

Pacific Lutheran University

Social Work Department Field Experience Manual



Pacific Lutheran University
Tacoma, Washington

Revised 2022

Social Work Department

Table of Contents

Introduction.....	5
Mission of Social Work Department	6
Mission Statement	
Role of Field Education in the Curriculum.....	7
Objectives of the Social Work Department and Field Education	7
Educational Policy and Accreditation Standards (CSWE)	8
Social Work Curriculum	11
Administrative Aspects of Field Instruction	14
Responsibilities of Field	
Coordinator Responsibilities of	
Faculty Liaison	
Responsibilities of Field Seminar Instructor/Faculty Liaison	
Responsibilities of Student	
Responsibilities of PLU/Social Work Department	
Responsibilities of Agency	
Selection and Placement Criteria	
Field Experience Policies.....	18
Eligibility for Field Experience	
Field Experience Placement and Special Consideration	
Supervision	
Field Learning Plans	
Evaluation of Field Learning Plans	
Number of Hours Required	
Use of Automobile	
Student Conduct	
Field Experience and Employment	
Field Experience Starting Date	
Excused Absence from Field Experience	
Grading	
Dismissal Policy	
Non-Academic Dismissal Behaviors	
Policy Guidelines for Disruption of Field Placement	
Selected University Policies	25
Student Contact Information	
Academic Dishonesty	
Academic Emergency Plan	
Attendance	
Disruptive Classroom Behavior	
Office of Accessibility and Accommodation	
Bias Incidence Response Team	
Center for Student Success	
Center for Military Support	
Supporting DACA and Undocumented Students	

Land Acknowledgement
 PLU Pantry
 Religious Accommodations
 Student Care Network
 Title IX
 Resources for Transgender and Gender Non-Conforming Students

Appendices.....	29
Field Experience Application	30
Field Instructor Information Form	31
Statement of Understanding.....	32
Evaluation of Field Setting	34
Field Experience Log	36
Field Experience Learning Plan and Evaluation Form (Fall)	37
Field Experience Learning Plan and Evaluation Form (Spring).....	42

INTRODUCTION AND OVERVIEW

Field instruction is an integral component of social work education and is critical in meeting PLU's department objective of preparing students for entry-level generalist social work practice. Indeed, the Council on Social Work Education has deemed field education to be the signature pedagogy of social work education:

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program. (CSWE, 2015).

Through field instruction, students deepen their understanding of human behavior and develop and enhance skills in applying social work methods with diverse populations and situations. 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 Department 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 460 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, Field Seminar Instructor, and other social work faculty. This linkage between field and school provides continuity for both students and the department and facilitates achievement of the goals of the field learning experience.

The Tacoma/Pierce County area offers rich opportunities to work with diverse populations. Agencies are required to provide experiences where students may be exposed to this diversity. In addition to client contact, this exposure may occur through readings, discussion, and visitation with other community resources in order 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 and is reviewed and updated annually.

MISSION OF SOCIAL WORK DEPARTMENT

Mission: *“Educating caring, skillful generalists to be ethical agents for global and local change.”*

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

The historical mission of the social work profession is dedicated to both personal development and social change; to the enhancement of individual, group, and community problem-solving capacities; and to the design and construction of a society committed to social justice and compassion for oppressed, vulnerable, and diverse populations. Professional education that prepares practitioners to pursue such a mission effectively must encourage not only intellectual rigor and professional ethics and standards, but also the qualities of courage, commitment, and compassion. It must prepare professionals for direct practice as well as providing them with knowledge and experience as they relate to group, community, and organizational structures.

Contemporary social work education and practice are grounded in the profession’s social purpose, which calls for a dual, simultaneous focus on the strengths of individuals, families, groups, organizations and communities as forces for growth and social change and on those organizational structures and social systems that provide the context for human growth, interaction, and change. Social work’s person-in-environment approach reflects its emphasis on the ecological perspective, which provides an adaptive and evolutionary view of human beings in constant interchange with all aspects of their social and physical environments.

The Social Work education at Pacific Lutheran University builds upon the liberal arts. We recognize that social issues and social problems are always complex, interconnected, and interrelated. Therefore, social work education is strengthened and enriched by a cross-cultural and interdisciplinary perspective on social problems, social issues, and social inventions. It encourages a commitment to informed social action to remove structurally-based inequities and the use of a multi-method, evidence-informed approach to social work practice in order to meet a wide range of individual, family, group, organizational, and community needs. The social work curriculum is organized to provide students with opportunities to develop awareness, apply methods and theories, and demonstrate competence.

The Tacoma/Pierce County area provides a rich, culturally diverse environment for study and practice. Recognizing that we live in a community that has been enriched by successive waves of immigrants and acknowledging that social work must be practiced in a global context, the social work program seeks to provide content and experiences that enhance students’ ability to practice in the 21st century. This includes activities in the classroom, in the community, and even across the globe.

ROLE OF FIELD EDUCATION IN THE CURRICULUM

As field education is the signature pedagogy of social work education, it plays a central role in the curriculum. This is the arena in which students integrate the theoretical and conceptual foundation of the classroom with the agency setting. Through their field experience, students are able to implement the knowledge and skills they have developed in their foundational coursework. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. (2015 EPAS)

Within the field experience, students are provided opportunities to learn, develop, and demonstrate skills in generalist practice. This suggests that in their field sites, students will be engaged in work with individuals, families, groups, communities, and organizations and will utilize a variety of skills. Generalist social work practitioners identify with the social work profession, apply ethical principles and critical thinking, incorporate diversity in practice, advocate for human rights and social and economic justice, engage in evidence-based practice, apply knowledge of human behavior and the social environment, engage in policy practice, respond to contexts that shape practice, and engage, assess, intervene and evaluate their practice with client systems of varying sizes. (2015 EPAS, CSWE)

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice. (2015 EPAS)

OBJECTIVES OF THE SOCIAL WORK DEPARTMENT AND FIELD EDUCATION

The baccalaureate curriculum is organized by a set of educational outcomes and student competencies that focus the objectives for social work education in the classroom and in the field. These objectives are grounded in the 2015 Educational Policies and Accreditation Standards [EPAS] of the Council on Social Work Education [CSWE]. The objectives for each social work course can be found in its syllabus.

