



COLLEGE OF ARTS AND SCIENCES
LAMAR UNIVERSITY
Social Work

**SOCIAL WORK PROGRAM
BSW FIELD PRACTICUM MANUAL**

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

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PREFACE

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

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

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

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

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

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

PROGRAM INTRODUCTORY INFORMATION

Mission Statement: Social Work Program

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

Program Narrative

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

Social Work Program Goals

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

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

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

NONDISCRIMINATION POLICY

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

FIELD PRACTICUM INTRODUCTORY INFORMATION

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

The practicum consists of two courses, SOWK 4321 and SOWK 4324. The broad goal of each course is to develop and refine the professional foundation knowledge, skills and values

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

In the Spring or Summer 1 & 2 block field practicum options, students enter the field sequence after a series of program courses including: two policy courses; three practice courses; one research methods class; and two human behavior in the social environment courses, two child welfare courses, and seven social work seminar courses. Earlier in the major, as part of SOWK 2361 (Intro to Social Work), students will complete twenty hours of supervised volunteer experience in a social service agency. Students will complete an additional fifteen supervised volunteer hours in both SOWK 3310 (Practice 1) and SOWK 3330 (Practice 2) for a total of 50 supervised volunteer hours prior to graduation. The structured field practicum sequence is taken in the senior year and consists of 400 supervised field placement hours in a social service agency. Students receive three credits for each practicum course - SOWK 4321 (Field Practicum 1) and SOWK 4324 (Field Practicum 2), for a total of six credit hours. A three hour weekly integrative seminar accompanies the field experience.

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

FIELD PRACTICUM ELIGIBILITY

To be eligible for Field Practicum, students are REQUIRED to purchase Tevera (field placement management system). Students must also earn a grade of “C” or better in all social work courses to be eligible to enroll in the Field Practicum courses.

Completed the following courses:

- SOWK 2361 – Introduction to Social Work
- SOWK 2371 – Survey of Social Welfare
- SOWK 3300 – HBSE 1
- SOWK 3310 - Practice 1
- SOWK 3320 – HBSE 2
- SOWK 3330 – Practice 2
- SOWK 3340 – Policy

- SOWK 3350 – Macro Practice
- SOWK 4380 – Research
- SOWK 4300 – Field Preparation Seminar

Completed or concurrently taking:

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

Must be a SOWK Major in good standing:

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

FIELD PRACTICUM APPLICATION PROCESS

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

5. Once placement decisions are finalized, students may contact their agencies to begin the application/background screening process and begin working in their field placements.

POLICY FOR SELECTION OF FIELD PRACTICUM AGENCIES

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

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

CRITERIA FOR SELECTION OF FIELD PRACTICUM AGENCIES

1. The agency's mission/purpose must be compatible with the values and ethics of the social work profession and with the mission/purpose Lamar University's Social Work Program.

2. The agency must provide experienced staff to act as field instructors and provide them with the time and resources necessary to fulfill the teaching and supervisory roles in order to ensure that students have to opportunity to achieve the core competencies of field placement.
3. The agency must be willing and able to provide a broad, comprehensive learning experience for the students to engage in generalist social work practice (i.e. opportunities to attend staff meetings, training sessions, have weekly meetings with agency field instructors and must have direct face-to-face contact with clients at all levels – individuals, families, groups, organizations, and communities).
4. The agency must provide physical resources, such as space, telephones, and clerical support needed for the student to fulfill their field placement obligations.
5. As part of the Social Work field mandatory requirements, the student must be allowed to conduct telephone and face-to-face interviews and client contacts and consult with the agency field instructor in a space that allows privacy and confidentiality.

DIRECTIONS TO STUDENTS

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

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

keep in mind that you are a student in this agency and your ideas may not be implemented. It may be that your ideas will warrant serious consideration by the agency in due time. Keep in mind that the persons with whom you are working are experienced administrators. Please be mindful of the complex nature of agencies and organizations.

FIELD PRACTICUM ROLES AND EXPECTATIONS

Student

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

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

1. Adhere to agency work hours, to agency policies and procedure, working hours, attendance, dress codes and rules governing professional behavior by staff members.
2. Adhere to agency policies governing the strict observance of confidentiality and the handling of confidential information.
3. Discuss with the Field Supervisor/Task Supervisor and Field Director any area of significant disagreement, dissatisfaction, or confusion related to the practicum experience.
4. Maintain strict professional and not personal relationships with any and all clients served.
5. Behave in a professional manner, including taking responsibility as an adult learner to understand and carry out assigned duties, meet all deadlines, and seek direction when needed.
6. Apply learned skills and knowledge from the classroom to all client systems (individuals, families, groups, organizations, and communities).
7. Assume a positive attitude, a proper maturity, and an eagerness to help people.
8. Develop self-awareness in regard to attitudes, values, and professional behavior patterns that influence his/her practice.
9. Prepare for and utilizing conferences and other training opportunities for learning afforded him/her in the agency.
10. Be consistent and punctual in the submission to her/his field faculty instructor and agency instructor of all work assignments.

11. Adhere to professional agency behavior according to NASW standards and NASW Code of Ethics.
12. Provide proof of NASW Student Membership and professional malpractice insurance.
13. Complete and submit all practicum written documentation and reports required by the agency and school (e.g., time sheets, evaluation of student performance, student's evaluation of practicum evaluations).
14. Adhere to rules concerning transportation to field agency and possibly traveling to meet with clients. Also, students with minor children must establish child care provisions prior to beginning field so that they may fulfill their field obligation without interference.

