing grade, he/she must receive written warning from the faculty liaison by mid-semester.

Grading

Field Experience is graded *pass-fail*. In order to earn a grade of *pass*, students must receive an acceptable evaluation, complete the minimum of 200 hours per semester, and conduct themselves in a manner consistent with the NASW Code of Ethics.

Dismissal Policy

Consistent with the policies of the Council on Social Work Education, accrediting agency for undergraduate and graduate Social Work education, faculty members regularly review student performance throughout the academic year. Applicants to the Social Work Program give faculty permission to discuss their performance in the program when they sign and return the release of information form in the application packet.

Academic Dismissal.

Academic performance is measured by the over-all and "within-major" cumulative grade point averages of students. At the start of each semester, Social Work faculty members review the academic record of all social work students. Students must maintain an overall grade point average of 2.5, and a grade point average of 2.75 within their major course of study to matriculate within the Social Work program and advance to the Practicum.

Students who fall below these grade point averages receive a letter at the conclusion of the first semester in which they do not meet the requirement. The letter invites them to meet with faculty if desired, but requires them to develop a plan for reaching the grade point standard, and suggests various resources within the University which might help them in this pursuit. Students who attain the grades needed are sent a letter congratulating them on their accomplishment.

Students who are unable to successfully complete their plan are not permitted to enter the practicum. Students apply for field placements in the spring semester of their junior year. Those students who are not permitted to apply for Field are invited to meet with faculty and a representative from the Advising office to formulate an alternate plan of study to attain the necessary grade point average, or to explore other academic pursuits. Students who want to contest the dismissal may

appeal to the Dean of the Division of Social Sciences, and may follow the Pacific Lutheran University Grievance Policy.

Non-academic Dismissal.

Non-academic performance refers to those interpersonal behaviors, skills, and values that are the vehicle for student's work with peers, faculty and clients.¹ Faculty anticipate and nurture the demonstration or development of compassion, empathy, genuineness, the purposeful use of self, warmth, creativity, initiative, leadership, active listening, flexibility, good judgement, interpersonal skill, self-awareness and knowledge. Non-academic behaviors and values that impede the ability of the students to successfully practice social work include, but are not limited to, values which conflict with the Social Work Code of Ethics, unresolved mental illness, behaviors that degrade or devalue others, distracting personal habits, significant difficulties in communication, poor work habits, and breaches of ethics. Examples of these behaviors can be found in the Appendix.

When these behaviors that impede practice are consistently observed in the classroom, during interactions with students or faculty, or in the field placement, all faculty members in the Program meet to discuss and describe the situation. The Program Director and one other faculty member bring the questionable behavior to the attention of the student in a conference. The student is asked to formulate, communicate and implement a plan to address the behaviors of concern. A follow-up meeting time is set to review progress toward achieving the student's plan.

Students who successfully complete their plan are sent written confirmation and congratulations. Students who are unable to successfully complete their plan are invited to meet with Social Work faculty and a representative from the Advising office to formulate an plan for exploring other academic pursuits. Students who want to contest the dismissal may appeal to the Dean of the Division of Social Sciences, and may follow the Pacific Lutheran University Grievance Policy.

Field Experience Placement Process:

Students registering for Field Experience must have senior standing, an overall GPA of 2.5, and a GPA of 2.75 within the social work major.

- 1) Students must demonstrate their intentions of entering the field by attending the Field Experience Interest Meeting held during Spring Semester. At this meeting, students complete the Field Experience Application (see Appendix).
- 2) Students schedule a personal interview with the Field Experience Coordinator to discuss interests and any special needs (such as transportation, accessibility).
- 3) Two or three tentative agency placements are selected from list of qualified field experience settings and the student then schedules preliminary interviews with agencies.
- 4) The student, Field Coordinator, and Field Instructor make the joint decision regarding the appropriateness of placement.
- 5) The Learning Agreement must be completed and returned to the Field Seminar Instructor for final approval.