All social work majors must complete a minimum of 460 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, graduates should demonstrate each of the competencies of the social work department.**

2015 EDUCATIONAL POLICY AND ACCREDITATION STANDARDS COUNCIL ON SOCIAL WORK EDUCATION

Competency 1: Demonstrate Ethical and Professional Behavior

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

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

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

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

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

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

- apply their understanding of social, economic, and environmental justice to advocate for human rights at

the individual and system levels; and

- engage in practices that advance social, economic, and environmental justice.

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

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

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

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

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

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

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of

assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

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

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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

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

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

(Copyright © 2015 Council on Social Work Education)

SOCIAL WORK CURRICULUM

The social work curriculum consists of 36 semester hours of required courses through the Social Work Department 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 count more than 44 within the Department toward the 128 hours required for the B.A., consistent with University requirements. An outline of courses follows:

SOCW 101 (FYEP 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 of this seminar-style course. (4)

SOCW 232 or SOCI 232. *Research Methods*.

This course will prepare students to demonstrate basic competencies in the knowledge, values, and skills of research methodology to analyze the social world. This includes problem formulation, research designs, measurement, sampling, interviewing, and critical evaluation of research in social work and the social sciences. Required for social work majors. Prerequisite: SOCI 101. (4)

SOCW 245: *Human Behavior and the Social Environment* – S2 Students examine developmental theory through the lens of an ecological systems perspective and a biopsychosocial-spiritual framework, emphasizing power, privilege, and cultural differences (particularly race/ethnicity, gender, and sexual orientation) as applied to individuals, families, groups, institutions, organizations, and communities locally and globally. Volunteer experience is required. (4)

SOCW 250. *Social Policy I: History of Social Welfare*. Exploration of power, privilege and oppression emphasizing political process and global social change in the development of the American welfare state and the profession of social work. Students reflect critically upon personal and social values, social welfare systems and their performance, the impact of political ideology and compromise on vulnerable populations, and the function of professional social work. (4)

SOCW 350. *Social Policy II: Policy Analysis*. Students develop legislative policy practice and advocacy skills, and examine the impact of policy implementation, administration, and governmental structure on services to vulnerable populations. Critical thinking is used to analyze contemporary global and local policy in income assistance, health/mental health, child welfare, homelessness, and services to seniors. Prerequisites: 250. (4)

SOCW 360. *Social Work Practice I: Interviewing and Interpersonal Helping*. Students learn the conceptual framework of generalist practice and apply the ecological systems perspective to practice. This course introduces engagement, assessment, intervention, and evaluation in the context of social work both locally and globally. Students are able to learn intentional interviewing skills and apply those skills within various models of practice and across cultures. Must register concurrently for lab. Prerequisites: 250, 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. Introduces students to group dynamics and group development. Prerequisites: SOCW 245, 360. (4)

SOCW 465. *Social Work Practice III: Macro practice*. Using the generalist social work practice framework, students develop engagement, assessment, intervention and evaluation skills for local and global practice with organizations, and communities. As professional social workers, students map community assets, examine community development, and advocate for diverse and marginalized groups. Students recognize social service organizations as a changing context for professional practice and research. Prerequisites: 250,

360, 245, 350. (4)

SOCW 475: *Field Experience I.* Students are placed in a social service agency where, under supervision, they demonstrate the generalist skills of engagement, assessment, intervention, and evaluation of practice. They apply ethical principles in interactions with clients and staff, demonstrate critical thinking, engage and embrace diversity, demonstrate and apply knowledge of human behavior and the social environment. 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 practice and refine the generalist skills of engagement, assessment, intervention, and evaluation. Their identification with the social work profession deepens. They analyze how their agency responds to changing contexts and reflect on ways to engage in policy and advocacy practice. Must be taken concurrently with SOCW 465 and 486. Pass/Fail. (3)

SOCW 485: *Field Experience Seminar I.* Students integrate the theories and skills from their coursework with experiences in their field settings, applying theories of human behavior and the social environment. They write and analyze a case and practice self-reflection by developing a plan to evaluate their own practice. Must be taken concurrently with SOCW 475. (1)

SOCW 486: *Field Experience Seminar II.* Students continue to grow in their professional identification and behavior. They make a formal case presentation to professional social workers, demonstrating their application of knowledge, values, and skills and their competence in engagement, assessment and intervention. They evaluate their own practice. Must be taken concurrently with SOCW 476. (1)

SOCW 498 and SOCW499: *Capstone: Senior Seminars.* This two-term integrative seminar requires students to explore a field of generalist practice across all of the competencies of the social work profession, including reciprocal relationships between research and practice, the policies that impact practice, global perspectives, typical ethical issues, role of diversity, evidence-based interventions and ways they may evaluate their practice. This culminates in a paper and public presentation. Prerequisites: SOCW 245, 350, 360, 460 and 475 and SOCW 232 or SOCI 232. (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 firsthand 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 – *Social, Educational, and Health Services 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— must be taken at PLU

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 and credentials of field instructors;
- to contact agency to advise of potential student(s) for placement;
- 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 create and conduct orientation for field instructors and to develop, coordinate and present seminars and appropriate in-service learning opportunities for field instructors and faculty on the relationship between classroom and field;
- to maintain good working relationships between field learning sites and the Social Work Department;
- 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*;
- to participate in the design of the explicit curriculum;
- to assist in the development and monitoring of integrative seminars and field liaison activities;
- to provide feedback to field instructors and agencies regarding student evaluations of their experiences in that setting;

Responsibilities of Field Seminar Instructor/Faculty Liaison

- to maintain good working relationships between field learning sites and the Social Work Department;
- 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, visiting each agency at least once 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 provide resume indicating completion of BSW or MSW from CSWE accredited program
- 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 review videotape of interviewing skills with field coordinator and/or instructor of SOCW 360.
- to schedule and actively participate in pre-placement interview with field coordinator;
- 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 participate in evaluation of performance in field setting;
- to complete evaluation of the field experience setting;
- to obtain signed and dated log of hours indicating completion of 460 hours of field experience.