Field Director

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

1. Design and maintain a viable process for integrating the field practicum into the social work curriculum.
2. Identify, recruit, develop, and approve of field practicum agencies.
3. Develop and disseminate information regarding the Social Work Program to approved and potential field practicum agencies.
4. Develop manuals and forms which are necessary to the field practicum.
5. Coordinate placement which includes setting up workshops between agency representatives and students; acting as liaison between agency and students in the placement process; interviewing students regarding readiness for field practicum; deciding where students should be placed; and handling other activities necessary to a viable field practicum.
6. Plan and coordinate field-related meetings, workshops, and seminars.
7. Coordinate with social work faculty in guaranteeing relevance of field experience to rest of curriculum.
8. Make suggestions and recommendations regarding changes and/or modifications in curriculum.
9. Facilitate a weekly integrative field seminar meeting with interns.
10. Maintain proof of attendance at all agency and student field practicum meetings scheduled by Field Director.
11. Assume overall responsibility and consultation with the agency in terms of objectives, content, and methodology.
12. Be available to the student for advice with respect to assisting the student to achieve the course objectives.

13. Consult with the agency instructor on a regular basis and as otherwise indicated regarding a student's learning experiences.
14. Evaluate the content of the student's written reports and helping the student integrate classroom and practice learning.
15. Utilize the performance evaluations submitted by the agency supervisor for purposes of consultation and as a part of the final grading of the student.
16. Recommend to the Field Director or Program Director the suspension or complete removal of a student (see Termination Policy).
17. Overall evaluation of performance and integration of knowledge for purposes of assigning a course grade.

Agency Field Supervisor and/or Task Supervisor

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

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

11. Allow the student a time each week that he may use for developing a report on observations related to weekly assignments for seminar discussion.
12. Submit periodic performance evaluations of the student to Field Director.
13. Contact Field Director, if necessary, concerning student progress or problems.

SOWK 4300: FIELD PREPARATION COURSE

All students must enroll in SOWK 4300 during the **fall** semester preceding their practicum. This is true for all students whether they will enroll in the Spring or Summer I/Summer II or field practicum. The Field Director will consult with students concerning their preferences for the field practicum agency. Each student will complete the Field Practicum Preference Form to assist the Field Director in the recruitment of appropriate field agencies. The Field Director will make initial contact with the agency followed by the student arranging a pre-placement interview with the assigned agency. Each student must have a resume approved by the Field Director before conducting potential agency interviews. This interview between the student and the potential field agency allows the student and the Field Director to assess the potential for a match. While every effort is made to provide placements in the type of agency desired by the student, the Program cannot guarantee that each student is placed in their first choice of agency. Students must complete the SOWK 4300 course with a grade of "C" or better to be eligible to enroll in SOWK 4321 & SOWK 4324 (Field Practicum 1 & 2).

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

PLACEMENT IN EMPLOYEE SETTING

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

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

NASW MEMBERSHIP & PROFESSIONAL LIABILITY INSURANCE

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

MONITORING STUDENT PROGRESS AND SAFETY

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

STUDENTS WHO EXPERIENCE SEXUAL HARASSMENT AT THE FIELD AGENCY

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

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

1. The student should contact the Field Director as soon as possible to report this situation and to receive advice on how to proceed. If the Field Director is unavailable and the situation is urgent, the student may contact any Social Work Faculty Member.
2. The most important consideration in this is the student's safety. The situation will be discussed with the Field Director and an immediate "safety plan" will be designed if necessary.
3. The Field Director will work with the student to decide upon an intervention strategy.
4. The future of the student's placement at the agency will be determined after a thorough assessment of the situation. The student may choose or be advised not to return until the assessment has been completed.
5. If needed, referrals to appropriate resources will be made to help the student cope with the situation.

TRANSPORTATION

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

PLACEMENT REASSIGNMENT

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

FIELD TERMINATION POLICY

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

1. Conduct that is inconsistent with the *Code of Ethics* of the National Association of Social Workers. The Code can be located at the following internet address:
<http://www.naswdc.org/>.
2. Failure to follow Field Practicum policies.
3. Unethical conduct of any type in Field Practicum seminar or Field Placement agency.
4. Behavior that threatens the welfare of clients, agency employees, other students or faculty.
5. Failure to use sound judgment with clients, colleagues and faculty.
6. Failure to utilize professional assistance (counseling or consultation) for serious personal problems which interfere with the student's behavior in field, or with their academic performance.
7. Failure to attend agency field placement during work hours.
8. Failure to communicate with Field Supervisor or staff.
9. Failure to keep Field Director informed of student problems affecting placement.
10. Failure to report criminal background issues to the Field Director.
11. Failure to notify agency of illness/absences in advance.

LAMAR UNIVERSITY STUDENT GRIEVANCE PROCEDURES

General University Student Grievance Procedures

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

Lamar Student due Process Rights and Procedures

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

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

Faculty / Staff Behavior: Filing Student Grievances

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

POLICY FOR CRIMINAL BACKGROUND SCREENING

Purpose

Criminal background pre-screening is designed to facilitate the field placement process of social work students. The placement process requires that students are matched with agencies that will facilitate the field learning process for the student. Agencies increasingly

require that the Lamar Social Work faculty become aware of any issues that might be necessary in the field placement process.

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

Process

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

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

Notes

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

Fees

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

APPENDIX

Social Work Field Practicum Forms

• Syllabus: SOWK 4321/4324 Field Practicum <i>(including assignments, learning plan, and case staffing format/information)</i>	22
• Agency Application for Field Education Placement Site	40
• Memorandum of Understanding	46
• Student's Evaluation of Field Placement	50
• Student's Evaluation of Field Supervisor	51
• Agency Evaluation of Lamar University Social Work Program	52
• Field Placement Time Sheet Information and Procedures (Tevera)	54
• Student Learning Plan / Mid-Term & Final Evaluation	55

SOWK 4321 & SOWK 4324: Field Practicum 1 & 2

General Syllabus

Varies by semester: Spring (16-weeks) or Summer (10-weeks)



LAMAR UNIVERSITY

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

Field Practicum I SOWK-4321

Field Practicum II SOWK-4324

(Sem/Yr Section # 3 credits Semester Start Date to Semester End Date)

Meeting Times

Seminar

Monday, 2:30 PM to 5:30 PM

- **REMINDER:** Regular, punctual attendance at the weekly Field Seminar each Monday is **MANDATORY**. Students are allowed to miss **one (1) field class without penalty**. Each additional absence will result in a 15-point deduction from the attendance/participation grade (25% of final grade). If a student misses 3 classes, the Field Director will request a meeting to discuss the student's future in the course and the Social Work program.

