



# Department of Social Work

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## Field Education Handbook

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## **FORWARD**

This Field Education Manual is a guide to the Field Education program of the undergraduate Social Work Program at Lourdes University. The Handbook describes the program, process, and related policies. The Appendix provides sample copies of relevant forms. It is expected that the Field Education Handbook will be used as the text for the required coursework of the field education experience: SWK 490/492 and SWK 491/493.

## **MISSION OF LOURDES UNIVERSITY**

Lourdes University, a Catholic liberal arts institution of higher education in the Franciscan tradition, serves men and women by providing continuing opportunities for intellectual discovery, accentuating both liberal learning and integrated professional education. It is the mission of the University to:

- stimulate the growth of integrated persons;
- engage them in an honest and dynamic search for truth;
- encourage them to incorporate sound religious and philosophical values in their learning and in their interpersonal relationships;
- challenge them to develop and deepen personal and social responsibility;
- inspire in them a commitment to community service;
- provide an atmosphere that nurtures a holistic approach to learning within a caring, supportive, faith community.

## **MISSION OF THE SOCIAL WORK PROGRAM**

The mission of the Social Work Program is to educate baccalaureate social work students and to provide the knowledge, values and skills necessary to engage in generalist social work practice through a liberal arts education based in the Franciscan tradition, graduates of the program are prepared to:

- Engage in critical thinking that includes examination of their personal values
- Advocate for human rights and social justice
- Commit to professional growth and development

## **GOALS OF THE SOCIAL WORK PROGRAM**

In support of both the mission of Lourdes University and the Social Work Program, the following are the goals of the Social Work Program:

1. To prepare students for beginning generalist social work practice.
2. To provide professional social work education that includes a focus on areas of social work practice skills, human behavior in the social environment, welfare policy and the delivery of services, practice-oriented research and Field Education and content in social work values and ethics, diversity, social and economic justice, and populations at risk.
3. To support and incorporate the Lourdes University Learning Outcomes that prepare students to be life-long learners and critical thinkers.

## **OBJECTIVES OF THE SOCIAL WORK PROGRAM**

The following program objectives, aligned with the 2022 Educational Policy and Accreditation Standards of the Council on Social Work Education, support the goals of the Social Work Program:

- Competency 1: Demonstrate Ethical and Professional Behavior
- Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
- Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
- Competency 4: Engage in Practice-informed Research and Researchinformed Practice
- Competency 5: Engage in Policy Practice
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

## **OVERVIEW OF FIELD EDUCATION**

The process of Field Education involves the Field Instructor and the Director of Field Education acting out individual roles and responsibilities as well as shared roles and responsibilities. It is within this educational experience that social work knowledge, theory, and practice skills are transmitted to the individual student. The result is the development of beginning social workers who are prepared for entry-level, generalist practice.

## **PROFESSIONAL TRAINING FOR GENERALIST SOCIAL WORK PRACTICE**

Field experiences provide the student with an opportunity to acquire and demonstrate in actual practice settings the comprehension, application, analysis, and evaluation of the following skills:

1. Problem solving skills
  - A. To identify and assess individual functioning, group dynamics, and community systems.
  - B. To develop with the client(s) a plan of action.
  - C. To evaluate the extent to which the objectives of the plan were achieved.
2. Task, Function and Role skills
  - A. To enhance problem-solving, coping, and developmental capacities of clients.
  - B. To effectively intervene on behalf of vulnerable and at-risk populations.
  - C. To link client(s) with resources, services, and opportunities to enhance individual and group functioning.
  - D. To promote effective and humane delivery of services within systems.
  - E. To work collaboratively with the client(s) and other systems in order to enhance function and delivery of services.
  - F. To evaluate one's own professional practice with regards to Social Work ethics and values.
  - G. To contribute to the development of professional practice.

## **CRITERIA FOR AGENCY PARTICIPATION**

Agencies applying to be field sites must demonstrate the ability and willingness to host students and meet their educational needs. To this end, agencies must meet the following criteria:

1. Be a non-profit [501(c)(3)] or public agency that provides services to vulnerable, oppressed and underserved populations that is within **75 miles** of the Lourdes University campus.
2. Be willing to provide an affiliation agreement signed by both the Agency Director and Lourdes University's authorized official.
3. Be willing to assign activities to students which will meet the educational objectives of the field placement course and the BA Program.
4. Be willing to provide educationally directed field supervision through the designation of a staff person or persons with an MSW degree and two years' experience or a BSW and two years' experience to provide regular and ongoing supervision, including at least one hour of face-to-face contact per week with each student.
5. Be willing to provide release time for the designated field instructor to attend orientations for new field instructors and field instructor's meetings.
6. Allow the field instructor to devote time to meetings with field faculty liaisons, to write reports on the student's progress, and to confer with representatives of Lourdes University Social Work Program on a regular basis.
7. Be willing to provide an educational agreement signed by the Agency Director, if the agency is a work site field placement.
8. Be willing to designate a supervisor with a MSW and two years' experience or a BSW and two years' experience to provide educational supervision who is different from the student's regular employment supervisor and a regular employee of the agency if the agency is a work site field placement.
9. Be willing to provide learning experiences that are clearly differentiated from regular work assignments if the agency is a work site field placement.

## **CRITERIA FOR SELECTION OF FIELD INSTRUCTORS**

Field Instructors are considered to be an integral part of the Social Work Program. As such, they are expected to be committed to the education of social work students. To carry out the role of field instructor they must have agency support. They must have a



BSW from an accredited social work program and at least two years of professional practice, or have a MSW from an accredited social work program and two years of experience. The following qualities also serve as a guide for selection of Field Instructors.

1. Those who model professional norms and values.
2. Those who practice from a non-deficit perspective.
3. Those who have their practice orientation and ecological systems perspective with a commitment to promoting ecological competence.
4. Those who have adequate time and commitment to the supervision process.
5. Those who are willing to work with the Social Work Program on behalf of students in placement.

## **FIELD EDUCATION POLICIES AND PROCEDURES**

### **Prerequisites for Entering Field Education**

A student must be a major in the Social Work Program in order to enroll in Field Education. Students who are eligible for Field Education will have demonstrated academic preparedness that include successful completion of all required social work courses (including SWK 311 & SWK 411, Social Work Process I and II) and a 2.00 GPA overall with a 2.75 GPA within the major. Students who apply to field will be assessed for field placement readiness by the Director of Field Education. While anticipated to be a small number, students who may not have the necessary abilities or skill-level to perform successful in social service agencies with clients may be encouraged to delay their field placement.

### **Application Process for Field Education**

Before being considered for Field Education, a student must submit an application, a current resume, and a Statement of Interest and Learning Needs (Appendix). The Director of Field Education will arrange an interview with the student to discuss his/her interests in field learning and the field placements that may provide a match with the student's interests and availability.

Once a potential field agency match has been identified, the student's resume and Statement of Interest and Learning Needs is forwarded to the field agency contact for review. The agency then informs the Director of Field Education about interest in providing

Field Education to this student. The Director of Field shares agency contact information with the student who is responsible to arrange an interview. Following the interview, The Director of Field Education learns from both the student and agency contact about their interest and willingness to accept this plan.