¹ Adapted from Sheafor, B, Horejsi, C &, Horejsi, G. (2000). Techniques and Guidelines for Social Work Practice (5th Ed.). Boston: Allyn & Bacon.

Students need to follow this process to insure quality field experience placements. If a student desires a specialized placement in a setting which is not on the list of qualified agencies, he/she needs to discuss this with the Field Experience Coordinator prior to making any arrangements with the agency. The Field Coordinator will contact the agency and determine whether it meets the standards for setting and field instructor.

Special Considerations in Placement of Students

The following factors are considered in making placement decisions:

- Student's individual learning needs - Throughout the course of the curriculum, areas for growth may be identified for particular students. Knowledge of expertise provided by particular field instructors and in specific agencies is used to place students in settings which facilitate personal and professional growth.
- Student's expressed preference in terms of setting, population - Whenever possible, a student's interest in working with a particular population is honored. However, the overall quality of the supervision is more important than working with a specific population.
- Previous education and work experience - Some settings are more appropriate for students who bring a certain amount of experience and/or education in a particular area.
- Geographical location preferred by student - As some students may commute a significant distance to school, every attempt is made to find an appropriate placement close to their home if so desired.
- Special needs - transportation, accessibility - Individual needs of students are considered when making placement decisions

Selection and Placement Criteria

Criteria for Selection of Agencies

A variety of agencies in the Tacoma - Pierce County area serve as field learning sites. Traditional human service settings, including community mental health centers, hospitals, corrections, state public welfare agencies, schools, and community-based agencies are utilized in this capacity. New field learning sites require an on-site visit and assessment by the Field Experience Coordinator.

Criteria for the selection of field agencies include:

- acceptance of professional education for social work as a part of the philosophy and practice of the agency;
- the ability of the agency to provide relevant and appropriate social work experiences for the student (where the student has direct client contact and can learn, practice, and develop social work skills - interviewing, assessment, contracting, developing intervention plan, termination, record-keeping, work with larger systems, etc.)
- willingness to provide the Social Work Program with information concerning the agency, its services, and community events which have an impact on field and/or class curricula;
- agency policies and practice which reflect the ethical standards of the social work profession and the programs commitment to under-served, oppressed, and vulnerable populations;

- a learning climate conducive to student learning, including space, support services, and necessary equipment/supplies for students to work effectively.
- the availability of a qualified field instructor (see below) to provide a minimum of one hour of direct supervision to the student per week;
- willingness of the agency to provide adequate time for the field instructor to fulfill her/his responsibilities to the student and the Social Work Program;
- a commitment to students, including a recognition of the importance of field instruction in social work education as well as viewing students in a learning role rather than as auxiliary staff members;
- an agreement to treat all information including student evaluations, as confidential;
- a willingness to allow the student to use case records, with appropriate confidentiality, in classroom discussions and assignments;
- a willingness to allow students to participate in staff meetings, inservice staff training, interagency conferences, and other educational opportunities;

Criteria for Selection of Field Instructors

The role of field instructor is difficult, as it requires the assumption of multiple roles, including being a professional role model for students as well as an instructor who teaches and evaluates students. The field instructor should demonstrate sound social work practice and be able to explicate the concepts and principles that underlie that practice. In addition, the field instructor is strongly committed to teaching and accepts the responsibility for the preparation of future social work professionals. The field instructor should have the ability to evaluate her/his own practice and to provide critical evaluation to others in a professional manner. The field instructor also must be willing and able to attend and participate in field instructor seminars and other activities offered by the Social Work Program to enhance the learning experience for students.

Specific criteria considered in the selection of field instructors include:

- completion of MSW or BSW from an accredited school of social work. If valuable learning opportunities exist in a setting which does not have an on-site BSW or MSW, a person with those credentials outside the agency may provide supervision.
- a preference that the field instructor hold ACSW membership and is a Washington State Licensed Social Worker.
- two years post-degree social work experience.
- a minimum of 1 year experience at current agency setting
- clear personal and professional identification with the agency and the intent to remain there for the duration of the school year; familiarity with agency policies and philosophy.
- a familiarity with social work curriculum at PLU and an understanding of how Field Experience fits into the curriculum.
- adequate time to provide supervision.
- an appreciation and respect for all aspects of human diversity.