Contact Information

Field Director: Lori Wright, LCSW-S

Email: lwright4@lamar.edu

Office: Maes 56-A

Phone: (409) 880-7771

Office Hours

(vary by semester)

If scheduled office hours do not work for you, please email me at lwright4@lamar.edu to schedule an appointment.

****If you have questions or concerns about the course, please email me at lwright4@lamar.edu and **NOT** through Blackboard/Course Messages.**

Catalog Description

Field Practicum provides supervised experience in community social service agencies in which students apply knowledge, values and ethical principles, and develop generalist social work practice skills.

Educational and professional supervision is provided by faculty and social workers in the agencies. The

course includes a three hour weekly seminar to provide integration of theory into practice based on field practicum experiences.

Course Objectives

By the end of this course and the field placement experience, students will:

1. gain an understanding of ethical and professional behavior, managing personal values/maintain professionalism, maintaining professional demeanor, ethically using technology, and using supervision to guide professional judgment/behavior. *2022 EPAS Competencies 1a, 1b, 1c, 1d*
2. learn how to advocate for human rights and engage in practices that advance human rights at all systems levels. *2022 EPAS Competencies 2a, 2b*
3. gain an understanding of anti-racist and anti-oppressive social work practice, as well as how to demonstrate cultural humility at all systems levels. *2022 EPAS Competencies 3a, 3b*
4. learn how to use practice experience and theory, critical thinking skills, and translate research evidence to inform and improve practice, policy, and service delivery through the use of ethically, culturally informed, anti-racist, and anti-oppressive strategies. *2022 EPAS Competencies 4a, 4b*
5. gain an understanding of how to identify and assess social policy at all levels as it relates to well-being, service delivery and access to services, as well as learn to apply critical thinking to analyze, formulate and advocate for policies that advance human rights and social, economic, and environmental justice using social justice, anti-racist, and anti-oppressive lenses. *2022 EPAS Competencies 5a, 5b*
6. learn to apply knowledge of human behavior and the social environment and other theoretical frameworks, as well as how to use empathy, reflection, and interpersonal skills to engage clients. *2022 EPAS Competencies 6a, 6b*
7. gain an understanding of how to apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, during the assessment process. They will also learn more about how to honor client self-determination in working to develop mutually agreed-on plans. *2022 EPAS Competencies 7a, 7b*
8. learn how to engage with clients to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals while incorporating culturally responsive methods of negotiation, mediation, and advocacy on behalf of clients. *2022 EPAS Competencies 8a, 8b*
9. gain a deeper understanding of how to select and utilize culturally responsive evaluation methods and to critically analyze outcomes and apply evaluation findings to improve practice effectiveness at all levels. *2022 EPAS Competencies 9a, 9b*

Student Learning Outcomes

By the end of this course and the field placement experience, students will:

1. gain an understanding of ethical and professional behavior, managing personal values/maintain professionalism, maintaining professional demeanor, ethically using technology, and using supervision to guide professional judgment/behavior. *2022 EPAS Competencies 1a, 1b, 1c, 1d*

2. learn how to advocate for human rights and engage in practices that advance human rights at all systems levels. *2022 EPAS Competencies 2a, 2b*
3. gain an understanding of anti-racist and anti-oppressive social work practice, as well as how to demonstrate cultural humility at all systems levels. *2022 EPAS Competencies 3a, 3b*
4. learn how to use practice experience and theory, critical thinking skills, and translate research evidence to inform and improve practice, policy, and service delivery through the use of ethically, culturally informed, anti-racist, and anti-oppressive strategies. *2022 EPAS Competencies 4a, 4b*
5. gain an understanding of how to identify and assess social policy at all levels as it relates to well-being, service delivery and access to services, as well as learn to apply critical thinking to analyze, formulate and advocate for policies that advance human rights and social, economic, and environmental justice using social justice, anti-racist, and anti-oppressive lenses. *2022 EPAS Competencies 5a, 5b*
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9. gain a deeper understanding of how to select and utilize culturally responsive evaluation methods and to critically analyze outcomes and apply evaluation findings to improve practice effectiveness at all levels. *2022 EPAS Competencies 9a, 9b*

Course Materials

Each student is **REQUIRED** purchase the Tevera field placement management system (available through LU Barnes & Noble or directly from the Tevera website) to be eligible for field placement. Time Sheets, the BSW Learning Contract, Mid-Term and Final Evaluations will be located in Tevera.

Students can access the Lamar University Social Work Field Practicum Manual and NASW Code of Ethics via Blackboard. Field Director may assign outside readings in preparation for weekly seminars and assigned reports. Field/Task Supervisors may assign additional readings/written assignments as needed.

Tevera (access code) - REQUIRED FOR THIS COURSE!

ISBN: 9780692906521

Availability: LU Barnes & Noble -OR- directly through Tevera website

Price: \$298.14

***Previous LU Social Work students have noted that they saved around \$100 purchasing access code directly from the Tevera website.**

