



**COLLEGE OF HUMAN SCIENCES AND EDUCATION
SCHOOL OF SOCIAL WORK**

**FIELD EDUCATION
MSW ONLINE PROGRAM MANUAL
Fall 2016 – Summer 2017**

Office of Field Education

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On behalf of the LSU School of Social Work, its faculty, staff and students, we thank you for your continued support and commitment to field education. We are committed to providing whatever assistance and support you may need to assure that each field experience is productive and satisfying. Your time and experience make it possible for students to develop into more responsive, skilled and ethical practitioners. We thank you for your valuable commitment.

We give a special thanks to field education programs across the nation for their generosity in sharing their ideas and policies through field manuals, websites, and field list serve and evaluation materials.

To all these individuals we extend our sincerest appreciation.

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Information Sharing Agreement	Appendix B






All Field Education Forms, Policies, Procedures and Reference Materials listed below are available on the School of Social Work On Campus Community Moodle Page and supervisor documents available on the Schools Webpage at <http://www.socialwork.lsu.edu> or by request to the Office of Field Education.

FORMS	
Agency Orientation Checklist	
Agency Informational Update	
Field Log	
Final Foundation Evaluation - SW7007	
Final Foundation Evaluation - SW7008	
Final Advanced Evaluation – SW7502	
Final Advanced Evaluation – SW7503	
Information Sharing Form	
Learning Plan - SW7007/SW7008	
Learning Plan - SW7502/SW7503	
Liaison Final Evaluation of the Agency and Supervisor	
Mid-Term Foundation Evaluation - SW7007	
Mid-Term Advanced Evaluation - SW7503	
Request to Change Field Placement	
Request to Intern During Semester Break	
Schedule of Anticipated Hours	
Student Agreement Form	
Student’s Documentation Of Concerns	
Student Report of Field Experience- Mid Semester	
Student Report of Field Experience- Final Semester	
Supervisor’s Documentation Of Concerns	
Supervision Weekly Log	
Work Site Request Form	

LSU School of Social Work

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LSU School of Social Work

GLOSSARY

Advanced Standing - Students who have an undergraduate degree in social work, and enter into our program in the Advanced Year. Their BSW substitutes for the Foundation Year courses

Advanced - Students who are in the second year or advanced part of the MSW program and have completed 30 hours.

BACS - Board Approved Clinical Supervisor. LCSW with 5 years of experience and approved by the State Board of Social Work Examiners to provide LCSW supervision to MSW.

Council on Social Work Education (CSWE) - Accrediting body for all graduate and undergraduate schools of social work.

CSW - Certified Social Worker. Refers to individual with a Masters in Social Work from an accredited School of Social Work who has not taken or not passed a state board exam for licensure in Louisiana.

Field Supervisor - Licensed Social worker who is responsible for the completion of all documentation for the School, and providing a minimum of one hour per week of supervision to the student. In most cases, this person is also responsible for assignment of tasks to the intern. In situations where these duties are shared with a Task Supervisor, the LCSW is responsible for assisting the student to connect the tasks to the larger social work profession.

LABSWE – Louisiana State Board of Social Work Examiners. The proper regulatory authority over social work practice in Louisiana to safeguard the public health, safety, and welfare of the people of this state against unauthorized, unqualified and improper practice of social work.

LCSW - Licensed Clinical Social Worker. An MSW with 3 years of post MSW experience who has met certifications requirements and passed a State Board Exam for licensure in the state of Louisiana.

LMSW – Licensed Master Social Worker. Refers to individual with a Masters in Social Work from an accredited School of Social Work who has passed a state board exam for licensure in Louisiana.

Faculty Liaison - Refers to faculty members of the LSU School of Social Work who are assigned as “instructors of record”, and are ultimately responsible for assigning grades for students’ field work, after consultation with field supervisor. Liaisons are available to consult with the field supervisor(s) or students about any field concerns.

Foundation Year - Refers to the first 30 hours of the MSW program and to students who are enrolled in the first year. The first year focuses on the basic requirements established by the Council on Social Work Education, and allows for very little in the way of elective choices.

Online Student- Student enrolled exclusively in online classes.

On Campus Student- Student enrolled exclusively in on campus classes.

NASW - National Association of Social Work, a professional social work organization.

RSW - Registered Social Worker. Refers to a person who has a bachelors of social work degree from an accredited school of social work and is registered with the state board of social work examiners.

Task Supervisor - Refers to the person who assigns the students’ tasks and monitors day-to-day work performance. This is an agency employee who remains in consultation with the LCSW Supervisor on the students’ progress. Normally utilized by agencies without an LCSW on-site.

**LSU School of Social Work
PROGRAM OF STUDY FOR ON CAMPUS STUDENTS**

Full-Time Students - Students enrolled full-time in the M.S.W. program shall complete the following courses ;

<p>SW 7001 Human Behavior and the Social Environment I: Socio-behavioral science base of social work practice; interrelationship of biological, psychological, social, and cultural determinants of human behavior; major biopsychosocial developmental achievements and adaptations of human beings from conception through death.</p>	<p>SW 7005 Social Work Practice I: Introduction to social work theory, principles, and intervention skills common to social work practice with individuals and families; psychosocial perspectives in intervention. (Must be completed or concurrently enrolled before beginning Foundation Field courses)</p>
<p>SW 7003 Social Welfare History and Policy: Development of social work as a profession; evolution of social welfare policies and programs; nature of social policy and policy formulation.</p>	<p>SW 7007 Foundation Field Internship I: Application of foundation knowledge, skills, values, and ethics to practice in an approved internship agency. 240 clock hours.</p>
<p>SW 7009 Social Work Research I: Standards and methods of scientific inquiry applied in social work research; concept formulation; research design; sources, collection, and presentation of data.</p>	<p>SW 7004 Human Diversity and Oppression: Social dynamics of human oppression; effects of institutional discrimination, inequality, stigma, and prejudice stemming from racism, sexism, ageism, and classism; implications of human oppression and multiculturalism for human behavior, social work practice, and social policy</p>
<p>SW 7002 Human Behavior and the Social Environment II: Social science base of social work practice; social systems in which human beings develop and live; focus on research related to social interaction.</p>	<p>SW 7010 Differential Diagnosis: Diagnostic and treatment tools for examining the functionality of human behavior in the context of diverse social systems.</p>
<p>SW 7006 Social Work Practice II: Techniques of working with various types of groups including treatment groups and planning action groups; community organization techniques.</p>	<p>SW 7008 Foundation Field Internship II: Application of knowledge, skills, values, and ethics to practice in an approved internship agency. 240 clock hours.</p>

Advanced Year

<p>SW 7501 Program & Practice Evaluation: Types of research, designs, and instruments used in social work; research processes from specification to hypotheses and collection of data.</p>	<p>SW 7505 Advanced Direct Practice: Advanced methods of effective individual, family, and group treatment of systemic issues in a holistic perspective. Must have completed or be concurrently enrolled to begin advanced field courses).</p>
<p>SW 7502 Advanced Field Internship I: Supervised internship in an approved agency setting where advanced knowledge, skills, values, and ethics are applied in the practice setting. 240 clock hours.</p>	<p>SW 7506 Community & Agency Contexts for Direct Practice: focuses on expanding and deepening students' knowledge and professional abilities with respect to the theoretical perspectives, empirical evidence, ethical considerations and practice methods and skills necessary to effect change on organizational, political, economic, and social levels for the benefit of clients with whom they work directly.</p>

Advanced Year • Spring Semester

<p>SW 7503 Advanced Field Internship II: Supervised internship in an approved agency setting where advanced knowledge, skills, values, and ethics are applied in the practice setting. 240 clock hours.</p>	<p>Three elective courses</p>
<p>SW 7504 Advanced Social Policy: Dimensions and patterns of social policy; evolution and design of provisions and services; current issues, problems, and trends.</p>	

ELECTIVE COURSES

These elective courses may include the emphasis courses already described. Students conducting thesis research will enroll in six hours of thesis credit and two other electives. Please note that an elective can be offered only if faculty resources are available and there is sufficient student enrollment. Six hours of elective course work may be taken in other departments or schools at LSU. (See the section "Degree Credit and Waivers," in this bulletin.)

Number	Description
SW 7306	Advanced Social Work Treatment of Individuals: Differential diagnostic assessment and treatment of individuals with complex intrapersonal problems.
SW 7307	Direct Practice with Children and Adolescents: Maladaptive patterns of behavior in children and adolescents; intervention strategies with children, parents, families, and groups.
SW 7308	Social Work with Groups: Theory and Practice: Dynamics of social work with groups; members' behavior and corresponding worker roles and responses.
SW 7309	Advanced Methods of Group Treatment: Diagnostic and treatment procedures used in intensive group therapy.
SW 7402	Social Work in Corrections: Social work processes in corrections; population served; existing and needed delivery systems for rehabilitative services; influence of the host setting.
SW 7403	Social Work and Aging: Demographic characteristics of the aging population; aging as a developmental process with economic, biological, psychological, and socialization aspects; impact of legislative and social service systems.
SW 7404	Social Work Practice in Schools: Implementation of social work values, purposes, and methods in a school setting.
SW 7405	Marital and Family Treatment in Social Work: Identification and modification of dysfunctional transactional patterns; facilitating communication; improving the quality of marriage and family relations.
SW 7409	Law and Social Work: Relationship of law to social work; statutes, cases, and doctrinal materials in personal and family breakdown; programs for income maintenance; Supreme Court cases concerning criminal justice, juvenile courts, and the rights of the confined.
SW 7410	Comparative Social Welfare: Comparative analysis of international social welfare systems; differential cross-national social services; similarities and differences among nations.
SW 7412	Social Work in Medical Care: Nature of social work practice in the field of medical care; medical care system and consumer problems; role of medical social workers.
SW 7415	Child/Family I: Theories and skills of assessment and communication with children and families.
SW 7416	Child/Family II: Legal and administrative functions in working with children and families.
SW 7435	Data Analysis and Research Management: Data collection, analysis, and general research management; research strategies and analytical techniques; design and execution of selected research instruments; manual and computer processing of data.
SW 7455	Management in Human Services: Management used in the effective provision of social services; techniques of modern management; interdisciplinary and practical approaches; unique aspects of human service management; development of critical attitudes and management skills.
SW 7710	Task-Oriented Group Interaction in Social Work: Interaction of small groups in social work practice; emphasis on understanding barriers to goal-directed interaction and on helping groups accomplish tasks.
SW 7801	Family Violence: Topics in family violence; their relevance to social work practice; program development and interventive approaches and issues.
SW 7803	Grant and Proposal Writing for Human Service Organizations: Methods of accessing federal, state, and private funds; developing grant and contract proposals.
SW 7804	Addictive Disorders in Contemporary Society: Topics related to addictive disorders in contemporary society; their relevance to social work practice.
SW 7905	Independent Reading and Research in Social Work Practice
SW 7906	Independent Reading and Research in Social Welfare Policy
SW 7907	Public Policies and the Aging: Public policies that affect quality of life for the elderly; Older American's Act, Social Security Act, Medicare and Medicaid policies.
SW 7908	Social Development: International Perspectives: Concepts of social development; extent of social underdevelopment in the modern world; theories and normative perspectives; social and national planning.
SW 7999	Research Project: Non-thesis Option: Research project, state of knowledge paper, or position paper.

MISSION STATEMENT



Mission and Goals:

Mission

The mission of the School of Social Work is to prepare highly competent, effective, and ethical social work professionals to serve diverse, vulnerable, and impoverished populations. Through our educational programs we dedicate ourselves to the instruction, development, and dissemination of evidence-informed knowledge and skills to advance contemporary and future social work practice. Embedded within our mission is a commitment to culturally competent practice and service to the people of Louisiana and the Delta region, including leadership and consultation to individuals and organizations serving our constituents. Our mission affirms our core values of social and economic justice, respect for the dignity and worth of each individual, and the centrality of human relationships to well-being. (Mission statement unanimously approved 1/27/11)

Goals

In implementing its mission, the School of Social Work commits to:

- I. Expand a nationally prominent MSW Program, being ranked among the top programs in the southeastern region and demonstrate a progressively improving national ranking;
- II. Expand a nationally and internationally prominent Ph.D. Program;
- III. Expand our undergraduate opportunities;
- IV. Extend the reach of the Office of Social Service Research and Development (OSSRD);
- V. Increase support for research, scholarship, instruction and community engagement;
- VI. Increase diversity among faculty, staff and students;
- VII. Bolster the infrastructure to maximize operations.

Social Work 7007: Foundation Internship I (3 credits)
Social Work 7008: Foundation Internship II (3 credits)

Faculty Liaison/Instructor: **TBA**
(Faculty Liaison assigned at beginning of semester and student notified).

Office hours:

Phone:

Fax:

Office Location: E-mail:

PREREQUISITES: 7007 Foundation Field Internship I (3) *Prereq.: majors only and credit for or concurrent registration in SW 7005. Pass-fail grading* **7008 Foundation Field Internship II (3)** *Prereq.: majors only and credit for or concurrent registration in SW 7006 & 7007. Pass-fail grading.*

I. COURSE DESCRIPTION:

The foundation internship sequence exposes students to a wide variety of social work experiences and allows them to integrate and apply academic coursework in a field setting under the guidance and direction of a field supervisor. SW7007 provides the foundation for reinforcing the nature, purposes, and values of social work, development of the professional self and building skills to become culturally competent social workers. SW7008 builds on that foundation, providing continuity as the student learns to identify with the purposes, values and ethics of the social work profession, develop beginning understanding of empirically and evidenced based knowledge and interventions, and grasps the impact of policy on the human service delivery system and the social work profession.

RATIONALE FOR THE COURSE

The Foundation Internship I/Foundation Internship II courses establish a beginning practice frame of reference for a range of practice fields and settings. It provides practical field experience in developing skills to work with various size systems- individual, family, group, organizations, and communities- as well as reinforce the student's self identification with the profession. Foundation I/Foundation II field courses afford the opportunity for students to develop skills and knowledge to support the programs advanced concentration curriculum defined as advanced, contextualized direct practice.

All field education students are expected to:

1. Meet the academic requirements and prerequisites for Field Education courses.
2. Submit all field placement forms and all relevant documents in keeping with the field procedures and specified timeframes.
3. To perform in a responsible manner, keeping commitments to the agency, to the agency field instructor, to clients, and to the faculty field liaison.
4. To take the initiative in seeking advice and consultation or help from the agency field instructor or the faculty field liaison.
5. Accept the dual role of learner and practitioner and all related responsibilities.
6. Take responsibility for ensuring personal safety and security while performing field placement duties.

7. Be aware of, and adhere to, to all relevant university and School of Social Work policies as they apply to field education courses.
8. Be aware of, and adhere, to all relevant professional standards. These include the NASW Code of Ethics and Standards of Practice.
9. Identify themselves as a MSW **student** in all professional interactions and interventions.
10. Take responsibility for self-directed learning by preparing the learning plan and writing revisions as necessary.
11. Reflect on their weekly progress and identify specific areas for feedback during weekly supervision sessions, evaluation meetings and field education seminars.
12. Assist faculty liaison in scheduling site visits.
13. Attend all schedule field education seminars.
14. To discuss with the Field Supervisor and /or faculty field liaison areas of disagreement, dissatisfaction or confusion in respect to any part of the field learning experience.
15. Take responsibility for problem-solving and conflict resolution as the need arises.
16. Maintain communication with the Field Education Office to ensure current address and email information.
17. Being punctual and reliable in all field matters.
18. Being aware that as a condition of being placed in some agency settings they may be required to complete a Criminal Record Check with both state and law enforcement agencies.
19. Following agency procedures/policies regarding appropriate workplace attire, and no use of cell phone or other devices during internship.
20. Check email frequently.

II. FIELD EDUCATION DEVELOPMENTAL COMPETENCIES CONTINUUM

The field education competencies for all four required field courses are developed on a skill continuum, and represent a range of skills from foundation knowledge to advance competency to prepare students for master level direct social work practice. The progression is based on a competency developmental model beginning with Beginning Knowledge (SW7007) then Emerging Competence (SW7008) to Competence (SW7502) and finally Advanced Competence (SW7503). Although the goal is to master each competency, the progression is highlighted in learning activities starting in the foundation field courses and continuing through the advanced field courses. Below are the nine major competency areas outlined by CSWE Educational Policy and Accreditation Standards (2015):

- I. Demonstrate Ethical and Professional Behavior Competency**
- II. Engage Diversity and Difference in Practice Competency**
- III. Advance Human Rights and Social, Economic, and Environmental Justice Competency**
- IV. Engage In Practice-informed Research and Research-informed Practice Competency**
- V. Engage in Policy Practice Competency**
- VI. Engage with Individuals, Families, Groups, Organizations, and Communities Competency**
- VII. Assess Individuals, Families, Groups, Organizations, and Communities Competency**
- VIII. Intervene with Individuals, Families, Groups, Organizations, and Communities Competency**
- IX. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Note: "Client" may be defined as individual, family, group, or community. Learning samples to distinguish foundation and advanced activities included in sample.

FOUNDATION

SW7007/7008

The field internship sequence exposes students to a wide variety of social work experiences and allows them to integrate and apply academic coursework in a field setting under the guidance and direction of a field supervisor. The Foundation Internship I and Foundation Internship II courses establish a beginning practice frame of reference for a range of practice fields and settings. They provide practical field experience in developing beginning competence to work with various size systems, individual, family, group, organizations, and communities as well as reinforce the student’s self-identification with the profession. SW7007 affords the opportunity for students to develop skills and knowledge to support the programs foundation generalist focus.

Beginning Knowledge <i>Student will demonstrate beginning understanding</i>	Emerging Competence <i>Student will develop beginning competency</i>
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I. Demonstrate Ethical and Professional Behavior Competency

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

SKILLS:

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

II. Engage Diversity and Difference in Practice Competency

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

SKILLS:

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

III. Advance Human Rights and Social, Economic, and Environmental Justice Competency

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers

<p>understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.</p>
<p>SKILLS:</p> <ul style="list-style-type: none"> • Ability to apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels • Student engages in practices that advance social, economic, and environmental justice
<p>IV. Engage In Practice-informed Research and Research-informed Practice Competency Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice</p>
<p>SKILLS:</p> <ul style="list-style-type: none"> • Student uses practice experience and theory to inform scientific inquiry and research • Ability to apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings • Student uses and translates research evidence to inform and improve practice, policy, and service delivery
<p>V. Engage in Policy Practice Competency Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.</p>
<p>SKILLS:</p> <ul style="list-style-type: none"> • Ability to Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services • Ability to assess how social welfare and economic policies impact the delivery of and access to social services • Ability to apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice
<p>VI. Engage with Individuals, Families, Groups, Organizations, and Communities Competency Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities.</p>
<p>SKILLS:</p> <ul style="list-style-type: none"> • Student can apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies • Ability to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies
<p>VII. Assess Individuals, Families, Groups, Organizations, and Communities Competency Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making</p>
<p>SKILLS:</p>

<ul style="list-style-type: none"> • Ability to collect and organize data, and apply critical thinking to interpret information from clients and constituencies • Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies • Ability to develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies • Ability to select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies
<p>VIII. Intervene with Individuals, Families, Groups, Organizations, and Communities Competency</p> <p>Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.</p>
<p>SKILLS:</p> <ul style="list-style-type: none"> • Ability to critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies • Ability to apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies • Ability to use inter-professional collaboration as appropriate to achieve beneficial practice outcomes • Ability to negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies • Ability to facilitate effective transitions and endings that advance mutually agreed-on goals
<p>IX. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.</p>
<p>SKILLS:</p> <ul style="list-style-type: none"> • Ability to select and use appropriate methods for evaluation of outcomes • Ability to apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes • Ability to critically analyze, monitor, and evaluate intervention and program processes and outcomes • Ability to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

III. COURSE TEXTS:

Field Practicum Manual, Louisiana State University School of Social Work Fall 2016– Summer 2017 (distributed at the beginning of the course and available on the website). Students in field placements are held accountable for all policies and procedures listed in the accompanying field manual.

"**Louisiana Social Work Practice Act** (added by Acts in 1972, 1983, 1990, 1992, 1993, 1994, 1996, 1999, 2000, 2001, 2004, and 2007, 2010). ", and "**Louisiana Licensed Clinical Social Work Practice Act: Rules, Regulations and Procedures**". Obtain your copy from the Louisiana State Board of Social Work Examiners at 18550 Highland Road, Suite B, Baton Rouge, LA 70809 or call #225-756-3470 or search the LCSW web page at www.labswe.org.

The National Association of Social Worker (NASW) Code of Ethics and Standards applicable to your internship setting: (Adolescents, Case Management, Child Protection, and Clinical Social Work. Continuing Professional Education, Health

Care Settings, Long-Term Care Facilities, School Social Work Services, Social Work Mediators). Contact the Louisiana NASW office at #225-346-1234 to obtain your copy(ies) or the National NASW Press Office at 1-800-227-3590 or NASW website at www.naswpress.org.

IV. METHODS OF INSTRUCTION:

Students in SW 7007 are required to attend a 24-hour on-campus field orientation and skills lab. This orientation uses group exercises, reading & writing assignments, and didactic presentations to prepare foundation students for their field practicum in a variety of areas including: ethics, diversity, and field procedures (Refer to the Field Manual for full description). The skills lab will provide students with an overview of basic interview and engagement skills and application of skills through role plays.

Students in both SW 7007 and SW 7008 attend on-campus seminars on a selected topic related to fieldwork. The Field Office may require reading and/or writing assignments in conjunction with this seminar (Refer to the Field Manual for full description).

Field supervisors train students using a variety of methods, such as observation of supervisor modeling appropriate behavior and tasks, one-on-one instruction, group discussions, reading relevant/assigned material, journaling, process recordings, etc. When available, students may take advantage of professional community learning events, such as seminars and meetings.

IV. CLASS POLICIES:

(Please refer to the field manual for full description of field education policies and procedures.)

Professional Behavior

The NASW Code of Ethics should guide students' interactions with one another, course instructor(s), field supervisors, field agency personnel, agency clients, and all other program affiliates who support students' educational process. Students are accountable as representatives of their agency, their school, and the social work profession. Students are expected to abide by the NASW Code of Ethics, the Louisiana Practice Act and the Rules Regulations and Procedures of the Practice Act, and to uphold the rules and procedures of their placement agencies. The School of Social Work requires internship students to demonstrate professional demeanor, appropriate relationships, and ethical behavior. **Failure to meet these ethical standards may result in a Level 3 Student Review that may result in a grade of Failing and expulsion from the MSW Program.** (Refer to the Field Manual on page 53 for dealing with Concerns in Field).

Students with Disabilities

Students requesting accommodations are encouraged to contact the Office of Disability Services, 112 Johnston Hall, Baton Rouge, LA 70803, (225) 578-5919, disability@lsu.edu, as soon as possible to make special arrangements should they be helpful or necessary. This office provides instructors with a Letter of Accommodation required before any accommodation in the learning environment will be made. Students must submit Accommodation Letters for field placement with their field application one semester prior to placement.

VI. METHODS OF EVALUATION:

All students are required to complete 240 clock hours in the assigned agency for EACH internship course for a total of 480 hours. Foundation students are required to intern two days a week in agencies, Monday, Tuesday and/or Friday. All field courses are Pass/Fail. Assigning field education grade is the responsibility of the assigned Faculty Liaison. The Field Supervisor's written evaluations (Mid-Term and Final Evaluation of Student's Performance) as well as verbal comments will be used as guidelines when determining a grade (Refer to the Field Manual for complete description).

A grade for field education will not be assigned without receipt of a learning agreement and an evaluation by the deadlines indicated in the Student Calendar given at the beginning of the academic year.

To receive a PASS grade a student must:

1. Be accepted by field supervisor(s) to complete a field placement with assigned agency: **and**
2. Earn a Satisfactory Final Student Field Evaluation by the supervisor; **and**
3. Submit all completed required internship course assignments, field log and documents by the specified due dates; **and**

4. Attend all required seminars/trainings; **and**
5. Demonstrate professional and ethical demeanor in the internship as defined in Section IV.

Students who receive a FAIL grade:

1. Receive an Unsatisfactory on the Final Evaluation of the Student by the Supervisor; **or**
2. Fail to submit all required internship course assignments or documents by the specified due dates; or
3. Fail to attend required seminars; or
4. Fail to demonstrate professional behavior in the internship as defined in Section IV; **or**
5. Agency requests student be removed from the agency for any of the following documented reasons:
 - A. Student's failure to abide by the NASW Code of Ethics, Standards of Practice, assigned agency policies or procedures, and or LSU policies or procedures;
 - B. Student's violation of any of the principles outlined in the NASW Code of Ethics or Standards of Practice.
 - C. Student's attempt to harm oneself, others or clients;
 - D. Student's repeated tardiness and unexcused absences without notification to agency supervisor;
 - E. Student's lack of progress in correcting identified deficiencies and concerns, as outlined in supervisor documentation.
 - F. Student's impairment for any reason to the degree that it interferes with student's ability to satisfy field competencies and activities identified in learning plan.

(Please refer to the field manual for a full description of the policy regarding Removal of Student.)

Note: A FAILING GRADE IN FIELD MAY RESULT IN EXPULSION FROM THE MSW PROGRAM.

Required Assignments and Seminars (Please refer to the field manual on the pages listed below for a full description of these requirements):

SW7007	SW7008
Complete Field Orientation and Skills Lab	(Not required in the second semester)
240 Clock Hours in the Agency	240 Clock Hours in the Agency
Complete Learning Plan and Schedule of Anticipated Days	Complete Learning Plan and Schedule of Anticipated Days
Student Report on Field Experience-First Semester	(Not required in the second semester)
Mid-Semester Evaluation of Student Performance completed by Supervisor	(Not required in the second semester)
Attend Foundation Seminar	Attend Field Placement Fair
Final Evaluation of Student Performance completed by Supervisor	Final Evaluation of Student Performance completed by Supervisor
	Student Report on Field Experience- Final Semester

VII. ASSIGNMENT INSTRUCTIONS

Each internship placement is uniquely structured. However, all placements will assign learning tasks and activities to meet the competencies of the course.

Students are required to complete a Learning Plan Form (refer to field manual on page for full description) within the first three weeks of beginning their placement within the assigned agency for Foundation SW7007 and SW7008. The Learning Plan serves as a guide to learning by operationalizing the educational goals and outcome competencies for the assigned field course. The Learning Plan has three sections: (1) field competencies, (2) learning activities, and (3) evaluation measure. Each comprises the written understanding between student, field supervisor, and faculty liaison as to the School's goals and outcome competencies for field education specific to that particular course. Each student will need to begin the development of their learning plan by conducting a self-assessment with respect to their own learning needs. With this in mind the student can develop a personalized plan for learning by integrating the School's curriculum, the specific learning needs, and the

opportunities available at the agency. The plan should incorporate tools or measurements to identify when and how the competencies will be evaluated; and detail the expected minimum level of performance.

Students with the input from their Supervisor(s) and Faculty Liaison will identify specific learning experiences available within the agency to meet each specific competencies. Students can utilize email, fax or faculty mailboxes to submit proposed draft of Learning Plan to their assigned liaison. The liaison will review and may suggest modification to strengthen the document, or recommend that portions of the plan be reformulated prior to final approval. The supervisor and student should finalize the Learning Plan and submit to the liaison for final approval by due date listed on calendar. The liaison copy of the learning plan becomes part of the student's record and is required along with the written evaluation in order to receive a grade for the course.