Appendices

- ◆ Field Experience Application
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Appendix

Field Experience Application

Student Name _____

Campus Address _____ Telephone _____

Summer Address _____ Summer Telephone _____

PLU e-mail address: _____ Summer e-mail address _____

Anticipated Graduation Date _____ Academic term applied for: Fall/Spring _____

You must attach a complete resume to this application.

Identify the skills you hope to learn in your Field Placement:

Languages spoken:

Preferred agency or population (List top three):

- 1.
- 2.
- 3.

Any additional considerations in selection of field experience (such as work-study eligibility, flexibility in scheduling hours, geographic location, special needs, etc.)

FOR OFFICE USE ONLY:

Assigned Agency _____ Supervisor _____

Telephone _____ e-mail Address _____

Qualifications: MSW _____ BSW _____

Field Instructor Information

Social Work Program Pacific Lutheran University

Name _____

Agency _____

Agency Address _____

Phone: _____ e-mail Address _____

Alt. Phone: _____ Alt. e-mail Address _____

You may attach a current resume in lieu of completing this portion of the form.

Education:

College or University	Dates Attended	Major	Minor	Degree	Date of Graduation
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Graduate School & Post Graduate Training

Special Interests/Professional Certificates/Registration/Special Recognitions/Awards

Present Position: _____

Date of Appointment: _____

Practice Expertise: (Check all that apply)

Individual Family Group Child Aging
 Adolescent Adult CO Mgt Other

Signature _____ Date _____

**Statement of Understanding
between the Division of Social Sciences, Pacific Lutheran University
and Affiliated Agencies**

Name of Agency

Division

I. Preamble

Inasmuch as Pacific Lutheran University's Division of Social Sciences and many community agencies share common interests about the value of practicum, internship, and field experiences in education, and since students register for and receive University credit for agency-supervised practicum or field experience education, therefore this letter of understanding delineates areas of responsibility for both University and Practicum Agencies.

II. Understanding

- A. The Division of Social Science will, through Practicum and Internship Coordinators, carry out the functions and responsibilities specified in the following areas.
1. Placement of Students
 - a. The University will confer with the Agency about the number and types of students it might accept for placement, the nature of the Agency learning experience, and its expectations of students in meeting Agency needs.
 - b. The University will screen students carefully and endeavor to make appropriate placements. The University places students only with Agencies whose affirmative action policies with regard to both staff and clients prohibit discrimination on the basis of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability or status as a disabled veteran or Vietnam era veteran.
 - c. The University will provide the Agency with appropriate information about each student's background and professional interests.
 - d. The University and each student shall comply with all applicable state, federal, and local laws regarding the confidentiality of patient information and medical records.
 2. Liaison with Agencies and Practicum Sites
 - a. The University will designate Practicum Liaison(s) for each Agency.
 - b. The Practicum Liaison(s) will carry out such responsibilities as:
 - i. assisting in the development of an Educational Contract'
 - ii. assuming all supervision responsibilities for the care of the client; and
 - iii. reviewing and evaluating, with the Practicum Instructor, the progress of student learning.
- B. The Agency, under the terms of this Statement of Understanding, will provide instructional opportunities to students enrolled in Pacific Lutheran University's Division of Social Science.
1. Placement of Student
 - a. The Agency reserved the right to interview and approve students proposed for placement consistent with Agency and University

- affirmative action policies with regard to both staff and clients that prohibit discrimination against persons on the basis of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability or status as a disabled veteran or Vietnam era veteran.
- b. The number of hours spent by the student in the Agency is determined by University credit requirements, but the specific scheduling of the hours is negotiable between the student and the Agency.