* Course Policies

Communication & Professional Behavior

- Student achievement in meeting course objectives will be evaluated through written, oral, and in class experiential assignments, regular and punctual class attendance, informed class participation based upon class discussion and assignments, as well as their Learning Plan/Field Evaluations.
- Attendance at the weekly Field Seminar is **MANDATORY**. Students are allowed to miss **ONE** class without penalty. Each additional absence will result in a 15-point deduction from the Attendance/Participation grade. Once a student misses 3 classes, they will be asked to meet with the Field Director to discuss potential removal from the course and field placement.
- The instructor expects that students will exhibit professional behavior which includes:
 - prompt arrival for their daily field placements and the weekly Field Seminar;
 - completing and submitting assignments on time;
 - engaging in professional behavior in the weekly Field Seminar with Field Director and classmates;
 - engaging in professional behavior in their field placements with Field Supervisors and field colleagues;
 - engaging in professional written and verbal communication with Field Director, classmates, Field Supervisors, and field colleagues;
 - maintaining professional and ethical behavior on social media and the larger learning environment, especially as related to the field placement setting and social work profession.
- Part of professional accountability includes treating others with respect and courtesy. Within this class, this means you will be expected to listen to the opinions and concerns of others with openness, to offer suggestions and ideas in a positive and respectful manner, and to be willing to promote group cohesiveness in order to create a safe learning environment.
- Again, students are expected to demonstrate professional behaviors at all times. In addition, students are expected to continue to meet the Admission and Retention Criteria for the Social Work Department as described in the Handbook. Students are expected to abide by the [NASW Code of Ethics](#) at all times including in class and in field placement. Unprofessional behaviors may be subject to referral to Professional Review Committee. Failure to meet the Admission and Retention Criteria, to abide by the Code of Ethics, or to meet the expectations for professional conduct may result in suspension or dismissal from the Social Work Major. See the [Social Work Handbook](#) for additional information.
- **Cell phones, earbuds, headphones, and other electronic devices should be silenced and/or put away during class.** If there is a reason for a student to have his or her phone out, it should be discussed with the instructor prior to class. Any violation may result in the student being asked to leave the room and will be reflected in the attendance/participation portion of the student's grade.
- **Laptops will be allowed in class for note-taking purposes only.** If they are used for any other purposes, the instructor reserves the right to no longer allow them in class.
- **Student feedback and appropriate self-disclosure (at each student's discretion) are welcome.** Students are also encouraged to provide feedback to Field Director by email, phone, during

office hours (or by appointment) if they desire. The most effective way to communicate with instructor is via email: lwright4@lamar.edu

Accreditation Standards

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

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

The educational curriculum is guided by the CSWE [2022 Educational Policy and Accreditation Standards](#) (EPAS) abbreviated here:

2022 EPAS: Core Competencies of Social Work

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

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers:

- a. 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 within the profession as appropriate to context;
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

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

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers:

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

Competency 3: **Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and

- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers:

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

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component for the dynamic and interactive process of social work practice with and on behalf of individual, families, groups, organizations, and communities. Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with client and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with client and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers:

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

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers:

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

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers:

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

✓ Grading and Assignments

Final evaluation of each student's mastery of the subject matter and the integration of class and field learning is the responsibility of the faculty member. This will be done through evaluation of students by agency supervisors, individual student conferences, assigned reports, case staffing, and through participation in MANDATORY weekly field seminars.

SOWK 4321 (Field Practicum 1) is the first of the 2-course field sequence. The final grade for SOWK 4321 will be based on:

- | | |
|-----------------------------------|------|
| • Assignment 1 | 20% |
| • Assignment 2 | 20% |
| • Documentation (Time Sheets) | 10% |
| • Mid-Term Evaluation | 25% |
| • <u>Attendance/Participation</u> | 25% |
| • FINAL GRADE | 100% |

***PLEASE NOTE:** I have a ZERO TOLERANCE policy when it comes to plagiarism. I cannot assess your knowledge and skills if you submit someone else's work.

Grading Scale

GRADING SCALE:

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 0-59

Field Practicum I

SOWK-4321

Graded Assignments

Type	Weight	Topic	Notes
Assignment #1	20%	Orientation to Field Practice Setting- Institution, Department, Agency, or Division	See "Assignments" section for details.
Assignment #2	20%	Supervision in Social Work	See "Assignments" section for details.
Documentation	10%	Weekly Time Sheets	Weekly time sheets/reports in Tevera should be up to date, submitted to and approved by Field Supervisor at the end of each week (or by class time the following Monday).
Performance in Agency Setting (Learning Plan/Mid-Term Evaluation)	25%	Mid-Term Evaluation	Performance in Agency Setting (Learning Plan/Mid-Term Evaluation) - <i>EPAS 1a, 1b, 1c, 1d, 2a, 2b, 3a, 3b, 4a, 4b, 5a, 5b, 6a, 6b, 7a, 7b, 8a, 8b, 9a, 9b</i>
Attendance/Participation	25%	Attendance Policy	<p>Regular, punctual attendance at the weekly Field Seminar each Monday is MANDATORY. Students are allowed to miss one (1) field class without penalty. Each additional absence will result in a 15-point deduction from the attendance/participation grade. If a student misses 3 classes, the Field Director will request a meeting to discuss the student's future in the course and the Social Work program.</p> <p>Any absence from the field placement setting must be reported to/cleared through the agency Field Supervisor. Students are responsible for making up any field hours missed in their agency. Failure to obtain the required 400 field hours will result in a delayed graduation date.</p>

Field Practicum II

Graded Assignments SOWK-4324

Type	Weight	Topic	Notes
Case Staffing	40%	3 Case Staffing presentations per week	See "Case Staffing" section for assignment and presentation details.
Documentation	10%	Weekly Time Sheets	Weekly time sheets/reports in Tevera should be up to date, submitted to and approved by Field Supervisor at the end of each week (or by class time the following Monday).
Performance in Agency Setting (Final Evaluation)	25%	Final Evaluations	Performance in Agency Setting (Learning Plan/Final Evaluation) - <i>EPAS 1a, 1b, 1c, 1d, 2a, 2b, 3a, 3b, 4a, 4b, 5a, 5b, 6a, 6b, 7a, 7b, 8a, 8b, 9a, 9b</i>
Attendance/Participation	25%		<p>Regular, punctual attendance at the weekly Field Seminar each Monday is MANDATORY. Students are allowed to miss one (1) field class without penalty. Each additional absence will result in a 15-point deduction from the attendance/participation grade. If a student misses 3 classes, the Field Director will request a meeting to discuss the student's future in the course and the Social Work program.</p> <p>Any absence from the field placement setting must be reported to/cleared through the agency Field Supervisor. Students are responsible for making up any field hours missed in their agency. Failure to obtain the required 400 field hours will result in a delayed graduation date.</p>