In addition to the competencies, the Learning Plan must include the following:

- Students must attach the **Schedule of Anticipated Internship Dates and Hours Form** for performing internship duties with a cumulative total reflecting 240 hours. This should include schedule changes to reflect school and agency closing for holidays, workshops, and any personal matters that are anticipated.
- Students must attach the Learning Plan cover sheet to the Learning Plan with all appropriate signatures before turning it in to the assigned liaison.

VIII. SUPPLEMENTAL READING

Agency supervisors and faculty liaisons may make individualized reading assignments throughout the placement.



Social Work 7502 Advanced Internship I (3 credits)
Social Work 7503 Advanced Internship II (3 credits)

Faculty Liaison/Instructor: **TBA**
(Faculty Liaison assigned at beginning of semester and student notified).

Office hours:
Phone:
Fax:
Office Location:
E-mail:

PREREQUISITES: 7502 Advanced Field Internship I (3) *Prereq.: Completion of all foundation courses; majors only and credit for or concurrent registration in SW 7505. Pass-fail grading.* **7503 Advanced Field Internship II (3)** *Prereq.: Completion of all foundation courses; majors only and credit for or concurrent registration in SW 7502 & 7505. Pass-fail grading.*

I. COURSE DESCRIPTION

The advanced internship reinforces and builds upon the foundation field experience, allowing students to integrate the beginning skills and knowledge that they gained in the foundation year with a placement in an advanced setting in the student's chosen concentration area. These two field practicum courses expand and deepen the students' knowledge and professional abilities with respect to the theoretical perspectives, empirical evidence, and practice methods and skills necessary to provide direct social work services to diverse client populations within a range of human service agencies.

Building upon the overall framework for direct practice developed in the first year Foundation courses, students will be oriented to a broad range of fields of practice students and develop mastery of the skills, knowledge and values for advanced direct practice in agency settings. The learning competencies for this course contain learning competencies targeting the reinforcement in practice of the knowledge, skills, and values that are part of the two advanced concentration practice courses, and students are evaluated twice each semester on how well they are meeting these practicum learning competencies.

RATIONALE FOR THE COURSE

The Advanced Internship I/Advanced Internship II courses are intended to prepare graduates for masters' level, entry positions, primarily agency-based direct social work practice. This course is intended to prepare graduates to deliver highly professionalized, culturally competent social work services to diverse client populations within a range of practice fields and settings.

All field education students are expected to:

1. Meet the academic requirements and prerequisites for Field Education courses.
2. Submit all field placement forms and all relevant documents in keeping with the field procedures and specified timeframes.
3. To perform in a responsible manner, keeping commitments to the agency, to the agency field instructor, to clients, and to the faculty field liaison.
4. To take the initiative in seeking advice and consultation or help from the agency field instructor or the faculty field liaison.

5. Accept the dual role of learner and practitioner and all related responsibilities.
6. Take responsibility for ensuring personal safety and security while performing field placement duties.
7. Be aware of, and adhere to, to all relevant university and School of Social Work policies as they apply to field education courses.
8. Be aware of, and adhere, to all relevant professional standards. These include the NASW Code of Ethics and Standards of Practice.
9. Identify themselves as student social workers in all professional interactions and interventions.
10. Take responsibility for self-directed learning by preparing the learning plan and writing revisions as necessary.
11. Reflect on their weekly progress and identify specific areas for feedback during weekly supervision sessions, evaluation meetings and field education seminars.
12. Assist faculty liaison in scheduling site visits.
13. Attend all scheduled field education seminars.
14. To discuss with the Field Supervisor and /or faculty field liaison areas of disagreement, dissatisfaction or confusion in respect to any part of the field learning experience.
15. Take responsibility for problem-solving and conflict resolution as the need arises.
16. Maintain communication with the Field Education Office to ensure current address and email information.
17. Being punctual and reliable in all field matters.
18. Being aware that as a condition of being placed in some agency settings they may be required to complete a Criminal Record Check with both state and law enforcement agencies.
19. Following agency procedures/policies regarding appropriate workplace attire, and no use of cell phone or other devices during internship.
20. Check email frequently.

Because the course competencies of SW7503 are built upon the competencies of SW7502, they are portrayed as a seamless, integrated, interrelated flow of learning goals:

FIELD EDUCATION DEVELOPMENTAL COMPETENCIES CONTINUUM

The field education competencies for all four required field courses are developed on a skill continuum, and represent a range of skills from foundation knowledge to advance competency to prepare students for master level direct social work practice. The progression is based on a competency developmental model beginning with Beginning Knowledge (SW7007) then Emerging Competence (SW7008) to Competence (SW7502) and finally Advanced Competence (SW7503). Although the goal is to master each competency, the progression is highlighted in learning activities starting in the foundation field courses and continuing through the advanced field courses. Below are the nine major competency areas outlined by CSWE Educational Policy and Accreditation Standards (2015):

- I. Demonstrate Ethical and Professional Behavior Competency***
- II. Engage Diversity and Difference in Practice Competency***
- III. Advance Human Rights and Social, Economic, and Environmental Justice Competency***
- IV. Engage In Practice-informed Research and Research-informed Practice Competency***

- V. **Engage in Policy Practice Competency**
- VI. **Engage with Individuals, Families, Groups, Organizations, and Communities Competency**
- VII. **Assess Individuals, Families, Groups, Organizations, and Communities Competency**
- VIII. **Intervene with Individuals, Families, Groups, Organizations, and Communities Competency**
- IX. **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Note: “Client” may be defined as individual, family, group, or community. Learning samples to distinguish foundation and advanced activities included in sample.

**ADVANCED
SW7502/SW7503**

The advanced internship sequence expands and deepens the students’ knowledge and professional abilities with respect to the theoretical perspectives, empirical evidence, and practice methods and skills necessary to provide direct social work services to diverse client populations within a range of human service agencies. Building upon the overall framework for direct practice developed in the first year Foundation courses, advanced students will be oriented to a broad range of fields of practice for students to develop mastery of the skills, knowledge and values for advanced competency in agency settings. Advanced Internship I and Advanced Internship II afford the opportunity to prepare graduates to deliver highly professionalized, culturally competent social work services to diverse client populations within a range of practice fields and settings.

Competence <i>Student demonstrates competency</i>	Advanced Competence <i>Student consistently demonstrates advanced competency</i>
<p>X. Demonstrate Ethical and Professional Behavior Competency</p> <p>Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.</p>	
<p>SKILLS:</p> <ul style="list-style-type: none"> • Ability to make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context • Ability to use reflection and self-regulation to manage personal values and maintain professionalism in practice situations • Ability to demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication • Develop skills is using technology ethically and appropriately to facilitate practice outcomes • Uses supervision and consultation to guide professional judgment and behavior 	
<p>XI. Engage Diversity and Difference in Practice Competency</p> <p>Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power</p>	
<p>SKILLS:</p> <ul style="list-style-type: none"> • Ability apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels 	

- Student presents themselves as learners and engage clients and constituencies as experts of their own experiences
- Ability to apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

XII. Advance Human Rights and Social, Economic, and Environmental Justice Competency

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

SKILLS:

- Ability to apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
- Student engages in practices that advance social, economic, and environmental justice

XIII. Engage In Practice-informed Research and Research-informed Practice Competency

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

SKILLS:

- Student uses practice experience and theory to inform scientific inquiry and research
- Ability to apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- Student uses and translates research evidence to inform and improve practice, policy, and service delivery

XIV. Engage in Policy Practice Competency

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

SKILLS:

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

XV. Engage with Individuals, Families, Groups, Organizations, and Communities Competency

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

SKILLS:

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

XVI. Assess Individuals, Families, Groups, Organizations, and Communities Competency

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

<p>work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.</p>
<p>SKILLS:</p> <ul style="list-style-type: none"> • Ability to collect and organize data, and apply critical thinking to interpret information from clients and constituencies • Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies • Ability to develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies • Ability to select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies
<p>XVII. Intervene with Individuals, Families, Groups, Organizations, and Communities Competency</p> <p>Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.</p>
<p>SKILLS:</p> <ul style="list-style-type: none"> • Ability to critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies • Ability to apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies • Ability to use inter-professional collaboration as appropriate to achieve beneficial practice outcomes • Ability to negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies • Ability to facilitate effective transitions and endings that advance mutually agreed-on goals
<p>XVIII. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.</p>
<p>SKILLS:</p> <ul style="list-style-type: none"> • Ability to select and use appropriate methods for evaluation of outcomes • Ability to apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes • Ability to critically analyze, monitor, and evaluate intervention and program processes and outcomes • Ability to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

III. COURSE TEXTS:

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"Louisiana Social Work Practice Act (added by Acts in 1972, 1983, 1990, 1992, 1993, 1994, 1996, 1999, 2000, 2001, 2004, and 2007, 2010).", and "Louisiana Licensed Clinical Social Work Practice Act: Rules, Regulations and Procedures". Obtain your copy from the Louisiana State Board of Social Work Examiners at 18550 Highland Road, Suite B, Baton Rouge, LA 70809 or call #225-756-3470 or search the LCSW web page at www.labswe.org.

The National Association of Social Worker (NASW) Code of Ethics and Standards applicable to your internship setting: (Adolescents, Case Management, Child Protection, and Clinical Social Work. Continuing Professional Education, Health Care Settings, Long-Term Care Facilities, School Social Work Services, Social Work Mediators). Contact the Louisiana NASW office at #225-346-1234 to obtain your copy(ies) or the National NASW Press Office at 1-800-227-3590 or NASW website at www.naswpress.org.

IV. METHODS OF INSTRUCTION:

Students in SW 7502/7503 are required to attend a four-hour on-campus field seminar as part of their total internship hours. This seminar provides students with information regarding state licensing requirements (refer to the field manual for full description). Advanced Standing students must complete an 8 hour field orientation before beginning field education courses.

Field supervisors train students using a variety of methods, such as observation of supervisor modeling appropriate behavior and tasks, one-on-one instruction, group discussions, reading relevant/assigned material, journaling, process recordings, etc. When available, students may take advantage of professional community learning events, such as seminars and meetings.

IV. CLASS POLICIES:

(Please refer to the field manual for full description of field education policies and procedures.)

Professional Behavior

The NASW Code of Ethics should guide students' interactions with one another, course instructor(s), field supervisors, field agency personnel, agency clients, and all other program affiliates who support students' educational process. Students are accountable as representatives of their agency, their school, and the social work profession. Students are expected to abide by the NASW Code of Ethics, the Louisiana Practice Act and the Rules Regulations and Procedures of the Practice Act, and to uphold the rules and procedures of their placement agencies. The School of Social Work requires internship students to demonstrate professional demeanor, appropriate relationships, and ethical behavior. **Failure to meet these ethical standards may result in a grade of Failing and expulsion from the MSW Program.**

(Refer to the Field Manual on page 53 for dealing with Concerns in Field).

Students with Disabilities

Students requesting accommodations are encouraged to contact the Office of Disability Services, 112 Johnston Hall, Baton Rouge, LA 70803, (225) 578-5919, disability@lsu.edu, as soon as possible to make special arrangements should they be helpful or necessary. This office provides instructors with a Letter of Accommodation required before any accommodation in the learning environment will be made. Students must submit Accommodation Letters for field placement with their field application one semester prior to placement.

VI. METHODS OF EVALUATION:

All students are required to complete 240 clock hours in the assigned agency for EACH internship course for a total of 480 hours. Advanced students are required to intern two days a week in agencies, normally Wednesday, Thursday or Friday OR in a block placement of five days a week for a twelve week period. All field courses are Pass/Fail. Assigning field education grade is the responsibility of the assigned Faculty Liaison. The Field Supervisor's written evaluations (Mid-Term and Final Evaluation of Student's Performance) as well as verbal comments will be used as guidelines when determining a grade (Refer to the Field Manual for complete description).

A grade for field education will not be assigned without receipt of a learning agreement and an evaluation by the deadlines indicated in the Student Calendar given at the beginning of the academic year.

To receive a PASS grade a student must:

1. Be accepted by field supervisor(s) to complete a field placement with assigned agency: **and**
2. Earn a Satisfactory Final Student Field Evaluation by the supervisor; **and**
3. Submit all completed required internship course assignments, field log and documents by the specified due dates; **and**
4. Attend all required seminars/training's; **and**
5. Demonstrate professional and ethical demeanor in the internship as defined in Section IV .

Students who receive a FAIL grade:

1. Receive an Unsatisfactory on the Final Evaluation of the Student by the Supervisor; **or**
2. Fail to submit all required internship course assignments or documents by the specified due dates; **or**
3. Fail to attend required seminars; **or**
4. Fail to demonstrate professional behavior in the internship as defined in Section IV; **or**
5. Agency requests student be removed from the agency for any of the following documented reasons:
 - A. Student's failure to abide by the NASW Code of Ethics, Standards of Practice, assigned agency policies or procedures, and or LSU policies or procedures;
 - B. Student's violation of any of the principles outlined in the NASW Code of Ethics or Standards of Practice.
 - C. Student's attempt to harm oneself, others or clients;
 - D. Student's repeated tardiness and unexcused absences without notification to agency supervisor;
 - E. Student's lack of progress in correcting identified deficiencies and concerns, as outlined in supervisor documentation.
 - F. Student's impairment for any reason to the degree that it interferes with student's ability to satisfy field competencies and activities identified in learning plan.

(Please refer to the field manual for a full description of the policy regarding Removal of Student.)

Note: A FAILING GRADE IN FIELD MAY RESULT IN EXPULSION FROM THE MSW PROGRAM.

Required Assignments and Seminars

(Please refer to the field manual on the pages listed below for a full description of these requirements):

SW7502	SW7503
Complete 240 Clock Hours in the Agency	Complete 240 Clock Hours in the Agency (page 48)
Complete an 8 hour field orientation (Advanced Standing only)	(Not required in second semester.)
Complete Learning Plan and Schedule of Anticipated Days	Complete Learning Plan and Schedule of Anticipated Days
Student Report on Field Experience- First Semester	Student Report on Field Experience – Final Semester
(Not required in first semester. Students given information at Advanced Assembly facilitated by Student Services).	Mandatory attendance at Advanced Seminar
Mid-Semester Evaluation of Student Performance completed by Supervisor	(Not required in second semester.)
Final Evaluation of Student Performance completed by Supervisor	Final Evaluation of Student Performance completed by Supervisor
Advanced Seminar	

VII. ASSIGNMENT INSTRUCTIONS

Each internship placement is uniquely structured. However, all placements will assign learning tasks and activities to meet

the competencies of the course.

Students are required to complete a Learning Plan Form (refer to field manual on page for full description) within the first three weeks of beginning their placement within the assigned agency for Advanced SW7502 and SW7503. The Learning Plan serves as a guide to learning by operationalizing the educational goals and outcome competencies for the assigned field course. The Learning Plan has three sections: (1) field competencies, (2) learning activities, and (3) evaluation measure. Each comprises the written understanding between student, field supervisor, and faculty liaison as to the School's goals and outcome competencies for field education specific to that particular course. Each student will need to begin the development of their learning plan by conducting a self-assessment with respect to their own learning needs. With this in mind the student can develop a personalized plan for learning by integrating the School's curriculum, the specific learning needs, and the opportunities available at the agency. The plan should incorporate tools or measurements to identify when and how the competencies will be evaluated; and detail the expected minimum level of performance.

Students with the input from their Supervisor(s) and Faculty Liaison will identify specific learning experiences available within the agency to meet each specific competencies. Students can utilize email, fax or faculty mailboxes to submit proposed draft of Learning Plan to their assigned liaison. The liaison will review and may suggest modification to strengthen the document, or recommend that portions of the plan be reformulated prior to final approval. The supervisor and student should finalize the Learning Plan and submit to the liaison for final approval by due date listed on calendar. The liaison copy of the learning plan becomes part of the student's record and is required along with the written evaluation in order to receive a grade for the course.

In addition to the competencies, the Learning Plan must include the following:

- Students must attach the **Schedule of Anticipated Internship Dates and Hours Form** for performing internship duties with a cumulative total reflecting 240 hours. This should include schedule changes to reflect school and agency closing for holidays, workshops, and any personal matters that are anticipated.
- Students must attach the Learning Plan cover sheet to the Learning Plan with all appropriate signatures before turning it in to the assigned liaison.

VIII. SUPPLEMENTAL READING

Agency supervisors and faculty liaisons may make individualized reading assignments throughout the placement.

OVERVIEW OF FIELD EDUCATION- MSW ONLINE PROGRAM

PREFACE

This Field Education Manual is designed to familiarize students and field instructors with the LSU School of Social Work MSW Field Education On Campus Program, and set forth the goals and expectations, the roles and responsibilities, and the policies and procedures that guide the Field Education Program. It contains information for initial orientation as well as to serve as an ongoing reference and guide throughout the field experience. It contains an overview of the MSW curriculum, the School's Mission Statement, field education requirements, policies and procedures, and field forms. Please contact us with any inquiries, suggestions, or comments concerning the information or forms, which it contains.

FUNCTION OF THE OFFICE OF EDUCATION

The Director of Field Education, Assistant Director of Education and Field Education Coordinator direct the LSU School of Social Work Office of Field Education. Clerical support is offered by the Secretary of the School of Social Work, and a student worker. The Office of Field Education, under the direction of the Director of Field Education, is charged with planning, implementing, and evaluating the field education program of the LSU School of Social Work. The Office of Field Education is responsible for assessing all potential and continuing agencies and mutually planning with them the appropriate program and numbers of students. It consults with agencies about orientation, assignments, resources, and other concerns which affect student learning. It is responsible for planning, implementing and evaluating field education seminars for field instructors new to LSU and new to student supervision. Through its field internship committee and workshops, the Office of Field Education play a major role in bringing together practitioners invested in a specific field of service, often with faculty. The Field Staff work with agencies to enhance communication and problem-solving, mitigate difficulties, serve as an advocate for field education and sound social work practice, act as a clearing house for information and innovative ideas and advise of School policy and curriculum.

The Office of Field Education is responsible for working with students to secure their field placement settings. In this role the Office of Field Education assesses all incoming students, particularly in relation to their capacity in the field, in order to make the most educationally sound match with field placement and field instructor. The field office is responsible for beginning orientation of students, monitoring student performance, communicating student strengths and weaknesses and processing all related student forms. The Field Office cooperating with the Office of Student Services, Faculty Advisor and department staff serves as a resource to students with questions or concerns about their learning in the field and their placement.

The Director of Field Education reports regularly to the Director and Field Office Staff serve as members of standing academic committees to represent field curriculum. The field office serves as a link for communication to faculty, students, supervisors and agencies. This level of coordination of information sharing is necessary for consistency in implementing and achieving the School's mission and achieving the field education program objectives. Online trainings and meetings provided by the field education office throughout the year, ensures multiple opportunities for all to receive and share information.

MONITORING AND EVALUATION OF THE FIELD EDUCATION EXPERIENCE

- ***FIELD ADVISORY COMMITTEE***

The Field Advisory Committee is composed of two faculty members, three field supervisors and one student representative. Members are appointed by the Director of the School of Social Work. Supervisors will represent the following five areas of practice: (1) diversity, (2) social work constituents, (3) non-profit agency, (4) state agency and (5) private agency. The three field supervisors should represent various areas of advanced direct practice, as well as rural and urban practice areas, and represent the diversity of our community and students. Members agree to meet a minimum of two times each year to offer ongoing feedback and guidance to the field education office regarding new and existing policies and procedures. The committee also offers suggestions related to current issues existing in the community and practice arena that need to be incorporated into the curriculum.

Duties include but not limited to:

1. Review internship policies and procedures and make recommendations for change to full faculty.
2. Assist field office in developing criteria for and evaluation of new internship sites.
3. Develop criteria and procedures for evaluating and continuing using agencies as field sites.
4. Aid field office to develop training for students and supervisors.
5. Act as communication link between faculty and field.
6. Appoint task groups or subcommittees as necessary.

- ***FIELD LIAISON REPORTS***

The field liaisons record their contacts and meetings with students and field supervisors on the liaison logs. These records are submitted to the Director of Field Education at the end of the semester, and then filed in student and agency files. In addition, one liaison meeting is held each academic year with all field liaisons to report any issues they have encountered in field. Adjunct liaisons are required to meet two times per semester with the Director of Field Education to report on their field agencies and students. At the end of the academic year, the Office of Field Education solicits feedback and suggestions from the faculty liaisons in regards to field policies and procedures.

- ***SURVEY DATA***

At the end of each academic year, the field education office conducts written surveys/evaluations. Students, Supervisors and Liaisons evaluate their experiences with the field education program. The data from these surveys is compiled and used to complete the annual report of the field education office. Any identified strengths or weaknesses are incorporated into ongoing planning and decision-making in all parts of the field program.

OVERVIEW OF THE PURPOSE AND STRUCTURE OF FIELD EDUCATION

The LSU School of Social Work folds field practicum into the educational thrust of the MSW program, maintaining its centrality to the School mission and its relevance to course work. An integral part of social work education, field education is an experience, which not only employs community agencies and programs as learning laboratories for students but represents the central form of instruction and learning. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practice setting (CSWE-EPAS, 2009).

Field placements expose students to the broad field of social work, as well as to a wide range of experiences. The internship experience is directly related to classroom learning and serves to synthesize theory and practice. Through this experience, students gather more information about their commitment to social work values and ethics and their professional identity. Becoming a professional social worker demands that a student embark on an exploration of challenging theories, complex analyses of policies and programs and self-examination as he or she uses new information to deal with the complex problems presented in professional social work field education.

Although all “classroom” content courses are available online, the field education course will need to be incorporated into the equivalent of two days a week during a normal work week (16-18 hours a week) or a block format 12 weeks, 40 hours a week). The experiential requirements of MSW programs do not provide field courses in an online format. Students are required to complete their field internship required hours during normal business hours and days of the week. It must be completed in an agency setting during normal business hours to provide an opportunity to develop competencies in areas prescribed by the Council on Social Work Education educational standards. So this makes it very unique and often challenging for online students and this information is provided during admissions to assist in planning to ensure field is a successful part of your educational experience. See the table below:

Single Format -2 days a week 16-18 hours a week	Block Format – 40 hours per week for 12 weeks
Will take 4 modules to complete	Will take 2 modules to complete

If you currently work in an area of social work and would like to request to complete one of your field placements in your work setting, please review the policy for a work site placement policy provided in the field manual.

Students complete internship hours during the traditional workday, as defined as the normal hours services are provided to clients and supervision available; evening, night and weekend hours are the exception. No internship can be completed entirely during evening or weekend hours because it is essential that students participate in staff meetings and other normal agency activities that occur during the day. The field courses in each year of the program (Foundation SW7007/7008 and then Advanced SW7502/7503) must be ***taken consecutively*** to maximize learning experiences. Exceptions must be approved by the Director of Field.

Because of the nature of professional social work practice, the School of Social Work has different expectations of students than do non-professional programs. Social workers traditionally serve vulnerable and/or disadvantaged populations. Schools of Social Work, in conjunction with agency supervisors, have an ongoing responsibility to protect consumers, and to ensure that graduating social work students are competent to begin practice and meet professional ethical standards. The School's policies are linked to students' abilities to become effective social work professionals and are provided so that students and faculty can be clear about expectations and procedures to address academic performance concerns (which include professional behavior). The School of Social Work requires students to demonstrate professional demeanor, appropriate relationships, and ethical behavior. Failure to meet these ethical standards may result in a grade of Failing and expulsion from the MSW Program. (Refer to the *LSU School of Social Work Student Handbook for more detailed information on Student Performance Review/Expulsion from Program*).

In the final analysis, students’ learning outcomes are directly linked with the students’ investment and commitment to the field experience. Agency participation, field supervision, and academic learning are important to creating a constructive field experience; the student's personal investment in getting all possible learning out of field work, however, is the one element that makes or breaks field placement as a meaningful learning laboratory.

Students’ complete twelve semester hours of field education courses, working a total of 960 clock hours of training in the field (a minimum of 900 hours must be agency clock hours). The field education program at LSU is divided into two equally important parts:

- **FOUNDATION INTERNSHIP**
SW7007 Foundation I Internship
SW7008 Foundation II Internship
- **ADVANCED INTERNSHIP**
SW7502 Advanced I Internship
SW7503 Advanced II Internship

The field education competencies were revised in Spring 2016 to represent a range of skills from foundation to advance. The field competencies reflect a continuous learning experience to prepare students for master level social work practice. The following competencies demonstrate the vertical and horizontal integration of the field curriculum. These competencies structure the learning plan for each field course and field activities that student engage in during their placement, and is the criteria for all evaluation of student performance in field placements.

FIELD EDUCATION DEVELOPMENTAL COMPETENCIES CONTINUUM

The field education competencies for all four required field courses are developed on a skill continuum, and represent a range of skills from foundation knowledge to advance competency to prepare students for master level direct social work practice. The progression is based on a competency developmental model beginning with Beginning Knowledge (SW7007) then Emerging Competence (SW7008) to Competence (SW7502) and finally Advanced Competence (SW7503). Although the goal is to master each competency, the progression is highlighted in learning activities starting in the foundation field courses and continuing through the advanced field courses. Below are the nine major competency areas outlined by CSWE Educational Policy and Accreditation Standards (2015):

- X. *Demonstrate Ethical and Professional Behavior Competency*
- XI. *Engage Diversity and Difference in Practice Competency*
- XII. *Advance Human Rights and Social, Economic, and Environmental Justice Competency*
- XIII. *Engage In Practice-informed Research and Research-informed Practice Competency*
- XIV. *Engage in Policy Practice Competency*
- XV. *Engage with Individuals, Families, Groups, Organizations, and Communities Competency*
- XVI. *Assess Individuals, Families, Groups, Organizations, and Communities Competency*
- XVII. *Intervene with Individuals, Families, Groups, Organizations, and Communities Competency*
- XVIII. *Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities*

Note: "Client" may be defined as individual, family, group, or community. Learning samples to distinguish foundation and advanced activities included in sample.