Responsibilities of PLU/Social Work Department:

- 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 standards, involves field instructors in this process and informs them of results of accreditation review.
- To maintain current Statements of Understanding between the Division of Social Sciences, Pacific Lutheran University and Affiliated Agencies.

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).

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 Department 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 department's commitment to under-served, oppressed, and vulnerable populations;
- a 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 Department; this includes participation in orientations and trainings provided by the University;
- 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;
- 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, in-service 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 Department 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 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.

FIELD EXPERIENCE POLICIES

Eligibility for Field Experience

Only those students who have been admitted into the Social Work Department are eligible to register for Field Experience. As a part of their application, they will have signed a statement to practice in accordance with NASW Code of Ethics; they also will have been cleared through the Washington State Patrol background check. 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; each individual SOCW course grade must be C- or higher. In addition, they must have presented a videotape of their interviewing skills and reviewed this tape with field coordinator and/or instructor for SOCW 360. They also complete a resume, application for field, and interview with the Field Coordinator.

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 an individual interview with the Field Experience Coordinator to discuss interests and any special needs (such as transportation, accessibility). Students bring a completed resume to this appointment. Students also have successfully completed a videotaped interview for SOCW360.
- 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) Students complete any trainings, orientations, additional background checks, as required by the agency. Students coordinate the scheduling of this with their Field Instructor.

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

Supervision

Field instructors for baccalaureate social work students must hold a CSWE-accredited baccalaureate or master's social work degree. Supervision should occur weekly. In the event that the day-to-day supervisor (also referred to as the task supervisor) does not meet this requirement, in addition to weekly supervision with the task supervisor, the student must also have supervision with a social work supervisor at least bi-monthly in order to provide a social work perspective within the agency setting.

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.

Field Learning Plans

A Learning Plan (Appendix) which defines the activities of student learning is to be developed by the student and field instructor(s) during the first five weeks of placement. It is designed to meet the educational needs of the student for the first semester of the placement, but may be renegotiated and modified to meet the changing needs of the student and/or agency. Each learning plan has some set learning activities that serve as benchmarks for competencies; as well, there are blank spaces on the learning plan for individual specific-activities designed for the field agency. A second learning plan, with new benchmark activities will be developed by the student and the field instructor(s) within the first three weeks of the second half of the field experience (i.e. generally within the first three weeks of spring semester).

Evaluation of Field Learning Plans

The Student Learning Plan Evaluation Form (Appendix) is designed to measure student performance of practice behaviors that operationalize the competencies of the department. Both the field instructor and student will complete the Student Evaluation Form. The field instructor is strongly encouraged to discuss the evaluation with the student prior to its submission. Student field experience grades may be posted as an incomplete unless **a completed and signed student evaluation form is submitted to the faculty field seminar instructor—accompanied by log of hours completed to date with student and field instructor signature—by noon on Friday December 20 (fall semester) and Friday May 15 (spring semester). Additionally, at the end of spring semester, students must complete and submit the Evaluation of the Field Experience (Appendix).**

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.

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 230 hours of work for each course (for **a total of 460 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.

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 a 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, whether guaranteed through FERPA or HIPAA or separate agency policies. Additionally, they must follow the Pacific Lutheran University Code of Conduct and be in compliance with agency codes of conduct.

<https://www.plu.edu/srr/student-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, in the role of learning, must have opportunities that reflect the competencies of the social work department; these assignments may be distinguished from employment responsibilities;
- the student must have an identifiable learning experience different from previous work experience;
- Field liaison, student, agency, and field instructor must agree to this.

Field Experience Starting Date

Because liability coverage begins at the start of the semester, students must begin their field experience on or after the beginning of fall semester. There may be special circumstances in which the student may complete a minimal number of hours of agency orientation before the beginning of the semester as long as there is no client contact, but this must be approved by the Field Coordinator. Students are expected to work into May, but if they have reached their required number of hours, they may complete the experience up to two weeks prior to the end of the semester. Students may continue their hours through PLU holidays, but are not required to do so. They are expected to confer with their field instructor regarding their availability during school breaks, including January term.

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, but need to communicate clearly with their field instructor regarding University and agency schedules. 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.

Excused Absence from Field Seminar and Other Social Work Classes

Field Instructors must notify the Field Coordinator by email of **required** training for the agency that may cause a student to miss social work classes at PLU. Other absences related to optional training for students may have an impact on the students' ability to participate in class, and therefore impact their class grades.

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 230 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 Department give faculty permission to discuss their performance in the department 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 department 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 Department meet to discuss and describe the situation. The Department Chair 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 a 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.

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

NON – ACADEMIC DISMISSAL BEHAVIORS

The Social Work Department 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.
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.

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

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.

Policy Guidelines for Disruption of Field Placement

Adopted March 8, 2020

The field practicum is considered an integral component of the BSW curriculum. Students are placed in field learning sites for both semesters of their senior year. There are a number of scenarios that may disrupt the internship, listed below.