Course Subject Outline

DATE	CLASS INFO	LECTURE / DISCUSSION FOCUS	DUE DATES

Field Practicum I SOWK-4321

	FIRST CLASS DAY	Review syllabus Discuss student, field, and course expectations Tevera Discuss Learning Plans Pass out Agency Contact Info forms	Attendance Verification
		Review Learning Plans Review of Written Assignments (#1 & #2) – requirements and due dates Discussion of students' initial agency placement experiences Pick up Agency Contact Info forms	<u>Completed Agency Contact Forms</u>
		Developmental Stages of Internships (PPT) Professionalism in the field placement setting 8 Tips for New Social Work Interns (PPT) Discuss placements and ethical issues	
		Networking opportunities Ethical issues in the field placement setting / Ethical Decision-Making Guide Discuss placements and ethical issues	<u>Learning Plans</u>

		<p>Summary of Case Staffing Assignment (#3) and presentation dates</p> <p>Sign up for Case Staffing (Assignment #3) presentation dates</p> <p>Discuss placements and ethical issues</p>	Assignment #1
:		<p>Review sample Case Staffings</p> <p>Review Mid-Term Evaluation forms / site visits</p> <p>Discuss placements and ethical issues</p>	Assignment #2
		<p>Continued review of sample Case Staffings</p> <p>Discuss placements and ethical issues</p>	Mid-Term Evaluations

Field Practicum II

SOWK-4324

		BSW Licensing Exam Info Graduate school info and recommendation letter requests Discuss placements and ethical issues	
		9 Tools for Your Professional Social Work Toolkit (PPT) Discuss placements and ethical issues	
		Discuss placements and ethical issues	
		Review Final Evaluation forms Discuss placements and ethical issues	
		Case Staffing Presentations Discuss placements and ethical issues	Case Staffing Presentations
		Case Staffing Presentations Discuss placements and ethical issues	Case Staffing Presentations
		Case Staffing Presentations Discuss placements and ethical issues	Case Staffing Presentations
	LAST CLASS DAY	Semester Wrap-Up	Final Evaluations

Additional Items

Institutional Policies

Academic Honesty Policy

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

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

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

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

ChatGPT Policy

"Students should not use Artificial Intelligence (AI) regenerative applications to complete course assignments or for any other academic activities unless permitted explicitly by the instructor. AI, or any other machine generated information, should be used as a supplemental resource and should not replace traditional academic activities."

Course Drop Policy

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

Students with Disability Policy

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

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

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

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

Academic Support

Academic Support can be located at <https://www.lamar.edu/students/#acad-supp> (<https://www.lamar.edu/students/#acad-supp>).

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

Student Services

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

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

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

Academic Continuity Policy

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

Emergency Procedures

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

Severe Weather

Follow the directions of the instructor or emergency personnel.

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

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

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

Violence/Active Shooter

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

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

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

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

Copyright Policy Statement

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

LU Connect Portal

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

LU Learn/Blackboard Learning Management System (LMS)

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

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

Phone: 866-585-1738

Phone and chat are available 24/7/365

Exams and quizzes taken within LULearn (Blackboard) may require online proctoring. For additional information about online proctoring, click [here \(https://www.lamar.edu/lu-online/technology-support/index.html\)](https://www.lamar.edu/lu-online/technology-support/index.html), and view details under proctoring services.

Network Use

ACCEPTABLE USE

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

UNACCEPTABLE USE

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

Netiquette (Online Etiquette) Statement

Please adhere to the same standards of behavior and professional respect online that you would follow in face-to-face communication with others, but most particularly when writing emails and when taking part in collaborative and discussion board activities. Lamar provides access to network resources, including the Internet, in order to support learning and to prepare students for the 21st

century world. Students, however, are expected to adhere to the *Lamar University Acceptable Use Policies when Using Networks*. A more comprehensive student code of conduct can be found at <https://students.lamar.edu/academic-support/code-of-conduct.html> (<https://students.lamar.edu/academic-support/code-of-conduct.html>).

GENERAL GUIDELINES TO RESPECT ALL PARTICIPANTS

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

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

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

Technical Support

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

Phone: 409-880-2222

Email: servicedesk@lamar.edu

Hours of Operation (CST):

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

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

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

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

Attendance Verification

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

COVID-19 Statement

As we begin the new academic year, the COVID-19 virus that has challenged us since 2020 persists. Important differences in outcomes are observed, however, as safe and effective vaccines and therapeutic agents that reduce the risk of severe illness are now available. Consequently, we anticipate that our campus community will continue to be impacted by the virus and we encourage all faculty, staff, and students to practice individual safety protocols at their discretion.

We recommend good personal hygiene practices including regular handwashing and/or use of hand sanitizing products when soap and water are not readily available. Please show respect to those who choose to practice social distancing measures and wear face coverings.

Vaccines are available to those who seek them throughout the region and at the Student Health Center. Please self-screen for any signs or symptoms of COVID-19 and seek medical attention if you begin to feel ill.

Privacy Policies

Student data within Blackboard may be collected by third-party products that have been carefully reviewed for compliance to privacy and other standards and approved by Lamar University. Only products meeting our standards for data privacy, security, and educational value are approved. It's important to us that your data is protected, but please note that your data may be tracked or stored by these products as related to their use. [Privacy Policies for third-party products \(https://www.lamar.edu/lu-online/technology-support/privacy-policies.html\)](https://www.lamar.edu/lu-online/technology-support/privacy-policies.html).