FOUNDATION SW7007/7008		ADVANCED SW7502/SW7503	
<p>The field internship sequence exposes students to a wide variety of social work experiences and allows them to integrate and apply academic coursework in a field setting under the guidance and direction of a field supervisor. The Foundation Internship I and Foundation Internship II courses establish a beginning practice frame of reference for a range of practice fields and settings. They provide practical field experience in developing beginning competence to work with various size systems, individual, family, group, organizations, and communities as well as reinforce the student's self-identification with the profession. SW7007 affords the opportunity for students to develop skills and knowledge to support the programs foundation generalist focus.</p>		<p>The advanced internship sequence expands and deepens the students' knowledge and professional abilities with respect to the theoretical perspectives, empirical evidence, and practice methods and skills necessary to provide direct social work services to diverse client populations within a range of human service agencies. Building upon the overall framework for direct practice developed in the first year Foundation courses, advanced students will be oriented to a broad range of fields of practice for students to develop mastery of the skills, knowledge and values for advanced competency in agency settings. Advanced Internship I and Advanced Internship II afford the opportunity to prepare graduates to deliver highly professionalized, culturally competent social work services to diverse client populations within a range of practice fields and settings.</p>	
Beginning Knowledge <i>Student will demonstrate beginning understanding</i>	Emerging Competence <i>Student will develop beginning competency</i>	Competence <i>Student demonstrates competency</i>	Advanced Competence <i>Student consistently demonstrates advanced competency</i>
<p>XIX. <i>Demonstrate Ethical and Professional Behavior Competency</i> Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and</p>			

<p>behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice</p>
<p>SKILLS:</p> <ul style="list-style-type: none"> • Ability to make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context • Ability to use reflection and self-regulation to manage personal values and maintain professionalism in practice situations • Ability to demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication • Develop skills is using technology ethically and appropriately to facilitate practice outcomes • Uses supervision and consultation to guide professional judgment and behavior
<p>XX. Engage Diversity and Difference in Practice Competency Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power</p>
<p>SKILLS:</p> <ul style="list-style-type: none"> • Ability to apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels • Student presents themselves as learners and engage clients and constituencies as experts of their own experiences • Ability to apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
<p>XXI. Advance Human Rights and Social, Economic, and Environmental Justice Competency Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.</p>
<p>SKILLS:</p> <ul style="list-style-type: none"> • Ability to apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels • Student engages in practices that advance social, economic, and environmental justice
<p>XXII. Engage In Practice-informed Research and Research-informed Practice Competency Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice</p>
<p>SKILLS:</p> <ul style="list-style-type: none"> • Student uses practice experience and theory to inform scientific inquiry and research • Ability to apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings • Student uses and translates research evidence to inform and improve practice, policy, and service delivery
<p>XXIII. Engage in Policy Practice Competency Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current</p>

<p>structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.</p>
<p>SKILLS:</p> <ul style="list-style-type: none"> • Ability to Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services • Ability to assess how social welfare and economic policies impact the delivery of and access to social services • Ability to apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice
<p>XXIV. Engage with Individuals, Families, Groups, Organizations, and Communities Competency Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities.</p>
<p>SKILLS:</p> <ul style="list-style-type: none"> • Student can apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies • Ability to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies
<p>XXV. Assess Individuals, Families, Groups, Organizations, and Communities Competency Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making</p>
<p>SKILLS:</p> <ul style="list-style-type: none"> • Ability to collect and organize data, and apply critical thinking to interpret information from clients and constituencies • Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies • Ability to develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies • Ability to select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies
<p>XXVI. Intervene with Individuals, Families, Groups, Organizations, and Communities Competency Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.</p>
<p>SKILLS:</p> <ul style="list-style-type: none"> • Ability to critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies • Ability to apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies • Ability to use inter-professional collaboration as appropriate to achieve beneficial practice outcomes

- Ability to negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
- Ability to facilitate effective transitions and endings that advance mutually agreed-on goals

XXVII. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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

SKILLS:

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

PLACEMENT PROCEDURES AND POLICIES

The School places students’ for field placement three modules per year: **August, January and May**. The following information will assist you in planning for your field placement.

Field Planning Form: Upon admission into the MSW Online Program, students will submit a Field Placement Planning Form (available on Community Moodle) along with their MSW Program of Study identifying anticipated module to begin field and geographic area. The Online Field Coordinator will use this information to contact you to schedule a meeting to discuss your field placement.

Application Submission: Students will submit a Field Application (SW7007/SW7008 Foundation or SW7502/SW7503 Advanced), resume on Community Moodle by the following deadlines:

To begin your field placement in the May Module Applications due: March 1	To begin your field placement in Aug/September Module Applications Due: May 1	To begin your field placement in January Module Applications due: October 1
<p><i>If you live outside of Louisiana</i> and no placements are listed on our approved agency list posted on Moodle you will need to submit 4 agencies with their contact information, contact name and web address to the field office via your field application.</p> <p><i>If you live in Louisiana</i>, you will use submit your preferred agency choices from approved agencies listed by geographic area on Community Moodle.</p>		

Agency Selection: The LSU School of Social Work maintains contracts with agencies throughout Louisiana to provide field placements and have a limited number (outside of Louisiana).

If you live in Louisiana, you will list agencies from the approved agency list provided on MSW Online Community Moodle. Although the School will try to honor student's needs and preferences, the School is unable to guarantee specific arrangements to accommodate all student preferences. Students are matched with agencies based upon the agencies' abilities to offer experiences, which are different from the students' previous experiences, and on their potential to expose students to diverse populations, social issues, and a broad spectrum of social work services.

If you live outside of Louisiana, you can review the approved agency list provided on MSW Online Community Moodle to see if there are any agencies approved in your area. If there are no approved agencies, you will need to explore social work agencies within your community that provide field internships and have social work supervision available. You will submit 4 Agencies on your field application with their contact information, contact name and web address. You will schedule a phone meeting with the Online Field Coordinator prior to submitting your application to discuss the process and suggestions on identifying agencies. Once you submit the agency names, the field office staff will follow up with the agencies to evaluate experiences and supervision to ensure they meet CSWE guidelines. The Field Office will work with you closely to secure a field placement in your area.

The major objective in the placement process is the matching of student educational needs with a field education

placement, which offers opportunities judged to have the best potential for promoting the student's professional development. The School will consider personal factors related to the location of placements, but the primary concern is the placement of the student in a setting judged to have the best potential for promoting the student's professional development. The final decision rests with the Director of Field Education. Please note that as a condition of being placed in a majority of agency settings students will be required to complete a Criminal Record Check with both state and law enforcement agencies

Note: If a field placement has not been secured by the date to pay your field bill for the desired module, you will be required to defer one module. The School will exhaust all avenues to secure a field placement in your area, but cannot guarantee placement in your area within a specific time frame or module as the School does not have existing contracts in all areas and will have to recruit new agencies. Please note that any delay may impact your desired graduation date.

Placement Interview

Once a potential agency is identified, the student is notified by the Field Office to schedule a professional field placement interview with the agency to determine his or her acceptability for placement. Student failure to contact the agency within 5 days of notification may result in deferring placement for one module. Students not accepted by the assigned agency due to non-agency issues will have to meet with the field office staff to re-evaluate placement status, and may be required to defer their internship for at least one module and it is considered an *unsuccessful* placement. Students' experiencing three unsuccessful interviews at any point during the program will not be replaced, and will be grounds for expulsion from the program. **Students will receive a copy of the Student Internship Interview Form and will be given information regarding reasons for non-acceptance.**

These options may include:

1. Requirement to complete all core courses in the Foundation or Advanced Year determined by their status in the program.
2. Requirement to complete mock interview for placement
3. Referral to community resources to assist student (mental health, career services, wellness center, etc.)
4. Referral for a Student Level Performance Review (see Student Handbook for more detailed information regarding Student Performance Reviews).

Students having concerns regarding assigned placement after the placement interview and acceptance by agency, must complete a Request for New Placement form. The Director will review the request and meet with the student to address the identified concerns and learning needs. The Director will evaluate this information and make a decision to offer a second placement interview.

Students who participate in three field placement interviews, at any point in the MSW program, without being accepted by an agency for placement will not be replaced for internship and will be expelled from the MSW program. This does not include non-acceptance due to agency transition or changes.

FOUNDATION PLACEMENT

Foundation Internship I-SW7007 and Foundation Internship II- SW7008

Students must have completed or concurrently enrolled in SW7005 Practice I to be eligible to begin their Foundation Placement. During their foundation year, students learn the practice perspectives and frameworks associated with generalist practice—for example, eco-systems, psycho-social, strengths-based, and problem solving approaches. The first two internship courses, known as foundation or first year, accompany the foundation classroom courses. They are designed to expose students to the entire field of social work and to the methods of direct work with clients and indirect work with larger systems. A two-consecutive semester, educationally directed experience, the foundation internship not only exposes the student to the broad field of social work while

giving her/him the stability of remaining anchored in a specific agency, but also provides a structure in which to apply academic instruction to actual agency practice.

In general, the School aims through foundation field to produce students who have learned and incorporated social work values and ethics; have become familiar with their responsibilities to clients, agencies, the community, and the profession; have grasped an overall knowledge of the human services delivery system; and have developed beginning skills in problem-solving and decision-making. The student accomplishes these formidable tasks through interaction with agency personnel, and through observing, analyzing, and participating in the activities of the agency delivery service and policy-making systems.

FIELD ORIENTATION AND SKILLS LAB

The first phase of foundation placement is a 6 hour field online orientation which introduces students to social work ethics and values, model of field education, policies and procedures, safety, and beginning skills of social work. Field staff present material on Community Moodle to guide their learning, particularly their skill development and exploration of values and ethical issues. Once all videos are reviewed, the student will complete a post test. Students will also complete a 6 hours online skills lab that provides a basic overview of interviewing skills and completing a role play to submit to field office staff. The 12 hours of orientation and skills lab count toward the 240 hours of the first foundation course SW7007. With completion of the orientation, students report to their assigned agencies. ***No student will be allowed to begin their first field placement without completing Field Orientation.*** This orientation and skills lab is offered completely online.

REQUIRED LEARNING ASSIGNMENTS

Foundation students are required to complete a Student Learning Plan Form within the first 40 hours of the placement for Foundation Internship I - SW7007 and Foundation Internship II - SW7008. Learning plans must operationalize the competencies listed in the course syllabus, and be signed by the student, the supervisor and the faculty liaison. They are combined in one document to assist with planning from beginning to end of placement.

Students are also required to complete a *Field Log Form* of all clock hours with a brief description of field activities. The Student also must complete a *Weekly Supervision Log* that reflects the content and process of the supervision sessions. The student and/or the supervisor may use this form.

During placement, students are expected to delve into professional literature that builds their familiarity with their assigned agency, target population served, policy issues involved in service delivery, and successful programs that have been developed to deliver services. Field supervisors often assign or recommend readings to their students; the faculty liaison may also make assignments to help meet students' individual learning needs. The Field Office staff can, at their discretion, assign learning projects for the class as a whole.

FOUNDATION MEETINGS

Each module the Field Office Staff will host an online meeting. These hours count towards field hours. The purpose of these meetings is to provide an opportunity for students to share their internship experiences, hear from faculty and community professionals about professional issues, and enhance, reinforce, and evaluate social work values, skills, and knowledge. The Foundation Meetings are intended to:

- (1) Demonstrate knowledge of the social service agency in which they have their field placement;
- (2) Communicate this knowledge to other students
- (3) Acquire general knowledge of agencies in which other group members are placed;
- (4) Discuss application of content from social work classes to field experiences;
- (5) Evaluate their experiences from a social work perspective;
- (6) Enhance skills in using discussion method;
- (7) Share feelings on personal adjustment to a professional role;
- (8) Share self-awareness in relation to diversity issues;
- (9) Share self-awareness in relation to the social work profession.

ADVANCED PLACEMENT

Advanced Internship I-SW7502 and Advanced Internship II- SW7503

The two consecutive advanced field internships (SW 7502: Advanced Field Internship I, and SW 7503: Advanced Field Internship II), is designed to:

- build upon the student's knowledge, skills and values gained in the foundation year;
- encourage the student to apply/integrate advanced direct practice theories and skills offered in the courses;
- offer more intense experiences so that students mature in their understanding of the depth of social work practice;
- provide a framework in which students can acquire specific practice skills in their areas of interest;
- further cultivate their own personal style of practice;
- grow in their ability to function autonomously; and
- further extend their knowledge of the community and skills in program planning, policy formulation, research, and evaluation.

Before students can enroll for any advanced courses, they must complete **all** foundation courses. Under no circumstances are students permitted to delay internship until they have completed all course work in the program; it is essential that students have the opportunity to integrate classroom learning and field experiences.

Building on the foundation internship, students obtain specialized in-depth practice experience. The School's advanced direct practice concentration focuses the student on specialized and sophisticated theories for understanding and intervention with individuals and families. The advanced concentration curriculum builds on, refines, and deepens the practice perspectives and frameworks taught in the foundation portion of the curriculum, and, in addition, introduces the student to more sophisticated theories of understanding and practice used in direct practice settings—for example, psycho-dynamic and object relations theory, behavioral/cognitive behavioral theory and interventions, humanistic/existential approaches, crisis theory, and social role theory, among others.

In addition, we understand human communities and organizations as constructed on interlocking systems and structures, from the family to the most complex service, social, and political systems. This implies that problems and concerns of individuals and families can best be understood as socially (not just intra-psychically) constructed. Thus, we believe that in order to accomplish what is best for clients, social workers must have sophisticated knowledge and skill not only to work efficiently and effectively one-on-one with individual clients, but also they must be cognizant and capable of utilizing advanced theories and strategies to shape larger contexts and to change conditions that may serve as barriers to clients fulfilling their human needs and aspirations. In our advanced concentration student contextual factors that effect the nature and quality of human services such as social service organization intra-and inter-structures; community social service infra-structures; service program planning and design, and a range of advanced organizational and community theories as relevant to providing the student with an understanding of the contexts in which direct services are provided, contexts that may themselves become the object of intervention on behalf of clients.

In summary, from our perspective, the competent, masters-prepared direct practitioner must be proficient in providing advanced, high skilled, direct services to individuals, families and groups in a variety of settings and in response to a variety of complex human needs and issues, but also (and this is why we use the modifier “contextualized” to describe our advanced, direct practice concentration) he or she must be able to demonstrate mastery of knowledge and skills required to: (a) use the agency and community contexts (resources, policies, networks, rules and regulations, and so forth) in the process of effecting change with or on behalf of direct clients, or (b) work to change or challenge those contexts if necessary to further the direct client's best interests, or (c) both. Whatever the activity or whatever the level of system engaged, the focus remains on service for the direct client.

Students who are interested in the opportunity to pursue professional interests that differ from the standard advanced direct practice field internship experience- the Advanced Field Internship Exception Procedure has been enacted. Students who wish to participate in a non-direct field internship placement during the advanced year of the MSW program, must petition the curriculum committee requesting an exception (Advanced Field Exemption Form available on the website).

Advanced students are expected to be committed advocates of change for their client system, and to have high standards of professional decorum and ethical behavior.

Students are not allowed to begin their Advanced Internship until all Foundation year coursework is completed (this includes all foundation field hours).

ADVANCED INTEGRATIVE SEMINAR

Advanced students must attend an online integrative field seminar to facilitate students' in sharing their internship experiences, thus expanding their knowledge and exposure to specific interventions, policies, and issues. This also meets the Integrative Seminar requirement for the exit requirement. Information regarding licensure, preparation for employment, functions of professional organizations, and networking related to beginning post-MSW. The seminar hours count towards the 240 clock hours requirements of practicum.

REQUIRED LEARNING ASSIGNMENTS

Advanced students are required to complete a Student Learning Plan Form within the first 40 hours of Advanced Internship I -SW7502 and Advanced Internship II - SW7503. This learning plan must operationalize the competencies listed in the course syllabus, and be signed by the student, the supervisor and the faculty liaison.

Students are also required to complete a *Field Log Form* of all clock hours with a brief description of field activities. The Student also must complete a *Weekly Supervision Log* that reflects the content and process of the supervision sessions. The student and/or the supervisor may use this form

Advanced students are expected to be student scholars, reviewing literature and participating in seminars that will enhance their understanding of social work agency procedures, public policy, and a broad array of issues related to their agency population. Field supervisors and faculty liaisons may assign particular readings or request attendance at group learning opportunities.

FIELD EDUCATION COURSE REQUIREMENTS

SUCCESSFUL/UNSUCCESSFUL PLACEMENT CRITERIA

The goal of the field office is to provide the highest quality field education experience for all students.

Successful field education experiences are defined as follows for each field course:

1. Student completes a field placement interview and is accepted by the agency: and
2. Student completes required 240 hours: and
3. Student successfully completes all identified learning competencies on the Learning Plan: and
4. Student receives a Satisfactory Mid-Term and Final Evaluation.

Unsuccessful Placement: If a student does not complete any of the requirements for a ***Successful*** Placement (as listed above) it is considered an ***Unsuccessful*** Placement. An Unsuccessful Placement may result in deferring field and/or expulsion from the MSW program. (please refer to the section on Concerns in Field for more detailed information).

TWO-YEAR PLACEMENTS

Field placement in the same agency for both foundation and advanced field is the exception, requiring special approval by the Field Office. Two-year placements occur only when:

- the supervisor, faculty liaison, Director, and student all agree that the student's professional growth will benefit by remaining in the same placement for two years; or
- when the agency can offer the student two different placement experiences which correspond to the competencies of foundation and advanced field competencies.

On those rare occasions when two-year placements are in order, agencies must:

1. work closely with the School to develop a plan that is educationally sound for the student;
2. provide opportunities for the student to attend seminars, case conferences, staff meetings, board meetings, interdisciplinary team meetings, etc.;
3. offer a range of client cases and treatment modalities (individual, group, families, short-term, long-term, and so forth);
4. preferably, provide the student with a different but qualified supervisor for advanced placement, or at least secondary supervision in addition to the supervisor who directed the student's foundation internship.

USE OF WORK SETTING FOR FIELD PLACEMENT

The Field Office will generally **not** assign a student to a placement in a social service agency where the student is an employee. However, in certain circumstances, the request to utilize the work setting for field placement may be granted. It is recognized that due to the increasing cost of higher education and other obligations, many students must work during their schooling, and the utilization of the work setting may become an option.

Work Site is defined as when the student is being paid to complete his or her field placement at their place of their employment, reassigned to a new service delivery area and supervisor for required field hours each week and is not required to make up hours.

The Council on Social Work Education's (CSWE) standards address the need to maintain the educational focus of the field experience and to differentiate between job and internship activities. This option is considered on an individual basis by the Director of Field Education to insure that students receive a variety of field experiences and supervision in the field internship. The following criteria for utilizing the work setting as a field placement have been established by the LSU's School of Social Work Office of Field Education:

1. The agency must be large enough to provide a move or a significant change to a different department, section or program that represents new and different experiences than the student's current employment.
2. This department, section, or program must be able to meet the educational needs of the student, fulfill the competencies for the internship, and allow the student to complete the required internship hours.
3. This change to a different department, section, or program within the agency must expose the student to a client population and responsibilities that are a significant change from the student's current employment.
4. The agency must provide a field instructor who is not the regular employee supervisor. If this person is not a LCSW (Licensed Clinical Social Worker) the agency must provide a licensed social worker to provide at least one hour per week of face to face supervision. This LCSW must meet the criteria for an approved supervisor.

5. The agency must provide written documentation from an agency administrator that the student will be released from regular work duties at least 16-18 hours per week to attend to internship matters. This written documentation must also include an understanding from the agency administrators that the student's time will focus on learning, not on work performance or the work demands of the agency. The internship placement will be terminated if this understanding is not honored.
6. Agencies must meet all the criteria for an internship setting as set forth by Louisiana State University School of Social Work and go through the process to become an approved site, if the agency is not already an approved agency.
7. Students requesting their current work setting as a possible internship placement may request this option **only once**. A student will not be allowed to complete both field placements at a place of employment. The Director of Field Internship will make the final decision as to which year the student will be able to utilize their place of employment as a possible internship setting.
8. Students who are in a position of authority or family member (CEO, Executive Director , etc.) CANNOT intern in their agency.

PROCESSING THE REQUEST

Students interested in this option must submit a completed *Work Site Placement Request Form* to the Director of Field Education by the Field Application deadlines.

- The written request **must** contain the following information:

THE STUDENT

1. Description of present and potential job responsibilities, title, and supervisor.
2. Beginning date of employment with the agency;
3. Description of proposed field internship assignments, including the department, section, and/or program change;
4. Intended internship supervisor; if this person is not a LCSW or a social worker licensed by another state, then submission of the proposed LCSW supervisor is required.
5. Written plan detailing the release time for internship work and regular work signed by the current job supervisor and the intended internship supervisor, and the LCSW if applicable.

THE AGENCY

1. Written approval from an agency administrator agreeing to this proposal. This should also include signatures from present supervisor, intended internship supervisor, LCSW supervisor, if applicable, and program director, department head, or section leader of the proposed internship setting.
2. Written documentation from an agency administrator that the student will be released from regular work duties at least 18 hours per week to attend to internship matters. This written documentation must also include an understanding from the agency administrators that
 - a) the students' time will focus on learning, not on work performance or the work demands of the agency; **and**
 - b) the internship will be terminated by the School of Social Work if this agreement is not implemented as approved.

The Director of Field Education will review the written request, and a decision by the Director will be made within two weeks of the receipt of the proposal. The student, agency, and supervisors are expected to adhere to the agreement reached between the Field Office, the student, the supervisors, and the agency. If the Field Office accesses that the student is attending to regular job duties during the designated field internship time or field competencies are not being met, the Field Office will terminate the work-site agreement. If there are any changes

to the proposed duties, the work site approval will be evaluated for continued placement. The field office cannot guarantee that another site can be facilitated within the same semester if the student is terminated or laid off by the work site agency.

REQUESTING A NEW SITE

If a student, alum, faculty member or supervisor is interested in having an agency considered for an internship placement site, the following procedures should be followed:

1. Check with the Field Office or web page to verify if this agency is not currently affiliated with the LSU School of Social Work or in the process of becoming approved as a placement.
2. Submit a request in writing to the Field Office providing the contact information - agency name, address, phone number. The process may take 2 - 4 months, so submit information accordingly if a placement is desired for the following semester. NOTE: Field Office policy stipulates that NO student may approach an agency to set up their own field placement.
3. Once the Field Office receives the information, an Affiliation Packet will be sent to the agency to explore their interest and appropriateness.
4. When the agency returns the application and they meet the Agency Criteria, the Field Office will arrange a site visit at the agency to approve or disapprove the agency as an Internship Placement Site.

AGENCY SELECTION

The School of Social Work selects agencies which have reputations for quality service delivery and which provide broad social work experiences with a variety of clients. To be considered as a placement agency, agencies must complete an agency affiliation form. The Field Office then conducts a phone or site visit to the agency to clarify and expand the information provided in the application, to orient the supervisor to the policies and procedures of the LSU field practicum program, and to initiate a university-agency contract. This contract is reflected in the Memorandum of Understanding. The Field Office may certify an agency as a foundation placement, an advanced placement, or both if the setting can meet both sets of learning competencies.

Agency Criteria

Agencies selected, as internship sites must meet the following minimal requirements:

1. Knowledge of the School's curriculum and practice content and orientation.
2. Commitment to the ethics and values of social work, and is demonstrated through the policies, program design, delivery of services of the agency, and supervision of the student.
3. A desire to work collaboratively with the faculty and field liaison for the purpose of meeting student educational needs, and be available to consult with the liaison as needed in regards to the students performance.
4. Availability of necessary learning experiences for students to meet the competencies for field internship as identified on the syllabus for the course(s), and a correlation between the agency and School's Program practice perspective so as to provide an integrated class-field curriculum for a consistent learning experience;
5. Agency supports a focus on diversity among its staff and service programs with demonstrated attention to

potentially vulnerable and/or oppressed client groups consistent with the School's mission.

6. Demonstration that the agency does not discriminate in personnel practices and service delivery; and that it adheres to all Equal Opportunity and American Disabilities Act laws and regulations; policy regarding sexual harassment.
7. Provides a range of assignments on an ongoing basis that are appropriate to the student's educational needs. The student workload should reflect opportunities for involvement in varying modalities of service, as well as, exposure of diversity of people and problems.
8. A willingness to provide students with assignments geared to learning needs rather than to the scheduling demands and workload of the agency;
9. A commitment to graduate social work education that supports the foundation and advanced coursework;
10. A willingness by agency administrators to release the supervisor(s) to attend at least one supervision workshop and one informational meeting per year, to adjust workload so that a minimum of one hour per week of supervision with the student(s) can occur, and to foster an atmosphere where the primary emphasis is on the student's learning needs rather than agency staffing needs;
11. Provision of adequate work space and physical supports for the student;
12. An adequate number of clients and activities for students to complete set competencies;
13. Supervision by a licensed social worker. (If the agency does not have a licensed social worker on staff, the agency must provide a licensed social worker to provide at least one hour per week of face-to-face supervision. This social worker must meet the criteria for an approved supervisor.) The agency must have a qualified employee(s) available to provide task supervision within the agency that is grounded in social work skills, value and ethics and is a LMSW with at least 2 years of experience in the assigned area of practice.

Agency Responsibilities

Occasionally, some agencies do not employ Licensed Clinical Social Workers on their staff. The Field Office is willing to utilize a combination of an on-site Task Supervisor (must be a social worker) and an Off-Site Licensed supervisor with the following guidelines and procedures:

1. The agency makes arrangements with a LCSW supervisor who is familiar with the agency's mission, purpose, functioning and staff. Suggestions for potential LCSW Supervisors are:
 - a. A member of the agency's Board of Directors
 - b. One of the agency's referral sources
 - c. A LCSW who uses the agency as a referral source
 - d. A LCSW in private practice who specializes in the issue or client population served by the agency and is available on a contract basis (or pro bono) to provide supervision for the agency
2. The agency takes responsibility for locating a LCSW supervisor and submitting information on this person to the School of Social Work for approval. The School can assist in the process by offering names of individuals who might be interested in providing this service for a fee or pro bono basis, as well as providing the identified potential LCSW Supervisor with more information if needed.
3. The agency must submit to the Field Office a current resume and two references for the proposed LCSW supervisor.

4. A supervisor application, which describes the potential LCSW supervisor's teaching style, area of expertise, and contact information, must be submitted to the Field Office.

SUPERVISOR SELECTION CRITERIA

All LCSW supervisors must hold the MSW degree from an accredited CSWE School of Social Work, and must have three years of supervised experience beyond the MSW, and hold state licensure with no restrictions. Licensed Clinical Social Worker (LCSW) required for all clinical placements and the School may consider Licensed Master of Social Work (LMSW) with three years of experience if a non-clinical placement. All supervisors must submit a current copy of their vita, which the School will keep on record to meet CSWE accreditation requirements. The Field Office will also utilize the LABSWE webpage database or appropriate state regulatory board websites for out of state placements to evaluate current level of credentialing and status.

Continuing supervision relationships with the School will depend on a number of factors, including student evaluations of internship experiences, faculty liaison contacts and evaluation, and participation in annual Supervisor's Workshops and the agency's compliance with the Memorandum of Understanding.

LCSW Supervision Requirements

Field Instructors are primarily responsible, in the field courses, for the demanding task of educating student social workers. The process of teaching requires much thought, planning and creativity. Field instructors are expected to provide opportunities to help students move toward increasing autonomy as learners, to develop accountability as professional social workers, and to take responsibility for their own learning.

In addition to general task supervision, LCSW Supervisors must meet with student(s) for a minimum of one-hour face-to-face contact per week, but the student- supervisor contact may be more frequent if needed. Group Supervision can be used up to 50% of the time with multiple students.

Supervision should encompass these areas:

- specific agency functions, goals, procedures, decision-making processes, and task completion
- review student activities including all documentation
- student's professional development
- student's congruence with personal and professional values and ethics
- student's critical thinking skills
- student's progress on fulfillment of the learning plan competencies

Field Supervisor Responsibilities

The LCSW supervisor(s) also has the responsibility to submit to the Field Office two student evaluations per semester, one at mid-term and one at the end of the course. Students should participate in the evaluation process to enhance their self-assessment skills. Both LCSW supervisor and student must read and sign the mid-term and final evaluations, and the student and supervisor are encouraged to make a copy of the instrument for their personal files. The supervisor then sends the evaluation to the Faculty Liaison who will assign the grade of Pass or Fail. After the Faculty Liaison review, the evaluation is filed in the student's file in the Field Office.

In special circumstances when an LCSW supervisor is not available at the agency on a day to day basis, the agency can select a task supervisor to provide day to day supervision under the supervision of an off site LCSW supervisor. The Task Supervisor should have the minimum of a LMSW.

The LCSW is expected to communicate regularly with the Agency's on-site Task Supervisor regarding tasks the

student is performing, any concerns or problems identified, learning plan and progress on competencies. Communication can occur via telephone, e-mail, fax, phone or personal visit.