In all cases, the Department of Social Work follows the *Educational Policies for Pandemic and Evacuation Emergencies*, adopted by the PLU Faculty Assembly, May, 2007, unless the University issues different guidelines.

1) PLU remains open, but internship site closes:

- A) Short-term disruptions – 21 days or less – Students resume their time at their internship when the site re-opens, and the 460 total hour expectations may be reduced 15 hours per week, not to exceed 45 hours. For example, if your field placement closes for one week, your total expected hours for the year could be reduced to 445 hours for the year. Alternately, students may earn up to 50 hours for work at home related to their placement, in collaboration with their field instructor.
- B) Long term disruptions – more than 21 days – If students have completed at least 400 hours (the minimum required by CSWE), and have completed the evaluation and signed log of hours, they can

consider their internship complete. If they have not completed a minimum of 400 hours, they can complete up to 50 hours for work off-site, in collaboration with their field instructor. If, with these 50 hours of off-site work, the student completes a minimum of 400 hours and the student and field instructor have completed the evaluation and signed log of hours, they can consider their internship complete. If, with 50 off-site hours, they still cannot reach 400 hours by the time their site reopens and the semester has ended, they will be given IP grade and can complete hours as soon as the site re-opens.

2) PLU moves to online courses to finish the semester:

Field experience will continue as planned, following agency policies, and the above recommendations for short-term and long-term disruptions. Students will continue to appear at field sites unless told not to by the site or if they, themselves, are ill.

3) PLU closes and the semester is declared complete:

Students who have completed a minimum of 400 hours (required by CSWE) must turn in completed evaluation and signed log of hours. If the site remains open, students can continue until reaching 460 hours (PLU requirement). If students have completed at least 350 hours, they may work on off-site projects, in collaboration with their field instructor, to make up remaining hours. If they have not completed the minimum, and the site remains open, students will receive IP and will continue until reaching the required number of hours. According to current PLU policy, “If a campus evacuation occurs following the mid-point of the semester, and a return to campus is not possible prior to the end of the term, the academic term may be considered complete on the designated Withdrawal date for that term. At that point each faculty member may issue regular grades, or may elect to utilize Pass/Fail grades for the class at his or her discretion.”
(Educational Policies for Pandemic and Evacuation Emergencies)

It is recommended that students keep a current log of hours and get it signed or initialed weekly.

UNIVERSITY POLICIES

PLU and Social Work Policy Related to Covid-19 Pandemic and Vaccinations

In compliance with PLU policy, all Social Work students are required to be fully vaccinated against COVID-19 before arriving on campus for the Fall 2021 semester, with case-by-case exceptions made for medical or religious right of conscience reasons.

If a social work student elects to request an exception, this may affect the social work field placement because many placement sites require students to be fully-vaccinated prior to reporting to their field placement. Efforts will be made to find placements to accommodate students who lack vaccinations; however, a placement cannot be guaranteed. This can affect a student's ability to complete the social work program if they are unable to complete the field experience requirements.

More information about PLU's COVID-19 Vaccination Policy, including links to resources, FAQ, and related forms can be found on the [PLU Health Center](#) website.

Student Contact Information

The university requests that faculty communicate with students electronically through their PLU email accounts only. Important university communications are sent to students via email, and when faculty members also communicate with students through their PLU email addresses exclusively, it reinforces this system of university-wide communication, as well as assists faculty in assuring the identity of the message sender/recipient.

Academic Dishonesty

PLU has an [Academic Integrity Policy](#) as part of the Student Code of Conduct. This policy outlines definitions of academic dishonesty as well as processes for reporting and resolving incidents of academic dishonesty. All faculty members at PLU share responsibility for educating students about the importance of academic integrity to everyone in a university community and, most specifically, the practices of academic integrity in each particular discipline.

PLU's expectation is that students will not cheat or plagiarize, and that they will not condone these behaviors or assist others who plagiarize. Academic misconduct not only jeopardizes the career of the individual student involved, but also undermines the scholastic achievements of all PLU students and attacks the mission of this institution. Students are inherently responsible to do their own work, thereby ensuring the integrity of their academic records.

The most common forms of dishonesty are cheating and plagiarism. Cheating includes, but is not limited to:

- *Submitting material that is not yours as part of your course performance, such as copying from another student's exam, allowing another student to copy from your exam;*
- *Using information or devices not allowed by the faculty; such as formulas or a computer program or data, or unauthorized materials, such as a copy of an examination before it is given;*
- *Fabricating information, such as data for a lab report;*
- *Violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation;*
- *Collaborating with others on assignments without the instructor's consent;*
- *Cooperating with or helping another student to cheat; or*
- *Other forms of dishonest behavior, such as having another person take an exam for you, altering exam answers and requesting the exam be re-graded, or communicating with anyone other than a proctor or instructor during an exam.*

Plagiarism includes, but is not limited to:

- *Directly quoting the words of others without using quotation marks or indented format to identify them; or*
- *Using any course work previously produced by the same student without prior approval from the current instructor; or*
- *Using altered wording, materials or ideas of others without properly identifying their source; or*
- *Representing an idea or strategy that is significant in one's own work as one's own when it comes from someone else. If you are unsure about something that you want to do or the proper use of materials, then ask your instructor for clarification.*

Because plagiarism involves a misrepresentation of principles and processes fundamental to the integrity of the university, matters of plagiarism are taken very seriously by both administration and faculty. If a student

is unsure about something that they want to do or the proper use of materials, it is the student's responsibility to ask the instructor for clarification.

Excerpt from PLU Faculty Handbook, Academic Integrity Policies, pp. 58-61 (Eighth Edition, first published September 2014, updated January 2019 and the Student Code of Conduct, 2018-2019).