In assigning field placements, the Director of Field Education considers the student's previous experiences, interests, academic and professional goals, along with the social work program's knowledge of agency resources and appropriate learning opportunities. Field setting preferences will be considered, keeping in mind that there are numerous complex factors that go into the field placement matching process, and requests for specific agencies, or types of agencies, may not be met.

**Agency-Declined Placement:** If a student has not been accepted after an initial interview with a potential field placement due to student-related issues, the student will meet with the Director of Field Education for further advisement and assessment of student readiness for field placement. If the student is not accepted due to agency-related reasons, the student may be offered other appropriate placement options.

**Student-Declined Placement:** If a student declines a field placement, the Director of Field Education will meet with the student to discuss the reason(s) for declining the opportunity. Planning for another placement is at the discretion of the Director of Field Education.

### **Required Hours to be completed in Field Education**

Field Education consists of 2 semesters of 200 clock hours per semester in placement, for a total of 400 clock hours. Students are provided with a Time Sheet (Appendix) to record time spent in active completion of tasks within the Field Contract. Some student may be approved by the Director of Field Education to complete the 400 clock hours in a Block Placement, available only in Fall semester for students who will complete their degree plan at the end of Fall semester.

### **Placement to Agency Sites**

Only agencies that have been designated as approved Field Education sites may be used for Field Education. Agencies must meet the criteria established by the Social Work Program.

## **Field Education in an Employer-Based Setting**

Students requesting to do their Field Education at their place of employment must submit their request at the time of application for Field Education. The Director of Field Education grants approval. Employment sites must meet the same criteria as other field placement experiences and must provide the student with appropriate learning experiences that are separate and distinct from his/her job responsibilities.

## **Professional Conduct**

The Social Work Program is committed to the education of social workers through the acquisition and integration of social work knowledge and professional behaviors. Students are expected to meet standards of professional conduct including accountability and respect in the classroom and in the field. Attention to these standards is part of the evaluative process of students undertaken by Faculty, Field Instructors, and Task Supervisors.

As stated in the Lourdes University Academic Catalog, “Students should at all times conduct themselves in accordance with good taste and observe the regulations of the University and the laws of the city, state, and national government” (<https://www.lourdes.edu/wp-content/uploads/2022/08/22-23-Lourdes-University-Academic-Catalog.pdf>). In addition, students in Field Education are expected to adhere to the standards/ethics of the profession. Students should review the entire NASW *Code of Ethics* prior to placement, and should reflect on and refer to the *Code of Ethics* throughout the Field Education experience in consultation with the Field Instructor.

## **Code of Ethics**

Social work students must have a strong commitment to the standards and ethics of the profession. The NASW *Code of Ethics* provides the ethical foundation for social work practice and, therefore, it is expected that the student, the Field Instructor, and the Task Supervisor (if assigned) are bound by the *Code of Ethics* in regard to all interactions throughout the Field Education process. Therefore, all parties signing the learning contract are expected to adhere to the NASW *Code of Ethics*.

## **Interpersonal Skills**

**Self-Awareness:** In preparing to become professional social workers, students must be willing to examine and change their behavior when it interferes with the work of

colleagues and others in order to work effectively on behalf of service delivery.

**Empathy:** Students in Field Education must strive to comprehend other ways of life and values, both in the classroom and in the field. Students must be able to communicate empathy and supports as a basis for a productive professional partnership with others.

**Honoring Differences:** Consistent with the mission of the Social Work Program and the mission of Lourdes University, student must demonstrate an appreciate of human diversity and multiculturalism.

### **Students with Criminal Histories**

**Ohio requires criminal records checks for all applicants seeking employment related to the field of social work, which includes those who are completing internships. Completion of a successful background check (FBI and/or Ohio criminal background check) must be conducted by an approved facility. Lourdes University, including the Social Work Department, does not cover the cost of these background checks for students in the case that it is not covered by the placement agency. A student's failure to consent to and complete the required background checks will render the student unable to participate in any field experiences.**

Students who have been convicted of a felony or a first-degree misdemeanor may encounter limited field experience opportunities. Some field placements screen applicants for criminal records and do not accept interns who have a criminal record. If a student has a criminal history it is recommended that the student discusses his/her circumstances with the Director of Field Education to determine an appropriate field placement site. The student with a criminal record is advised that such a record may also affect his/her eligibility for any licensure through the Counselor, Social Worker and Marriage and Family Therapist Board.

### **Students with Disabilities**

Students who have a physical or mental disability and who need accommodations in their field placement should discuss this information with the Director of Field. If the student has a documented disability, he or she should also register with the Office of Accessibility, which will work with the Social Work Program in assessing the need for accommodations and in arrangements for appropriate accommodations in the field placement.

## **Liability**

Participation in Field Education requires that students have professional liability coverage, and all students who are registered for field have some liability insurance coverage through Lourdes University with a current “Memo of Affiliation” signed and in place between the Field Education site and the University. This coverage is only in effect while students are participating in academically approved social work field placements. The liability insurance is to cover all of the student’s professional activities in the amount of \$1,000,000.00 per claim, \$3,000,000.00 aggregate.

Social work students in field placement are encouraged to purchase their own individual professional liability insurance policies. These can be obtained through a variety of providers, including NASW. (Membership is required for NASW coverage.) It will take approximately 90 days to obtain this coverage, so students are encouraged to start the process in a timely manner.

It is important to note that the University is not responsible for accidents involving students in connection with Field Education. It is advised by the Department of Social Work that each student inquire about the status of any insurance coverage that the field placement site might provide. However, it is not the responsibility of the Department or the University to enforce any additional professional liability insurance by the Field Education site or agency. Students are not permitted to go on home visits without supervision. They must be accompanied by their agency supervisor or other staff person on all home visits, at all times.

## **Transportation Policy**

Students must provide their own transportation to and from their field placement site. As part of their field placement duties, students may be required to use their personal automobiles for home visits and agency visits. Students may not transport clients. Students are responsible for providing adequate automobile insurance coverage to cover the use of their personal vehicle while performing field agency related duties and activities.

If permitted by the field agency, students may use agency vehicles to perform duties related to their field experience, but not to transport clients. Students, however, must follow the agency policies and procedures when using agency vehicles. The students are responsible to ascertain and verify that the agency has appropriate insurance coverage of the student and the agency vehicles when the student uses an agency vehicle to perform agency duties or activities during their field experience hours.

Students are responsible for incurred costs related to parking and driving to and

from the field placement agency, making home visits, and agency visits. Some agencies reimburse the costs and some do not. Students are responsible for ascertaining whether the agency will cover the mileage costs and to follow the appropriate agency procedures for reimbursement.

### **Issues in Field**

Once a student accepts a field placement site, the student is making a commitment to that agency. The Department of Social work views a disruption in Field Experience as a very serious situation and the placement cannot be changed without consultation with the Director of Field Education. Optimal student learning occurs when continued, uninterrupted learning takes place in the same agency for the duration of the entire placement. The Department of Social Work expects students, Field Instructors, and Task Instructors to make a concerted effort to identify and resolve potential problems at an early stage in the placement. The following information will provide students with a clear understanding of the process and level of field education disruption.