LCSW supervisor must fulfill all Supervisor Responsibilities outlined in LCSW and Task Supervisor box below. When the LCSW Supervisor is off-site, and a task supervisor assumes the primary role in daily interaction and supervision of the student, roles can often become confusing. Below is a brief description outlining the different roles and responsibilities of the LCSW Supervisor and the Task Supervisor when task supervisor is utilized:

Distinction between LCSW Supervisor and Task Supervisor roles and responsibilities:

LCSW Supervisor	LMSW Task Supervisor
<ul style="list-style-type: none"> • Provides orientation to the agency including agency procedures and policies, safety, service population. • Orients student to the ethics, values, standards and profession of social work • Ensures student’s daily task assignments are assisting student to meet competencies of the learning plan and internship • Assists student in integrating daily tasks to learning competencies • Consults with Task Supervisor when indicated • Is available and accessible for meetings with liaison and/or Field Office • Is available and accessible for student to consult on placement concerns or questions • Assists student and provides input on student’s learning plan • Completes documentation for School of Social Work by due dates. 	<ul style="list-style-type: none"> • Orients student to agency • Assigns student’s daily tasks • Monitors student’s task completion • Consults LCSW when appropriate • Consults with faculty liaison and/or Field Office when appropriate • Provides input for student evaluations • Is available for meetings with faculty liaison and LCSW supervisor • Provides input into the student’s learning plan • Qualified to present social work skills, values and ethics to the student

POLICY ON DUAL RELATIONSHIPS IN FIELD

(Adapted from College of St. Catherine School of Social Work Policy on Dual Relationships in Field)

To avoid a conflict of interest, field instructors should not enter into dual-role relationships with field students that are likely to detract from student development or lead to actual or perceived favoritism. Although there are definite pedagogical benefits to establishing good rapport with students and interacting with students both inside and outside the agency, there are also serious risks of exploitation, compromise of academic standards,, and harm to student development. It is the responsibility of field instructor to prevent these risks from materializing into real or perceived conflicts of interest. The field liaisons are available to consult with field instructors to help keep relationships focused on field education goals and requirements.

Related to these issues of dual relationships, it is the policy of the School of Social Work to avoid making field placements involving:

1. Supervision by a family member or friend, whether primary field instructor, secondary field instructor, task, consultant, or practice consultant.
2. Supervision by another student in the MSW program, including task supervision.
3. Supervision by current supervisor at place of employment (refer to Student Work Site Placement policies for detailed information).

4. Agencies where the student has been previously employed.
5. Field instructors that supervised a student in previous employment.
6. Placement in an agency where the student or a family member is or has been a client.
7. Other placements where existing relationships may impair meeting educational goals.
8. Student cannot pay for supervision.

If a student has an existing relationship with proposed field instructor or agency, the student and proposed field instructor have the responsibility to disclose this when the placement is proposed. The Director of Field Education for its potential impact on field education will assess the nature of the relationship.

SUPERVISOR TRAININGS AND EVALUATION

NEW SUPERVISOR'S TRAINING

New Supervisor's Online Training provided to out of state field supervisors. Workshops are facilitated by field office staff. The purpose of this training is to train new supervisors or provide a refresher to experienced supervisors of LSU Field policies and basic supervision skills. Information presented includes field competencies, an overview of the LSU social work curriculum, policies and procedures, and hone their techniques of student supervision.

SUPERVISOR'S WORKSHOP

This annual workshop is held each May to provide continuing education hours for supervisors in areas of field education and recognize their contribution to the School. All agency supervisors are invited to attend.

AGENCY EVALUATION OF FIELD PROGRAM

During the spring semester, supervisors will be emailed an *Agency Evaluation of the Field Program Form* to complete. Feedback on the School's performance is encouraged in order for changes to occur and ideas to be heard.

OTHER RESOURCES AVAILABLE TO SUPERVISORS

- **Workshops/Trainings** - Each year field instructors are invited to seminars, conferences or workshops relating to field education supervision and/or social work practice. At the end of each academic year the School of Social Work invites field instructors to be a guest of honor at the Supervisor's Workshop to recognize their contributions to the School.
- **Field Resources/Webpage** - The field office distributes field calendars, field office newsletter two times per year, and offers all field materials (forms, affiliated agencies, calendar, field manual, various web links) on the website. Upcoming events, suggestions, and guidance are provided by newsletter or website.

Field internship is inextricably linked to the quality of field supervision; the role of field supervisors in preparing the next generation of professional social workers cannot be underestimated. We appreciate their hard work and commitment to social work!

STUDENT RIGHTS AND RESPONSIBILITIES

STUDENT RIGHTS

All students receive an online copy of the Field Education Manual (revised annually) or revisions as a guide to the internship. The student is given the opportunity to ask questions to clarify any procedures or policy, and then is required to sign a Student Agreement to abide by the Field Policies and the NASW Code of Ethics.

INFORMATION SHARING

As with all social work courses, the faculty of the School of Social Work has a responsibility to monitor the student's performance and progress in the Master of Social Work program. To this end, they share information amongst themselves with respect to the student's status in the program. Field Supervisors are co-educators in the Field Education courses whose input is essential to the information sharing process. Access to information is restricted to the student(s) for whom they are, or will be responsible.

This may include, but is not restricted to the following:

- strengths, knowledge and skills
- suitability and readiness for field work
- grades
- attendance and/or participation in other social work courses
- identified learning needs and/or areas requiring particular attention during field education courses

Students are notified and required to sign an Information Sharing Agreement prior to beginning academic courses in compliance with the PS-30 Student Privacy Rights. Please refer to the Information Sharing Agreement for more information and details (D-31).

AMERICANS DISABILITIES ACT

No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation in the School of Social Work. A student with a disability may be protected by the Americans with Disabilities Act (ADA) and be eligible for a reasonable accommodation that will provide an equal opportunity to meet the academic criteria related to professional behavior and scholastic performance.

To the extent a student has a disability which impacts the student's ability to perform any duties associated with a field placement and seeks any accommodation relative to same, then a request for accommodation must be made through the LSU Office of Disability services prior to the placement interview process. **No accommodations will be provided without documentation from the Office of Disabilities.** Please contact Office of Disabilities during the semester that you submit your application for internship to ensure that accommodations can be identified before placement occurs. The Office of Field Education will work closely with the Office of Disability Services to ensure compliance with required accommodations.

NOTE: Students must register each module and for each course.

OTHER RESOURCES FOR FIELD STUDENTS

Students must follow all agency and university policies and guidelines, including punctuality and appropriate professional dress. Students have the right to a placement free from discrimination or harassment (refer to Student Handbook). The University maintains clear proceedings for situations that are perceived as sexually harassing. Furthermore, students have the right to expect agency orientations that address safety issues for social workers.

In order to assist the student in the field education process, the Office of Field Education has the following resources available for the student:

1. Field Education Informational Online Meetings
2. Individual appointments with Field Office Staff as needed in person, phone or online.
3. List of current agencies (updated each semester) available on the Community Moodle at <http://www.socialwork.lsu.edu>.
4. All Field dates are listed on the Student Calendar posted on Community Moodle
5. Updated field manual outlining all field policies and procedures given at the beginning of field placement.
6. School of Social Work Community Moodle page providing access to the complete Field Manual, agency descriptions, forms and any field updates.
7. Various student resources will be emailed throughout the semester.

RESPONSIBILITIES OF STUDENTS

All field education students are expected to:

21. Meet the academic requirements and prerequisites for Field Education courses.
22. Submit all field placement forms and all relevant documents in keeping with the field procedures and specified timeframes.
23. To perform in a responsible manner, keeping commitments to the agency, to the agency field instructor, to clients, and to the faculty field liaison.
24. To take the initiative in seeking advice and consultation or help from the agency field instructor or the faculty field liaison.
25. Accept the dual role of learner and practitioner and all related responsibilities.
26. Take responsibility for ensuring personal safety and security while performing field placement duties.
27. Be aware of, and adhere to, to all relevant university and School of Social Work policies as they apply to field education courses.
28. Be aware of, and adhere, to all relevant professional standards. These include the NASW Code of Ethics and Standards of Practice.
29. Identify themselves as a MSW Student Intern in all professional interactions and interventions.
30. Take responsibility for self-directed learning by preparing the learning plan and writing revisions as necessary.
31. Reflect on their weekly progress and identify specific areas for feedback during weekly supervision sessions, evaluation meetings and field education seminars.

32. Assist faculty liaison in scheduling site visits.
33. Attend all scheduled field education seminars.
34. To discuss with the Field Supervisor and /or Faculty Field Liaison areas of disagreement, dissatisfaction or confusion in respect to any part of the field learning experience.
35. Take responsibility for problem-solving and conflict resolution as the need arises.
36. Maintain communication with the Field Education Office to ensure current address and email information; and to check email frequently to check for field updates or information.
37. Being punctual and reliable in all field matters.
38. Being aware that as a condition of being placed in some agency settings they may be required to complete a Criminal Record Check with both state and law enforcement agencies.
39. Following agency procedures/policies regarding appropriate workplace attire, and no use of cell phone or other devices during internship.
40. Check email frequently.
41. Complete any required prescreening items, background check, TB tests, Hepatitis, etc.

COMMUNICATION

The Field Office utilizes 4 different avenues to disseminate information to students:

1. *E-mail (primary mode of communication)*. All students are required to acquire and ***use LSU assigned address exclusively for email correspondence***. Please note that you can forward your LSU address to your personal email account if preferred. No other email addresses will be utilized.
 2. *Home Address* - It is the student's responsibility to notify office of any address change. Please email the Director of Field with any changes to note to your contact information.
 3. *SW Community Moodle Page*- All student Field Manual, field forms, applications and information is located on Community Moodle. All forms are submitted on Community Moodle under identified dropboxes.
 4. *Field Education Webpage* (<http://www.socialwork.lsu.edu>). Supervisor field materials and current information is available on the webpage.
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LEARNING PLANS

Students are required to complete a ***Learning Plan Form*** within the first 40 hours of beginning their placement within the assigned agency for Foundation SW7007 and SW7008, and Advanced SW7502 and SW7503. The Learning Plan serves as a guide to learning by operationalizing the educational goals and outcome competencies for the assigned field course. The Learning Plan has three sections: (1) field competencies, (2) learning activities, and (3) evaluation measure. Each comprises the written understanding between student, field supervisor, and faculty liaison as to the School's goals and outcome competencies for field education specific to that particular course. Each student will need to begin the development of their Learning Plan by conducting a self-assessment

with respect to their own learning needs. With this in mind the student can develop a personalized plan for learning by integrating the School's curriculum, the specific learning needs, and the opportunities available at the agency. The plan should incorporate tools or measurements to identify when and how the competencies will be evaluated; and detail the expected minimum level of performance.

Students, with the input from their Supervisor(s) and Faculty Liaison, will identify specific learning experiences available within the agency to meet each specific objective. Students will submit the Learning Plan and Schedule of Anticipated days on Community Moodle under the appropriate drop box. The liaison will review and may suggest modification to strengthen the document, or recommend that portions of the plan be reformulated prior to final approval. The supervisor and student should finalize the Learning Plan and submit to the liaison for final approval by due date listed on calendar. The liaison copy of the learning plan becomes part of the student's record and is required along with the written evaluation in order to receive a grade for the course.

In addition to the learning activities, the Learning Plan must include the following:

- Attach the **Schedule of Anticipated Internship Dates and Hours Form** for performing internship duties with a cumulative total reflecting 240 hours. This should include schedule changes to reflect school and agency closing for holidays, workshops, and any personal matters that are anticipated.
- Attach the Learning Plan cover sheet to the Learning Plan with all appropriate signatures before turning it in to the assigned liaison. The student, not the supervisor, is responsible for submitting a copy of the Learning Plan to the Faculty Liaison and the Field Office.

POLICY ON CHANGING PLACEMENT HOURS AND SCHEDULE

Any exceptions or changes to the schedule need to be submitted and approved by the field supervisor at least 48 hours in advance.

- The same standard for notification in schedule changes applies to supervisors as it does to students. Supervisors need to notify students at least 48 hours in advance if students are being requested to take on additional duties or make schedule changes.
- Students planning to intern during semester breaks must submit a Request to Internship During Break Form to field office with all required signatures. Students not submitting this form will not receive clock hours for their internship.

REQUIRED HOURS OF INTERNSHIP

The Council on Social Work Education requires that a minimum of 900 hours be completed in actual field experiences during the MSW program. CSWE standards prohibit past work experience being substituted for the internship experience. All students are expected to complete the required 240 hours per semester over the course of the entire semester. Accumulating additional hours in order for the field experience to be completed early is not an option, and students must remain in the agency for the duration of the semester **without** prior approval from the Faculty Liaison and the Director of Field Education. If you are ahead on your hours, please discuss with your field supervisor.

Students cannot intern during the semester breaks without permission from faculty liaison and Director. Because commitment to clients is the primary responsibility of social work practice (see Appendices for the NASW Code of Ethics), some flexibility in scheduling may be required of students during times when the University designates a holiday or semester break. Student and field supervisor should discuss agency expectations for student availability during semester breaks.

Students are expected to negotiate their field schedule with the Field Supervisor. The student and the supervisor

track the completion of hours by using the Field Log form. A copy of the Field Log must be turned at the end of each semester **with** the final evaluation of the student by the supervisor **to** the faculty liaison. At the first possible moment that the student and/or supervisor thinks the required hours cannot be completed by the end of the semester the faculty liaison and the Field Office should be notified to discuss options. Failure on the part of the student to notify the supervisor, the faculty liaison, or the Field Office may result in failure of the internship course.

Conferences

Students are allowed 8 hours of self-initiated attendance at conferences or participation in educational activities outside the regular agency offerings. (NOTE: These are not trainings or conferences initiated or provided by your assigned agency. Any training or conference initiated by your internship is not considered a self-initiated conference). These conferences must contribute to professional development but need not be related to the specific practice area of the assigned agency. Students should discuss their interest in attending specific conferences with their supervisors. Students must obtain permission from their LCSW/Task Supervisor(s) to attend a conference on a regular scheduled field internship day, and must give a minimum of 2 weeks notice in order to plan appropriate coverage of their assigned duties in the agency. Students cannot receive internship hours for conferences that conflict with class days. No excuses will be given by the Field Office for attending a conference on class days. The Field Office does not reimburse students for conferences unless required by the agency for the student to be able to complete their internship.

Absenteeism

Holidays/Vacation : Students are permitted to take all legal holidays and religious holidays (no student will be penalized due to religious reasons but will make up the hours missed at another time within the semester) observed by the agency, and are allowed days off for University-scheduled breaks, such as spring break and holidays. However, these days off **DO NOT** count toward the required 240 hours of work. If the agency has particular holidays beyond the prescribed school schedule, the student will be expected to make up the time. If the student chooses to intern on a holiday, the student receives credit for those hours worked. Students must acquire permission from the agency before taking any unscheduled time off for personal or school reasons.

Illness: No clock hours will be given for absences due to personal or family illness. The student must notify the supervisor of absence due to illness so that services to the clients will not be disrupted. Failure to do so may jeopardize the field grade. If a student is forced to be absent 4 or more days due to illness, he/she should consult with the supervisor and faculty liaison to formulate a plan to make up the work or to discuss options. In most cases, absenteeism of 2 days because of illness does not require a physician's excuse, but one can be requested at the supervisor's, liaison's or Field Office's discretion.

Student Employment

Many students must work during graduate school. If this is the case, the student should discuss the situation with their supervisor and the faculty liaison. Employment should not impinge on the student's ability to perform agency functions or to work the required number of placement hours. Students are expected to arrange their work hours prior to enrolling in field, giving precedence to field requirements. If a student is working at a social work agency, the Field Office typically will NOT assign the student to placement in that agency, in order to ensure that students get a variety of activities and supervision in practicum. See Use of Work Setting for further clarification.

The agency may offer a student part-time employment after the internship begins if:

1. student's new job is different from internship experiences and responsibilities,
2. employment emphasis is on student's learning and can be considered a stipend. (If this occurs, students are NOT covered under the LSU professional liability policy. Please consult with Field Office for more information.)

NOTE: Hours for any non-field School activity does not count towards field hours. Only Field related activities and seminars can be counted as field hours.

STUDENT EVALUATIONS and GRADING POLICY

GRADING POLICY

All field courses are Pass/Fail. Course grades will be the responsibility of the assigned Faculty Liaison who is the instructor of record. The Field Supervisor's written evaluations will be used as guidelines when determining Pass/Fail grade.

A grade for field education will not be assigned without receipt of a learning agreement, field log and an evaluation by the deadlines indicated in the Student Calendar given at the beginning of the academic year.

Evaluations are part of the on-going dialogue between student, supervisor, faculty liaison and field office, serving as a formal learning tool and providing constructive feedback to the student about the student's professional development and about appropriate learning goals for the future. **It is imperative that all parties be involved in the evaluation process to ensure adequate and timely feedback for continued progress or improvements to be made.** The evaluation process is a critical and ongoing component of both foundation and advanced placements. The supervisor(s) completes the mid-term and final evaluations with the student.

The liaison is primarily involved in evaluation through on-going consultation with the supervisor(s) and student regarding problems or concerns, and/or integration of course work in the practice area. Deadlines for the various evaluations are provided on the calendars given to students, supervisors and faculty liaisons. Paperwork is due to the liaison by deadline indicated on the Field Office calendar. *Students required to keep a copy of all paperwork.*

STUDENT REPORT OF FIELD EXPERIENCE- MID SEMESTER AND FINAL SEMESTER

Students have two opportunities during their field placement to provide feedback to the Field Office in regard to their placement. The first is a Mid-Semester Evaluation of the Agency by the Student that is turned in at 80 hours after the beginning of their placement (SW7007 and SW7502 only). Then during the last week of internship, students are required to complete an evaluation of their internship experience on a form, which is distributed at the campus seminar or available on the web page (SW7008 and SW7503 only).

MID-TERM EVALUATION OF STUDENT'S PERFORMANCE COMPLETED BY SUPERVISOR

Written mid-term evaluations are submitted to the faculty liaison when students complete 120 clock hours in SW7007 and SW7502 only. Typically, this evaluation comes during the University's mid-term period. If a student is behind in working required hours, the student and/or the supervisor shall inform the student's faculty liaison of the situation. Both student and supervisor participate in the mid-term evaluation process. If there are beginning concerns the mid-term report should reflect those concerns and identify strategies to address those problems. Faculty liaisons should be notified immediately of any concerns or problems that have been identified by the supervisor(s). After faculty liaison review, all evaluations are filed in the students' file in the Field Office.

FINAL EVALUATION OF STUDENT'S PERFORMANCE COMPLETED BY SUPERVISOR

Written final evaluations are submitted to the faculty liaison when students complete 240 clock hours for each course. The student and LCSW supervisor jointly participate in evaluating the placement experience. The supervisor submits a final evaluation, signed by the student and supervisor to the faculty liaison. If secondary supervisors have been involved in the student's placement, they should contribute to the evaluation process as well. Evaluations reflect the learning competencies of the specific placement detailed on the course syllabus. A copy of the final evaluation of foundation placement may be shared with the advance placement supervisor. Students receive a grade of pass or fail in internship; faculty liaisons assign these grades based on written evaluations. After faculty liaison review, all evaluations are filed in the students' file in the Field Office.

STUDENT EVALUATION OF THE ASSIGNED LIAISON

Students are required to complete a course evaluation on the assigned field liaison in SW7008 and SW7503. These evaluations are processed with all other departmental course evaluations at the end of the semester.

All students have the right and responsibility to read their final evaluations prior to submission to the School; they should sign evaluations and make comments, if desired. Students and Supervisors are encouraged to make copies of all evaluations for their files.

FACULTY LIAISON

ROLE AND RESPONSIBILITIES OF FACULTY LIAISONS

The school, the agencies, and the students collaborate in the process of integrating classroom theory with field learning experiences. Faculty liaisons are faculty members of the LSU School of Social Work who are assigned as "instructors of record". They are ultimately responsible for assigning grades for students' fieldwork, after consultation with the field supervisor. Liaisons represent the School in the internship triad of student, agency supervisor and the School of Social Work. The liaison is involved in on-going consultation with the supervisor(s) and student regarding problems or concerns, and/or integration of coursework in the practice area. Liaisons participate in annual liaison meetings.

Faculty liaisons are available to consult with field supervisors upon request, and to meet with students about any professional concerns. Faculty liaisons also consult with the Field Office about whether agencies and/or field supervisors continue to meet the specified criteria of the School for engaging in practicum. The faculty liaison role as mediator between the student and the field instructor helps both to move past any obstacles in the educational partnership. The faculty liaison confers with the field supervisor to ensure that there is a full understanding of the criteria for evaluation of the student's educational performance. Effective communication between the faculty liaison, the student and field supervisor is an important factor in identifying gaps or potential failures and notifies all parties to areas that need improvement and change. If the student is in jeopardy of failing a field course, or is requesting a change in placement, the faculty liaison and student should consult with the Director of Field Education. Should either supervisor or student have serious concerns about the placement experience, the faculty liaison will inform the Field Office and discuss interventions and options. Learning Plans and evaluations of the student by the supervisor are to be turned into the faculty liaison for review, input, and signature. After review, all documents will be filed in the student's file in the Field Office.

The liaison role entails regularly scheduled conferences with the field supervisor AND the student in the internship setting. A **minimum** of 3 contacts with student and agency is required during the student placement process with the student **and** the field supervisor. The supervisor, student or liaison can request another meeting if indicated. Liaisons submit all contact documentation at the end of the internship experience.

LIAISON CONTACTS

The liaison agency site contacts should include but are not limited to the following:

- providing the student and supervisor the opportunity to share any concerns with the liaison prior to the meeting with the supervisor(s) and student
- making suggestions for further integration of classroom and field learning to be included in the students' learning plan
- planning for field assignments and assessment of whether such assignments will fulfill the respective course competencies and learning plan competencies
- discussion of supervisor's style of supervision and teaching
- discussion of the student's learning style and how this interacts with the supervisor's style
- discussion of the student's preparation for and use of supervision in the agency
- discussion of assessment tools used by supervisor (e.g., process recordings, audio or video tapes, case records, etc.)

- discussion of completed evaluation instruments, and of ongoing assessment of integration of classroom learning and field experiences
- discussion of how conflict is managed between student and supervisor or why no conflict seemed to occur
- problem solving as needed
- review of student's progress on their Learning Plan competencies

LIAISON EVALUATION OF THE AGENCY

The assigned liaison completes an evaluation on each of their assigned agencies for SW7008 and SW7503. The field office staff reviews the evaluations to ensure quality of field experiences and supervision. Any concerns are discussed directly with the supervisor and necessary changes are made in regards to placement or supervision.

FIELD PLACEMENT CONCERNS/PROBLEMS

Procedures and Policies to Address Concerns

There are several ways in which the School assists students who experience difficulty in the MSW program. The major effort is through intensive field education and field advising. Faculty and field supervisors utilize the Information Sharing Agreement to address concerns when presented and offer all available resources to address the identified concerns. The LSU School of Social Work has clear guidelines to provide a review of the student's progress to provide the opportunity for the student to address and resolve identified concerns. For detailed information regarding the Student Level Review Policy please refer to the LSU School of Social Work Handbook provided by Student Services. The following is the outlined procedures for supervisors, students and field liaisons to utilize in addressing field concerns.

SUPERVISOR POLICIES AND PROCEDURES

Should a problem arise in placement, or if a student is not making satisfactory progress the supervisor should follow the procedures listed below. If the concerns include any issue that may result in removing a student from the field placement (refer to Removal of Student from Field section for more detailed information), the supervisor should contact the Faculty Liaison and Field Office immediately:

- a) The field instructor should notify the student and the faculty liaison as soon as a problem is suspected (Refer to Supervisor Responsibilities section). The severity of the concern will influence the level of intervention required by the supervisor. Supervisor will meet with the student to discuss and hopefully resolve the difficulty; document the discussion using the ***Supervisors Documentation of Student Concerns Form***, any concerns, means to alleviate the problem(s), and length of time in which the problem is expected to be resolved. The student should sign this document. This form should be forwarded to the Faculty Liaison.
- b) If the problem is not resolved, the supervisor should notify the student again and provide written documentation of the ensuing discussion, and continuing concerns. Discussion and documentation should clearly outline expected outcomes, desired time limit and consequences if expected outcomes are not met. The fact that the student is not meeting the expectations of the supervisor should be made clear. Contact should be made immediately with the Faculty Liaison to discuss the concerns and plan of action outlined with student. The Faculty Liaison should be forwarded a copy of all documentation. The Faculty Liaison will notify the Director of Field Education regarding the concern. The Faculty Liaison may request a **Level 1 Student Performance Review**.

- c) If difficulty continues the supervisor should contact the Faculty Liaison to schedule meeting to discuss options. Supervisor should document all contacts and discussions held with student, liaison and Field Office staff. This is considered a **Level 2 Student Performance Review**.
- d) If the student fails to meet the requirements within the agreed upon time frame, the student receives an Unsatisfactory evaluation or can be referred for a **Level 3 Student Performance Review**. **Students receiving an Unsatisfactory field evaluation receive a grade of Failing. A failing grade in field may result in expulsion from the MSW program. Student will be referred for a Level 3 Student Performance Review. All Level 3 reviews occur on campus regardless of on campus or online status.**

STUDENT POLICIES AND PROCEDURES

Should a problem arise in placement, the student should follow the procedures outlined below. In attempting to resolve any student grievances, it is the obligation of the student first to make a serious effort to resolve the matter with the individual with whom the grievance originated. If the concerns include any issue that may jeopardize the students safety, the student should contact the Faculty Liaison and Field Office immediately. (Refer to the sections of *Safety* and *Sexual Harassment* for more detailed information):

- a) Meet with the supervisor to resolve the difficulty. Document the discussion, any concerns, means to alleviate the problem(s), and length of time by which the problem is expected to be resolved (***Student Documentation of Concerns Form***). Contact the faculty liaison for support and feedback.
- b) If the problem is not resolved, the student should notify the supervisor, along with the faculty liaison and the Field Office. The faculty liaison will 1) attempt to resolve the issue with the student and the supervisor, and 2) notify the Director of the problem and progress toward a resolution. Student completes documentation of the discussion, concerns, and as it relates to field experiences and learning competencies. All documentation should be submitted in writing to the faculty liaison.
- c) If resolution efforts are not successful the student, faculty liaison and field office staff will meet to discuss field placement options and make formal recommendation to remedy the concerns.

REMOVAL OF A STUDENT FROM FIELD

The field placement is a critical component of the student's development as a professional social worker, particularly as it reflects the student's ability to internalize academic course content and to combine professional knowledge and skill with professional demeanor appropriate for practice. The student must maintain a professional demeanor that separates personal problems/issues from practice in order to engage successfully in one's professional responsibilities to clients, the field site, and the community. Should a student's personal problems, psychological and physical well-being, lack of maturity or lack of learning readiness in the student intern role impair the student's field performance and responsibilities to clients, the field site, and/or the community, the field supervisor, faculty liaison and field office staff have the responsibility to intervene.

The Director of Field Education has the responsibility to remove any student from field when the student's professional or ethical behavior jeopardizes the services provided by the agency or the client's served by the agency. The Director of Field Education will consult with the field supervisor, faculty liaison, the MSW Director when appropriate to assist in making the decision to remove a student from placement.