Academic Emergency Plan

The PLU faculty adopted the [Educational Policies for Pandemic and Evacuation Emergencies](#) in 2007. This policy states that each faculty member will have a plan for how a course either will be completed or final grades for the course determined in the case of an emergency, e.g., natural disaster, epidemic, etc. that would necessitate closing the university during term.

Attendance

The PLU catalog (under Academic Procedures) states: “The university assumes that all registered students have freely accepted personal responsibility for regular class attendance. Course grades reflect the quality of students’ academic performance as a whole, which normally includes regular participation in the total class experience and is evaluated accordingly. Absences may lead to a reduction of a student’s final grade. In the event of unavoidable absence, students are expected to inform the instructor. Assignments of make-up work, if any, are at the discretion of the instructor.”

Disruptive Classroom Behavior

The University holds as basic the integrity and well-being of every person in the community. PLU is committed to providing a living, learning and working environment that is fair, consistent, caring, and supportive of intellectual and personal growth. Further, PLU is committed to protecting the rights of its community members to engage in dialogue and express ideas in an environment that is free from harassment, discrimination, and exploitation. This freedom of expression does not, however, entail the freedom to threaten, stalk, intimidate, harass, or abuse.

Students are therefore expected to treat every individual with respect and civility. The University prohibits any activities which cause or threaten physical or mental harm, suffering or exhaustion, which demean the dignity of any individual, and/or which interfere with one’s academic progress, living environment or employment responsibilities.

Office of Accessibility and Accommodation

The [Office of Accessibility and Accommodation](#) is part of the Dean of Students’ office, within the Division of Student Life. OAA is dedicated to ensuring equitable access and inclusion for all students with disabilities. We serve students with either temporary or permanent physical, health, learning, sensory or psychological disabilities. Students partner with our office, faculty, and staff to establish reasonable accommodations and services to receive equitable access to academic and co-curricular opportunities. Reasonable accommodation will be provided at no cost to the student on a case-by-case basis as recommended in the student’s documentation of a disability and as determined by the DSS Coordinator.

If you, as a student, need course adaptations or accommodations because of a documented disability, have emergency medical information to share with faculty or field instructor, or need special arrangements in case the building must be evacuated, please make an appointment as soon as possible. If you have questions concerning the services available for students who need accommodations, contact the Office of Accessibility and Accommodation at 253-538-6392 or dss@plu.edu.

Bias Incident Response Team

The purpose of the [Bias Incident Response Team](#) (BIRT) is to anonymously collect data regarding instances of experienced bias within the PLU community and monitor the type and frequency of such occurrences. Doing so will help us better understand our campus climate, create community-based educational opportunities to address noted trends in such occurrences, and foster an environment where everyone feels welcome. BIRT can be utilized by anyone within the PLU community.

The BIRT does not adjudicate violations of PLU’s Student Code of Conduct, the Sexual Misconduct Policy, or Grievance Policy. It also does not address violations of federal discrimination laws. In such cases, Student Rights and Responsibilities, Campus Safety, and/or the University Dispute and Resolution Committee should be contacted.

Center for Student Success

The [Center for Student Success](#) (CSS) is a campus-wide network of units dedicated to helping students succeed at PLU. They provide PLU students with individualized academic and personal supports and resources through a collaborative, student-centered approach. By visiting the CSS, students can access resources related to Academic Advising & Career Planning, Tutoring & Assignments, Career & Vocational Planning, Financial Services, Personal Health & Wellness, and the Office of Accessibility and Accommodations as well as learn about resources for affinity groups such as students of color, LGBTQ students, international students, veteran & military students, and transfer students, among other groups.

The main hub of the CSS is located on the first floor of the Mortvedt Library building; additional partner offices can be located using the [CSS services map](#). If you are unsure or would like help navigating the resources, you can contact the CSS directly at success@plu.edu and 253-535-7459.

Center for Military Support

The [Center for Military Support](#) is a space dedicated for military-affiliated students to use as a lounge, study space, or to connect with other military-affiliated students. This space is located in Room 107, Hauge Administration building. In this space, there are several resources for students to use, including laptops, fireplace, comfy chairs and couch w/trays, resource board, microwave, and coffee. Students can also connect with the Vet Corps Navigator or the Director of Military Outreach.

Supporting DACA and Undocumented Students

PLU's mission of care, rooted deeply in our Lutheran heritage, requires action and an unequivocal commitment to fight for social justice. This page listing various resources for [DACA and undocumented students](#)—including those related to housing, legal issues, financial aid, and study away—is just one aspect of PLU's ongoing commitment to them.

Land Acknowledgment

We are on the traditional lands of the Nisqually, Puyallup, Squaxin Island and Steilacoom peoples; we acknowledge and respect the traditional caretakers of this land.

PLU Pantry

The [PLU Pantry](#) is located on the first floor of the Anderson University Center between the Scandinavian Center and Campus Ministry. It is open Mon-Fri from 9am to 5pm. or help outside of regular hours, students can contact either their community director or commuter director, both of whom have access to the pantry. Any member of the community with a valid PLU ID can access the pantry.

Religious Accommodations

Per [WA SB 5166](#) passed during the 2019 regular session, all WA postsecondary institutions must create a policy whereby students are provided religious accommodations.

PLU makes every effort to provide reasonable accommodations for all students who, because of religious observances, may have conflicts with scheduled exams, assignments, or required attendance in courses. Students are responsible for reviewing the course schedule at the beginning of the semester to determine any such potential conflicts. Then, students should communicate with their faculty member about the need for a religious accommodation at least three weeks in advance of the date when the conflict occurs. If students would like support in making this request, they can contact PLU's University Pastor Jen Rude (rudejl@plu.edu or 535-7465).

Student Care Network

The Student Care Network (SCN) works with the PLU community to proactively connect with students and partners for a successful academic, social, and emotional experience at PLU.