2. Practicum Instruction

- a. The Agency will designate, with the University's concurrence, a qualified staff member who will serve as Practicum Instructor and will direct student learning. The Practicum Instructor and student will develop an Educational Contract.
- b. The Agency agrees to comply with the University expectations regarding performance evaluations of students.
- c. The Agency agrees to provide a minimum of 1 hour of direct supervision per week, provided by the Practicum Instructor(s).
- d. The Practicum Instructor(s) will confer with the appropriate PLU Practicum Liaison person about student progress.
- e. When student continuation in the placement is in question, the Practicum Instructor will contact the appropriate PLU Practicum Liaison.
- f. The Division of Social Science and/or the Practicum Agency have the right to terminate a student's placement following consultation between the Practicum Instructor and the PLU Practicum Liaison, and in accordance with the Division of Social Science Grievance Procedures and/or the Committee on Students Procedures.

3. Support Services

- a. The Agency will provide reasonable office, conference room, and classroom space and support services for students.
- b. The Agency will allocate reasonable time to Practicum Instructors to carry out their educational responsibilities.

The Agency retains full responsibility for client services and for establishing standards for the quality of services rendered by students. Students placed within the Agency for instruction function as representatives for the Agency, and the Agency will maintain administrative and professional supervision of students insofar as their presence affects the operation of the Agency and/or direct or indirect services to clients.

The university shall indemnify and hold Agency harmless for claims by third persons resulting from negligent actions of the employee, student and/or agent of the University only if the action is contrary to the Agency's instruction and the Agency becomes liable for said actions. Agency shall indemnify and hold the University harmless for any and all other claims relating to the Educational Contract and this Statement of Understanding.

Students at Pacific Lutheran University WILL NOT transport clients in personal vehicles. If transportation of clients is absolutely unavoidable, the agency must provide a certification of insurance naming the student and Pacific Lutheran University as an additional insured for not

less than \$2,000,000 for each accident. The student MUST demonstrate that he/she has notified his/her personal insurance carrier that their vehicle is being used for business purposes.

Students shall not be deemed employees of Agency, but are responsible to the Agency or the University under the terms of this agreement. They are students and shall not replace Agency personnel.

Division Faculty are not employees of the Agency, but are responsible to the Agency and the University for abiding to the terms of this agreement.

Errors or problems occurring within the course of the internship or practicum involving student (or faculty) will be reported immediately by said student or faculty member in accordance with established Division procedures, including completion of required reporting forms.

It is understood that this contract shall be in effect for two years. It may be revised or modified at any time by mutual consent. Such modifications and/or revisions shall be accomplished by the addition of an addendum until such time as the changes can be incorporated into the body of the agreement.

Dated this _____ day of _____, 20_____, to be effective through _____ day of _____, 20_____.

Pacific Lutheran University
Division of Social Sciences
Tacoma, WA 98447

Agency Representative

Pacific Lutheran University Representative

By _____
President, Pacific Lutheran University

PACIFIC LUTHERAN UNIVERSITY
Social Work Program
Field Learning Agreement

Student Name: _____	Telephone: _____
Address: _____	
Field Agency: _____	Telephone: _____
Address: _____	
Faculty Liaison: _____	Telephone: _____

General Field Experience Position Description: Student Duties and Responsibilities

Field Experience Goals and Objectives:

(Each general area has a number of sub-goals, as identified on the Student Evaluation form. Additional goals, relevant to the agency, may be identified under each general heading in the space provided below. These goals should be prepared by the student using the format below, discussed with the Field Instructor, amended until mutually agreeable, and then typed and submitted to the Coordinator of Field Instruction. Items from the Learning Agreement not adequately covered by Student Evaluation form may be added to that form in the spaces available.)