The Field Office has the responsibility to remove a student from field for any of the following reasons:

1. Student's failure to abide by the NASW Code of Ethics, Standards of Practice, assigned agency policies or

- procedures, and or LSU policies or procedures;
2. Student's violation of any of the principles outlined in the NASW Code of Ethics or Standards of Practice.
 3. Student's attempt to harm oneself, others or clients;
 4. Student's repeated tardiness and unexcused absences without notification to agency supervisor (refer to Schedule of Anticipated dates);
 5. Student's lack of progress in correcting identified deficiencies and concerns, as outlined in supervisor documentation.
 6. Any student that is arrested or otherwise charged with a crime shall immediately notify the Office of Field Education (prior to returning or reporting to any field placement). This will prompt a Student Level 3 Review (see student handbook for the entire review process) to determine in whether the student will be allowed to continue or be placed in an internship setting and, if so, under what conditions.
 7. To the extent that the Office of Field Education has a concern that a student is unfit to perform any of the required duties associated with a field placement, the student may be immediately removed from the field placement, and the Office of Field Education may require the student to provide adequate assurances from an appropriate health care professional acceptable to the Office of Field Education, that the student is fit to perform all duties associated with the field placement.
 8. Any student that is credentialed by a state regulatory board is responsible for notifying the Office of Field Education immediately of any sanction or disciplinary actions taken against them during their tenure in the social work program. This will prompt a Student Level 3 Review (see student handbook for the entire review process) to determine if the student will be allowed to continue or be placed in an internship setting. Please note this may impact the desired graduation date.

Students being asked to leave an agency or removed by the Office of Field Education due to any of the above mentioned reasons may forfeit completed hours in that internship, and may be assigned a grade of "Fail". In such situations, the student may be denied another field placement and/or dismissed from the social work program. . **A failing grade or removal from field may result in expulsion from the program.** Students will receive written documentation of reasons for removal, and outline of procedures that will occur after removal. Students being removed from field will be referred to the Office of Student Services for a **Level 3 Student Performance Review** (refer to the Student Handbook for detailed information regarding Student Performance Review process.).

NON-STUDENT ISSUES RESULTING IN REMOVAL OF STUDENT

If through no fault of the Student, a field placement must be discontinued, every effort will be made to reassign the Student to another field placement setting as expeditiously as possible. This will depend on availability of appropriate placements sites and may impact the desired graduation date. Every attempt will be made to minimize the loss of accumulated placement hours. The Director of Field Education with consultation with the Faculty Liaison and Field Supervisor will determine what conditions must be in place before the field placement setting can host another field placement. **This is not counted as an Unsuccessful placement.**

A student may be removed from field due to:

- Decision of the Field Office and Liaison that the agency experience is not meeting the outlined Learning Competencies of the field practicum on the faculty liaison recommendation. The field office will make every effort to replace student within that semester. Students will not have to forfeit any hours earned.
- Agency closure, change in regulations governing agency's activity, change in supervisor, or agency restructuring, which does not support internship requirements. Students will not forfeit hours any hours earned.
- Agency failure to demonstrate commitment to the values and ethics of social work practice in dealings with students, clients and/or community.

- Agency failure to demonstrate commitment to the School of Social Work mission and program goals as an approved field site.
- Failure of the supervisor in providing supervision over the students learning experiences and activities.
- Student's personal safety is jeopardized by continuing placement.

The Director of Field Education reserves the right to replace a student without adherence to procedures outlined in the Policies and Procedures (Page 54) in the event that; the student's rights have been violated, and/or it is felt that field education competencies cannot be met in the current agency setting.

REQUEST TO CHANGE FIELD PLACEMENT

Students are expected to complete both semesters of foundation and advanced placements at their assigned agency. If a student wishes to change their placement agency, the student should discuss the matter first with the field supervisor and then with the faculty liaison, and follow the procedures and policies outlined in the Student Policies and Procedures (Page 54). The Field Office will not make any placement changes without completed ***Request to Change Field Placement Form*** submitted by the student. Any change in placement within or between semesters must be supported by educational reasons, **and** must be recommended by the faculty liaison and the Field Office.

Changes in placement during the semester are considered only in extreme cases. Factors such as outside employment, potential for a better job, or changing interests in field of practice are not considered sound educational reasons for making a change during the semester of placement.

- For students enrolled in SW7007 or SW7502 who request a change of placement, the Field Office does not guarantee that a new placement can be arranged during the requested module. The student will have to discuss options with the Field Office and Student Services.
- Students enrolled in SW7008 or SW7503 requesting a change of placement will forfeit hours earned to date in the agency for that module, and will have to retake the course.
- Field Office cannot guarantee an immediate replacement or the impact on the hours required for the current module or graduation date.

WITHDRAWAL FROM FIELD INTERNSHIP

Students may withdraw with a "W" grade if done within the University deadlines (refer to the General Catalogue or the Bulletin for specific dates). In all cases, a student who decides to withdraw with a "W" grade will forfeit credit for ALL clock hours completed in the agency prior to the drop date. Students withdrawing from field placement will have to wait 1-2 modules(s) before reapplying for field placement.

Field Office Procedures to be Followed Before Withdrawing from Field:

1. Discuss decision with supervisor and liaison.
2. Discuss decision and options with Field Office.
3. Notify agency in writing in the form of a resignation letter and forward a copy to the Field Office and Faculty Liaison.
4. Complete any necessary termination activities required by the NASW Code of Ethics.
5. Discuss University procedures and course sequencing with the Director of Student Services.

Students deciding to withdraw from their field internship course once they have been accepted and/or have begun working in the internship must notify the Field Office and Liaison of this decision before leaving the agency. Failure to notify the Field Office of this decision may result in an Incomplete or Failing Grade. A grade of Failing may result in expulsion from the MSW program.

Students withdrawing from their assigned field placement **after** receiving an Unsatisfactory Evaluation **or** documented problems meeting the course competencies will count as an unsuccessful placement and may result in expulsion from the program. The Director of Field Education will meet with the student, Faculty Liaison, and Field Supervisor to review all information regarding student's performance. This information will be used to determine if the student will be allowed to re-register for appropriate field course. Student will be notified in writing of all concerns and decision regarding their status in field.

Students withdrawing after being removed from their field agency (detailed information regarding policy and procedures for **Removal of Student from Field**) will not be allowed to re-register for field education courses. In such situations, the student may be denied another field placement and/or dismissed from the social work program. Students will receive written documentation of reasons for removal, and outline of procedures that will occur after withdrawal. Students withdrawing from field after being removed from field will be referred to the Office of Student Services for a Level 3 Student Performance Review (refer to the Student Handbook for detailed information regarding Student Performance Review process.)

REQUEST FOR INCOMPLETE IN FIELD

In extreme cases, including but not limited to, a family crisis, extended illness, or agency changes, students may be eligible to receive an Incomplete- (" I"). Refer to the General Catalogue and the Bulletin for University guidelines for receiving an "Incomplete", and contact the Field Office and Student Services to discuss all options. Students not completing the required hours according to the plan for the Incomplete by the required date will receive a Failing grade. Please note that due to the unpredictable nature of field settings, the Field Office cannot guarantee

STUDENT GRIEVANCE PROCEDURES

As with any academic decision, the Student has the right to appeal a field education decision. Students who believe that they have been treated unfairly, or who believe that policies have not been fairly adhered to have the right to use the appeal procedures without fear or coercion, harassment, intimidation, or reprisal for making the appeal, a right that the School will safeguard.

Student grievances related to field education will be handled within the School of Social Work according to the following procedures.

Procedures for Handling Grievances for Field Courses:

1. Students must submit their concerns or grievances in writing to the Director of Field Education. The Director of Field Education will convene a meeting with the appropriate faculty including the Faculty Liaison, Faculty Advisor, and student to gather information, determine the nature of the grievance, and identify any possible alternatives for remediation. If the Director of Field Education is the assigned liaison or the subject of the concern or grievance, the student will submit their concerns or grievances in writing to the MSW Director.
2. If the matter is not resolved between the student and Director of Field Education or MSW Director and Faculty Liaison (when applicable) the student may submit a written appeal outlining his/her concerns or grievances to the Student Grievance Committee via the Director of Student Services. This committee is an Ad Hoc committee of 3 faculty members, appointed by the MSW Director to assure optimal representation of faculty, will have no direct knowledge of the identified situation or grievance being reviewed. The MSW Director will identify a chair for the committee who will work with the Director of

Student Services to schedule a meeting within 14 days of the receipt of the grievance. If the stated deadline cannot be met all parties will be notified in writing and a mutually agreeable time identified. The written decision of the committee will be provided to the student within 14 days of the convened meeting.

3. The decision of the Student Grievance Committee may be appealed in writing to the Director of the School of Social Work if the student believes that a serious procedural error or an abuse of discretionary authority occurred in the course of the review process.
4. If the student is not satisfied with the decision reached by the Director of the School of Social Work, the student can follow the student grievance procedures outlined in the LSU School of Social Work and University Handbook (PS-48 Student Appeals Procedures). A copy of this document is available on the University's web page or at the Office of the Dean.

ADDITIONAL FIELD POLICIES and INFORMATION

SAFETY INFORMATION

Field Education is an integral part of social work education, and is unique in that it is offered within the practice setting. In any field placement experience there may be some degree of uncertainty and potential physical or psychological risk. Thus, there is concern on the part of the School and agency. It is the policy of the School of Social Work to encourage attention to safety in Field Orientation Trainings. Field supervisors are responsible for providing students with agency safety policies and/or guidelines in which the student is placed. Students are responsible for understanding and following safety policies and/or guidelines of agencies where they are placed. Please read this section carefully, and ask your field supervisor or field office staff if you have any questions or concerns.

There are a number of placements where safety and infection control are an issue. Several placements expose students to dangerous or violent populations, while others expose students to various infectious diseases such as Hepatitis, TB, HIV/AIDS and/or other infectious diseases or medical illnesses. Students are given a general overview of basic safety issues during Foundation Orientation. Students are encouraged to discuss any concerns about safety and/or infection control with their agency supervisor, and utilized all resources available to them for safety training.

The Field Office recommends that the agency:

- Inform students of possible safety and/or health risks at the beginning of the internship. This includes, but is not limited to any testing, physical and/or emotional screenings, shots, and blood work.
- Provide agency-specific training and education on safety and precautions designed to reduce the risk of infection for students at the beginning of the internship.
- Review policies and procedures for dealing with hostile or angry clients who exhibit threatening behavior.
- Review policies and procedures for completing home visits (it is the recommendation of the University that students accompany staff on home visits).
- Discuss safety issues regarding evening or after hours meetings including parking, etc.
- Notify the field office immediately in the event that a student is physically harmed, involved in an aggressive act or contracts a communicable disease as a result of being in the agency. Secure appropriate treatment for student at the proper facility.
- Have an agency safety policy orientation for student(s).

Students in an agency have the right to learn in a safe environment. The Field Office recommends the student do the following:

- Request information about safety and/or infection control risks during the interview phase, which takes place

before placement is confirmed. Take all precautions (shots, immunizations) before placement.

- Participate in all agency training and education opportunities, and request training on safety and/or infection control.
- Follow safety and/or infection control guidelines as set forth by the agency.
- Notify the Field Office immediately if an incident regarding safety and/or infection control occurs.
- Have the right to question any potentially unsafe assignment without repercussion from their field supervisor or liaison.

SEXUAL HARRASSMENT

In support of its Equal Employment Opportunity/Affirmative Action Program, it is the policy of the LSU School of Social Work to maintain a work place free of sexual harassment and intimidation. A full outline of the policy is located on the field education website.

Any student who believes that he or she has been subjected to sexual harassment has the right and obligation to report it to the Director of Field Education or the Director of the School of Social Work or Office of Human Resource Management.

INSURANCE POLICIES AND INFORMATION

MALPRACTICE INSURANCE

Generally, student interns are insured under LSU's comprehensive general liability policy that includes professional liability (malpractice). All students who are interning as part of their educational requirements "without...receiving remuneration from any...institution to which they are assigned" are covered under this policy. Students receiving stipends that are administered by LSU are also covered under this policy.

However, students who are receiving a stipend directly from their internship agency are NOT covered under this policy. It is expected that students in these instances will be covered by their internship agency's insurance policy for its employees or volunteers. If they agency does not cover the student under its policy, the student must contact the Field Office to secure a student malpractice policy. Occasionally, an agency may require students to obtain personal malpractice insurance in addition to what the School provides. The Field Office will reimburse this cost upon approval of the Director. (The cost of this coverage through NASW is approximately \$35.00 per year.)

- **Notify the Field Office immediately if you have a complaint lodged against you by a client, or if you receive any legal documents including but not limited to a subpoena.**

TRANSPORTATION

The University **does NOT** cover injury to clients who may be transported by students for various reasons. Students are instructed NOT to transport clients in their personal vehicle. **The agency CANNOT require students to transport clients in their own vehicle, unless their personal vehicle is covered under the agency policy.** It is the AGENCY'S responsibility to provide insurance coverage for students to transport clients, whether in an agency vehicle or the student's personal vehicle. Students, who choose to transport clients in their personal vehicle, assume **total** responsibility for these passengers; it is recommended they check with their personal automobile insurance carrier to check on the limits of their coverage.

PERSONAL ACCIDENT AND HEALTH

Students are NOT covered under LSU's general self-insured policy for any personal injury which occurs during the course of their work in the internship. Students are required to provide the Field Office with proof of personal health insurance prior to beginning internships, OR are required to sign a waiver indicating they will be responsible for all personal health care expenses. Students are required to maintain coverage during their internship, and to notify the Field Office of any changes in personal health care coverage.

WORKER COMPENSATION

Students are NOT covered by the State's Worker Compensation Policy since they are not employees or volunteers performing a service for the State. Students employed part-time or full-time should be covered under the agency's Worker's Compensation Policy.

DAMAGE TO PERSONAL PROPERTY

The University or LSU School of Social Work is **NOT** responsible for theft or damage to students' personal property while they are performing internship duties or receiving internship training.

FINANCIAL INFORMATION

The School recognizes that the education-for-practice program that we offer carries some costs above regular student expenses, and that field practice is not paid employment. These expenses may include background checks, drug screening, TB tests and more. Students are responsible for paying these fees.

STIPENDS AND OTHER FINANCIAL AID

Stipends and other forms of financial aid are available for full-time second year students. Some internship stipends of various amounts are available through state and voluntary agencies; they are usually linked to internship and in some cases, post-MSW employment in the funding agency.

The Field Office advertises details of available stipends, application procedures, and information about how awards are made in the spring semester.

COUNCIL ON SOCIAL WORK EDUCATION

The School is accredited by the Council on Social Work Education and conforms to standards set forth by its Educational Policy and Accreditation Standards. A complete copy is included on the field education website for students, liaisons and supervisors and is also available at CSWE.org.

APPENDIX

A

- **Learning Plan Instructions and Samples**
- **Evaluation Supportive Materials**

LEARNING PLAN CONTRACT AND EVALUATION TOOLS

This packet provides an overview of the field education competencies for all four required field courses developed on a skill continuum to represent a range of skills from foundation knowledge to advance competency to prepare students for master level direct social work practice. The progression is based on a developmental competency model beginning with Beginning Knowledge (SW7007) then Emerging Competence (SW7008) to Competence (SW7502) and finally Advanced Competence (SW7503). Although the goal is to master each competency, the progression is highlighted in learning activities starting in the foundation field courses and continuing through the advanced field courses. There are nine major competency areas outlined by CSWE Educational Policy and Accreditation Standards (2015). This packet will provide instructions and support for completing the Learning Plan and then provide the evaluation tools used to evaluate the students' experience and performance.

LEARNING PLANS

The Learning Plans are designed to assist the student in developing competency in all areas. Here are steps to assist in the development of the Learning Plan which incorporates the entire field experience at the assigned agency:

Step 1: *PREPARING TO DEVELOP THE LEARNING PLAN*

Social Service Agencies offer a plethora of learning opportunities for student interns. The challenge is to create a working document that will lend itself to assigning meaningful learning activities or tasks for a student.

Ideas to consider when developing the plan:

- Think of 5 or 6 services your agency provides either daily or within the time limit that the student will be placed at your agency. Think of ways the student can participate in these services. Examples include:
 - a) Observation/shadowing,
 - b) Direct participation,
 - c) Research
- Who does your agency provide services to ie: who is your client (individual, group, and/or community)?
- What type of group activities does your agency offer: Examples include: a) client groups, b) planning groups, c) staffing, d) community/professional meetings and/or e) board meetings?
- How does your agency advocate for populations served? Examples include:
 - a) Legislation, b) NASW, c) community, d) referrals.
- How does your agency interact with other social service agencies/referral agencies? How can the student interact with those agencies and learn more about their services?
- Think of the various groups (in and outside of your agency) you interact with daily, weekly, monthly, etc. that the student could participate/observe.

Step 2: *COMPLETING THE LEARNING PLAN*

When the field supervisor and the student prepare the learning plan, it is important to factor in certain areas that will enhance the learning experience or issues that may hinder the learning process. Key areas include:

- Plans to orient the student to the agency and agency staff and to prepare the agency staff for the student
- Incorporate weekly supervision- structure and content
- Keep in mind Agency limitations due to possible space, service changes, staff issues
- Keep in mind the student's interest areas
- Ensure the identified task/activity assigned is an appropriate skill level for the student. Is the activity more suitable for a Foundation (SW7007 or SW7008) student or an Advanced student (SW7502 or SW7503)?
- Some of the learning Competencies may encourage creative planning due to the limitations of the agency not providing this service/activity. Review possible referral agencies for assistance in meeting these learning needs.
- Task/activities must be measurable and reachable. Keep in mind that many activities build throughout the semester and some will need to be completed within an agreed upon time frame. Target dates may be ongoing throughout the semester or time specific.
- Many tasks/activities will meet multiple learning Competencies in the learning plan. It is fine to list the same activity several times.

Step 3: *FINALIZING THE LEARNING PLAN*

It is important to make sure these steps are executed to ensure the success of the plan:

- The student intern is responsible for sending a signed copy of the learning plan to the liaison for review.
- The student should confirm with the liaison to make sure the information was received.
- The liaison will contact the supervisor and student if there are concerns regarding the learning plan.
- The supervisor and the student should each keep a copy of the completed plan.

TIPS

- Use past learning plans as examples
- Ask colleagues for suggestions
- Utilize field liaison as a resource

EXAMPLE ACTIVITIES

Please use the following examples provided below to help select activities within the agency setting that will assist the student in meeting the learning goals listed on the Learning Plan. The examples below will help distinguish appropriate Foundation and Advanced level experiences. "Client" may be defined as individual, family, group, or community. Learning samples to distinguish foundation and advanced activities included in sample

<i>I. Demonstrate Ethical and Professional Behavior Competency</i>	
<ul style="list-style-type: none"> • Activities will help student understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels • Frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas • Distinction between personal and professional values • Understanding how their personal experiences and affective reactions influence their professional judgment and behavior • History and purpose of social work • Understand emerging forms of technology and the ethical use 	
FOUNDATION	ADVANCED
<ul style="list-style-type: none"> ➤ Attend professional meetings ➤ Attend staff meetings ➤ Review NASW Code of Ethics in regards to ethical dilemmas ➤ Review SW Code of ethics regarding respect, personal values, social justice ➤ Use supervision to discuss potential impact of personal values and experiences and ways to respond ➤ Review materials regarding self-care and compassion fatigue ➤ Observe various professional styles of all staff members ➤ Attend continuing education events ➤ Attend team staffings ➤ Review files and documentation styles/summaries ➤ Student will become familiar with all electronic documentation tools used in the agency ➤ Student will review ASWB Technology Standards ➤ Organize materials for supervision sessions ➤ Prepare questions or cases to review during supervision 	<ul style="list-style-type: none"> ➤ Evaluate presenting ethical dilemmas and make recommendations regarding plan of action ➤ Complete documentation for ethical decisions ➤ Student will use supervision to discuss impact of personal values and experiences that may impact client/services ➤ Discuss case of transference/countertransference and ways to respond ➤ Develop self-care plan ➤ Present Information/Cases at staffings or meetings ➤ Present group dynamics and process and individual case students ➤ Chair a meeting ➤ Present relevant information to staff ➤ Student will become proficient in utilizing electronic documentation tools ➤ Student will review current articles regarding technology and potential ethical issues ➤ Plan supervision and bring case studies ➤ Review materials on LABSWE re disciplinary actions to discuss in supervision
<i>II. Engage Diversity and Difference in Practice Competency</i>	
<ul style="list-style-type: none"> • Understand how diversity and differences characterize and shape the human experience • Understand impact of diversity a person's life experiences • Understand the forms and mechanisms of oppression and discrimination and impact on access 	

FOUNDATION	ADVANCED
<ul style="list-style-type: none"> ➤ Review SW Code of Ethics regarding respect, personal values, social justice ➤ Use supervision to discuss potential impact of personal values and experiences on services provide and discuss ways to respond ➤ Development of self-reflection in working with clients ➤ Attend staff meetings ➤ Begin meeting with clients ➤ Discuss social work values and impact on services ➤ Visit various referral agencies 	<ul style="list-style-type: none"> ➤ Student will use supervision to discuss impact of personal values, experiences and impact on client/services ➤ Develop and demonstrate self-awareness how personal values and experiences impact client relationship and services delivery ➤ Advocate for clients while using cultural sensitivity and understanding ➤ Participate as team member in staffings ➤ Recommend clients for services in various referral agencies and understand referral criteria ➤ Participate in any agency or community events to increase understanding

III. Advance Human Rights and Social, Economic and Environmental Justice Competency

- Understand of social workers value of respect and inherent worth of clients
- Impact of global interconnections of oppression and human rights violations
- Understand how theories of human need and social justice and strategies are implanted in agency settings
- Understand strategies designed to eliminate oppressive structures
- Access opportunities to be exposed and influence policy at the agency level and beyond

FOUNDATION	ADVANCED
<ul style="list-style-type: none"> ➤ Attend NASW and other professional meetings ➤ Review NASW Code of Ethics ➤ Research legislation that impacts delivery of services provided to agency clients ➤ Review any state or federal guidelines that impact agency service delivery ➤ Use supervision to explore the impact of personal and professional values 	<ul style="list-style-type: none"> ➤ Attend or present at NASW and other professional meetings ➤ Review current journal articles regarding human rights and other areas of social justice ➤ Attend Lobby Day ➤ Evaluate any state or federal guidelines that negatively impact agency service delivery to determine ways to advocate ➤ Use supervision to discuss how to manage personal values when in conflict with professional values

IV. Engage in Practice-Informed Research and Research-informed Practice Competency

- Review/Interpret quantitative and qualitative research methods to evaluate practice
- To see evidence that informs practice that derives from multi-disciplinary sources
- Exposure to the processes for translating research findings into effective practice in agency setting

FOUNDATION	ADVANCED
<ul style="list-style-type: none"> ➤ Review current literature and research 	<ul style="list-style-type: none"> ➤ Work with field supervisor to identify

<ul style="list-style-type: none"> ➤ on agency population and services ➤ Attend multidisciplinary team meetings ➤ Meet with other team members to learn more about their role ➤ Review ways and tools agency uses to evaluative effectiveness/client satisfaction 	<ul style="list-style-type: none"> staff development needs to present information/research ➤ Attend and participate in multidisciplinary team meetings ➤ Work with other team members in addressing client needs ➤ Conduct/participate in agency evaluation activities
<p><i>V. Engage in Policy Practice Competency</i></p>	
<ul style="list-style-type: none"> • Exposure to the impact policy and its implementation has at the federal, state, and local levels, currently and historically • Experience the role SW has in policy development and implementation within their practice settings at the micro, mezzo, and macro levels • Expose to policy formulation, analysis, implementation, and evaluation used in the agency setting 	
<p style="text-align: center;">FOUNDATION</p>	<p style="text-align: center;">ADVANCED</p>
<ul style="list-style-type: none"> ➤ Review agency policies and procedures for social work practice within agency setting ➤ Review any state or federal policy that impacts delivery of services ➤ Review ASWB and LABSWE practice act and policies that impact service delivery ➤ Attend agency meetings regarding any policy issues/changes 	<ul style="list-style-type: none"> ➤ Review agency policies and procedures ➤ Participate in any work groups to evaluate ➤ Revise or update agency policies ➤ Participate in Lobby Day ➤ Attend LABSWE meeting ➤ Attend NASW PACE Meeting
<p><i>VI. Engage with Individuals, Families, Groups, Organizations Communities Competency</i></p>	
<ul style="list-style-type: none"> • Engage in social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities • Opportunity to demonstrate the value and importance of human relationships • Opportunity to critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities 	
<p style="text-align: center;">FOUNDATION</p>	<p style="text-align: center;">ADVANCED</p>
<ul style="list-style-type: none"> ➤ Student will review and become familiar with agency tools for client intake, interview, psychosocial, etc ➤ Student will observe/participate in client meetings (intake/ interview/ psychosocial) ➤ Student will observe/participate in group work (client, staffings) 	<ul style="list-style-type: none"> ➤ Student will conduct client intakes, interviews, psychosocials ➤ Student will complete agency documentation and present case(s) in agency staffing ➤ Student will facilitate group session (client, staffing, in-service) ➤ Student will attend community meetings that impact agency clients
<p><i>VII. Assess Individuals, Families, Groups, Organizations and Community Competency</i></p>	
<ul style="list-style-type: none"> • Observe/Conduct ongoing assessments and become familiar with instrument and forms 	

<ul style="list-style-type: none"> • Apply knowledge of human behavior theory in the assessment process • Expose to implications of the larger practice context in the assessment process and participate in inter-professional collaboration • Opportunity to develop awareness of how personal experiences impact assessment and decision-making 	
FOUNDATION	ADVANCED
<ul style="list-style-type: none"> ➤ Student will review and become familiar with agency assessment (diagnosis) tools ➤ Review assessment tool with supervisor formulate treatment intervention approach ➤ Student will become familiar with treatment plans, goal development ➤ Review client history/intake to recognize developmental, environmental impact 	<ul style="list-style-type: none"> ➤ Student will complete agency assessment (diagnosis) tools ➤ Use assessment tool to inform treatment/interventions ➤ Develop treatment plan/goals ➤ Incorporate goals that address impact of developmental, environmental factors ➤ Incorporate strategies in treatment plan to address potential barriers or obstacles
<i>VIII. Intervene with Individuals, Families, Groups, Organizational and Communities Competency</i>	
<ul style="list-style-type: none"> • Opportunity to observe/provide interventions • Utilize evidence-informed interventions to achieve the goals of clients and constituencies • Use theories of human behavior and the social environment in evaluation to effectively intervene with clients and constituencies • Understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals • Learn the value of interprofessional teamwork and communication in interventions 	
FOUNDATION	ADVANCED
<ul style="list-style-type: none"> ➤ Review materials regarding self-care and compassion fatigue ➤ Student will become familiar with treatment plans, goal development ➤ Student will observe a client case from intake to termination ➤ Organize referral information in binder for student and/or agency ➤ Student will review and become familiar with interventions utilized in agency and outcomes ➤ Attend case/clinical staffings 	<ul style="list-style-type: none"> ➤ Student will incorporate self-care strategies ➤ Student will use supervision to address any areas of transference or countertransference ➤ Become familiar with referral agencies to make appropriate client referrals ➤ Student will work with a client from intake to termination ➤ Student will complete treatment plans and set client goals ➤ Student will provide services/interventions ➤ Student will participate in staffings and present case review
<i>IX. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</i>	
<ul style="list-style-type: none"> • Exposed to evaluating processes and outcomes to advance practice, policy, and service 	

delivery effectiveness <ul style="list-style-type: none"> Exposed to the development, monitoring and reporting evaluative outcomes Participate in qualitative and quantitative methods for evaluating outcomes and practice effectiveness 	
FOUNDATION	ADVANCED
<ul style="list-style-type: none"> ➤ Student will become familiar with completing evaluation documentation ➤ Student will review termination criteria and documentation ➤ Develop awareness and self-reflection for evaluating own practice ➤ Student will participate in agency evaluation activities 	<ul style="list-style-type: none"> ➤ Student will complete client evaluation materials and required documentation ➤ Complete termination process and documentation ➤ Develop methods for evaluating own practice ➤ Develop evidence informed methods to support choice of interventions

EVALUATIONS

Supervisors, Faculty Liaisons and Students will all participate in providing feedback regarding the field experience. Supervisors will provide direct feedback from observations, written and verbal feedback on the 31 CSWE Field Competencies (full details regarding evaluations are included on page 49 in the Field Manual). This packet includes the following evaluations:

<i>Student Feedback on the Field Experience- Mid Semester</i>	This evaluation is completed by the student six weeks (80 hours) into the first semester/module of the field placement. This is submitted directly to the field liaison. Liaison will contact the student and/or agency to discuss any concerns noted. This is only submitted for SW7007 and SW7502.
<i>Mid-Term Evaluation of Student's Performance</i>	This evaluation is completed by the supervisor after 120 hours completed and reviewed with the student and submitted to the Faculty Liaison. This is only completed for SW7007 and SW7502.
<i>Final Evaluation of Student's Performance</i>	This evaluation is completed at the end of each corresponding field course by the supervisor, reviewed with the student and submitted to the Faculty Liaison with the completed Field Log.
<i>Student Feedback on the Field Experience- Final</i>	This evaluation is completed by the student at the end of the field placement and submitted to the Faculty Liaison. The student will review with the supervisor after Student Final Evaluation is completed.