- SCN will provide one outlet for faculty, staff, students, and parents/guardians to report any concern (academic, emotional, physical, social) related to the well-being of a PLU student.
- SCN will connect with the student of concern and provide resources, support, and assistance as appropriate.
- SCN will work with campus partners to support a culture of care and response for all community members.
- SCN will focus on creating a healthy and safe learning environment for all students on the PLU campus, both on an individual level and at the community level
- SCN will provide proactive intervention for PLU students and assist in providing resources to help students gain the skills and resources they need to be effective and successful at PLU and beyond.

If you would like additional information about the SCN or to submit a form, please go to plu.edu/srr/student-care-network/.

Title IX

As an institution of higher learning that receives federal funds, PLU is required to abide by Title IX, which states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." I take discrimination seriously and am required to report known or suspected acts of sexual harassment including sexual violence as defined by Title IX. While privacy can often, but not always, be maintained, college officials are required to report the following when incidents of sexual harassment or sexual violence occur: The (1) nature of the harassment or discrimination, (2) the date (when the incident occurred and when it was reported), (3) the time of the incident, and (4) generally location of the incident; as well (5) the disposition of the complaint, if known. Other information may need to be reported on a case-by-case basis.

Students have access to confidential services through the Counseling Center, Health Center, the Campus Pastor in Campus Ministry, and the Gender-Based Violence Advocate in the Center for Gender Equity.

For more information on Title IX, including contact information, go to plu.edu/title-ix.

If you feel that our classroom environment in anyway impedes your ability to participate or subjects you to discrimination, or you are experiencing harassment outside of class that disrupts your educational opportunities, please do not hesitate to contact me or the Equal Opportunity/ADA Office/Title IX coordinator.

Resources for Transgender and Gender Non-Conforming Students

PLU is committed to the success of transgender and gender non-conforming students at PLU. Whether you are seeking answers to support your transition or working to create an inclusive environment, this [site](#) serves to connect you to community members, resources on and off campus, and opportunities for engagement and advocacy.

Appendices

- ◆ Field Experience Application
- ◆ Field Instructor Information Form
- ◆ Statement of Understanding
- ◆ Evaluation of Field Setting
- ◆ Field Experience Log
- ◆ Field Experience Learning Plan and Evaluation Form (Fall)
- ◆ Field Experience Learning Plan and Evaluation Form (Spring)

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:

Overall GPA: _____ SOCW GPA: _____ Completed audio taped interview: _____

Assigned Agency _____ Supervisor _____

Telephone _____ e-mail Address _____

Qualifications: MSW _____ BSW _____

Field Instructor Information Form

**Social Work Department
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
Pacific Lutheran University and
Affiliated Agencies

Agency Name

PLU Division

Agency Street Address

PLU Department
Pacific Lutheran University

City/State/Zip Code

Attn: Alumni and Student Connections
Tacoma, WA 98447 (253)535-7324

I. Preamble

Inasmuch as Pacific Lutheran University and agencies share common interests about the value of internships and field experiences in education, and since students register for and receive University credit for agency supervised field experience education, therefore this letter of understanding delineates areas of responsibility for both university and experiential education agencies.

II. Understanding

A. Pacific Lutheran University will, through faculty sponsors, 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 learning experience, and the agency's expectations of the student in meeting the agency's needs.
- b. The university places students only with agencies whose affirmative action policies 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 agency may request appropriate information about each student applicant's background and professional interests.

2. Liaison with agencies and internship sites

- a. The agency will designate the workplace supervisor or coordinator.
- b. The agency supervisor or coordinator will carry out the basic responsibilities:
 - i. assisting in the development of a Learning Agreement
 - ii. assuming all supervision responsibilities, and
 - iii. reviewing and evaluating the progress of the student learning.

B. The agency, under the terms of this Statement of Understanding, will provide learning opportunities to students enrolled in Pacific Lutheran University's Cooperative Education/Academic Internship Program.

1. Placement of Students

- a. The Agency reserves the right to interview and approve students proposed for placement consistent with agency's and university's affirmative action policies 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 with the agency is determined with consideration of the agency's needs and student's credit requirements. The specific scheduling of hours is negotiable between the student and the agency supervisor.

2. Learning Experience

- a. The agency will designate a qualified staff member who will serve as supervisor and will direct student learning. The supervisor and student will develop a Learning Agreement.
 - b. The agency agrees to comply with 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 agency supervisor(s).
 - d. The supervisor(s) will confer with the appropriate PLU faculty sponsor about the student progress.
 - e. When student continuation in the placement is in question, the agency supervisor will contact the appropriate PLU faculty sponsor or PLU cooperative education office.
 - f. The agency and/or Co-op Program have the right to terminate a student’s placement following consultation between the agency supervisor and PLU faculty sponsor and cooperative education office, and in accordance with the PLU Grievance Procedures and/or the Committee on Student Procedures.
3. Support Services
- a. The agency will provide reasonable office, work space and support services for students.
 - b. The agency will allocate reasonable time to supervisor to carry out their student support responsibilities.
 - c. The agency will provide a safe environment in compliance with all federal and state guidelines and laws; and inform the university and student of hazardous conditions and unusual circumstances that may create unsafe conditions.

The employer retains full responsibility for establishing standards for the quality of services carried out by students. Student interns placed with the employer function as representatives for the employer, the employer will maintain administrative and professional supervision of students insofar as their presence affects the operation of the employer and/or direct or indirect services to clients.

The university shall indemnify and hold employer harmless for claims by third persons resulting from negligent actions of the student intern only if the action is contrary to the employer's instruction. Employer shall indemnify and hold the university harmless for any and all other claims related to the Learning Agreement.

Students shall not replace employer personnel. Faculty sponsors and cooperative education staff 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 will be reported immediately to the faculty sponsor or the Alumni and Student Connections Office.