#### **Level One – Agency Driven**

An agency may terminate a field placement for the following reasons:

- Agency no longer can meet the practice behaviors
- Agency no longer can give post-two-year BSW or MSW supervision time
- Agency is restructuring
- Agency is no longer providing service

The process for withdrawal from an agency (terminate student field placement) is as follows:

1. The agency contacts the Director of Field Education with the reason for terminating the field experience, and
2. The Director of Field Education will work with the student to secure a new placement.

#### **Level Two – Student Driven**

A student may request to withdraw from Field Education at an agency; the student may make a request for change only once throughout SWK 490, SWK 491, SWK 492, and SWK 493.

**A student requesting withdrawal from an agency because of health or financial concerns should make a request, in writing, to the Director of Field Education.**

**This written request must include the reason for the request and the anticipated date of return.**

**A student requesting withdrawal from an agency because his/she has identified difficulties in the field placement will need to follow the procedure below:**

1. A student may request that the Director of Field Education terminate the assignment at the identified field placement site following documented efforts. In order to do so, the student must participate in the following process:
  - a. Identify and address issue(s) with the Field Instructor and/or Task Instructor as well as the Director of Field as they arise. Keep the Director of Field informed of any problem(s) in the field placement that may require intervention.
  - b. If the issue(s) cannot be resolved between the Field/Task Instructor(s) and the student, the Director of Field Education should be invited to participate in a joint meeting that focuses on resolution of issues with the student and Field/Task Instructor(s).
  - c. The Director of Field Education will document attempts to address and resolve the situation. A request for change in field placement cannot proceed without the previous steps having first been completed.
  - d. If the issue(s) cannot be resolved between the student and Field/Task Instructor(s) after the above steps have been taken, then the student should submit a written request for a change in field placement to the Director of Field Education.
  - e. If after reviewing the request, the Director of Field Education agrees to terminate the student's placement at the existing site, an exit strategy will be identified, and it is expected that the student will follow through with any exit planning.
2. Students should be aware that the Director of Field, in honoring a student's request to be withdrawn from a placement, is not automatically committed to placing the student immediately in a new Field Experience. Every attempt will be made to honor a student's

request for another placement. However, it may not be possible to arrange another placement that allows for continuity and the same timeline for completion of field placement.

3. A change in assignment to a field placement site is considered a disrupted placement, and the student will meet with the Director of Field Education to determine the student's readiness for continued field placement at another site.

### **Level Three – Termination from Agency**

Agencies may terminate a student from a field placement for many reasons. A termination of field placement is an automatic fail for field placement/seminar for the semester in which the termination occurs. No further placements will be made after a student termination from field education until the student has met with the Director of Field Education to determine readiness to be placed in another agency. This will delay continuation with current cohort.

Reasons a student could be terminated from field education include the following:

- failure to meet professional expectations (listed below);
- violations of the Lourdes University Code of Conduct
- violations of the NASW Code of Ethics

For serious violations, a student may be dismissed from the Social Work Program.

### **Termination of Field Education**

Students in field education are expected to demonstrate professional behavior, attitude, and demeanor in their field education agency and in their community. Occasionally serious situations occur in which students fail to adhere to key professional expectations. These professional expectations mandate students to:

- Demonstrate respect, empathy, and tolerance with peers, colleagues, and clients;
- Utilize an assertive and direct style of communication, both verbally and nonverbally;
- Demonstrate an understanding of one's student role within the formalized structure of the organization;
- Use established lines of authority appropriately within the organization;



- Seek guidance from one's identified supervisor and prepare for scheduled supervisory sessions;
- Comply with supervisor's directives and utilize supervisor feedback;
- Dress and act in compliance with agency protocol;
- Respect the principle of confidentiality at all levels within and outside the agency;
- Give precedence to professional responsibilities over personal concerns;
- Model a strengths-based perspective in professional interactions;
- Respect and use established protocol as outlined in the Field Handbook;
- Practice in conformance with the NASW Code of Ethics; and
- Be truthful with information to clients, Field/Task Instructor(s) and Director of Field Education

### **Field Experience Readiness Meeting**

Students who are unsuccessful in a field placement will be required to meet with the Director of Field Education who will assess the student's readiness for future field placement. When students are not successful in a field setting, this is considered a very serious situation, and the process will focus on whether to place the student again. The Director of Field Education will ask the student to explain why the agency terminated them and to reflect on their part in why that happened. The Director of Field is looking for a student's ability to be open to what they need to develop and work on in order to ensure a subsequent successful experience. A plan is developed to support and challenge the student, and recommendations are made to the student that may include seeking outside professional assistance, taking time away from the program, repeating specified social work courses, and independent study, among others. Students will be required to participate in a plan, remain in contact with the Director of Field Education, and demonstrate how they have changed behavior to ensure subsequent success in Field Experience.

If the student successfully demonstrates his/her behavior and awareness level has changed, the Director of Field Education will begin working with the student on a new field placement. If the Director of Field Education determines the student has not demonstrated a change in behavior and awareness and is deemed unsuitable for a subsequent field placement, steps may be initiated toward termination from the

BSW program. Please refer to 8.2.11 Termination from the Social Work Program in the Social Work Handbook for details.

## **PROCESS FOR STUDENTS TO FOLLOW IN APPLYING FOR FIELD EDUCATION PLACEMENT**

### **Field Application Materials (see Appendix)**

- Field Application
- Resume
- Statement of Interest and Learning Needs

All submitted materials must be professionally written and will be reviewed by the Director of Field Education for an acceptable level of professionalism. The resume and Statement of Interest and Learning Needs will be forwarded to potential Field Instructors at agencies prior to the interview process. Please utilize Career Services and the Writing Center on campus for assistance in developing/formatting your materials.

### **Field Application Deadlines**

#### **Deadlines\***

**Due no later than February 21<sup>st</sup>** – Upload application, resume, and Statement of Interest and Learning Needs to the Canvas Field Education site. Schedule an appointment with the Director of Field Education using the “Sign-up” feature on the Canvas Field Education Site.

**Due no later than March 28<sup>th</sup>** – Schedule pre-placement interviews with agencies.

**Due no later than April 8<sup>th</sup>** – Interviews completed.

**Due no later than April 25<sup>th</sup>** – Placement and affiliations confirmed.

*\*Failure to meet these deadlines could result in an inability to be eligible for Field Education*

### **Field Placement Process**

The student must take the following steps in the SEMESTER PRIOR to the needed field placement:

1. Attend Field Education orientation meetings. Notices of meetings will be distributed to all students who meet the requirements for entering Field

Education in the upcoming fall semester.