All field evaluations can be found on the School's webpage at www.socialwork.lsu.edu under Field Education.

FOUNDATION FIELD INTERNSHIP LEARNING PLAN- SW7007/7008

Overview: The function of the learning plan 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, identify 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 as well as reinforce the student's self-identification with the profession for students to develop skills and knowledge to support the programs foundation generalist focus. As the Field Competencies are built on a developmental continuum, the plan will include activities to expose students to develop Beginning Knowledge (SW7008) and then continue to develop Emerging Competence (SW7008) and serve as the basis of the evaluation for foundation student performance.

Directions: Activities will reflect beginning opportunities to develop knowledge in the first field course (SW7007) through Emerging Competency by the end of the second course (7008). Each competency should have **2-3 activities** listed.

There is a list of foundation activities and sample plan to help distinguish between Foundation I/II and Advanced I/II activities in the field manual.

Note: Some activities will be listed under multiple competencies. **Client** may refer to individual, family, group or community.

SW7007 Foundation I - Beginning Knowledge

Activities will assist student in building skills to demonstrate beginning/foundation understanding of required competencies

SW7008 Foundation II- Emerging Competence

Activities will assist student in building skills to demonstrate beginning (foundation) application of required competencies

I. Demonstrate Ethical and Professional Behavior Competency

Skills to develop:

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

SW7007 Beginning Knowledge: Student will demonstrate beginning understanding

<i>Activity/Task</i>	Target Date	Method of Evaluation
Review NASW Code of Ethics	10/16	Verbal feedback
Attend professional meetings (staff meetings, NASW)	Ongoing	Verbal and written feedback, observation
Review client files and documentation summaries	9/16	Verbal feedback

SW7008 Emerging Competence: Student will develop beginning competence

<i>Activity/Task</i>	Target Date	Method of Evaluation
Use supervision to discuss potential impact of personal values to build self-reflection skills	Ongoing	Verbal feedback
Prepare weekly questions or client reviews to discuss in supervision	Ongoing	Written feedback, verbal feedback
Student will become familiar with all electronic tools used in the agency	3/17	Observation, written feedback

LEARNING PLAN
FOUNDATION FIELD INTERNSHIP - SW7007 and SW7008

Student:		Date:	
Agency:		Liaison:	

The learning contract is a formal agreement between the student, field supervisor and faculty liaison, which identifies the specific learning competencies of the specified field course, and the learning tasks/activities to be assigned to the student to permit attainment of those competencies. Students must complete a learning contract within the first three weeks of beginning their placement within the assigned agency. Learning Plan reflects the required learning competencies for this course and samples of learning activities are included on the sample plan and list distinguishing foundation and advanced activities provided in the field manual.

I. SUPERVISION

Describe the plan for the structure of supervision to be utilized this semester, including both content and process.

II. SCHEDULE

Please attach a *Schedule of Anticipated Days* form. This should reflect School 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 240 hour requirement).

SIGNATURES: Required signatures including—student, field supervisor, on-site supervisor (if applicable) and liaison.

STUDENT: _____

LCSW SUPERVISOR: _____

TASK SUPERVISOR: _____
(IF APPLICABLE)

FACULTY LIAISON: _____

(The student is responsible for submitting a final copy of the Learning Plan to the Field Office, **not** the supervisor or liaison.)

FOUNDATION FIELD INTERNSHIP LEARNING PLAN

SW7007/7008

Overview: The function of the learning plan 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, identify 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 as well as reinforce the student's self-identification with the profession for students to develop skills and knowledge to support the programs foundation generalist focus. As the Field Competencies are built on a developmental continuum, the plan will include activities to expose students to develop Beginning Knowledge (SW7008) and then continue to develop Emerging Competence (SW7008) and serve as the basis of the evaluation for foundation student performance.

Directions: Activities will reflect beginning opportunities to develop knowledge in the first field course (SW7007) through Emerging Competency by the end of the second course (7008). Each competency should have **2-3 activities** listed. There is a list of foundation activities and sample plan to help distinguish between Foundation I/II and Advanced I/II activities in the field manual.

Note: Some activities will be listed under multiple competencies. *Client* may refer to individual, family, group or community.

SW7007 Foundation I - Beginning Knowledge

Activities will assist student in building skills to demonstrate beginning/foundation understanding of required competencies

SW7008 Foundation II- Emerging Competence

Activities will assist student in building skills to demonstrate beginning (foundation) application of required competencies

I. Demonstrate Ethical and Professional Behavior Competency

Skills to develop:

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

SW7007 Beginning Knowledge: Student will demonstrate beginning understanding

Activity/Task	Target Date	Method of Evaluation

SW7008 Emerging Competence: Student will develop beginning competence		
<i>Activity/Task</i>	Target Date	Method of Evaluation
II. Engage Diversity and Difference in Practice Competency		
Skills to develop:		
<ul style="list-style-type: none"> • Ability to apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels • Student presents themselves as learners and engage clients and constituencies as experts of their own experiences • Ability to apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies 		
SW7007 Beginning Knowledge: Student will demonstrate beginning understanding		
<i>Activity/Task</i>	Target Date	Method of Evaluation
SW7008 Emerging Competence: Student will develop beginning competence		
<i>Activity/Task</i>	Target Date	Method of Evaluation
III. Advance Human Rights and Social, Economic, and Environmental Justice Competency		
Skills to develop:		
<ul style="list-style-type: none"> • Ability to apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels • Student engages in practices that advance social, economic, and environmental justice 		

SW7007 Beginning Knowledge: Student will demonstrate beginning understanding		
<i>Activity/Task</i>	Target Date	Method of Evaluation
SW7008 Emerging Competence: Student will develop beginning competence		
<i>Activity/Task</i>	Target Date	Method of Evaluation
IV. Engage In Practice-informed Research and Research-informed Practice Competency		
Skills to develop:		
<ul style="list-style-type: none"> • Student uses practice experience and theory to inform scientific inquiry and research • Ability to apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings • Student uses and translates research evidence to inform and improve practice, policy, and service delivery 		
SW7007 Beginning Knowledge: Student will demonstrate beginning understanding		
<i>Activity/Task</i>	Target Date	Method of Evaluation
SW7008 Emerging Competence: Student will develop beginning competence		
<i>Activity/Task</i>	Target Date	Method of Evaluation

V. Engage in Policy Practice Competency		
Skills to develop:		
<ul style="list-style-type: none"> • Ability to Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services • Ability to assess how social welfare and economic policies impact the delivery of and access to social services • Ability to apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice 		
SW7007 Beginning Knowledge: Student will demonstrate beginning understanding		
Activity/Task	Target Date	Method of Evaluation
SW7008 Emerging Competence: Student will develop beginning competence		
Activity/Task	Target Date	Method of Evaluation
VI. Engage with Individuals, Families, Groups, Organizations, and Communities Competency		
Skills to develop:		
<ul style="list-style-type: none"> • Student can apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies • Ability to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies 		
SW7007 Beginning Knowledge: Student will demonstrate beginning understanding		
Activity/Task	Target Date	Method of Evaluation

SW7008 Emerging Competence: Student will develop beginning competence		
Activity/Task	Target Date	Method of Evaluation
VII. Assess Individuals, Families, Groups, Organizations, and Communities Competency		
Skills to develop:		
<ul style="list-style-type: none"> • Ability to collect and organize data, and apply critical thinking to interpret information from clients and constituencies • Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies • Ability to develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies • Ability to select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies 		
SW7007 Beginning Knowledge: Student will demonstrate beginning understanding		
Activity/Task	Target Date	Method of Evaluation
SW7008 Emerging Competence: Student will develop beginning competence		
Activity/Task	Target Date	Method of Evaluation

VIII. Intervene with Individuals, Families, Groups, Organizations, and Communities Competency		
Skills to develop:		
• Ability to critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies		
• Ability to apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies		
• Ability to use inter-professional collaboration as appropriate to achieve beneficial practice outcomes		
• Ability to negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies		
• Ability to facilitate effective transitions and endings that advance mutually agreed-on goals		
SW7007 Beginning Knowledge: Student will demonstrate beginning understanding		
Activity/Task	Target Date	Method of Evaluation
SW7008 Emerging Competence: Student will develop beginning competence		
Activity/Task	Target Date	Method of Evaluation
IX. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities		
Skills to develop:		
• Ability to select and use appropriate methods for evaluation of outcomes		
• Ability to apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes		
• Ability to critically analyze, monitor, and evaluate intervention and program processes and outcomes		
• Ability to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels		
SW7007 Beginning Knowledge: Student will demonstrate beginning understanding		
Activity/Task	Target Date	Method of Evaluation

<i>SW7008 Emerging Competence:</i> Student will develop beginning competence		
<i>Activity/Task</i>	<i>Target Date</i>	<i>Method of Evaluation</i>

Additional Comments:

ADVANCED FIELD INTERNSHIP LEARNING PLAN- SW7502/SW7503

Overview: The function of the learning plan 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, identify 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. Building upon the overall framework for direct practice developed in the first year Foundation learning experiences, students develop mastery of the skills, knowledge and values for advanced competency in agency settings. Advanced Internship I and Advanced Internship II experiences will go beyond providing generalist knowledge and experience and provide the opportunity for Advanced Competency and will be the basis of the evaluation for advanced student performance. As the Field Competencies are built on a developmental continuum, the plan will include activities to expose students to develop Competence (SW7502) and finally Advanced Competence by the end of SW7503.

Directions: Activities will reflect advanced opportunities to develop Competence in the first field course (SW7503) through Advanced Competency by the end of the second course (7503). Each competency should have **2-3 activities** listed. There is a list of Advanced activities and sample plan to help distinguish between Foundation I/II and Advanced I/II activities in the field manual.

Note: Some activities will be listed under multiple competencies. **Client** may refer to individual, family, group or community.

<p>SW7502 Advanced I - Competence Activities will assist student in building on skills acquired during Foundation field courses to demonstrate competency</p>	<p>SW7503 Advanced II- Advanced Competence Activities will assist student in demonstrating Advanced level competency required for MSW practice.</p>
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I. Demonstrate Ethical and Professional Behavior Competency

Skills to develop:

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

SW7502 Competence: Student will demonstrate competence

<i>Activity/Task</i>	Target Date	Method of Evaluation
Use supervision to present ethical concerns and become familiar with ethical decision making model	Ongoing	Direct observation, verbal feedback
Develop self-care plan and identify risk areas in agency setting	10/16	Written evaluation, verbal feedback
Attend and participate in case staffing	Ongoing	Direct Observation, verbal feedback

SW7503 Advanced Competence: Student will demonstrate advanced competency

<i>Activity/Task</i>	Target Date	Method of Evaluation
Meet for supervision to discuss impact of personal values/experiences on services provided	Weekly	Direct observation, verbal feedback
Present client case in staffing	3/17	Direct observation, verbal feedback
Student will become proficient in utilizing agency documentation tools	4/17	Review by supervisor, written feedback

LEARNING PLAN
ADVANCED FIELD INTERNSHIP - SW7502 and SW7503

Student:		Date:	
Agency:		Liaison:	

The learning contract is a formal agreement between the student, field supervisor and faculty liaison, which identifies the specific learning competencies of the specified field course, and the learning tasks/activities to be assigned to the student to permit attainment of those competencies. Students must complete a learning contract within the first three weeks of beginning their placement within the assigned agency. Learning Plan reflects the required learning competencies for this course and samples of learning activities are included on the sample plan and list distinguishing foundation and advanced activities provided in the field manual.

I. SUPERVISION

Describe the plan for the structure of supervision to be utilized this semester, including both content and process.

II. SCHEDULE

Please attach a *Schedule of Anticipated Days* form. This should reflect School 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 240 hour requirement).

SIGNATURES: Required signatures including—student, field supervisor, on-site supervisor (if applicable) and liaison.

STUDENT: _____

LCSW SUPERVISOR: _____

TASK SUPERVISOR: _____
(IF APPLICABLE)

FACULTY LIAISON: _____

(The student is responsible for submitting a final copy of the Learning Plan to the Field Office, **not** the supervisor or liaison.)

ADVANCED FIELD INTERNSHIP LEARNING PLAN

SW7502/7503

Overview: The function of the learning plan 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, identify 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. Building upon the overall framework for direct practice developed in the first year Foundation learning experiences, students develop mastery of the skills, knowledge and values for advanced competency in agency settings. Advanced Internship I and Advanced Internship II experiences will go beyond providing generalist knowledge and experience and provide the opportunity for Advanced Competency and will be the basis of the evaluation for advanced student performance. As the Field Competencies are built on a developmental continuum, the plan will include activities to expose students to develop Competence (SW7502) and finally Advanced Competence by the end of SW7503.

Directions: Activities will reflect advanced opportunities to develop Competence in the first field course (SW7503) through Advanced Competency by the end of the second course (7503). Each competency should have **2-3 activities** listed. There is a list of Advanced activities and sample plan to help distinguish between Foundation I/II and Advanced I/II activities in the field manual.

Note: Some activities will be listed under multiple competencies. *Client* may refer to individual, family, group or community.

SW7502 Advanced I - Competence

Activities will assist student in building on skills acquired during Foundation field courses to demonstrate competency

SW7503 Advanced II- Advanced Competence

Activities will assist student in demonstrating Advanced level competency required for MSW practice.

I. Demonstrate Ethical and Professional Behavior Competency

Skills to develop:

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

SW7502 Competence: Student will demonstrate competence

<i>Activity/Task</i>	Target Date	Method of Evaluation

SW7503 Advanced Competence: Student will demonstrate advanced competency		
<i>Activity/Task</i>	Target Date	Method of Evaluation
II. Engage Diversity and Difference in Practice Competency		
Skills to develop:		
<ul style="list-style-type: none"> • Ability to apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels • Student presents themselves as learners and engage clients and constituencies as experts of their own experiences • Ability to apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies 		
SW7502 Competence: Student will demonstrate competence		
<i>Activity/Task</i>	Target Date	Method of Evaluation
SW7503 Advanced Competence: Student will demonstrate advanced competency		
<i>Activity/Task</i>	Target Date	Method of Evaluation
III. Advance Human Rights and Social, Economic, and Environmental Justice Competency		
Skills to develop:		
<ul style="list-style-type: none"> • Ability to apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels • Student engages in practices that advance social, economic, and environmental justice 		

SW7502 Competence: Student will demonstrate competence		
<i>Activity/Task</i>	Target Date	Method of Evaluation
SW7503 Advanced Competence: Student will demonstrate advanced competency		
<i>Activity/Task</i>	Target Date	Method of Evaluation
IV. Engage In Practice-informed Research and Research-informed Practice Competency		
Skills to develop:		
<ul style="list-style-type: none"> • Student uses practice experience and theory to inform scientific inquiry and research • Ability to apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings • Student uses and translates research evidence to inform and improve practice, policy, and service delivery 		
SW7502 Competence: Student will demonstrate competence		
<i>Activity/Task</i>	Target Date	Method of Evaluation
SW7503 Advanced Competence: Student will demonstrate advanced competency		
<i>Activity/Task</i>	Target Date	Method of Evaluation

V. Engage in Policy Practice Competency		
Skills to develop:		
<ul style="list-style-type: none"> • Ability to Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services • Ability to assess how social welfare and economic policies impact the delivery of and access to social services • Ability to apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice 		
SW7502 Competence: Student will demonstrate competence		
Activity/Task	Target Date	Method of Evaluation
SW7503 Advanced Competence: Student will demonstrate advanced competency		
Activity/Task	Target Date	Method of Evaluation
VI. Engage with Individuals, Families, Groups, Organizations, and Communities Competency		
Skills to develop:		
<ul style="list-style-type: none"> • Student can apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies • Ability to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies 		
SW7502 Competence: Student will demonstrate competence		
Activity/Task	Target Date	Method of Evaluation

SW7503 Advanced Competence: Student will demonstrate advanced competency		
Activity/Task	Target Date	Method of Evaluation
VII. Assess Individuals, Families, Groups, Organizations, and Communities Competency		
Skills to develop:		
<ul style="list-style-type: none"> • Ability to collect and organize data, and apply critical thinking to interpret information from clients and constituencies • Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies • Ability to develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies • Ability to select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies 		
SW7502 Competence: Student will demonstrate competence		
Activity/Task	Target Date	Method of Evaluation
SW7503 Advanced Competence: Student will demonstrate advanced competency		
Activity/Task	Target Date	Method of Evaluation

VIII. Intervene with Individuals, Families, Groups, Organizations, and Communities Competency

Skills to develop:

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

SW7502 Competence: Student will demonstrate competence

<i>Activity/Task</i>	Target Date	Method of Evaluation

SW7503 Advanced Competence: Student will demonstrate advanced competency

<i>Activity/Task</i>	Target Date	Method of Evaluation

IX. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Skills to develop:

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

SW7502 Competence: Student will demonstrate competence

<i>Activity/Task</i>	Target Date	Method of Evaluation

<i>SW7503 Advanced Competence: Student will demonstrate advanced competency</i>		
<i>Activity/Task</i>	<i>Target Date</i>	<i>Method of Evaluation</i>

Additional Comments:

LSU School of Social Work Field Education
SCHEDULE OF ANTICIPATED INTERNSHIP DAYS
 (Attach to your Learning Plan)

STUDENT:

COURSE: SW7007 SW7008 SW7502 SW7503

AGENCY:

LIAISON:

- Please list all anticipated days, dates and times of performing internship duties. This should include schedule changes to reflect school and agency closing for holidays, workshops and any personal matters that are anticipated. Any exceptions or changes to the schedule need to be cleared with the supervisor or student at least 48 hours in advance.
- Days of the week that you will intern:
 Monday Tuesday Wednesday Thursday Friday

DATE	TIMES	DATE	TIMES

Total Estimated Hours = _____

Student Signature

LSCW Supervisor Signature

LSU School of Social Work
STUDENT REPORT OF FIELD EXPERIENCE- MID SEMESTER (SW7007 AND SW7502 ONLY)
 (to be completed by the student and turned in to Faculty Liaison)

Student:	Date: <input type="checkbox"/> SW7007 <input type="checkbox"/> SW7502
Agency:	Liaison:
LCSW Supervisor:	Task Supervisor: (if different than LCSW supervisor)

1. How is supervision meeting your learning needs? How is it scheduled? How often? How is it structured? Would you like to make any changes?

2. To what degree are assigned tasks/activities that you are presently, or have been involved in, allowing you to meet the overall objectives of your internship? your individual Learning Plan?

3. If problem issues have been identified, what step(s) have you taken to address this with the agency? Have you made your liaison aware of your concerns? Refer to Field Manual under Problems and Changes in the Internships for clarification of resources available to assist you.

 Student Signature and Date

 Liaison Signature and Date

 Field Office Initials

LSU School of Social Work
MID-TERM EVALUATION
FOUNDATION INTERNSHIP I - SW7007

STUDENT'S NAME:	AGENCY :	DATE:
LCSW SUPERVISOR:	TASK SUPERVISOR (IF APPLICABLE):	FACULTY LIAISON:

This evaluation consists of three sections: (1) *Student Progress*, (2) *Professional Behavior Skills*, and (3) *Overall Progress at Mid-Semester*. It is recommended that the Field Instructor and student individually complete this evaluation, and then complete and sign the final copy together. The Field Instructor's evaluation should incorporate input of the task supervisor (and other agency staff when appropriate).

Please check one response for each item:

- 1) Was evaluation completed with student's input? Yes No
 - 2) Was evaluation completed with input from other agency staff? Yes No
- If yes, please list: _____

SIGNATURES:

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

Student	Date
LCSW Supervisor	Date
Task Supervisor (if applicable)	Date
Faculty Liaison	Date

Field Office Initials

Please submit the final signed copy to the faculty liaison who will review, sign, and submit the completed evaluation to the Field Office for filing.

SECTION I: STUDENT PROGRESS ON FIELD COMPETENCIES

This section evaluates the student's progress in developing skills to build Foundation knowledge and competencies as outlined on the learning plan. Using the following scale, circle the number that best indicates student's level of attainment of each the learning competency areas 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
Unable to evaluate: Student has not yet had an opportunity to begin working on this competency	Unacceptable: Student has not demonstrated any awareness, knowledge or skill development in this competency area	Needs Improvement: Student inconsistently demonstrates awareness, knowledge or skill development in this competency area.	Acceptable: Student is consistently performing and demonstrating competency at an acceptable or above average level

Note: "Client" may be more broadly than an individual to include groups, communities, and/or organizations.

BEGINNING COMPETENCY EVALUATED	Rating	Comments:
Developing understanding of social work ethics and professional behavior	UTE 1 2 3	
Demonstrating beginning ability to recognize diversity and difference in the practice setting	UTE 1 2 3	
Showing beginning awareness of advance human rights and social, economic, and environmental justice and impact on clients	UTE 1 2 3	
Beginning skills to engage in practice-informed research and research-informed to impact on services	UTE 1 2 3	
Beginning understanding of policy impact on agency structure and services at micro, mezzo and macro levels.	UTE 1 2 3	
Demonstrating beginning skills interacting and engaging with Individuals, Families, Groups, Organizations, and Communities	UTE 1 2 3	
Demonstrating understanding of assessment tools and skills to use with Individuals, Families, Groups, Organizations, and Communities	UTE 1 2 3	
Beginning understanding of interventions utilized with Individuals, Families, Groups, Organizations, and Communities	UTE 1 2 3	
Beginning awareness of client and agency evaluation practices with Individuals, Families, Groups, Organizations, and Communities	UTE 1 2 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
Unacceptable Concerns regarding performance in this area	Needs Improvement Inconsistent performance in this area	Acceptable Students performance in on target in this area

Work Skills	Mid-Term	Comments:
Student adheres to expected schedule and hours of internship	1 2 3	
Student informs instructor when tardy or absent	1 2 3	
Student meets agreed upon agency deadlines	1 2 3	
Student is appropriately attired	1 2 3	
Student maintains collegiate attitude towards all agency staff.	1 2 3	

SECTION III: SUMMARY

Please mark your overall mid-term evaluation of the student's learning progress as it is related to the field competencies:

Please circle appropriate rating:

1	2	3
Overall performance is unacceptable	Overall performance is acceptable with some reservations	Overall performance is acceptable

Please complete the next section **only** if the student received a rating of 2 or below in any section of the evaluation. This will provide a clear plan of action to address the specific behavior(s), specific tasks or steps to address concerns.

- Identify the expected improvement from the student in concrete terms to improve their competency in the identified area:

- Identify the time frame by which the improvement(s) is to occur:

- Identify impact to the student learning progress if the desired behavior change does not occur:

- Additional Comments if applicable:

LSU School of Social Work
MID-TERM EVALUATION
ADVANCED INTERNSHIP I - SW7502

STUDENT'S NAME:	AGENCY :	DATE:
LCSW SUPERVISOR:	TASK SUPERVISOR (IF APPLICABLE):	FACULTY LIAISON:

This evaluation consists of three sections: (1) *Student Progress*, (2) *Professional Behavior Skills*, and (3) *Overall Progress at Mid-Semester*. It is recommended that the Field Instructor and student individually complete this evaluation, and then complete and sign the final copy together. The Field Instructor's evaluation should incorporate input of the task supervisor (and other agency staff when appropriate).

Please check one response for each item:

- 1) Was evaluation completed with student's input? Yes No
 - 2) Was evaluation completed with input from other agency staff? Yes No
- If yes, please list: _____

SIGNATURES:

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

Student _____
Date

LCSW Supervisor _____
Date

Task Supervisor (if applicable) _____
Date

Faculty Liaison _____
Date

Field Office Initials

Please submit the final signed copy to the faculty liaison who will review, sign, and submit the completed evaluation to the Field Office for filing.

SECTION I: STUDENT PROGRESS ON FIELD COMPETENCIES

This section evaluates the student's progress in developing skills to build Advanced level knowledge and competencies as outlined on the learning plan. Using the following scale, circle 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
Unable to evaluate: Student has not yet had an opportunity to begin working on this competency	Unacceptable: Student has not demonstrated any awareness, knowledge or skill development in this competency area	Needs Improvement: Student inconsistently demonstrates awareness, knowledge or skill development in this competency area.	Acceptable: Student is consistently performing and demonstrating competency at an acceptable or above average level

Note: "Client" may be more broadly than an individual to include groups, communities, and/or organizations.

BEGINNING COMPETENCY EVALUATED	Rating	Comments:
Application of knowledge in addressing social work ethical situation and maintaining professional behavior	UTE 1 2 3	
Demonstrating ability to recognize diversity and difference in the practice setting and impact of clients	UTE 1 2 3	
Showing awareness of advance human rights and social, economic, and environmental justice and impact on clients	UTE 1 2 3	
Beginning to effectively engage in Practice-informed research and research-informed practice and impact on services	UTE 1 2 3	
Ability to communicate impact of policy (agency, state, federal) on agency structure, services in micro, mezzo and macro levels.	UTE 1 2 3	
Effectively interacting and engaging with Individuals, Families, Groups, Organizations, and Communities	UTE 1 2 3	
Developing skills in administering assessment tools and skills to use with Individuals, Families, Groups, Organizations, and Communities	UTE 1 2 3	
Beginning to select and demonstrate understanding of interventions utilized with Individuals, Families, Groups, Organizations, and Communities	UTE 1 2 3	
Beginning application of evaluation practices with Individuals, Families, Groups, Organizations, and Communities	UTE 1 2 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
Unacceptable Concerns regarding performance in this area	Needs Improvement Inconsistent performance in this area	Acceptable Students performance in on target in this area

Work Skills	Mid-Term	Comments:
Student adheres to expected schedule and hours of internship	1 2 3	
Student informs instructor when tardy or absent	1 2 3	
Student meets agreed upon agency deadlines	1 2 3	
Student is appropriately attired	1 2 3	
Student maintains collegiate attitude towards all agency staff.	1 2 3	

SECTION III: SUMMARY

Please mark your overall mid-term evaluation of the student's learning progress as it is related to the field competencies:

Please circle appropriate rating:

1	2	3
Overall performance is unacceptable	Overall performance is acceptable with some reservations	Overall performance is acceptable

Please complete the next section **only** if the student received a rating of 2 or below in any section of the evaluation. This will provide a clear plan of action to address the specific behavior(s), specific tasks or steps to address concerns.