It is understood that this contract shall be in effect for up to 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 the _____ day of _____, 2022, to be effective through the _____ day of _____, 2024.

Employer Representative Signature

*Joanna Gregson, PhD. Provost & Senior Vice President
 For Academic Affairs, Pacific Lutheran University*

Printed Name

*Employer Telephone Number
 Revised 5/26/22*

David Ward, Dean College of Health Sciences

EVALUATION OF FIELD SETTING
SOCIAL WORK FIELD EXPERIENCE

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, and 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?

Were you afforded opportunities for generalist practice, including work at different system levels (individual interviews, task or treatment group work, agency level work, community), work at different phases of the social work process (intake/engagement, assessment, intervention, evaluation)?

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?

FIELD EXPERIENCE LEARNING PLAN AND EVALUATION
Pacific Lutheran University Social Work Department
Fall 2022 Semester

Student Name:

Agency Name:

Agency Address:

Field Instructor Name:

Email Address:

Phone:

Task Supervisor (if applicable) Name:

Email Address:

Phone:

Required signature for Learning Plan:

Student: _____ Date _____

Field Instructor: _____ Date _____

Task Supervisor (if applicable): _____ Date _____

Faculty Liaison: _____ Date _____

Evaluation is a critical component of professional development. We expect that formal and informal evaluation occur throughout the semester through supervision, feedback, and discussion of the Learning Plan and Evaluation.

The evaluation is divided into sections that represent the competencies established by the Council on Social Work Education. Under each general section, there is space to list additional tasks or activities that constitute the Learning Plan and that are tailored to each individual student and site.

Each practice behavior is evaluated by the field instructor and the student. After completion, the student and field instructor then meet in an evaluation conference to discuss the student's performance and their respective assessment of learning. It is the student's responsibility to submit a completed, signed form to the Field Experience Seminar Instructor by the end of spring semester.

Practice behaviors will be evaluated using the following rating system:

- AC Advanced Competence** – Expertly demonstrates awareness, knowledge, and skills with sufficient mastery to teach others.
- C Competence** – Consistently demonstrates competence and confidence where this is integrated into their practice.
- EC Emerging Competence** – Demonstrates beginning knowledge and skills where this is becoming more integrated in the student's practice.
- NP Non-sufficient Progress** – The student has to consciously work at this area and rarely demonstrates awareness.
- UP Unacceptable Progress** – The student has not achieved competence despite opportunities, supervision, and feedback.

*Please note: For program assessment purposes, AC = 95%, C = 85%, EC = 80%, NP = 70%, UP = 0%

This course is graded Pass/Fail. Emerging Competence (EC), Competence (C), and Advanced Competence (AC) meet minimum competency standards. This rating system does not equate to letter grades. Our expectation is that most students will achieve the Competence (C) level across most behaviors. We expect infrequent ratings of Advanced Competence (AC). A rating of Advanced Competence (AC), Non-sufficient Progress (NP), or Unacceptable Progress (UP) requires explanatory comments.

Competency 1: Student demonstrates ethical and professional behavior. .

Field Experience-Specific Learning Opportunities and Student Activities		AC	C	EC	NP	UP
	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context [1a]	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. [1b]	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication [1c]	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments are required for ratings of AC, NP, and UP:

Competency 2: Student engages diversity and difference in practice.

Field Experience-Specific Learning Opportunities and Student Activities		AC	C	EC	NP	UP
	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. [2a]	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present themselves as learners and engage clients and constituencies as experts of their own experiences [2b]	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments are required for ratings of AC, NP, and UP:

Competency3: Advance human rights and social, economic and environmental justice.

Field Experience-Specific Learning Opportunities and Student Activities		AC	C	EC	NP	UP
Engage in practices that advance social, economic, and environmental justice. [3a]	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments are required for ratings of AC, NP, and UP:

Competency 4: Student engages in practice-informed research and research informed practice.

Field Experience-Specific Learning Opportunities and Student Activities		AC	C	EC	NP	UP
	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses and translates research evidence to inform and improve practice, policy and service delivery. [4c]	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments are required for ratings of AC, NP, and UP:

Competency 5: Student engages in policy practice

Field Experience-Specific Learning Opportunities and Student Activities		AC	C	EC	NP	UP
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. [5a]	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments are required for ratings of AC, NP, and UP:

Competency 6: Student engages with individuals, families, groups, organizations and communities.

Field Experience-Specific Learning Opportunities and Student Activities		AC	C	EC	NP	UP
	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apply knowledge of human behavior and the social environment, person in environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies [6a]	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments are required for ratings of AC, NP, and UP:

Competency 7: Student assesses individuals, families, groups, organizations and communities.

Field Experience-Specific Learning Opportunities and Student Activities		AC	C	EC	NP	UP
	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments are required for ratings of AC, NP, and UP:

Competency 8: Student intervenes with individuals, families, groups, organizations and communities.

Field Experience-Specific Learning Opportunities and Student Activities		AC	C	EC	NP	UP
	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments are required for ratings of AC, NP, and UP:

Competency 9: Student evaluates practice with individuals, families, groups, organizations and communities.