2. Complete the application for Field Education, Statement of Interest and Learning Needs, and resume (Appendix). Schedule a meeting with the Director of Field Education to review the application and begin work on coordinating plans.
3. Coordinate with Director of Field Education to contact agencies for interviews.
4. Schedule interviews with prospective sites and meet with prospective Field Instructors.
5. Provide the Director of Field Education with feedback regarding interview(s); raise issues and concerns; indicate preference for field placement.
6. Work with the Director of Field Education to finalize Field Education plans, schedules, and responsibilities.

FIELD EDUCATION SITES MUST BE ARRANGED AND FINALIZED ONE SEMESTER IN ADVANCE. Any changes in the site selected must be reported immediately to the Director of Field Education who has final approval authority.

## **PLACEMENT PLANNING PROTOCOL AND PROCEDURES**

The social work program uses a cooperative placement planning process to match a student with an appropriate field placement. A student is required to participate in a field placement interview to determine appropriate field placement choices. The placement planning protocol and procedures are outlined below:

1. Students may not contact potential field placement agencies without approval of the Director of Field Education.
2. The field placement is not confirmed until formal notification has been sent from the field office to the student agency.
3. Students considering a placement with their employer should refer to the Field Education Manual Appendix.
4. Any student who has not been able to secure an approved placement by the end of the add/drop date will be required to withdraw from Field until the following fall semester.
5. The student will email the completed application with their statement of professional self and resume to the Director of Field Education.
6. At the completion of the interview, up to three pre-approved settings are selected as potential locations for internships. The student will be expected to interview with each potential location.
7. The Director of Field Education will send a cover letter and the student's resume/statement of professional self via email to each potential site.

## **RESPONSIBILITIES OF DIRECTOR OF FIELD EDUCATION**

1. Assesses potential field placement agencies to ensure that their philosophy and service adhere to the mission of the Social Work Program.
2. Aims to match the professional interests and goals of the student with those of the agency.
3. Insures the agency the right to screen students referred for placement, and to accept or reject students according to the demands of the agency program and the needs of its clients.
4. Assesses background and experience of Field Instructors to ensure their professional practice adheres to the mission of the Social Work Program, and approves their participation of its clients.
5. Provides an orientation program for the new Field Instructors regarding supervision and social work curriculum as well as Field Placement policies and procedures.
6. Is available for telephone consultations as needed from Field Instructor, Faculty Liaisons and students.
7. May assign Faculty Liaisons to agencies.
8. Mediates between students and agencies at Faculty Liaison's request.
9. Ensures that Council on Social Work Educations (CSWE) policies and procedures are being implemented.
10. Determines any exceptions to field education policies.
11. Is responsible for interviewing prospective agencies and making the final decisions about field placement sites and field instructor participation.

## **RESPONSIBILITIES OF THE STUDENT**

The student has major responsibility for their own learning and is expected to participate in the formulation and implementation of the Field Education experience. Specific requirements and responsibilities include:

1. Attendance at all required pre-placement training and orientation sessions and follow all pre-placement instructions in a timely fashion.
2. Informing the Field Instructor of any pertinent information that may affect the student's ability to learn.
3. Advocating for self in pursuit of learning. The student is responsible for the initial drafting of the learning contract and for coordinating discussion with the Field Instructor in order to finalize the contract for submission by the specified deadline.
4. Adhering to the items agreed upon in the learning contract, including required reports, etc.
5. Clarifying with the agency any expectations related to contact with clients, transportation, and insurance coverage for these purposes.
6. Using the Field Instructor as a consultant when contacting other areas of the agency.
7. Respecting agency policy and abiding by the NASW Code of Ethics.
8. Identifying one's self to clients, agency, and the community as a student in Field Education. (An appropriate Lourdes University Social Work Student identification badge will be issued to each student by the Department of Social Work. Any Field Education site agency might issue its own identification badge that would be worn in addition to the Lourdes University badge.)
9. Using Supervision: The student is expected to prepare for and participate in regular conferences with the Field Instructor that focus on the student's learning and application of Social Work concepts. In an effort to foster the integration of class and field, the student is expected to share with the Field Instructor syllabi, course materials, and seminar discussions.

10. Using Agency Material: The student should take responsibility for a clear understanding between the agency, the student, and the Department of Social Work about the student's use of agency material in the classroom.
11. Participating as a Member of the Agency: The student must take responsibility for becoming a part of the Field Education setting and participate as a responsible member of the staff. The student is expected to be punctual and accountable for their time. The student and the Field Instructor should develop a planned weekly time schedule. Students should document activities and hours on the time sheet as provided and submit time sheets to the Field Instructor for signature before submitting them to the Department of Social Work.

### **RESPONSIBILITIES OF THE FIELD INSTRUCTOR**

1. To familiarize themselves with Lourdes University's field program by attending orientation meetings or by appointment with the Director of Field Education.
2. To prepare and educate their agency concerning incoming student's role and the responsibilities of the agency as an educational site.
3. To inform the Director of Field Education as soon as possible if the student fails to appear for a screening interview. Or, once accepted, fails to begin placement.
4. To orient the student to the agency, its staff, structure, organization, and resources.
5. To engage the student in the formulation of a mutually agreeable educational contract specifying mutual expectations, as well as specific knowledge goals and tasks related to the field placement experience.
6. To develop and monitor sufficient numbers of appropriate assignments for each semester. It is Lourdes University's expectation that the student will have a full generalist experience of the first semester of the field education and will have a generic specialized experience the second semester. The student should obtain experience with individuals, families, groups, and larger systems within the agency. Engagement with the client systems should

occur early in the semester.

7. Instruct the student on how to develop and maintain records of client and community contact deemed appropriate by the agency. These records, as well as process recordings assigned by the Social Work Program, should be reviewed by the field instructor.
8. To provide adequate supervision and/or instruction for the student, and assisting them with integrating theory and practice. A minimum of one hour per week in a structured session is expected in addition to the informal supervisory contact that occurs in agencies. Supervision may occur individually or in groups. It is recommended that the student prepare an agenda for this meeting.
9. To be alert to strains or problems in the agency-student relationship or in student performance. When such issues are not quickly resolved at the agency level, it is the field supervisor's responsibility to initiate contact with the Director of Field Education.
10. It is expected that the student will receive ongoing feedback on their performance. The field supervisor is asked to complete the written evaluation of student's overall performance at the end of each semester. The evaluation should be based on the goals established in the educational contract as well as the student's performance in the agency.

### **FIELD EDUCATION SEMINAR**

In addition to spending 200 hours a semester in the actual Field Education placement, the student is enrolled in a two-hour weekly seminar class. This is a structured class in which students present a summary of their work in the agency. At this time, students can discuss cases for which they are seeking peer input and support. Dynamics of the case are discussed and both students and the Instructor provide reflections and insights. This seminar also serves as a capstone course for the program. Generalized content from each course as it applies to the Field Education experience is also discussed. Students are assigned relevant articles that assist in coordinating the learning and practice experience. Information relevant to termination with clients, placement, and University roles is designed to add closure for the students and transition them into the role of beginning generalist practitioner.



*Field Education is never taken as an independent study.*

## **ORIENTATION TO FIELD SITE**

Orientation should serve to familiarize the student with the operation and procedures of the placement agency, programs, and services. Attention to orientation will enhance the quality of the Field Education for both the student and the Field Instructor.