- Identify the expected improvement from the student in concrete terms to improve their competency in the identified area:

- Identify the time frame by which the improvement(s) is to occur:

- Identify impact to the student learning progress if the desired behavior change does not occur:

- Additional Comments if applicable:

LSU School of Social Work Office of Field Education

FINAL EVALUATION of STUDENT PERFORMANCE FOUNDATION INTERNSHIP I - SW7007

STUDENT'S NAME:	AGENCY NAME:	DATE:
LCSW SUPERVISOR:	TASK SUPERVISOR (IF APPLICABLE):	FACULTY LIAISON:

This evaluation consists of 3 sections: (1) *Field Internship Competencies*, (2) *Professional Behavior Skills*, and (3) *Narrative Summary*. It is recommended that the Field Instructor and student individually complete this evaluation, and then complete and sign the final copy together. The Field Instructor's evaluation should incorporate input of the task supervisor (and other agency staff when appropriate). The evaluation is based from the Field Competencies incorporated on the learning plan for the identified field course.

Please check one response for each item:

- 1) Was evaluation completed with student's input? Yes No
 - 2) Was evaluation completed with input from other agency staff? Yes No
 - If yes, please list: _____
 - 3) Is student's performance *Satisfactory*, based on evaluation rating criteria? Yes No
- SECTION I: FIELD COMPETENCIES** Yes No
- SECTION II: PROFESSIONAL WORK SKILLS** Yes No

SIGNATURES:

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

Student	Date
LCSW Supervisor	Date
Task Supervisor (if applicable)	Date
Faculty Liaison	Date

Foundation Field Internship I (SW7007) field course is the first field experience in the competency developmental model and expects student to consistently demonstrate Beginning Knowledge (SW7007) of the nine major competency areas outlined in the Learning Plan and evaluates student's performance of the activities listed at the end of the first 240 hours. SW7007 affords the opportunity for students to develop skills and knowledge to support the programs foundation generalist focus. The goal at the conclusion of SW7007 is the acquisition of beginning knowledge of social work practice and opportunity to practice skills in real social work settings.

SECTION I: FIELD INTERNSHIP COMPETENCIES

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

4	Meets Expectations. Student consistently has demonstrated <i>Beginning Knowledge</i> in this skill area and demonstrates ongoing progress and takes initiative for learning.
3	Minimally Meets Expectations. Student has demonstrated minimal competency and inconsistently demonstrates skill and often requires prompting or assistance in completing tasks.
2	Insufficient Progress. 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.
1	Unacceptable. Student has shown no competence in this skill area.
UTE a	Unable to Evaluate (a). The student has not had the opportunity to engage in learning activities to attain this competence. (Please note the reason in the comment section.)
UTE b	Unable to Evaluate (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 = Rating of 4 on 27 of the 31 evaluated items. No rating of 1 on any of the 31 items. UTE's are not considered in the scoring.

UNSATISFACTORY EVALUATION = Rating of 1 on any of the 31 learning competencies **or** failure to receive a 4 on 27 of the 31 evaluated items

<i>I. Demonstrate Ethical and Professional Behavior Competency</i>							
Skills evaluated:	Rating						Comments/Feedback
1. Student demonstrates beginning understanding to make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	1	2	3	4	UTEa	UTEb	
2. Student demonstrates beginning ability to use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	1	2	3	4	UTEa	UTEb	
3. Student demonstrates beginning professional demeanor in behavior; appearance; and oral, written, and electronic communication	1	2	3	4	UTEa	UTEb	

4. Student demonstrates beginning skills in using technology ethically and appropriately to facilitate practice outcomes	1	2	3	4	UTEa	UTEb	
5. Student shows beginning understanding of appropriate use of supervision and consultation to guide professional judgment and behavior	1	2	3	4	UTEa	UTEb	
II. Engage Diversity and Difference in Practice Competency							
6. Student demonstrates beginning ability to apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	1	2	3	4	UTEa	UTEb	
7. Student beginning to present themselves as learners and engage clients and constituencies as experts of their own experiences	1	2	3	4	UTEa	UTEb	
8. Student showing beginning ability to apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	1	2	3	4	UTEa	UTEb	
III. Advance Human Rights and Social, Economic, and Environmental Justice Competency							
9. Student demonstrates beginning ability to apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	1	2	3	4	UTEa	UTEb	
10. Student demonstrates beginning engagement in practices that advance social, economic, and environmental justice	1	2	3	4	UTEa	UTEb	
IV. Engage In Practice-informed Research and Research-informed Practice Competency							
11. Student shows beginning knowledge in using practice experience and theory to inform scientific inquiry and research	1	2	3	4	UTEa	UTEb	
12. Student shows beginning ability to apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	1	2	3	4	UTEa	UTEb	
13. Student shows beginning knowledge in using and translating research evidence to inform and improve practice, policy, and service delivery	1	2	3	4	UTEa	UTEb	
V. Engage in Policy Practice Competency							
14. Student demonstrates beginning ability to identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	1	2	3	4	UTEa	UTEb	
15. Student demonstrates beginning ability to assess how social welfare and economic policies impact the delivery of and access to social services	1	2	3	4	UTEa	UTEb	
16. Student demonstrates beginning ability to apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	1	2	3	4	UTEa	UTEb	

<i>VI. Engage with Individuals, Families, Groups, Organizations, and Communities Competency</i>						
17. Student can apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	1	2	3	4	UTEa	UTEb
18. Student demonstrates beginning ability to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	1	2	3	4	UTEa	UTEb
<i>VII. Assess Individuals, Families, Groups, Organizations, and Communities Competency</i>						
19. Student demonstrates beginning ability to collect and organize data, and apply critical thinking to interpret information from clients and constituencies	1	2	3	4	UTEa	UTEb
20. Student applies beginning knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	1	2	3	4	UTEa	UTEb
21. Student demonstrates beginning ability to develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	1	2	3	4	UTEa	UTEb
22. Student demonstrates beginning ability to select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	1	2	3	4	UTEa	UTEb
<i>VIII. Intervene with Individuals, Families, Groups, Organizations, and Communities Competency</i>						
23. Student demonstrates beginning ability to critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	1	2	3	4	UTEa	UTEb
24. Student demonstrates ability to apply beginning knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	1	2	3	4	UTEa	UTEb
25. Student demonstrates beginning ability to use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	1	2	3	4	UTEa	UTEb
26. Student demonstrates beginning skills to negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	1	2	3	4	UTEa	UTEb
27. Student demonstrates beginning ability to facilitate effective transitions and endings that advance mutually agreed-on goals	1	2	3	4	UTEa	UTEb
<i>IX. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</i>						
28. Student demonstrates beginning skills to select and use appropriate methods for evaluation of outcomes	1	2	3	4	UTEa	UTEb

29. Student demonstrates beginning ability to apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	1	2	3	4	UTEa	UTEb	
30. Student demonstrates beginning ability to critically analyze, monitor, and evaluate intervention and program processes and outcomes	1	2	3	4	UTEa	UTEb	
31. Student demonstrates beginning ability to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	1	2	3	4	UTEa	UTEb	

SECTION II: PROFESSIONAL WORK SKILLS

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:

4	Meets Expectations. Student consistently has demonstrated competence in this skill area.
3	Minimally Meets Expectations. Student has inconsistently demonstrated competence in this skill area and needs improvement.
2	Insufficient Progress. Student has rarely demonstrated competence in this skill area.
1	Unacceptable. Student has shown no competence in this skill area.

Satisfactory Evaluation Rating = A rating of 4 for all five habits is considered Satisfactory performance.

Unsatisfactory Evaluation Rating = A rating of 3 or lower for any of the five habits is considered Unsatisfactory performance.

Work Skills	Final	Comments:
Student-colleague adheres to expected schedule and hours of internship	1 2 3 4	
Student-colleague informs instructor when tardy or absent	1 2 3 4	
Student-colleague meets agreed upon agency deadlines	1 2 3 4	
Student-colleague is appropriately attired	1 2 3 4	
Student-colleague maintains collegiate attitude towards all agency staff.	1 2 3 4	

Additional Comments:

SECTION III: NARRATIVE SUMMARY

1. Identify the student's strengths:

2. Identify areas for improvement:

3. Goals for Student's Future Learning:

4. Additional Comments

LSU School of Social Work Office of Field Education

FINAL EVALUATION of STUDENT PERFORMANCE FOUNDATION INTERNSHIP II - SW7008
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STUDENT'S NAME:	AGENCY NAME:	DATE:
LCSW SUPERVISOR:	TASK SUPERVISOR (IF APPLICABLE):	FACULTY LIAISON:

This evaluation consists of 3 sections: (1) *Field Internship Competencies*, (2) *Professional Behavior Skills*, and (3) *Narrative Summary*. It is recommended that the Field Instructor and student individually complete this evaluation, and then complete and sign the final copy together. The Field Instructor's evaluation should incorporate input of the task supervisor (and other agency staff when appropriate). The evaluation is based from the Field Competencies incorporated on the learning plan for the identified field course.

Please check one response for each item:

- 1) Was evaluation completed with student's input? Yes No
 - 2) Was evaluation completed with input from other agency staff? Yes No
 - If yes, please list: _____
 - 3) Is student's performance *Satisfactory*, based on evaluation rating criteria? Yes No
- SECTION I: FIELD COMPETENCIES** Yes No
- SECTION II: PROFESSIONAL WORK SKILLS** Yes No

SIGNATURES:

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

Student	Date
LCSW Supervisor	Date
Task Supervisor (if applicable)	Date
Faculty Liaison	Date

Foundation Field Internship II (SW7008) field course is the first field experience in the competency developmental model and expects student to consistently demonstrate Emerging Competence (SW7008) in the nine major competency areas outlined in the Learning Plan and evaluates student’s performance of the activities listed at the end of the required 480 hours. SW7008 affords the opportunity for students to demonstrate Emerging Competence skills that goes beyond just knowledge development to support the programs foundation generalist focus. The goal at the conclusion of SW7008 is to demonstrate the application (competency) of knowledge and skills acquired in SW7007 and SW7008 consistently.

SECTION I: FIELD INTERNSHIP COMPETENCIES

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

4	Meets Expectations. Student consistently has demonstrated <i>Emerging Competence</i> in this skill area and demonstrates ongoing progress and takes initiative for learning.
3	Minimally Meets Expectations. Student has demonstrated minimal competency and inconsistently demonstrates skill and often requires prompting or assistance in completing tasks.
2	Insufficient Progress. 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.
1	Unacceptable. Student has shown no competence in this skill area.
UTE a	Unable to Evaluate (a). The student has not had the opportunity to engage in learning activities to attain this competence. (Please note the reason in the comment section.)
UTE b	Unable to Evaluate (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 = Rating of 4 on 29 of the 31 evaluated items. No rating of 1 on any of the 31 items. UTE’s are not considered in the scoring.

UNSATISFACTORY EVALUATION = Rating of 1 on any of the 31 learning competencies or failure to receive a 4 on 29 of the 31 evaluated items

<i>I. Demonstrate Ethical and Professional Behavior Competency</i>							
Skills evaluated:	Rating						Comments/Feedback
1. Student demonstrates beginning competency of understanding to make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	1	2	3	4	UTEa	UTEb	
2. Student demonstrates developing competency to use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	1	2	3	4	UTEa	UTEb	
3. Student demonstrates beginning professional competency to manage demeanor in behavior; appearance; and oral, written, and electronic communication	1	2	3	4	UTEa	UTEb	
4. Student demonstrates beginning skills in using technology ethically and appropriately to facilitate practice outcomes	1	2	3	4	UTEa	UTEb	

5. Student shows beginning competency in seeking supervision and consultation to guide professional judgment and behavior	1	2	3	4	UTEa	UTEb	
II. Engage Diversity and Difference in Practice Competency							
6. Student demonstrates beginning competency to apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	1	2	3	4	UTEa	UTEb	
7. Student beginning to present themselves as learners and engage clients and constituencies as experts of their own experiences	1	2	3	4	UTEa	UTEb	
8. Student showing beginning competency to apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	1	2	3	4	UTEa	UTEb	
III. Advance Human Rights and Social, Economic, and Environmental Justice Competency							
9. Student demonstrates beginning competency to apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	1	2	3	4	UTEa	UTEb	
10. Student demonstrates beginning engagement in practices that advance social, economic, and environmental justice	1	2	3	4	UTEa	UTEb	
IV. Engage In Practice-informed Research and Research-informed Practice Competency							
11. Student shows beginning competency in using practice experience and theory to inform scientific inquiry and research	1	2	3	4	UTEa	UTEb	
12. Student shows beginning competency to apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	1	2	3	4	UTEa	UTEb	
13. Student shows beginning competence in using and translating research evidence to inform and improve practice, policy, and service delivery	1	2	3	4	UTEa	UTEb	
V. Engage in Policy Practice Competency							
14. Student demonstrates beginning competency to identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	1	2	3	4	UTEa	UTEb	
15. Student demonstrates beginning competency to assess how social welfare and economic policies impact the delivery of and access to social services	1	2	3	4	UTEa	UTEb	
16. Student demonstrates beginning competency to apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	1	2	3	4	UTEa	UTEb	
VI. Engage with Individuals, Families, Groups, Organizations, and Communities Competency							

17. Student can apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	1	2	3	4	UTEa	UTEb	
18. Student demonstrates beginning competency to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	1	2	3	4	UTEa	UTEb	
VII. Assess Individuals, Families, Groups, Organizations, and Communities Competency							
19. Student demonstrates beginning competency to collect and organize data, and apply critical thinking to interpret information from clients and constituencies	1	2	3	4	UTEa	UTEb	
20. Student applies beginning knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	1	2	3	4	UTEa	UTEb	
21. Student demonstrates beginning competency to develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	1	2	3	4	UTEa	UTEb	
22. Student demonstrates beginning competency to select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	1	2	3	4	UTEa	UTEb	
VIII. Intervene with Individuals, Families, Groups, Organizations, and Communities Competency							
23. Student demonstrates beginning competency to critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	1	2	3	4	UTEa	UTEb	
24. Student demonstrates beginning competency to apply beginning knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	1	2	3	4	UTEa	UTEb	
25. Student demonstrates beginning competency to use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	1	2	3	4	UTEa	UTEb	
26. Student demonstrates beginning competency to negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	1	2	3	4	UTEa	UTEb	
27. Student demonstrates beginning competency to facilitate effective transitions and endings that advance mutually agreed-on goals	1	2	3	4	UTEa	UTEb	

IX. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities						
28. Student demonstrates beginning competency to select and use appropriate methods for evaluation of outcomes	1	2	3	4	UTEa	UTEb
29. Student demonstrates beginning competency to apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	1	2	3	4	UTEa	UTEb
30. Student demonstrates beginning competency to critically analyze, monitor, and evaluate intervention and program processes and outcomes	1	2	3	4	UTEa	UTEb
31. Student demonstrates beginning competency to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	1	2	3	4	UTEa	UTEb

SECTION II: PROFESSIONAL WORK SKILLS

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:

4	Meets Expectations. Student consistently has demonstrated competence in this skill area.
3	Minimally Meets Expectations. Student has inconsistently demonstrated competence in this skill area and needs improvement.
2	Insufficient Progress. Student has rarely demonstrated competence in this skill area.
1	Unacceptable. Student has shown no competence in this skill area.

Satisfactory Evaluation Rating = A rating of 4 for all five habits is considered Satisfactory performance.

Unsatisfactory Evaluation Rating = A rating of 3 or lower for any of the five habits is considered Unsatisfactory performance.

Work Skills	Final	Comments:
Student-colleague adheres to expected schedule and hours of internship	1 2 3 4	
Student-colleague informs instructor when tardy or absent	1 2 3 4	
Student-colleague meets agreed upon agency deadlines	1 2 3 4	
Student-colleague is appropriately attired	1 2 3 4	
Student-colleague maintains collegiate attitude towards all agency staff	1 2 3 4	

Additional Comments:

SECTION III: NARRATIVE SUMMARY

1. Identify the student's strengths:

2. Identify areas for improvement:

3. Goals for Student's Future Learning:

4. Additional Comments

LSU School of Social Work Office of Field Education

FINAL EVALUATION of STUDENT PERFORMANCE ADVANCED INTERNSHIP I - SW7502

STUDENT'S NAME:	AGENCY NAME:	DATE:
LCSW SUPERVISOR:	TASK SUPERVISOR (IF APPLICABLE):	FACULTY LIAISON:

This evaluation consists of 3 sections: (1) *Field Internship Competencies*, (2) *Professional Behavior Skills*, and (3) *Narrative Summary*. It is recommended that the Field Instructor and student individually complete this evaluation, and then complete and sign the final copy together. The Field Instructor's evaluation should incorporate input of the task supervisor (and other agency staff when appropriate). The evaluation is directly based from the Field Competencies incorporated on the learning plan for the identified field course of Advanced Level I practice.

Please check one response for each item:

- 1) Was evaluation completed with student's input? Yes No
- 2) Was evaluation completed with input from other agency staff? Yes No
- If yes, please list: _____
- 3) Is student's performance *Satisfactory*, based on evaluation rating criteria? Yes No

- SECTION I: FIELD COMPETENCIES** Yes No
- SECTION II: PROFESSIONAL WORK SKILLS** Yes No

SIGNATURES:

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

Student	Date
LCSW Supervisor	Date
Task Supervisor (if applicable)	Date
Faculty Liaison	Date

Advanced Internship I sequence expands and deepens the students' knowledge and professional abilities with respect to the theoretical perspectives, empirical evidence, and practice methods and skills necessary to provide direct social work services to diverse client populations within a range of human service agencies. Building upon the overall framework for direct practice developed in the first year Foundation courses, advanced students will be oriented to a broad range of fields of practice for students to develop mastery of the skills, knowledge and values for advanced competency in agency settings. Advanced Internship I affords the opportunity to prepare graduates to deliver highly professionalized, culturally competent social work services to diverse client populations within a range of practice fields and settings and demonstrate beginning *Competence* in providing services. The goal of *Competence* at the conclusion of Advanced I Internship is beyond understanding and beginning knowledge. It is consistently demonstrating the ability to complete the task and demonstrating skill development at the advanced level.

SECTION I: FIELD INTERNSHIP COMPETENCIES

Using the following scale, circle 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:

4	Meets Expectations. Student consistently has demonstrated <i>Competence</i> in this skill area, demonstrates ongoing progress and takes initiative for learning and meets all expectations in this area.
3	Minimally Meets Expectations. Student has demonstrated minimal competency and inconsistently demonstrates skill and often requires prompting or assistance in completing tasks.
2	Insufficient Progress. 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.
1	Unacceptable. Student has shown no competence in this skill area.
UTE a	Unable to Evaluate (a). The student has not had the opportunity to engage in learning activities to attain this competence. (Please note the reason in the comment section.)
UTE b	Unable to Evaluate (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 = Rating of 4 on 30 of the 31 evaluated items. No rating of 1 on any of the 31 items. UTE's are not considered in the scoring.

UNSATISFACTORY EVALUATION = Rating of 1 on any of the 31 learning competencies or failure to receive a 4 on 30 of the 31 evaluated items

<i>I. Demonstrate Ethical and Professional Behavior Competency</i>							
Skills evaluated:	Rating						Comments/Feedback
1. Student demonstrates competency to make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	1	2	3	4	UTEa	UTEb	
2. Student demonstrates competency to use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	1	2	3	4	UTEa	UTEb	
3. Student demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication	1	2	3	4	UTEa	UTEb	

4. Student demonstrating competent skills in using technology ethically and appropriately to facilitate practice outcomes	1	2	3	4	UTEa	UTEb	
5. Student shows competence in using supervision and consultation to guide professional judgment and behavior	1	2	3	4	UTEa	UTEb	
II. Engage Diversity and Difference in Practice Competency							
6. Student demonstrates competency in applying and communicating understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	1	2	3	4	UTEa	UTEb	
7. Student beginning to present themselves as learners and engage clients and constituencies as experts of their own experiences	1	2	3	4	UTEa	UTEb	
8. Student demonstrating self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	1	2	3	4	UTEa	UTEb	
III. Advance Human Rights and Social, Economic, and Environmental Justice Competency							
9. Student demonstrated competence to apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	1	2	3	4	UTEa	UTEb	
10. Student demonstrated competency in engagement in practices that advance social, economic, and environmental justice	1	2	3	4	UTEa	UTEb	
IV. Engage In Practice-informed Research and Research-informed Practice Competency							
11. Student shows competency in using practice experience and theory to inform scientific inquiry and research	1	2	3	4	UTEa	UTEb	
12. Student shows ability to apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	1	2	3	4	UTEa	UTEb	
13. Student shows competency in using and translating research evidence to inform and improve practice, policy, and service delivery	1	2	3	4	UTEa	UTEb	
V. Engage in Policy Practice Competency							
14. Student demonstrates competency to identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	1	2	3	4	UTEa	UTEb	
15. Student demonstrates competency to assess how social welfare and economic policies impact the delivery of and access to social services	1	2	3	4	UTEa	UTEb	
16. Student demonstrates competency to apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	1	2	3	4	UTEa	UTEb	
VI. Engage with Individuals, Families, Groups, Organizations, and Communities Competency							

17. Student can apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	1	2	3	4	UTEa	UTEb	
18. Student demonstrates competency to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	1	2	3	4	UTEa	UTEb	
VII. Assess Individuals, Families, Groups, Organizations, and Communities Competency							
19. Student demonstrates competency to collect and organize data, and apply critical thinking to interpret information from clients and constituencies	1	2	3	4	UTEa	UTEb	
20. Student demonstrates competency in understanding of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	1	2	3	4	UTEa	UTEb	
21. Student demonstrates beginning ability to develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	1	2	3	4	UTEa	UTEb	
22. Student demonstrates competency in selecting appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	1	2	3	4	UTEa	UTEb	
VIII. Intervene with Individuals, Families, Groups, Organizations, and Communities Competency							
23. Student demonstrates competency to critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	1	2	3	4	UTEa	UTEb	
24. Student demonstrates competency to apply beginning knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	1	2	3	4	UTEa	UTEb	
25. Student demonstrates competence to use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	1	2	3	4	UTEa	UTEb	
26. Student demonstrates competence to negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	1	2	3	4	UTEa	UTEb	
27. Student demonstrates competency to facilitate effective transitions and endings that advance mutually agreed-on goals	1	2	3	4	UTEa	UTEb	
IX. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities							
28. Student demonstrates competency to select and use appropriate methods for evaluation of outcomes	1	2	3	4	UTEa	UTEb	

29. Student demonstrates competency to apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	1	2	3	4	UTEa	UTEb	
30. Student demonstrates competency to critically analyze, monitor, and evaluate intervention and program processes and outcomes	1	2	3	4	UTEa	UTEb	
31. Student demonstrates competency to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	1	2	3	4	UTEa	UTEb	

SECTION II: PROFESSIONAL WORK SKILLS

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:

4	Meets Expectations. Student consistently has demonstrated competence in this skill area.
3	Minimally Meets Expectations. Student has inconsistently demonstrated competence in this skill area and needs improvement.
2	Insufficient Progress. Student has rarely demonstrated competence in this skill area.
1	Unacceptable. Student has shown no competence in this skill area.

Satisfactory Evaluation Rating = A rating of 4 for all five habits is considered Satisfactory performance.

Unsatisfactory Evaluation Rating = A rating of 3 or lower for any of the five habits is considered Unsatisfactory performance.

Work Skills	Final	Comments:
Student-colleague adheres to expected schedule and hours of internship	1 2 3 4	
Student-colleague informs instructor when tardy or absent	1 2 3 4	
Student-colleague meets agreed upon agency deadlines	1 2 3 4	
Student-colleague is appropriately attired	1 2 3 4	
Student-colleague maintains collegiate attitude towards all agency staff	1 2 3 4	

Additional Comments:

SECTION III: NARRATIVE SUMMARY

1. Identify the student's strengths:

2. Identify areas for improvement:

3. Goals for Student's Future Learning:

4. Additional Comments

LSU School of Social Work Office of Field Education

FINAL EVALUATION of STUDENT PERFORMANCE ADVANCED INTERNSHIP II - SW7503
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STUDENT'S NAME:	AGENCY NAME:	DATE:
LCSW SUPERVISOR:	TASK SUPERVISOR (IF APPLICABLE):	FACULTY LIAISON:

This evaluation consists of 3 sections: (1) *Field Internship Competencies*, (2) *Professional Behavior Skills*, and (3) *Narrative Summary*. It is recommended that the Field Instructor and student individually complete this evaluation, and then complete and sign the final copy together. The Field Instructor's evaluation should incorporate input of the task supervisor (and other agency staff when appropriate). The evaluation is directly based from the Field Competencies incorporated on the learning plan for the identified field course of Advanced Level II practice.

Please check one response for each item:

- 1) Was evaluation completed with student's input? Yes No
 - 2) Was evaluation completed with input from other agency staff? Yes No
 - If yes, please list: _____
 - 3) Is student's performance *Satisfactory*, based on evaluation rating criteria? Yes No
- SECTION I: FIELD COMPETENCIES** Yes No
- SECTION II: PROFESSIONAL WORK SKILLS** Yes No

SIGNATURES:

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

Student	Date
LCSW Supervisor	Date
Task Supervisor (if applicable)	Date
Faculty Liaison	Date

Advanced Internship II sequence expands and deepens the students' knowledge/application and professional abilities with respect to the theoretical perspectives, empirical evidence, and practice methods and skills necessary to provide direct social work services to diverse client populations within a range of human service agencies. Building upon the skill development in SW7502, advanced students will demonstrate mastery of the skills, knowledge and values for advanced competency in agency settings. Advanced Internship II affords the opportunity for students to consistently demonstrate professional, culturally competent social work services delivery to diverse client populations within a range of practice fields and settings and demonstrate *Advanced Competence* in providing services. The goal at the conclusion of SW7503 goes beyond building competence, but consistently demonstrating Advanced Competence to work independently at the Master Level of Social Work Practice.

SECTION I: FIELD INTERNSHIP COMPETENCIES

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

4	Meets Expectations. Student consistently has demonstrated <i>Advanced Competence</i> in this skill area and demonstrates ongoing progress and takes initiative for learning at the MSW level.
3	Minimally Meets Expectations. Student demonstrates minimal skill with assistance, with some coaching or prompting demonstrates some skill, marginal competency working towards improvement, progress is inconsistent.
2	Insufficient Progress. Student has rarely demonstrated competence in this skill area, little knowledge or skill, limited evidence of growth or change, rarely demonstrates progress on tasks and behaviors, and takes little initiative for learning.
1	Unacceptable. Student has shown no competence in this skill area.
UTE a	Unable to Evaluate (a). The student has not had the opportunity to engage in learning activities to attain this competence. (Please note the reason in the comment section.)
UTE b	Unable to Evaluate (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 = Rating of 4 on 31 of the 31 evaluated items. No rating of 1 on any of the 31 items. UTE's are not considered in the scoring.