- I. **Professional Competency:** To demonstrate the skills necessary to work effectively in an agency setting, consistent with professional values and ethics.
Specific Student Goal(s):

- II. **Assessment Skills:** To demonstrate a broad understanding of the person-in-environment concept and apply that understanding in working with client systems.
Specific Student Goal(s):

- III. **Practice Skills:** To acquire skills necessary to work with individuals, families, groups, and communities effectively.
Specific Student Goal(s):

- IV. **Policy and Research Skills:** To be able to utilize research effectively in the improvement of one's own practice and to understand the effects of social policy on practice.
Specific Student Goal(s):

The Weekly Supervision Sheet is a tool to help the student prepare for weekly supervision. The field instructor will provide weekly supervision in which the week's activities are reviewed and mutually agreed upon tasks and activities are assigned. The faculty liaison will meet with the student and field instructor and may facilitate clarification of program policies and procedures as well as discussion and resolution of difficulties in the placement.

Student Signature

Date

Field Instructor Signature

Date

Faculty Liaison Signature

Date

PACIFIC LUTHERAN UNIVERSITY
SOCIAL WORK PROGRAM
Field Liaison Report

It is the stated policy of the Social Work Program that each field practicum agency receives a minimum of two field liaison visits per year, per student, by the Faculty Liaison in charge of monitoring the practicum to assure that it represents a valid and effective educational placement for professional training. If there are concerns with student progress or supervision, this form must be completed and placed in the student's file.

Date of Liaison Visit _____

Agency Name _____

Agency Address _____
Street City State Zip

Student _____

Field Instructor _____

Purpose of Visit: Regular Site Visit () Student Problem () Agency Problem ()

Review of the Education Experience _____

Progress/Concerns (Describe) _____

Recommendations _____

Signatures:

Coordinator of Field Instruction Date

Social Work Program Director (Optional) Date

WEEKLY SUPERVISION WORKSHEET
(Optional)

Week of: _____

GOAL:

Task:

GOAL:

Task:

Date	No. of Hours	Activity Log	Self-Assessment Category

Date	No. of Hours	Activity Log	Self-Assessment Category

To be completed by students prior to supervision

At least two feeling statements about week's activities:

1)

2)

At least two questions generated from week's activities:

1)

2)

Review of Goals - Comments:

Suggested goals for next week: (After discussion with field instructor, mutually agreed upon goals will be written on new Supervision Sheet).

Date

Student Signature

Field Instructor's Signature

STUDENT EVALUATION

Pacific Lutheran University Social Work Program

Student Signature

Phone

Field Instructor Signature

E-mail Address

Agency

Phone

Agency Address

Date of Evaluation

Directions:

The evaluation is divided into four general areas which broadly parallel curriculum content areas. Each area is divided into two sections, one to be completed by the student and one to be completed by the field instructor. Under each general area, there is space to list additional tasks or activities which reflect the individualized goals identified in the Learning Agreement.

The student completes the self-evaluation first by assessing how well each identified task has been accomplished during the semester. Student self-evaluation comments are added. Then the field instructor completes the evaluation of the student in each of the four general areas by circling the appropriate response, then adding comments. It is recommended that student and field instructor then meet in an evaluation conference to discuss the student's performance and their respective assessment of learning. This form is to be completed at the end of fall semester and again at the end of spring semester.

I. **Professional Competency:** To demonstrate the skills necessary to work effectively in an agency setting, consistent with professional values and ethics.

Student Self Assessment	Fall			Spring		
	Accomplished	Emerging	Not Done	Accomplished	Emerging	Not Done
<i>The student demonstrates the following:</i>						
Understanding of key social work values and ethical implications						
Professional relationships characterized by mutuality, collaboration and respect for the client						
Use of professional supervision to enhance learning						
Use of oral and written professional communications that are consistent with the language of the setting and the profession						
Writing that is organized, clear, concise, professional						
Ability to collaborate with others in professional role						
Effective time management						
Ability to manage conflicts and communicate concerns effectively with clients and staff						
Additional goals from Learning Agreement _____ _____						

Student's Description & Self-Evaluation of performance in this area this semester: _____

Field Instructor Assessment				
Field Instructor rating of student's current level of skill in this area:				
1 <i>Poor</i>	2 <i>Fair</i>	3 <i>Average</i>	4 <i>Good</i>	5 <i>Excellent</i>
Comments: _____				

II. **Assessment skills:** To demonstrate a broad understanding of the person-in-environment concept and apply that understanding in working with client systems.