The following checklist can facilitate this process:

### **Orientation Check List**

- \_\_\_\_\_ 1. Description of the agency, organizational chart, its history, function, service delivery of agency and departments.
- \_\_\_\_\_ 2. Tour of agency
- \_\_\_\_\_ 3. Introduction to staff
- \_\_\_\_\_ 4. Assignment of student office or workspace
- \_\_\_\_\_ 5. Explanation of clerical procedures
- \_\_\_\_\_ 6. Explanation of emergency procedures
- \_\_\_\_\_ 7. Explanation of specific agency-required forms with instructions for completion of their forms
- \_\_\_\_\_ 8. Description of student responsibilities and how he/she is to identify him/herself to clients, on agency records, and outside respondents
- \_\_\_\_\_ 9. Orientation to agency service area
- \_\_\_\_\_ 10. Discussion of agency expectations of student's behavior and dress.
- \_\_\_\_\_ 11. Orientation to any reference materials that may be needed:
  - A. Intra-agency and community phone directories
  - B. Agency or department procedure manuals
  - C. Information regarding community resources
  - D. Reference book specific to the population to be served
  - E. Reference material used by staff on a daily basis

- \_\_\_\_\_ 12. Discussion of the role of the social worker in your agency
- \_\_\_\_\_ 13 Arrangements for student to “shadow” staff and observe staff in various roles related to services to clients.
- \_\_\_\_\_ 14. Arrangements for student to visit key agencies used by your agency to network services
- \_\_\_\_\_ 15. Introduction of student to any suggested reading and/or videotapes that are relevant to the Field Education experience
- \_\_\_\_\_ 16. Inform the student if it is permissible to do some reading or studying during Field education time.
- \_\_\_\_\_ 17. Arrange for the student to attend staff in-service training and enrichment meetings.
- \_\_\_\_\_ 18. Arrange for student to attend one agency board meeting
- \_\_\_\_\_ 19. Discuss your expectations for supervisor conferences, time, date, place, and content
- \_\_\_\_\_ 20. Discuss the process and function of peer review or quality control in the Field Education setting
- \_\_\_\_\_ 21. Examine classroom curriculum for curriculum content that that is relevant to student assigned cases
- \_\_\_\_\_ 22. Set up designated supervisory conferences
- \_\_\_\_\_ 23. Discuss “jargon” of the practice field and setting
- \_\_\_\_\_ 24. Discuss the issues of confidentiality and releases of information where and when appropriate for use
- \_\_\_\_\_ 25. Help student to identify his or her own anxiety and expectations about the Field Education experience
- \_\_\_\_\_ 26. Complete the social work Field Education contract with the student
- \_\_\_\_\_ 27. Help student to become more self-aware so as to enhance their generalist practice
- \_\_\_\_\_ 28. Devise a way to deal with termination when that time arrives

## **STUDENT LEARNING CONTRACT AND FIELD EVALUATION**

### **Procedure for Negotiating Learning Contracts**

Once the student has been placed in an agency, he/she is expected to initiate a meeting with the agency Field Instructor to negotiate a Learning Contract.

### **Learning Contract Objectives**

The agency agrees to provide opportunities for the student to enhance and develop the following areas of Social Work skills and knowledge at the learning level indicated, given the limitations that may exist. The student agrees to participate in these educational opportunities. The Field Instructor will provide assignments and discussions that will support this learning experience.

1. To provide OBSERVATION experiences when direct experiences are not possible.
2. To provide the student with feedback on all types of DOCUMENTATION compiled by the student.
3. To provide students with opportunities to demonstrate the skills and knowledge of INTERVIEWING, including diverse and at-risk populations as well as various types of interviews.
4. To provide students with opportunities to demonstrate the ability to apply, analyze, assess, synthesize, and evaluate concepts of HUMAN DIVERSITY relevant to client systems.
5. To provide students with opportunities to conduct activities with as many LEVELS OF INTERVENTION as possible, i.e., individual, family, group, agency, institution, and community.
6. To provide opportunities for TEAM WORK and collaboration with as many agency staff and service networks as is feasible.
7. To conduct WEEKLY SUPERVISION providing students with feedback and planning.
8. To encourage the student's PROFESSIONAL DEVELOPMENT through attendance at in-service training conferences, professional meetings, etc.

## **The Contract Process**

It is the student's responsibility to meet with the Field Instructor to discuss goals and negotiate the completion of the learning contract. Once the form is completed and signed, each participant is given a copy. The original is retained by the Director of Field Education and placed in the student's academic file. This contract is the basis for training, instruction, and participation of the student in agency services. It also becomes the basis for evaluation of the student's work in the Field Education setting. Should revision of the learning contract become necessary, the amended form is to be sent to the Director of Field Education within five (5) days of its amendment.

## **The Joint Conference**

The purpose of this conference is to gauge the student's learning experience in the field setting, to support the efforts of the Field Instructor and to review expectations as defined by the mutually agreed upon learning contract. Those participating are the Field Instructor, the separate Task Supervisor (if assigned), the Director of Field Education and the student. The student is responsible for arranging this conference at the agency at a mutually agreed upon time.

## EVALUATION OF STUDENT PERFORMANCE

The evaluation of the student's performance is based upon the learning contract. Although the student and the Field Instructor are encouraged to do an informal evaluation every six (6) weeks, there are two written, formal evaluations: one upon completion by the student of 200 hours in the placement, (Appendix) and second upon completion by the student of 400 hours in the placement (Appendix).

These evaluations generally take place at the agency at a mutually agreed upon date and time which has been arranged by the student. The learning contract and Field Education package are discussed by the Field Instructor, the Director of Field Education, and the student in relation to the attainment of goals by the student. Questions and comments regarding the evaluation are addressed to the satisfaction of all present and the signed evaluation becomes a part of the student's permanent record.

The Field Education experience is graded as Pass or Fail. The companion Field Education seminar is graded on a traditional grading system A-F. A STUDENT CANNOT GET A PASSING GRADE IN ONE UNLESS HE OR SHE RECEIVES A PASSING GRADE IN THE OTHER. A student must earn a grade of B or higher in Field Education seminar to be considered as passing. Therefore, both courses for each semester are either passed or both courses are failed.

## **EVALUATION OF FIELD EDUCATION EXPERIENCE**

The following process is designed to ensure that Field Education students are receiving a quality education in their placement experiences.

1. Students are required to provide evaluations of their Field Education agency and of their Field Instructor. (Appendix)
2. The Director of Field Education evaluates the agency and the Field Instructor based upon their commitment to Social Work student education and the process involved.
3. These evaluations are reviewed by the Department Chair/Program Director, the Field Education Director, and the Director of Field Education and, when appropriate, with Social Work Faculty. Having reviewed these evaluations, a decision is made as to whether an agency should remain as one of the field placements.
4. The agency and/or Field Instructor are contacted and the concerns of the Social Work Program are discussed.
5. If an agency and/or its Field Instructor receive two (2) consecutive reports that are negative, the agency is no longer qualified to accept Field Education students.