COLLEGE OF ARTS AND SCIENCES
LAMAR UNIVERSITY
Social Work

AGENCY APPLICATION FOR FIELD EDUCATION PLACEMENT SITE

I. Agency Information

Name of Organization: _____

Main Office Address: _____

Street Address: _____

City/State/Zip: _____

Main Phone #: _____ Additional Phone #: _____

II. Field Supervisor/Task Supervisor Information

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

Field Supervisor (BSW/MSW): _____ Degree/ License: _____

E-mail address: _____ Phone: _____

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

IV. Days and Hours of Operation:

_____ Monday - Friday (_____ - _____) _____ Evening Hours
_____ Weekend Hours _____ Special Event Opportunities

V. General Focus of Services Provided by Agency:

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

VI. Field Placement Activities:

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

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

SOWK 4321 – Field Practicum 1: The student will complete a total of **200 hours of field education**; Field Supervisors are required to have at least a BSW or related degree (Task Supervisors are not required to hold a BSW or MSW).

SOWK 4324 - Field Practicum 2: The student will complete a total of **200 hours of field education**; Field Supervisors are required to have at least a BSW or related degree (Task Supervisors are not required to hold a BSW or MSW).

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

VII. Agency Requirements of Field Placement Student(s):

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

B. Are there travel requirements? _____ Yes _____ No

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

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

D. Is a background check required?

_____ No _____ Agency Expense _____ Student Expense

E. Is fingerprinting required?

_____ No _____ Agency Expense _____ Student Expense

F. Is TB testing required?

_____ No _____ Agency Expense _____ Student Expense

G. Is a drug screen required?

_____ No _____ Agency Expense _____ Student Expense

VIII. Additional Agency Information:

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

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

C. Other helpful information: _____

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

Agency Representative Signature

Title

Date

Lori Wright, LCSW

Lamar University Social Work Field Director
Title

Date

MEMORANDUM OF UNDERSTANDING

Between
Lamar University
And

[[Name (Primary Second Party)]]

This Memorandum of Understanding ("MOU") is made and entered into on [[Start Date]] (the "Effective Date"), between Lamar University, an institution of higher education in the State of Texas and a component of The Texas State University System, ("University"), which is located at 4400 MLK Parkway, Beaumont, Texas 77710 and [[Name (Primary Second Party)]], ("Facility"), which is a _____. Lamar University and Facility shall be known collectively as "the Parties" and singularly as "a Party" or "the Party."

- A. Purpose.** Lamar University provides an educational strategy whereby students complement their academic preparation with direct practical experience. The effort to combine a productive work experience with an intentional learning component is a proven method for promoting the academic, personal, and career development of students.
- B. Responsibilities.** To help ensure the interests and promote the benefits of an internship arrangement for all parties involved, the University has developed this memorandum of understanding to describe the mutual responsibilities between the University and your organization. The University and Facility agree as follows:

Responsibilities of the University

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

Responsibilities of the Facility

1. Encourage and support the learning aspect of the student's internship assignment;
2. Designate an employee to serve as student advisor with responsibilities to help orient the student to the Facility and its culture, to assist in the development of learning objectives, to confer regularly with the student and his/her campus-based advisor, and to monitor progress of the student;
3. Provide adequate supervision for the student and to assign duties that are career-related, progressive and challenging;
4. Make available equipment, supplies, and space necessary for the student to perform his/her duties;

5. Provide safe working facilities, and facilities free from all forms of harassment;
6. Will not displace regular workers with students secured through internship referral;
7. Notify University personnel of any changes in the student's work status, schedule or performance;
8. Allow campus-based advisor to conduct at least one visit to the work site to confer with the student and his/her supervisor;
9. Provide two written appraisals of the student's performance (provided by the Internship Center midway and at the end of the internship); if applicable to Program
10. Communicate Facility policies and standards to University personnel; and
11. Maintain worker's compensation and employee's liability insurance as required by the state in which the Facility is located.

Program Objectives

- A. Facility is a **XX** engaged in **XX**.
- B. University has established and sponsors a **XX** program for students and seeks to educate students by providing and coordinating educational and clinical practice sites for qualified students for the completion of the training offered by the University, subject to applicable accreditation standards and regulations.
- C. The University's program is a **XX** program designed to **XX**.
- D. Standards for the program include **XX**.

Parties Representatives

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

For: Lamar University:

For: [[Name (Primary Second Party)]]

Name: _____
 Title: _____
 Email: _____
 Phone: _____

Name: _____
 Title: _____
 Email: _____
 Phone: _____

Term: This MOU shall commence on the Effective Date and shall be in effect for five (5) years, unless sooner terminated by mutual consent of the Parties.

Either Party may terminate this MOU without cause at any time upon (30) days written notice to the other Party. However, Students participating in the internship arrangement at the time of termination will be allowed to complete their assignment.

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

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

Intellectual Property Issues: Any intellectual property matters that arise from the collaboration shall be governed by the Texas State University System Rules and Regulations and the Lamar University Policies.

Governing Law: The Parties agree that this MOU shall be construed by the laws of the State of Texas.

Entire Agreement: This MOU contains the entire understanding of Parties.

Indemnification:

To the extent authorized by the Constitution and laws of the State of Texas, University shall indemnify and hold Facility harmless against any and all claims, demands, damages, liabilities and costs incurred by Facility which directly or indirectly result from, or arise in connection with, any negligent act or omission of University, its agents, or employees, pertaining to its activities and obligations under this Agreement. Notwithstanding any provision of this Agreement, nothing herein shall be construed as a waiver by University of its constitutional, statutory or common law rights, privileges, immunities or defenses. To the extent the terms of this paragraph conflicts with any other provision in this Agreement, the terms of this paragraph shall control.

Facility shall indemnify and hold University, System, their Regents, officers, agents, and employees harmless against any and all claims, demands, damages, liabilities and costs which directly or indirectly result from, or arise in connection with, any negligent act or omission of Facility, its agents, or employees, pertaining to its activities and obligations under this Agreement.

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

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

Signatures on following page.