UNSATISFACTORY EVALUATION = Rating of 1 on any of the 31 learning competencies or failure to receive a 4 on 31 of the 31 evaluated items

I. Demonstrate Ethical and Professional Behavior Competency							
Skills evaluated:	Rating						Comments/Feedback
1. Student consistently demonstrates advanced competency in responding to ethical decisions and applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	1	2	3	4	UTEa	UTEb	
2. Student consistently demonstrates advanced competency in using reflection and self-regulation to manage personal values and maintain professionalism in practice situations	1	2	3	4	UTEa	UTEb	
3. Student demonstrates excellent professional demeanor in behavior; appearance; and oral, written, and electronic communication	1	2	3	4	UTEa	UTEb	

4. Student demonstrates advanced skills is using technology ethically and appropriately to facilitate practice outcomes	1	2	3	4	UTEa	UTEb	
5. Student is competent in using supervision and seeking consultation to guide professional judgment and behavior	1	2	3	4	UTEa	UTEb	
<i>II. Engage Diversity and Difference in Practice Competency</i>							
6. Student demonstrates advanced competency in applying and communicating understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	1	2	3	4	UTEa	UTEb	
7. Student competently presents themselves as learners and engage clients and constituencies as experts of their own experiences	1	2	3	4	UTEa	UTEb	
8. Student shows advanced competency in applying self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	1	2	3	4	UTEa	UTEb	
<i>III. Advance Human Rights and Social, Economic, and Environmental Justice Competency</i>							
9. Student demonstrates advanced competency in applying their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	1	2	3	4	UTEa	UTEb	
10. Student demonstrates advanced competency in engagement in practices that advance social, economic, and environmental justice	1	2	3	4	UTEa	UTEb	
<i>IV. Engage In Practice-informed Research and Research-informed Practice Competency</i>							
11. Student shows advanced competency in using practice experience and theory to inform scientific inquiry and research	1	2	3	4	UTEa	UTEb	
12. Student shows advanced ability to apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	1	2	3	4	UTEa	UTEb	
13. Student shows advanced competency in using and translating research evidence to inform and improve practice, policy, and service delivery	1	2	3	4	UTEa	UTEb	
<i>V. Engage in Policy Practice Competency</i>							
14. Student demonstrates advanced competency to identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	1	2	3	4	UTEa	UTEb	
15. Student demonstrates advanced competency to assess how social welfare and economic policies impact the delivery of and access to social services	1	2	3	4	UTEa	UTEb	
16. Student demonstrates advanced ability to apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	1	2	3	4	UTEa	UTEb	

VI. Engage with Individuals, Families, Groups, Organizations, and Communities Competency						
17. Student competently applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	1	2	3	4	UTEa	UTEb
18. Student demonstrates advanced competency to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	1	2	3	4	UTEa	UTEb
VII. Assess Individuals, Families, Groups, Organizations, and Communities Competency						
19. Student demonstrates advanced competency to collect and organize data, and apply critical thinking to interpret information from clients and constituencies	1	2	3	4	UTEa	UTEb
20. Student applies advanced skills of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	1	2	3	4	UTEa	UTEb
21. Student demonstrates advanced competency to develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	1	2	3	4	UTEa	UTEb
22. Student demonstrates advanced competence in selecting appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	1	2	3	4	UTEa	UTEb
VIII. Intervene with Individuals, Families, Groups, Organizations, and Communities Competency						
23. Student demonstrates advanced competency to critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	1	2	3	4	UTEa	UTEb
24. Student demonstrates advanced competency in applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	1	2	3	4	UTEa	UTEb
25. Student demonstrates advanced competency in collaborating with appropriate systems and colleagues to achieve beneficial practice outcomes	1	2	3	4	UTEa	UTEb
26. Student demonstrates advanced skills to negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	1	2	3	4	UTEa	UTEb
27. Student demonstrates advanced competency to facilitate effective transitions and endings that advance mutually agreed-on goals	1	2	3	4	UTEa	UTEb
IX. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities						

28. Student demonstrates advanced competency in selecting and using appropriate methods for evaluation of outcomes	1	2	3	4	UTEa	UTEb	
29. Student demonstrates advanced competency in applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	1	2	3	4	UTEa	UTEb	
30. Student demonstrates advanced competency to critically analyze, monitor, and evaluate intervention and program processes and outcomes	1	2	3	4	UTEa	UTEb	
31. Student demonstrates advanced competency in applying evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	1	2	3	4	UTEa	UTEb	

SECTION II: PROFESSIONAL WORK SKILLS

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:

4	Meets Expectations. Student consistently has demonstrated competence in this skill area.
3	Minimally Meets Expectations. Student has inconsistently demonstrated competence in this skill area and needs improvement.
2	Insufficient Progress. Student has rarely demonstrated competence in this skill area.
1	Unacceptable. Student has shown no competence in this skill area.

Satisfactory Evaluation Rating = A rating of 4 for all five habits is considered Satisfactory performance.

Unsatisfactory Evaluation Rating = A rating of 3 or lower for any of the five habits is considered Unsatisfactory performance.

Work Skills	Final	Comments:
Student-colleague adheres to expected schedule and hours of internship	1 2 3 4	
Student-colleague informs instructor when tardy or absent	1 2 3 4	
Student-colleague meets agreed upon agency deadlines	1 2 3 4	
Student-colleague is appropriately attired	1 2 3 4	
Student-colleague maintains collegiate attitude towards all agency staff	1 2 3 4	

Additional Comments:

SECTION III: NARRATIVE SUMMARY

1. Identify the student's strengths:

2. Identify areas for improvement:

3. Goals for Student's Future Learning:

4. Additional Comments

APPENDIX

B

- **Supervision Materials**
 - **Suggested Topics**
 - **Supervision Summary**
 - **Documentation of Concerns (Student and Supervisor)**
 - **Information Sharing Agreement**

**LSU School of Social - Office of Field Education
ORIENTATION/TERMINATION CHECKLIST**

Prior to Intern's arrival:

- Orient other staff to intern's role.**
 - Intern's role is to LEARN, not do other jobs staff do not like or have time for.
 - Tasks assigned need to fit the learning competencies or the internship, intern's individual learning plan or otherwise connected to social work.
 - Clarify who can give student tasks to perform, answer questions or offer feedback. (Some agencies leave it all to one supervisor, some agencies have all staff or all SW staff participate in teaching the student).
 - Delegate someone to assume supervisory responsibilities in your absence, making it clear to the intern and other staff members.

- Begin compiling a "list of things to do when there is nothing to do" for the intern.**
 - There are inevitably slow days in every agency, identify things interns can do which will meet some of the learning objectives and needs of the agency and how these connect to social work.

- Begin identifying expectations and assignments of intern:**
 - Client load, what to bring to supervision, process notes, video/audio tapes of therapy process, etc.

Once the Intern arrives at the Agency:

- Orient to the role and expectations for supervision and/or task supervision:**
 - Provide time, structure and how it will be provided.
 - Preferred mode of communication for questions or when absent.
 - Preparation expectations for supervision

- Orient intern to the physical layout of the facility.**
 - Give the intern a tour of the facility, being sure to include things like the bathroom, work area, lunch facilities, where they can see clients, etc.
 - Give instructions for phone usage, long distance calls, signing in & out, lunch breaks, dress code, etc.

- Orient to the mission of the agency and the organizational hierarchy.**
 - Show the organizational chart and departments/roles interact
 - If governed/advised by a board, orient to the role this body has in the agency.
 - Briefly review the policy and procedural manual and agency mission statement

- Orient to the agency funding sources.**
 - Where does the money come from to run the agency
 - How do clients qualify for services? Costs?

- Orient to key people on staff.**

- Identify their role in the agency.
- Student can be given the assignment to briefly meet with various staff and review their role in the agency; and to review any policy or procedure this person has which the student needs to be aware.
- ☐ **Orient to the client population.**
 - Describe the client population and their special needs.
 - Identify any readings, videos, training materials student is to review during the course of the internship (or prior to beginning internship if this is a screening interview).
- ☐ **Orient to the referral sources.**
 - Identify the commonly used referral sources and any procedures for referring.
 - Consider allowing the student to meet with some of those frequently used agencies, and possibly tour their facility.

Usually, there is an *orientation phase, an application phase and a synthesis phase in learning in the field setting.* Give the intern some idea about this process in your agency. This helps clarify expectations and decreases anxiety.

Intern Terminating from Agency

- ☐ Student is to terminate with clients prior to leaving the agency. Please review this with student in supervision.
- ☐ Student and agency staff alike benefit from terminating with staff as well. Discuss how this is to be handled in supervision. Remind other staff when the intern's placement is ending.
- ☐ Consider developing some type of termination ritual from your agency. Some ideas from other agencies include:
 - A termination dinner or lunch. Some agencies foot the bill, many others go dutch.
 - Utilize a staff/personnel meeting to formally acknowledge student's contributions to the agency and say goodbyes.
 - Present intern with marketing paraphernalia as a going away present (coffee cups, t-shirts, water bottles, etc.)
 - Assign intern with the termination task of offering feedback about their orientation process, and possibly helping to create an Intern Orientation booklet/packet for the following semester.
 - Give a pin at the termination of the internship.
 - Have the student evaluate their own caseload in terms of what would they have done differently, what was learned, etc.

SUGGESTED WEEKLY SUPERVISION TOPICS

Remember there are three essential components of educational supervision that can be incorporated in each supervision meeting. The amount of time focusing on these areas will vary from setting to setting and student status in program:

- 1. *Feedback on Performance***
 - 2. *Review of Cases, Notes or Projects in Progress or Completed***
 - a. May include discussion of deadlines, to-do lists, etc.
 - 3. *Personal and Professional Issues and Perceived growth***
-

- Discuss supervision style and expectations
- Discuss student expectations and learning style
- Discussion of required paperwork and methods of feedback on writing/progress notes
- Mission of agency and scope of services
- Discussion of various disciplines and role on team/agency
- Discussion of types of feedback, receiving and responding to feedback
- Discuss any program evaluation, needs assessment, satisfaction surveys, research areas that agency may be engaged
- Discussion of cultural factors on services and treatment
- Reflection on personal values and beliefs and impact on clients and/or decision making
- Discussion of methods to resolve ethical situations (use examples as much as possible)
- Sign appropriate official forms (i.e. MFT supervisor's agreement, plan if SWA).
- Review issues which must be discussed in weekly supervision (i.e. diagnosis and treatment of new clients, medication referrals, termination of treatment,
- Discuss confidentiality and chart/file management
- Review mandated reporting situations and procedures.
- Go over emergency situations and procedures (i.e. dangerous client).
- Discuss issue of informed consent and need to inform client of non-licensed status.
- Topics of interest:
 - Medication
 - Crisis Intervention
 - Suicide Assessment
 - Grief Assessment
 - Various diagnostic tools
 - Discussion of variety of social work settings/specialty
- Discuss basic client management issues (meeting times, note taking, scheduling, etc.).
- Review NASW regarding issues that present themselves during the week
- Crisis Intervention assessments/resources
- Basic Interventions (active listening, transference interpretations, confrontation regarding substance abuse, etc.).
- Content vs. process in psychotherapy.
- Challenges faced by new social workers (students) regarding secondary trauma
- Importance of self-care
- Discussion of referral agencies and interaction with assigned agency

LSU School of Social Work
OFFICE OF FIELD EDUCATION

WEEKLY SUPERVISION LOG

This form is to support the supervision process and is not turned in to your liaison unless requested.

Date:

Student Name:

LCSW Supervisor:

I. ***Student Reflection:*** Briefly (10-15 minutes) jot down some thoughts regarding the questions below to be possible discussed during supervision.

1. What went well this week? Challenges?

2. Any situation encountered that demonstrated awareness and commitment to NASW Code of Ethics?

3. Identify any situation impacting your growth in regards to cultural competency?

4. Identify any readings or projects from course work that impacts field experience?

5. Any specific questions to be discussed during supervision?

II. ***Decisions, plans or actions needed to be taken before next supervisory session*** (make sure to denote who is responsible for follow-up).

III. ***Topics for further discussion/follow-up***

SIGNATURE AND DATE

LSU School of Social Work
SAFETY TIPS FOR STUDENTS IN FIELD PLACEMENT

(adapted from University of Nebraska and Social Worker Safety by Issac V. Gusukuma, PhD, LMSW at Baylor University)

It is important for students to know the agency safety and security protocol for office and home visits with clients. In the absence of formal policies, the field instructor and student should discuss any issues related to safety and security in the setting.

The guidelines and suggestions below may be helpful to students, field instructors and faculty liaisons as they consider the particular safety issues in their settings. Specific steps taken by students or agency personnel will obviously have to be determined by the individual situation, the nature of the setting, etc.

When Safety Issues Arise

If an incident occurs in which a student is personally threatened or hurt, the field supervisor, agency contact person, or agency director should contact the faculty liaison or field office immediately to discuss what actions the agency and School should take to ensure the student's physical and emotional well-being.

The faculty liaison will document the incident and the steps taken to address it and will meet with the student and field office to assess the student's readiness to return to the field, the need for removal, and any other issues relevant to the situation.

Throughout the duration of their training or probationary period, social workers are expected to take reasonable precautions for their own safety. To assist social workers in evaluating risk and maintaining personal safety, a list of safety precautions are presented here for use.

Social workers and agencies must together consider creating a safe environment. These issues need to be addressed in the agency orientation as well as in supervision. It is important to discuss guidelines for prevention, taking risks, and crisis/safety plans. Provided below are some basic safety principles and precautions to guide social work interns, field instructors, social workers, and agencies in the creation of a safe practice environment.

SAFETY CONSIDERATIONS

Belongings: All students in practicum are expected to have a secure place to keep handbags and other belongings while at placement. It is preferable that the space be one that can be locked, and could be in a desk drawer or filing cabinet. It is best not to leave handbags and other personal articles visible and unattended, even in an office with the door closed. Valuables should not be brought to placement settings. Items of value should not be left in cars, and should not be placed out of view just prior to leaving a vehicle.

Travel by car: When a student is traveling by car to an agency or to home visits, it is advisable to know where he or she is going, and to look at a map before driving to unfamiliar areas. In general remember to be alert, and to lock doors and close windows. Travel by foot or public transportation: It is advisable that students carry the least amount of valuables with them as possible. Money, license, keys, and other essentials might be carried in a pocket. If a handbag carried under the arm is grabbed, it is best to let go of it.

It is helpful to dress in comfortable clothes that are loose fitting, and to wear sturdy, flat walking shoes. It is also helpful to be alert, and to walk with a purpose, as if one has a clear destination.

One should be aware of people in the immediate area without staring or maintaining eye contact. The style of dress should be appropriate with the culture of the agency. What may be appropriate for one agency setting/population may not be appropriate for another. Discuss appropriate attire with your field supervisor

Professional Self

An important aspect of professional practice is knowing 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 is appropriate, consult your supervisor.

SAFETY CONSIDERATIONS – PAGE 2

Client Office Visits

Sometimes you may have a client in your office who becomes agitated or hostile. It is important that you discuss such matters with your supervisor early in your work or employment to be informed of agency policy and recommended courses of action should such an event occur. If a student will be meeting with a client with whom the student does not feel safe, it is important to discuss the situation with the field supervisor. When considering location of the meeting, it might be helpful to think about what is in the room, whether there is more than one exit and where each person might sit. It may also be helpful to think about whether or not many people are around at the time being considered for the meeting. Also important to discuss is the plan for backup and assistance in the event that the client becomes agitated.

Suggestions:

- Provide client or patient waiting rooms designed to maximize comfort and minimize stress. (Ensure chairs are comfortable and in good condition, that reading material, pictures, posters, etc. are available and reflect the diversity of the clients.)
- Ensure that counseling or patient care rooms have two exits.
- Limit or control access to staff counseling rooms by using locked doors or have access controlled by a staff person.
- Arrange your office furniture to prevent yourself from getting trapped or in such a way that the furniture may provide a barrier and provide you sufficient time to call for assistance or security personnel.
- Limit the number of pictures, vases, ashtrays, or other items that can be used as weapons. (Assess your office for objects that could be potential weapons.)
- In interview rooms or crisis treatment areas, furniture should be minimal, lightweight, without sharp corners or edges, and/or affixed to the floor.
- Make sure the interview or treatment is not conducted in isolation and others know where you are and who you are interviewing.
- Do not arrange to meet anyone when you know you will be alone in the building.
- Make sure the client knows that others are present.
- Use a room in which you are visible to others, for example glass (security) windows, but where confidential discussions cannot be overheard.
- If a room where you can be seen is not available, ensure someone else drops in to check on you, for example bring cup of coffee (but keep disruptions to a minimum).
- Ensure there is a duress alarm system of some sort (phones can disrupt interviews).
- Stay near the door—preferably have a room with two doors.
- Ensure furniture is comfortable but robust enough not to be thrown.
- At the first sign you are in distress, staff should know who will respond and what immediate action to take.
- Keep waiting time to a minimum. If the interview is delayed, ensure client is informed.
- Shake hands and introduce yourself by name and explain your job (task).
- Use language the client will understand.
- If escorting a client to a room walk beside them on the same level, in front going upstairs and behind them going downstairs.
- If the client is reacting badly to you because of your age, sex, race or social class, discuss this with the client and inquire if the client would prefer another staff member.
- If the client has a history of aggression, find out about prior incidents to aid your interview process.
- Dress appropriately, including low-heeled shoes with good grip (in case you need to move quickly) and no jewelry (necklaces, scarves, and neckties can be used to strangle or restrict your movement).
- Attempt to have equal height seating with the client, at an angle, and leave greater inter-personal space with aggressive people.
- Maintain eye contact and adopt a relaxed posture rather than a closed arms posture.
- Maintain empathy/sympathy and paraphrase client comments.
- Try to solve some problems immediately to demonstrate that you are trying to find solutions.
- If you are governed by rules or program policies of some kind try to explain them to the client.
- Avoid provocative expressions such as “calm down”.
- Never get drawn into aggression.
- Listen, and show you are listening by nodding and using words such as “I see”.

SAFETY CONSIDERATIONS – PAGE 3

- Avoid tapping pens, fiddling or doodling.
- Don't set deadlines in case you cannot keep them or set time limits with an irritated or aggressive client.
- If the situation is escalating take a break to diffuse the situation and the aggression.
- Make sure the office is well lit, install bright, effective (yet non-glaring) lighting in your office.
- Identify the location of the two nearest exits from your work area.
- Count the doors, desks, work stations, etc. between your work space and the nearest exit. Because of smoke or a power failure, an escape in the dark may be necessary.
- Assess the security of restrooms, separate facilities for staff members, location, door locks, etc.
- Lock all unused doors to limit access, but be sure to stay within local fire codes.
- Replace burned-out lights, broken windows, screens, and locks.
- Know the location of the nearest fire alarm and familiarize yourself with its operation and the sound of the fire alarm.
- You should do whatever is necessary to protect yourself, and not worry about failure of task.

Home Visits

It is not uncommon for social workers in a variety of social service settings to conduct home visits. Such visits do expose you to risks. It is important that all home visits be made with the full knowledge of your supervisor—time of departure, time of return, other activities while on the trip, etc. Do not conduct a home visit when you feel uncomfortable or threatened in the situation. Return to the agency and report your experiences to your supervisor. Beware of dogs or other household pets that might be a threat. Do not make a visit when the presence of alcohol is detected. It may be appropriate for you to make visits accompanied by your supervisor or other person. Do not take risks. Know who to call or what steps to take if you should experience a vehicle breakdown. (Specific guidelines to consider when conducting a home visit are provided in another section.)

Institutional Settings

Mental health and correctional institutional settings serve a client population whose behavior may be unpredictable. It is important that you learn strategies for handling clients whose behavior becomes threatening. Whenever you feel uncomfortable with a client, inform your supervisor, and as needed, have your supervisor or another staff person accompany you when visiting such clients.

After Hours Meetings

Some social service settings have activities that occur beyond normal office hours. Be aware of the location of activities that occur beyond normal office hours. Be aware of the location or neighborhood where such activities take place, note street lighting, open spaces, shrubs, and other growth. It is appropriate to ask someone to accompany you when going to your car after dark. Do not take risks.

- **DISCUSS** your concerns with your field supervisor.
- **STAY AWARE** and informed of any safety concerns.
- **REPORT** any concerns to your faculty liaison and/or field office.

LSU School of Social Work
STUDENT'S DOCUMENTATION OF PROBLEMS IN FIELD

Name:	Date:
Agency:	
LCSW Supervisor:	Task Supervisor:
Liaison:	

(Please refer the Field Manual for a full description of policies and procedures regarding Student Problems and Concerns)

- Identify area of concern with Agency or Supervisor (Task and/or LCSW) or Liaison:

- Identify actions you have taken to resolve this issue:

- Identify outcomes of this action(s):

- Identify what you would like to have done at this point in the resolution process:

Liaison Signature and Date

Field Office Initials

NOTE: Submit original to your Faculty Liaison and a copy to the Field Office if the difficulty does not involve your liaison. If the difficulty includes the Faculty Liaison submit to Assistant Dean of Field Education.

**LSU School of Social Work
SUPERVISOR'S DOCUMENTATION OF CONCERNS**

Name:	Date:
Agency:	
LCSW Supervisor:	Task Supervisor:
Liaison:	

(Refer to Student Problems or Concerns section in the Field Manual before completing this form).

- Identify area of concern with student's performance in behavioral terms:

- Identify the behavior expected from the student in concrete terms which is to replace the behavior identified above:

- Identify the time frame by which the expected behavior(s) is to occur:

- Identify consequences to the student if the desired behavior change does not occur:

- Document any previous discussions with this student which have occurred about this issue (attach in relevant documentation)

SIGNATURES:

Student:	
LCSW Supervisor:	
Liaison:	

Submit original to the Faculty Liaison and a copy to the Field Office.

INFORMATION SHARING

LSU SCHOOL OF SOCIAL WORK

This document outlines the standards and policies of the LSU School of Social Work that apply to students enrolled at the School of Social Work at Louisiana State University effective June 1, 2002. This policy is located in the Student Field Manual and the Student Handbook, and developed in accordance with LSU Policy Statement 30 Student Privacy Rights. It is discussed in field orientation, field instructor trainings, new student pre-registration seminar (newly admitted students) and Foundation/Advanced assemblies (continuing students).

Because of the nature of professional social work practice, the School of Social Work has different expectations of students than do non-professional programs. Social workers traditionally serve vulnerable and/or disadvantaged populations. Schools of Social Work, in conjunction with agency supervisors, have an ongoing responsibility to protect consumers, and to ensure that graduating social work students are competent to begin practice and meet professional ethical standards. The School's policies are linked to students' abilities to become effective social work professionals and are provided so that students and faculty can be clear about expectations and procedures to address academic performance concerns (which include professional behavior). Students are expected to exhibit behaviors that are in compliance with the LSU School of Social Work program policies, LSU University policies and professional ethical standards in the classroom, field setting and community.

Students are accountable as representatives of their agency, their school, and the social work profession. Students are expected to abide by the NASW Code of Ethics, the Louisiana Practice Act and the Rules Regulations and Procedures of the Practice Act, and to uphold the rules and procedures of their placement agencies. The School of Social Work requires students to demonstrate professional demeanor, appropriate relationships, and ethical behavior. Failure to meet these ethical standards may result in a grade of Failing and expulsion from the MSW Program.

All faculty are involved in the formation of students' professionalism and are responsible for reporting concerns to the Director of Student Services and other faculty as appropriate to assure ethical practice and academic achievement. Information disclosed during student meetings or correspondence with faculty, faculty advisor, field coordinators, faculty liaisons, field supervisors or school administrators will **NOT** be kept confidential if the information raises concerns about the student's professional and/or academic performance. Faculty, field office coordinators, school administrators and field supervisors will share pertinent information with each other and the student for the professional purpose of identifying student issues and enhancing problem solving about the concerns. The agency serves as the academic setting for the field internship course. The field instructor, along with the overall academic program and faculty liaison, collaborate to support and guide the student's development as a professional social worker. To work together effectively, it is essential that relevant information be shared between involved parties. This information will be shared to protect clients as well as students, and to facilitate placement and learning in all aspects of field education.

Relevant information is defined as student disclosures and faculty and field supervisor observations that have a direct and potentially negative and/or harmful impact on the learning experiences and opportunities that occur in field placement. Relevant information also includes that which may arise in the course of resolving concerns, issues, and problem solving in the field or the classroom. Information is relevant when it affects the student's work relationships, the learning process, and potential negative impact on clients, field instructors, agency staff, faculty, and student-colleagues. Relevant information can include student records maintained by the School of Social Work: this includes both written communication and documentation of verbal interactions.

In determining the types of information that warrant sharing among involved parties, faculty and supervisors will subscribe to the existing policies in the School and the larger University, as well as adhere to the guidelines stipulated in the NASW Code of Ethics and in the practice principles established by the LA Social Work Practice Act. When formally considering a particular placement, the School of Social Work has a responsibility to share relevant information about previous internship experiences with prospective field

instructor(s), regardless of whether or not the student received a grade for a previous internship course. This will be accomplished by providing prospective field instructors with relevant field education documentation, which may include completed evaluations of the student's performance, Learning Plans and/or Documentation of Concerns forms.

Failure to demonstrate professional behavior while enrolled in the LSU School of Social Work Program may result in a review of the student's professional or scholastic performance in the program. This review can occur on three different levels. (Outlined in the LSU School of Social Work Student Handbook). The level of review depends upon the potential severity of the concern. Reviews will follow the LSU School of Social Work and the LSU Student Handbook procedures related to student academic and professional performance issues. Students, faculty, and field education instructors will have knowledge of the Information Sharing Policy before the placement process begins.

Student reviews can occur under any of the following circumstances:

1. Failure to meet or maintain academic requirements as outlined by the LSU Graduate School Bulletin or Student Handbook.
2. Academic dishonesty, including but not limited to cheating, lying, plagiarism, falsifying academic records or any act designed to give an unfair academic advantage to the student. (For complete University Policy refer to the University Student Code of Conduct).
3. Behavior in judged to be in violation of the NASW Code of Ethics or contrary to professional practice
4. Any threat (verbal, written or physical) or attempt to harm oneself or someone else.
5. Committed criminal act that is contrary to professional practice, occurring while enrolled or prior to admission to the School of Social Work and becoming known after admission.
6. Consistent and documented patterns of unprofessional behavior exhibited in the classroom or field setting.
7. Consistent and documented patterns of poor academic performance in the classroom or field setting.
8. Removal of student from a field placement for reasons outlined in the Field Manual (For detailed information please review *Removal of Student* from Field Placement in the Student Field Manual).
9. Violation of any LSU University or School of Social Work policy as Outlined in the LSU Student Code of Conduct or LSU School of Social Work Handbook.

I understand that relevant information as defined in the above policy statement can be shared among involved parties according to the procedures outlined in the above policy, for as long as I am enrolled in the LSU School of Social Work program.

The following signature indicates that I have read the document, am aware of the contents, and agree to adhere to the NASW Code of Ethics, the Louisiana Practice Act and the Rules Regulations, and to uphold the rules and procedures of the assigned placement agency, LSU School of Social Work policies, and Louisiana State University policies. I understand that failure to abide by these standards is grounds for a failing grade and may result in expulsion from the LSU School of Social Work Program. (Please refer to the School of Social Work Student Handbook for detailed information regarding the Student Review Process).

Name (Please print)

Students' Signature

Date