# APPENDIX

## APPLICATION FOR FIELD EDUCATION PLACEMENT

**\*Each student must also submit a professional resume and Statement of Interest and Learning Needs in addition to this application.\***

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

- Is your cumulative GPA 2.00 or greater at this time? Yes / No
- Is your social work GPA 2.75 or greater at this time? Yes / No
- Will all 300 level SWK courses be completed prior to your placement? Yes / No  
(If not, please see your advisor to discuss your plan to complete these courses.)

### ISSUES FOR CONSIDERATION:

- A. Transportation- Do you have barriers related to transportation to & from the site or to places in the community while at the site? If yes, please provide specific information.
  
- B. Need for accommodations- Are you registered with Accessibility Services? If so, please highlight specific needs you may have for a “reasonable accommodation” related to a disability.
  
- C. Distance and/or location of placement setting- Do you have limits to how far you are able to travel to a placement site? If needed, please report an approximate area to search.
  
- D. Scheduling/time constraints- Please report any times of day you could not be available to complete a field placement. **Note, evening/weekend placements are not guaranteed!**
  
- E. Willingness to undergo background check/fingerprinting as required by field agency  
Many areas of social work practice require a background check and fingerprinting for all people that have contact with clients. Please disclose any information the Director of Field Education should be aware of prior to exploring placement options for you.



F. Any other information you feel is relevant to the field placement process that you want the Director of Field Education to be aware.

PREFERRED CLIENT POPULATION, SOCIAL PROBLEMS, INTERVENTION SETTING:

1.)

2.)

3.)

FIELD EDUCATION GOALS: (Provide a brief statement about your learning objectives while in Field Education.)

*Please note: These issues will be considered by the Director of Field Education of Social Work as they plan and negotiate an appropriate, successful Field Education placement for the student. This information also may be shared with the Department Chair, but will not be released without written permission of the student, unless superseded by law or ethical considerations.*

## **Lourdes University Department of Social Work Acknowledgement of Risk in Field Instruction**

This document is designed to inform you about some of the potential risks associated with the field education courses. It is your responsibility to discuss the policies and procedures of your agency with your field instructor and to follow safety precautions in order to minimize risks to yourself.

**LIABILITY INSURANCE:** Students are insured under the university's policy. The University policy coverage is \$1,000,000.00 per claim, \$3,000,000.00 aggregate. If students wish to obtain additional coverage, they can do so through NASW. Membership is required for NASW coverage. It will take approximately 90 days to obtain this coverage, so if you desire to do this you will need to start this process early.

**AUTOMOBILE LIABILITY INSURANCE:** If you will be using your personal vehicle in the field, it is recommended that you check with your insurance company for a clear understanding of your coverage. You should NOT use your personal vehicle to transport clients.

**HOME VISITS:** Social workers in a variety of agencies are required to conduct home visits. Such visits could expose you to health and safety risks. Students are not permitted to go on home visits without supervision. You may only conduct home visits accompanied by your field instructor or another agency worker.

**CLIENTS WHO EXHIBIT THREATENING BEHAVIOR:** It is important that you discuss matters with your field instructor early in your field education to be knowledgeable about agency policies and recommended courses of action for clients who exhibit threatening behavior. Whenever you feel uncomfortable with a client or family member, inform your field instructor. It is acceptable to ask your field instructor or another staff person to accompany you when visiting clients who may pose a danger to your health and safety.

**PROFESSIONAL SELF:** An important aspect of professional practice is knowing and respecting the limits of your knowledge and skills and avoiding helping situations that are not within your area of competence. Whenever you have a question about the handling of a particular case and whether or not a given intervention or referral is appropriate, consult your field instructor. If you are in a situation where you believe you have made an error in judgment concerning your work with a client, you should inform your field instructor of the situation immediately.

**SEXUAL MISCONDUCT:** Avoid situations which could place you in a compromising position. Promptly report any sexual suggestions or overtures made towards you by clients, family members, or agency staff to your field instructor. If the field instructor is the perpetrator of these behaviors, report the incident to your Field Director.

**CRIMINAL BACKGROUND CHECK:** Some agencies require students to be screened by a criminal background check. When interviewing for placement ask the field instructor if you will be required to undergo this screening.

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

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

*Students must submit a professional resume with their completed “Application for Field Education Placement” form. This resume will be forwarded to potential Field Instructors at agencies prior to the interview process. Remember, a resume is a reflection of your professional self so proofread carefully! Below is an outline you may use to highlight the necessary areas to build a complete resume. **Please utilize Career Services on campus at Lourdes for assistance developing/formatting your resume.***

## STUDENT RESUME OUTLINE

**Name:**

**Address:**

**Telephone:**

**E-Mail:** It is expected that if it is necessary to use e-mail, the student's Lourdes University account will be the address.

**Education History & Present Academic Rank:**

Relevant Social Work courses completed (Course Titles)  
Workshops or Conferences attended (include name of conference and date)

**Employment History:**

Include paid experiences and list in chronological order: Date: (From - To)  
Position  
Agency or Business  
One or two sentence description of job responsibilities

**Organizations/Affiliations:**

List any professional memberships

**Licensure:**

List type of current license and the name of granting organization

**Awards and Achievements:**

List any academic or nonacademic awards

**Additional Information:**

Include any special skills or aptitudes

## STATEMENT OF INTEREST AND LEARNING NEEDS

Students applying for field placement must complete a Statement of Interest and Learning Needs that will be sent to agency contacts along with the student's resume to be reviewed for possible field education at the agency. Please note that the application form is used solely by the Director of Field Education to assist in the placement process. The statement should be in essay format with information included in full sentences under each subheading. This statement must have clear and appropriate grammar and composition. It is expected that the document will be 2-3 pages, double-spaced in length.

The following information should be included in your statement:

- **Interest in Social Work:** What is your primary interest in social work? What do you wish to accomplish as a social worker?
- **Relevant Education and Life/Work Experience:** Discuss any experience(s) that have shaped your interest and/or any specialized skills or knowledge that you bring to your plan to become a social worker.
- **Learning Needs and Objectives:** Define any anticipated areas of strength AND challenge to you in preparing to become a social worker.
- **Career Goals:** Describe any professional goals that you have set for yourself at this time.

**REQUEST FOR EMPLOYMENT-BASED FIELD EDUCATION PLACEMENT**

Agency \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Telephone \_\_\_\_\_ E-mail \_\_\_\_\_

Agency Director \_\_\_\_\_

Work Supervisor \_\_\_\_\_

Current Job Description \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Description of proposed Field Education experience \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Specify how your Field Education experience will differ from your job responsibilities

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Will field hours be paid by the agency?

( ) over and above paid hours?

( ) a combination of paid and unpaid time?

Specify detail of arrangement \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Proposed Field Instructor \_\_\_\_\_

Title \_\_\_\_\_

School and year MSW earned \_\_\_\_\_

Phone (\_\_\_\_\_) \_\_\_\_\_

With whom should Field Coordinator make contract to plan for placement in this agency?