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

FOR: LAMAR UNIVERSITY

FOR: [[Name (Primary Second Party)]]

Printed Name: Dr. Brett Welch

Printed Name: _____

Signature: _____

Signature: _____

Title: Interim Provost & VP for Academic Affairs

Title: _____

Date: _____

Date: _____

Student's Evaluation of Field Placement

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

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

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

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

Field Supervisor: Click or tap here to enter text.

Student's Evaluation of Field Supervisor/Task Supervisor

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

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

Agency Evaluation of the Lamar University Social Work Program

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

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

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

Not At All	Minor	Somewhat	Very	Critically
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

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

Rarely	Every 1-2 Years	Every 3-4 Years	Every 5+ Years	More than Once a Year
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

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

Poor	Marginal	Adequate	Above Average	Outstanding
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

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

Poor	Marginal	Adequate	Above Average	Outstanding
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

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

None	Minor	Somewhat	Very	Critically
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

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

1-5 employees	6-10 employees	11-20 employees	21-30 employees	31 or more employees
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

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

Not At All	Minor	Somewhat	Very	Critically
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

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

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

Click or tap here to enter text.

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

Click or tap here to enter text.

**Please complete and return to Field Director Lori Wright, LCSW-S
in person or via email (lwright4@lamar.edu)**

Field Placement Time Sheet Information (logged in Tevera)

1. The CSWE field hour requirement for students to earn the BSW degree is **400 hours**.
2. Time sheets should be completed **daily in Tevera**.
3. At the end of each week, students will create a time report and submit it to Field or Task Supervisor for approval. Supervisors will approve Tevera time reports in a timely manner.
4. Students must complete the required 400 hours to be eligible for graduation.

Social Work 4321 & 4324 (Field Practicum 1 & 2) BSW Learning Plan and Evaluation

(Effective January 2023, all Learning Plans & Evaluations will be completed in Tevera)

The Lamar University BSW Learning Plan is a critical document in the field placement process. The Learning Plan is based on the **Council on Social Work Education's (CSWE) 9 core competencies** as well as the CSWE Practice Behaviors students are working to master in their placements. Students will choose and document field placement activities that will contribute to their development of these social work practice skills. These activities should provide operationalized context to assist the Field Supervisor/Task Supervisor in accurately evaluating the student's level of competency/mastery in each of the areas set forth by CSWE. The Learning Plan should be considered a "working" document designed to guide student learning activities in field placement. The student and Field Instructor and/or Task Supervisor will work collaboratively to develop the initial Learning Plan, and will continue to review, update, and record student progress for the length of the field placement (through Mid-Term and Final Evaluations).

Learning Plans must address all nine (9) CSWE competencies, and there must be at least three (3) practice activities listed per competency (there can be more than 3). The expectation is that students will have various experiences that will allow them to be evaluated through observable behavior. Student progress towards mastery of social work practice behaviors will be assessed with Mid-Term and Final Evaluations, which will demonstrate their proficiency in the application of **knowledge, values, skills, and cognitive and affective processes** of social work practice.

Student Field Placement Information

Student Name: Click or tap here to enter text.

Lamar Email: Click or tap here to enter text.

Field Agency: Click or tap here to enter text.

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

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

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

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

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

Term: ☐ Spring ☐ Summer

Evaluation Year: Click or tap here to enter text.

Completing the Learning Plan and Field Evaluations

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

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

After completing evaluation ratings, the Field Supervisor will review the evaluation with the student and sign in the appropriate signature box (on the last page) to indicate agreement with the evaluation. *The student is responsible for uploading the signed Evaluations to Blackboard.

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

Identifying Educational Activities for the Learning Plan

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

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

Students are **required to obtain the majority of their field practicum hours through direct agency work/client contact**, which may include phone calls and “virtual” shadowing and visits. Students **may complete remote or virtual activities as assigned by the agency. If extenuating circumstances arise, a limited number of “remote” learning activities/tasks/projects as assigned by the Field Director may be an option.**

Rating Student Performance

The field instructor evaluates the student's performance and discusses the evaluation with the student prior to signing the document. The **Mid-Term Evaluation** is standard practice to check the progress towards the student's professional development, as well to determine if tasks have been met/completed, if additional tasks should be added, or if it has been determined that some tasks may not be feasible to complete. The student is responsible for providing the Field Director a copy with any changes to the Educational Learning Plan. The **Final Field Evaluation** focuses on rating all competencies and behaviors, as well as indicating whether the student has mastered each competency. Each rating is relative to the development of competency over time.

Rating Scale

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

***For Final Evaluation only – Students will need a rating of 4 or 5 for each task/goal to “pass” or indicate mastery of each competency.**

CSWE-Required Field Practicum Hours

The Council on Social Work Education (CSWE) **requires students to obtain a total of 400 field practicum hours** in order to meet the requirements for a Bachelor of Social Work (BSW) degree.

Competency 1: Demonstrate Ethical and Professional Behavior

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

Practice Behaviors	Goals and Learning Activities/Tasks (minimum of 3)	Evaluation / Target Date(s)	Mid-Term Evaluation	Final Evaluation
1. Student ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context. 2. Student demonstrates professional behavior; appearance; and oral, written, and electronic communication 3. Student uses technology ethically and appropriately to facilitate practice outcomes. 4. Student uses supervision and consultation to guide professional judgment and behavior	1. 2. 3.	1. 2. 3.		

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

Midterm Evaluation: *Evaluator will document evidence to support ratings and/or strategies to increase competence in Competency 1:*

Final Evaluation: *Evaluator will document evidence to support ratings for Competency 1:*

Did the student demonstrate mastery of Competency 1? (Final Evaluation only): ☐ YES ☐ NO

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

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

Practice Behaviors	Goals and Learning Activities/Tasks (minimum of 3)	Evaluation / Target Date(s)	Mid-Term Evaluation	Final Evaluation
1. Student advocates for human rights at the individual, family, group, organizational, and community system levels. 2. Student engages in practices that advance human rights to promote social, racial, economic, and environmental justice.	1. 2. 3.	1. 2. 3.		