Field Experience-Specific Learning Opportunities and Student Activities		AC	C	EC	NP	UP
	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments are required for ratings of AC, NP, and UP:

Student Self-Assessment of Strengths and Areas for Future Development:

Field Instructor Assessment of Student Strengths and Areas for Future Development

Comments are required for ratings of AC, NP, and UP:

Total number of hours completed:

Student Signature _____ Date _____
 (Student signature acknowledges that the student has participated in and has reviewed the evaluation)

Field Instructor Signature _____ Date _____

Task Supervisor (if applicable) Signature _____ Date _____

Faculty Liaison Signature _____ Date _____

FIELD EXPERIENCE LEARNING PLAN AND EVALUATION
Pacific Lutheran University Social Work Department
Spring 2023 Semester

Student Name:

Agency Name:

Agency Address:

Field Instructor Name:

Email Address:

Phone:

Task Supervisor (if applicable) Name:

Email Address:

Phone:

Required signature for Learning Plan:

Student: _____ Date _____

Field Instructor: _____ Date _____

Task Supervisor (if applicable): _____ Date _____

Faculty Liaison: _____ Date _____

Evaluation is a critical component of professional development. We expect that formal and informal evaluation occur throughout the semester through supervision, feedback, and discussion of the Learning Plan and Evaluation.

The evaluation is divided into sections that represent the competencies established by the Council on Social Work Education. Under each general section, there is space to list additional tasks or activities that constitute the Learning Plan and that are tailored to each individual student and site.

Each practice behavior is evaluated by the field instructor and the student. After completion, the student and field instructor then meet in an evaluation conference to discuss the student's performance and their respective assessment of learning. It is the student's responsibility to submit a completed, signed form to the Field Experience Seminar Instructor by the end of spring semester.

Practice behaviors will be evaluated using the following rating system:

- AC **Advanced Competence**** – Expertly demonstrates awareness, knowledge, and skills with sufficient mastery to teach others.
- C **Competence**** – Consistently demonstrates competence and confidence where this is integrated into their practice.
- EC **Emerging Competence**** – Demonstrates beginning knowledge and skills where this is becoming more integrated in the student's practice.
- NP **Non-sufficient Progress**** – The student has to consciously work at this area and rarely demonstrates awareness.
- UP **Unacceptable Progress**** – The student has not achieved competence despite opportunities, supervision, and feedback.

*Please note: For program assessment purposes, AC = 95%, C = 85%, EC = 80%, NP = 70%, UP = 0%

This course is graded Pass/Fail. Emerging Competence (EC), Competence (C), and Advanced Competence (AC) meet minimum competency standards. This rating system does not equate to letter grades. Our expectation is that most students will achieve the Competence (C) level across most behaviors. We expect infrequent ratings of Advanced Competence (AC). A rating of Advanced Competence (AC), Non-sufficient Progress (NP), or Unacceptable Progress (UP) requires explanatory comments.

Competency 1: Student demonstrates ethical and professional behavior. .

Field Experience-Specific Learning Opportunities and Student Activities		AC	C	EC	NP	UP
	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context [1a]	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. [1b]	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication [1c]	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses supervision and consultation to guide professional judgement and behavior [1e]	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments are required for ratings of AC, NP, and UP:

Competency 2: Student engages diversity and difference in practice.

Field Experience-Specific Learning Opportunities and Student Activities		AC	C	EC	NP	UP
	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels [2a]	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presents themselves as learners and engage clients and constituencies as experts of their own experiences [2b]	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies [2c]	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments are required for ratings of AC, NP, and UP:

Competency3: Student advances human rights and social, economic and environmental justice.

Field Experience-Specific Learning Opportunities and Student Activities		AC	C	EC	NP	UP
	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apply understanding of justice to advocate for human rights at individual and systems levels [3a]	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engage in practices that advance social, economic and environmental justice [3b]	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments are required for ratings of AC, NP, and UP:

Competency 4: Student engages in practice-informed research and research-informed practice.

Field Experience-Specific Learning Opportunities and Student Activities		AC	C	EC	NP	UP
	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use practice experience and theory to inform scientific inquiry and research [4a]	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use and translate research evidence to inform and improve practice, policy and service delivery [4c]	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments are required for ratings of AC, NP, and UP:

Competency 5: Student engages in policy practice

Field Experience-Specific Learning Opportunities and Student Activities		AC	C	EC	NP	UP
	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assesses how social welfare and economic policies impact the delivery of and access to social services [5b]	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments are required for ratings of AC, NP, and UP:

Competency 6: Student engages with individuals, families, groups, organizations and communities.

Field Experience-Specific Learning Opportunities and Student Activities		AC	C	EC	NP	UP
	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies [6b]	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments are required for ratings of AC, NP, and UP:

Competency 7: . Student assesses individuals, families, groups, organizations and communities.

Field Experience-Specific Learning Opportunities and Student Activities		AC	C	EC	NP	UP
	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies [7c]	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies [7d]	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments are required for ratings of AC, NP, and UP:

Competency 8: Student intervenes with individuals, families, groups, organizations and communities.

Field Experience-Specific Learning Opportunities and Student Activities		AC	C	EC	NP	UP
	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes [8c]	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies [8d]	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilitates effective transitions and endings that advance mutually agreed upon goals [8e]	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments are required for ratings of AC, NP, and UP:

Competency 9: Student evaluates practice with individuals, families, groups, organizations and communities.

Field Experience-Specific Learning Opportunities and Student Activities		AC	C	EC	NP	UP
	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critically analyses, monitors and evaluates intervention and program processes and outcomes [9c]	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels [9d]	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments are required for ratings of AC, NP, and UP:

Student Self-Assessment of Strengths and Areas for Future Development:

Field Instructor Assessment of Student Strengths and Areas for Future Development

Comments are required for ratings of AC, NP, and UP:

This student has met the above competencies and practice behaviors at Emerging Competence (EC) level. In my judgment I believe that this student is prepared for entry level generalist practice. (to be completed by field instructor)

_____ (initial)_____ (date)

Total (both semesters) number of hours completed:

Student Signature_____ Date _____
 (Student signature acknowledges that the student has participated in and has reviewed the evaluation)

Field Instructor Signature_____ Date _____

Task Supervisor (if applicable) Signature_____ Date _____

Faculty Liaison Signature_____ Date _____