Name \_\_\_\_\_ Title \_\_\_\_\_

Phone (\_\_\_\_\_) \_\_\_\_\_

Once placement details are finalized with appropriate personnel, the agency executive will be asked to sign a letter of agreement.





**Lourdes University**  
**Department of Social Work**  
**STUDENT LEARNING CONTRACT**  
**SWK 491/493**

<b>STUDENT'S NAME:</b>	<b>AGENCY:</b>	<b>DATE:</b>
<b>FIELD INSTRUCTOR:</b>	<b>TASK SUPERVISOR(S):</b>	

**PURPOSE:** *The Learning Contract is a written agreement between the student, Field Instructor, and Director of Field Education to outline activities and products the student will complete during their time at the agency to demonstrate their ability to practice social work competently. Activities and products should be accomplishable during the semester, and should focus on the integration of academic learning into field experiences. The Learning Contract should be used as a source of reference to guide student tasks and as a source for ongoing discussion during times of supervision.*

**EVALUATION:** *At the mid-term and final points of each semester, the Field Instructor (and Task Instructor, if applicable) will evaluate the student's progress in developing competency in each practice area. The Field Instructor will have the opportunity to provide formal written and verbal feedback during the evaluation process. The student will have the opportunity to provide a written response to the Director of Field Education if they disagree with the Field Instructor's evaluation.*

**I. SUPERVISION:** Describe the plan for the structure of supervision to be utilized this semester.

**II. SCHEDULE:** Please attach a Schedule of Anticipated Days Form. This should reflect university and/or agency closures, holidays, workshops, or personal matters that are anticipated. (Please calculate the anticipated hours to ensure that this schedule will meet the 200 hour requirement).

**SIGNATURES:** *The student, field supervisor(s), and Field Education Director are required to sign the Student Learning Contract to document that all parties have read the document. The student is responsible for submitting a final copy of the Learning Contract.*

Field Instructor

Date

Task Supervisor (if applicable)

Date

Student

Date

**STUDENT LEARNING CONTRACT**  
**SWK 491/493**

**OVERVIEW:** The function of the learning contract is to articulate what the student will be learning in the agency, how the learning task will help the student meet his or her field competencies, the length of time expected to complete the learning task, and how to assess how the objective will be successfully completed. This plan serves as the formal agreement between the student, supervisor, and field liaison. The activities should include practical field experience to aid in developing beginning competence to work with various size systems, individual, family, group, organizations, and communities.

**DIRECTIONS:** Activities will reflect beginning opportunities to develop knowledge in the first field course (SWK 491) through emerging competency by the end of the second course (SWK 493). Each competency should have 2-3 activities listed. Please refer to the [list of sample activities](#) for each competency as needed. Note: Some activities will be listed under multiple competencies. Client may refer to individual, family, group or community.

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

- Skills to Develop:
- a. make 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; The Nine Social Work Competencies 2022 Educational Policy and Accreditation Standards
  - 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.

Activity/Task	Target Date	Method of Evaluation

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

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

Activity/Task	Target Date	Method of Evaluation

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

- Skills to Develop:
- 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.

Activity/Task	Target Date	Method of Evaluation

**COMPETENCY 4: *Engage in Practice-Informed Research and Research-Informed Practice***

Skills to Develop:

- 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.

Activity/Task	Target Date	Method of Evaluation

**COMPETENCY 5: *Engage in Policy Practice***

Skills to Develop:

- 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.

Activity/Task	Target Date	Method of Evaluation

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

Skills to Develop:

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

Activity/Task	Target Date	Method of Evaluation

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

Skills to Develop:

- 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.

Activity/Task	Target Date	Method of Evaluation

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

**Skills to Develop:**

- 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.

Activity/Task	Target Date	Method of Evaluation

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

**Skills to Develop:**

- a. select and use culturally responsive 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.

Activity/Task	Target Date	Method of Evaluation



**Lourdes University**  
**Department of Social Work**  
**MID-TERM EVALUATION**  
**SWK 491/493**

<b>STUDENT'S NAME:</b>	<b>AGENCY:</b>	<b>DATE:</b>
<b>FIELD INSTRUCTOR:</b>	<b>TASK SUPERVISOR(S):</b>	

**INSTRUCTIONS:** *This evaluation consists of three sections: (1) Student Progress, (2) Professional Behavior Skills, and (3) Overall Progress at Mid-Semester. The Field Instructor's evaluation should incorporate input of the task supervisor (and other agency staff when appropriate). All parties will sign the document at Mid-Term Meeting.*

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### SECTION I: STUDENT PROGRESS ON FIELD COMPETENCIES

This section evaluates the student's progress in developing skills to build knowledge and competencies as outlined on the learning plan. Using the following scale, mark the number that best indicates student's level of attainment of each learning competency area and note any identified strengths and areas that need improvement at mid-point in the learning experience. The midterm is an opportunity to evaluate if student is on track to meet the required competency or to address any areas of concern.

UTE	1	2	3
<b>Unable to evaluate:</b> Student has not yet had an opportunity to begin working on this competency	<b>Unacceptable:</b> Student has not demonstrated any awareness, knowledge or skill development in this competency area	<b>Needs Improvement:</b> Student inconsistently demonstrates awareness, knowledge or skill development in this competency area	<b>Acceptable:</b> Student is consistently performing and demonstrating competency at an acceptable or above average level

BEGINNING COMPETENCY EVALUATED	RATING	COMMENTS:
Demonstrate Ethical and Professional Behavior	<input type="checkbox"/> UTE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	
Advance Human Rights and Social, Racial, Economic, and Environmental Justice	<input type="checkbox"/> UTE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	
Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	<input type="checkbox"/> UTE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	
Engage in Practice-Informed Research and Research-Informed Practice	<input type="checkbox"/> UTE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	
Engage in Policy Practice	<input type="checkbox"/> UTE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	
Engage with Individuals, Families, Groups, Organizations, and Communities	<input type="checkbox"/> UTE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	

Assess Individuals, Families, Groups, Organizations, and Communities	<input type="checkbox"/> UTE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	
Intervene with Individuals, Families, Groups, Organizations, and Communities	<input type="checkbox"/> UTE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	
Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	<input type="checkbox"/> UTE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	

**SECTION II: PROFESSIONAL WORK SKILLS**

This section evaluates the extent to which the student has demonstrated important professional work habits. Using the following scale, circle the number that best indicates student’s performance for each professional work habit:

1	2	3
<b>Unacceptable:</b> Concerns regarding performance in this area.	<b>Needs Improvement:</b> Inconsistent performance in this area.	<b>Acceptable:</b> Student performance on target in this area.