Student Self Assessment	Fall			Spring		
	Accomplished	Emerging	Not Done	Accomplished	Emerging	Not Done
<i>The student demonstrates the following:</i>						
Knowledge of bio-psycho-social variables that affect individual development.						
Understanding of social and economic injustice.						
Ability to interview to collect relevant data.						
Ability to identify client and system strengths.						
Understanding of the behavior and functioning of complex organizations.						
Ability to identify appropriate resources and effectively make referrals to other agencies and broker with other systems as appropriate.						
Ability to identify the effects of race, ethnicity, gender, age, sexual orientation or ability on presenting problems of and resources available to client systems.						
Additional goals from Learning Agreement _____ _____						

Student's Description & Self-Evaluation of performance in this area this semester: _____

Field Instructor Assessment				
Field Instructor rating of student's current level of skill in this area:				
1 <i>Poor</i>	2 <i>Fair</i>	3 <i>Average</i>	4 <i>Good</i>	5 <i>Excellent</i>
Comments: _____				

III. **Practice Skills:** Acquisition of skills necessary to work with individuals, families, groups, and communities effectively.

Student Self Assessment	Fall			Spring		
	Accomplished	Emerging	Not Done	Accomplished	Emerging	Not Done
<i>The student demonstrates the following:</i>						
Acceptance of clients, non-judgmental attitude.						
Interviews that are structured with a purpose.						
Ability to effectively join with diverse client populations.						
Ability to develop intervention plans and to state rationale for a particular intervention.						
Ability to implement appropriate intervention plans.						
Assuming advocacy role when appropriate.						
Ability to appropriately question and critically evaluate accepted practices.						
Additional goals from Learning Agreement _____ _____						

Student's Description & Self-Evaluation of performance in this area this semester: _____

Field Instructor Assessment				
Field Instructor rating of student's current level of skill in this area:				
1 <i>Poor</i>	2 <i>Fair</i>	3 <i>Average</i>	4 <i>Good</i>	5 <i>Excellent</i>
Comments: _____ _____ _____				

IV. Policy and Research: To be able to utilize research effectively in the improvement of one’s own practice and to understand the effects of social policy on practice.

Student Self Assessment	Fall			Spring		
	Accomplished	Emerging	Not Done	Accomplished	Emerging	Not Done
<i>The student demonstrates the following:</i>						
Ability to analyze the impact of social policies on client systems and agencies.						
Ability to evaluate research studies and apply findings to practice.						
Ability to evaluate own practice interventions.						
Identification of current public and social policies that affect the agency.						
Seeking out additional information to learn about system or client issues.						
Additional goals from Learning Agreement _____ _____						

Student’s Description & Self-Evaluation of performance in this area this semester: _____

Field Instructor Assessment				
Field Instructor rating of student’s current level of skill in this area:				
1 <i>Poor</i>	2 <i>Fair</i>	3 <i>Average</i>	4 <i>Good</i>	5 <i>Excellent</i>
Comments: _____				

SOCIAL WORK FIELD EXPERIENCE

EVALUATION OF FIELD SETTING

Agency_____

Supervisor_____

Semester/Year_____

1. Was there a clear understanding of the student role within your agency?

Were the expectations for you consistent with your experience, ability, comfort level?

Did you have adequate space to work? privacy when needed?

2. What kinds of learning opportunities were available for you?

What types of tasks were assigned to you?

Did you receive regular supervision?

Did you receive adequate feedback on your performance as a student intern?

Were staff development opportunities made available to you? Describe.