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

Midterm Evaluation: *Evaluator will document evidence to support ratings and/or strategies to increase competence in Competency 2:*

Final Evaluation: *Evaluator will document evidence to support ratings for Competency 2:*

Did the student demonstrate mastery of Competency 2? (Final Evaluation only): ☐ YES ☐ NO

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

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

Practice Behaviors	Goals and Learning Activities/Tasks (minimum of 3)	Evaluation / Target Date(s)	Mid-Term Evaluation	Final Evaluation
1. Student demonstrates anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels. 2. Student demonstrates cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.	1. 2. 3.	1. 2. 3.		

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

Midterm Evaluation: *Evaluator will document evidence to support ratings and/or strategies to increase competence in Competency 3:*

Final Evaluation: *Evaluator will document evidence to support ratings for Competency 3:*

Did the student demonstrate mastery of Competency 3? (Final Evaluation only): ☐ YES ☐ NO

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Practice Behaviors	Goals and Learning Activities/Tasks (minimum of 3)	Evaluation / Target Date(s)	Mid-Term Evaluation	Final Evaluation
1. Student applies research findings to inform and improve practice, policy, and programs. 2. Student identifies ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	1. 2. 3.	1. 2. 3.		

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

Midterm Evaluation: *Evaluator will document evidence to support ratings and/or strategies to increase competence in Competency 4:*

Final Evaluation: *Evaluator will document evidence to support ratings for Competency 4:*

Did the student demonstrate mastery of Competency 4? (Final Evaluation only): ☐ YES ☐ NO

Competency 5: Engage in Policy Practice

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

Practice Behaviors	Goals and Learning Activities/Tasks (minimum of 3)	Evaluation / Target Date(s)	Mid-Term Evaluation	Final Evaluation
1. Student uses social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services. 2. Student applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	1. 2. 3.	1. 2. 3.		

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

Midterm Evaluation: *Evaluator will document evidence to support ratings and/or strategies to increase competence in Competency 5:*

Final Evaluation: *Evaluator will document evidence to support ratings for Competency 5:*

Did the student demonstrate mastery of Competency 5? (Final Evaluation only): ☐ YES ☐ NO

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may

affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Practice Behaviors	Goals and Learning Activities/Tasks (minimum of 3)	Evaluation / Target Date(s)	Mid-Term Evaluation	Final Evaluation
1. Student applies knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies. 2. Student uses empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	1. 2. 3.	1. 2. 3.		

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

Midterm Evaluation: *Evaluator will document evidence to support ratings and/or strategies to increase competence in Competency 6:*

Final Evaluation: *Evaluator will document evidence to support ratings for Competency 6:*

Did the student demonstrate mastery of Competency 6? (Final Evaluation only): ☐ YES ☐ NO

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Practice Behaviors	Goals and Learning Activities/Tasks (minimum of 3)	Evaluation / Target Date(s)	Mid-Term Evaluation	Final Evaluation
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1. Student applies theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.	1. 2. 3.	1. 2. 3.		
2. Student demonstrates respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.				

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

Midterm Evaluation: *Evaluator will document evidence to support ratings and/or strategies to increase competence in Competency 7:*

Final Evaluation: *Evaluator will document evidence to support ratings for Competency 7:*

Did the student demonstrate mastery of Competency 7 (Final Evaluation only): ☐ YES ☐ NO

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Practice Behaviors	Goals and Learning Activities/Tasks (minimum of 3)	Evaluation / Target Date(s)	Mid-Term Evaluation	Final Evaluation
1. Student engages with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.	1. 2. 3.	1. 2. 3.		

2. Student incorporates culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.				
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Evaluation Ratings: Place a 1, 2, 3, 4, or 5 on the line following each Practice Behavior to indicate the degree to which you believe each has been achieved. See "Rating Student Performance" on page 4 for more details.

Midterm Evaluation: *Evaluator will document evidence to support ratings and/or strategies to increase competence in Competency 8:*

Final Evaluation: *Evaluator will document evidence to support ratings for Competency 8:*

Did the student demonstrate mastery of Competency 8? (Final Evaluation only): ☐ YES ☐ NO

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Practice Behaviors	Goals and Learning Activities/Tasks (minimum of 3)	Evaluation / Target Date(s)	Mid-Term Evaluation	Final Evaluation
1. Student selects and uses culturally responsive methods for evaluation of outcomes. 2. Student critically analyzes outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	1. 2. 3.	1. 2. 3.		

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



Midterm Evaluation: *Evaluator will document evidence to support ratings and/or strategies to increase competence in Competency 9:*

Final Evaluation: *Evaluator will document evidence to support ratings for Competency 9:*

Did the student demonstrate mastery of Competency 9? (Final Evaluation only): ☐ YES ☐ NO

ADDITIONAL EVALUATION - FINAL EVALUATION ONLY

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

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

ADDITIONAL COMMENTS (optional):

EDUCATIONAL LEARNING PLAN – SIGNATURE PAGE

Educational Learning Plan Developed and Initiated			
Student Signature:		Date:	
Field Supervisor Signature: <i>(agency BSW or MSW)</i>		Date:	
Field Director Signature: <i>(Lori Wright, LCSW – Lamar University)</i>		Date:	
Task Supervisor: <i>(primary non-SW supervisor - if applicable)</i>		Date:	
Mid-Term Evaluation Conducted			
Student Signature:		Date:	
Field Supervisor Signature: <i>(agency BSW or MSW)</i>		Date:	
Field Director Signature: <i>(Lori Wright, LCSW – Lamar University)</i>		Date:	
Task Supervisor: <i>(primary non-SW supervisor - if applicable)</i>		Date:	
Final Field Evaluation Conducted			
Student Signature:		Date:	
Field Supervisor Signature: <i>(agency BSW or MSW)</i>		Date:	
Field Director Signature: <i>(Lori Wright, LCSW – Lamar University)</i>		Date:	
Task Supervisor: <i>(primary non-SW supervisor - if applicable)</i>		Date:	