WORK SKILLS      RATING COMMENTS:	RATING	COMMENTS:
Student adheres to expected schedule and hours of internship	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	
Student informs instructor when tardy or absent	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	
Student meets agreed upon agency deadlines	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	
Student is appropriately attired	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	
Student maintains collegiate attitude towards all agency staff	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	

**SECTION III: SUMMARY**

Please marks your overall mid-term evaluation of the student's learning progress:

1	2	3
<input type="checkbox"/> Overall Performance is unacceptable	<input type="checkbox"/> Overall performance is acceptable with some reservations	<input type="checkbox"/> Overall performance is acceptable

**SIGNATURES:** *The student, field supervisor(s), and Field Education Director are required to sign the Mid-Term Eval at the Mid-Term Meeting to document that all parties have read the document.*

---

**Student** \_\_\_\_\_ **Date** \_\_\_\_\_

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**Field Instructor** \_\_\_\_\_ **Date** \_\_\_\_\_

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**Lourdes University**  
**Department of Social Work**  
**END-OF-SEMESTER EVALUATION**  
**SWK 491/493**

<b>STUDENT'S NAME:</b>	<b>AGENCY:</b>	<b>DATE:</b>
<b>FIELD INSTRUCTOR:</b>	<b>TASK SUPERVISOR(S):</b>	

**INSTRUCTIONS:** *This evaluation consists of three sections: (1) Student Progress, (2) Professional Behavior Skills, and (3) Narrative Summary. The Field Instructor's evaluation should incorporate input of the task supervisor (and other agency staff when appropriate). All parties should sign the document before submission.*

### SECTION I: FIELD EXPERIENCE COMPETENCIES

Using the following scale, mark the number that best indicates the extent to which the student has met expectations for attaining each learning competency for Advanced I level and list any comment(s) that support this rating:

<b>5</b>	<b>Exceeds Expectations.</b> Student consistently demonstrates exceptional competency in this skill area including ability to practice the competence independently.
<b>4</b>	<b>Meets Expectations.</b> Student consistently has demonstrated Competence in this skill area, demonstrates ongoing progress and takes initiative for learning and meets all expectations in this area.
<b>3</b>	<b>Minimally Meets Expectations.</b> Student has demonstrated minimal competency and inconsistently demonstrates skill and often requires prompting or assistance in completing tasks.
<b>2</b>	<b>Insufficient Progress.</b> Student has rarely demonstrated competence in this skill area, limited evidence of growth or change, rarely demonstrates progress on tasks and behaviors, and takes little initiative for learning.
<b>1</b>	<b>Unacceptable.</b> Student has shown no competence in this skill area.
<b>UTE a</b>	<b>Unable to Evaluate (a).</b> The student has not had the opportunity to engage in learning activities to attain this competence. (Please note the reason in the comment section.)
<b>UTE b</b>	<b>Unable to Evaluate (b).</b> Field setting does not provide the opportunity to learn opportunities to attain this competence. (Please note the reason in the comment section.)

#### **Ratings Summary:**

- **SATISFACTORY EVALUATION:** Students need to have an average of 3.0 to receive a passing grade for this course and receive no "1s." UTE's are not considered in the scoring.
- **Program Benchmark:** In any given year, 80% of our students will average 4 or better on all measured competencies.

<i>Competency 1: Demonstrate Ethical and Professional Behavior</i>		
<b>SKILL EVALUATED</b>	<b>RATING</b>	<b>COMMENTS:</b>
Make 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	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> UTEa <input type="checkbox"/> UTEb	

profession as appropriate to the context; The Nine Social Work Competencies 2022 EPAS		
Demonstrate professional behavior; appearance; and oral, written, and electronic communication	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> UTEa <input type="checkbox"/> UTEb	
Use technology ethically and appropriately to facilitate practice outcomes	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> UTEa <input type="checkbox"/> UTEb	
use supervision and consultation to guide professional judgment and behavior	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> UTEa <input type="checkbox"/> UTEb	

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

SKILL EVALUATED	RATING	COMMENTS:
Advocate for human rights at the individual, family, group, organizational, and community system levels	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> UTEa <input type="checkbox"/> UTEb	
Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> UTEa <input type="checkbox"/> UTEb	

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

SKILL EVALUATED	RATING	COMMENTS:
Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> UTEa <input type="checkbox"/> UTEb	
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	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> UTEa <input type="checkbox"/> UTEb	

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

SKILL EVALUATED	RATING	COMMENTS:
Apply research findings to inform and improve practice, policy, and programs	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> UTEa <input type="checkbox"/> UTEb	
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	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> UTEa <input type="checkbox"/> UTEb	

***Competency 5: Engage in Policy Practice***

SKILL EVALUATED	RATING	COMMENTS:
Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> UTEa <input type="checkbox"/> UTEb	

Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> UTEa <input type="checkbox"/> UTEb	
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***Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities***

SKILL EVALUATED	RATING	COMMENTS:
Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> UTEa <input type="checkbox"/> UTEb	
Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> UTEa <input type="checkbox"/> UTEb	

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

SKILL EVALUATED	RATING	COMMENTS:
Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> UTEa <input type="checkbox"/> UTEb	
Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> UTEa <input type="checkbox"/> UTEb	

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

SKILL EVALUATED	RATING	COMMENTS:
Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> UTEa <input type="checkbox"/> UTEb	
Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> UTEa <input type="checkbox"/> UTEb	

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

SKILL EVALUATED	RATING	COMMENTS:
Select and use culturally responsive methods for evaluation of outcomes	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> UTEa <input type="checkbox"/> UTEb	
Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> UTEa <input type="checkbox"/> UTEb	

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## SECTION II: PROFESSIONAL WORK SKILLS

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This section evaluates the extent to which student has demonstrated important professional work habits. Using the following scale, circle the number that best indicates the extent to which the student has met expectations for demonstrating each professional behavior:

5	<b>Exceeds Expectations.</b> Student consistently demonstrates exceptional competency in this skill area including ability to practice the competence independently.
4	<b>Meets Expectations.</b> Student consistently has demonstrated competence in this skill area.
3	<b>Minimally Meets Expectations.</b> Student has inconsistently demonstrated competence in this skill area and needs improvement.
2	<b>Insufficient Progress.</b> Student has rarely demonstrated competence in this skill area.
1	<b>Unacceptable.</b> Student has shown no competence in this skill area.

WORK SKILLS	RATING	RATING	COMMENTS:
Student adheres to expected schedule and hours of internship		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
Student informs instructor when tardy or absent		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
Student meets agreed upon agency deadlines		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
Student is appropriately attired		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
Student maintains collegiate attitude towards all agency staff		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	

**Additional Comment:**

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## SECTION III: NARRATIVE SUMMARY

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**1. Identify the student's strengths:**

**2. Identify areas for improvement:**

**3. Goals for Student's Future Learning:**

**4. Additional Comments:**

<b>SIGNATURES:</b> <i>The student, field supervisor(s), and Field Education Director are required to sign the End-of-Semester Eval to document that all parties have read the document</i>	
<b>Field Instructor</b>	<b>Date</b>
<b>Task Supervisor (if applicable)</b>	<b>Date</b>
<b>Student</b> <input type="checkbox"/> I agree with the contents of this evaluation <input type="checkbox"/> I disagree with the contents of this evaluation. Student may attach a written response to this end- of-semester evaluation.	<b>Date</b>
<b>Field Education Director</b>	<b>Date</b>
<b>Field Instructor's average score on practice behaviors (1-5):</b>	

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**DEPARTMENT OF SOCIAL WORK FACULTY**

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