3. How well were you oriented to the agency? Describe the process.

4. Evaluate the workload.

Quantity of work:

Complexity of assignments:

Nature of documentation required:

5. Were you able to accomplish your learning goals? (If not, what were the reasons?)

6. Would you recommend this practicum setting for future social work students? Why or why not?

Non –Academic Dismissal Behaviors

The Social Work program creates a learning environment where students enhance or develop knowledge, values and skills for social work practice. For some students, this requires new awareness of values and interpersonal or personal behaviors which are dangerous to clients or which impede the student's ability to work well with other professionals. The behaviors listed in the first column below are examples of those behaviors supported and encouraged in students. The second column includes behaviors that faculty will bring to the attention of students when observed. ² **This list is not meant to be complete.**

Behaviors that Enhance Social Work Practice	Behaviors that Impede Social Work Practice
Ability to identify and resolve personal or family situations that effect professional practice	Preoccupation with personal problems impairs professional practice
Ability to do individual or team problem solving in stressful situations	Inability to control reactions or exercise self-discipline when in stressful situations.
Warm, genuine and compassionate manner with clients and peers.	Inability to demonstrate warmth, genuineness or compassion with clients or peers.
Acceptance of authority where appropriate as well as skills to resolve problems with authority figures.	Inability or unwillingness to work with persons in positions of authority.
Healthy detachment supports focus on the concerns and problems of the client.	Inability to separate personal experiences from concerns and problems presented by clients.
Reflective and self-evaluative approach to learning and practice	Extreme defensiveness prevents self critical examination of professional performance
Ability to hear and process the critical comments of clients and colleagues non-defensively.	Inability to hear and process the critical comments of clients and colleagues.
Demonstrate the social work ethics that value the worth and dignity of every person and their right to self-determination.	Impose personal values, political beliefs, religious preferences or life style choices on clients.
Use the policies and procedures of the agency in tandem with standards of ethical conduct in working with clients	Misuse or abuse authority with clients.
Ability to offer one's insights and work interdependently with clients, in peer supervision, and in team decision-making.	Inability to offer one's insights and to work interdependently with clients, in peer supervision, and in team decision-making.
Respect for boundaries of clients, colleagues, faculty, supervisors and agencies.	Failure to respect the boundaries of clients, colleagues, faculty, supervisors and agencies.
Respect for norms of professional practice in use of words and gestures.	Use of words, phrases or gestures that are in bad taste or known to offend clients or peers, including name-calling.
Value diversity in work with clients, colleagues, and the human service community. .	Demonstrating prejudice, bias, or discrimination against groups or individuals.

² Adapted from Sheafor, B, Hoerjci, C & Horejci, G. (2000). Techniques and Guidelines for Social Work Practice (5th Ed.). Boston: Allyn & Bacon.

Communicates and solves problems directly	Making sarcastic, insulting, or disrespectful comments about colleagues or clients
Careful, critical and balanced discussion of ideas or professional opinions.	Failure to respect the ideas or professional opinions of others.
Seeks and uses supervision from faculty and agency personnel appropriately	Unwillingness to seek or use supervision from faculty or agency personnel or misuse of supervision resources for personal matters.
Careful compliance with the norms and practices of the agency with regard to written documentation and communication	Non-compliance with norms and practices of the agency with regard to written documentation and communication
Comes to class, practicum, and group meetings with work completed and ready for discussion.	Lack of preparation for appointments with clients and agencies, meetings, class and group work.
Socializes appropriately but focuses on task accomplishment for self and others	Distracting other students or staff members, or preventing self and others from doing their tasks.
Familiar and compliant with University and agency policy and procedure.	Unfamiliar and/or non-compliant with University and agency policy and procedure.
Behaves in a manner above negative public comment and suspicion	Behaves in ways that draw negative attention to social workers, the workplace, or the University, thereby lessening client and public regard for the social work agency, the profession, or the University.
Observes and respects the client's right to privacy and any other rights clients may have.	Failure to observe confidentiality with clients or failure to protect client rights in dealing with clients, client documents, agencies, the larger community
No sexual contact with clients	Any sexual contact with clients.
Knowledgeable about and compliant with mandatory reporting statutes about child or elder abuses.	Failure to comply with mandatory reporting statutes about child or elder abuse.
Professional behavior consistent with those standards identified in the National Association of Social Work's Code of Ethics.	Violates the National Association of Social Work's Code of Ethics.