NCWFS Programs are conducted without discrimination on the basis of race, ethnicity, national origin, color, gender, sexual orientation, age, marital status, political belief, religion, mental or physical disability.
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SOCIAL WORK PROGRAM MISSION STATEMENT

The mission of the social work program at Lewis-Clark State College is to prepare students for entry-level generalist practice. Through courses, internships, research projects, and student activities delivered by traditional and nontraditional methods (technology), the program fosters in its’ students a celebration of differences among people, and a belief that respecting these differences enriches the quality of life for all. We are committed to the preparation of professional social workers who possess the knowledge, skills, and values to address the needs and potential of individuals, families, groups, communities, and organizations. Drawing on an ecological and liberal arts based background and strength’s based perspective; the program prepares students for the pursuit of a more just, humane society. Graduates are prepared for practice particularly with the oppressed and at-risk members of society. Graduates are expected to practice from a set of ethical principles inherent in the social work profession, including the recognition that professional development is a life-long learning process.

FORWARD

The philosophy, policies, and procedures set forth in this manual attest to the unquestionable importance of field instruction. It is our hope that the manual will serve as a guide to accomplishing the objectives of the program. It is offered with gratitude to the many agencies who so willingly share in the education of future social work practitioners.

Field instruction is an integral part of the social work curriculum for it is in the field setting that students learn to integrate the theory and knowledge learned in class with hands-on experience for responsible problem-solving of social welfare needs.

This guide for field instruction has been prepared for the purpose of assisting students, faculty, and field instructors in developing an understanding of the objectives, policies and procedures necessary to the orderly conduct of the field instruction component of the social work program. For your convenience this manual and field forms are available on our web site, www.lcsc.edu/socialwork.

Although an effort has been made to be responsive to situations and issues which occur most frequently, many other matters are likely to be left out inadvertently. In such cases, the faculty field liaison or the field education director will be valuable resources.

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OVERVIEW

Social Work 487A/B and 488 A/B(Field Instruction/Seminar) is a dynamic and vital course which challenges a student to apply the generalist practice process within an agency setting. A minimum of 400 hours of field instruction is required of all social work majors. This is considered the minimum amount of time for the students to achieve the skills and knowledge necessary to enter
the work force as an entry level social work practitioner. The traditional schedule is 200 hours in the Fall semester and 200 hours in the Spring semester. Students serve in one agency for the entire senior placement to ensure a comprehensive practice experience over two consecutive semesters. Students are covered by liability insurance provided through the College by payment of a course fee of $15.00.

Field Instruction affords experiential assessment and evaluation of the student's development in the process of becoming a helping professional. The student utilizes his/her academic and life experiences in the reality of the agency-client-service system.

The Field Instruction experience should be a generalist experience, giving the student an opportunity to participate and become familiar with the many components of the social work role. The ideal placement affords the student opportunity to interact professionally with individuals, groups, families, organizations, and communities. In conjunction with the field experience, the student attends a field seminar for structured activities which are focused on the integration of theory, coursework, and practice.

**FIELD INSTRUCTION**

Field instruction is an integral part of the social work curriculum in the B.S.W. program at Lewis-Clark State College. The courses of instruction which students receive in this area are essential to the acquisition of knowledge and skills necessary for the competent practice of social work. In field instruction, students are provided an opportunity for practical experience working directly with people needing social work assistance with problems of daily living. Moreover, in the field sequence, the didactic instruction received in the classroom is enlivened, enriched, and enhanced through the experience of applying theories, concepts, and principles to practice.

The partnership between the College and the Agency is a natural and necessary characteristic of field instruction. The resources of the agency, including its line staff, supervisors, and administrators, provide critical components of the educational process. The social work program at Lewis-Clark State College could not proceed without the involvement of students with the agencies' client systems. The field instruction experience provides students with a microcosm of the profession at work. Here, students observe professional social workers performing their various tasks: the Agency Field Instructor models the attitudes, behaviors, and skills expected of the competent professional; the agencies' programs reflect important social policies and issues whose analysis, implementation or change are important aspects of the student's learning. The operation and management of the agency provides important insights and understandings about the administration of social services. Taken together, the student's interaction with consumers, Agency Field Instructors, and the agency as a whole, comprise a comprehensive educational experience.

At the same time, the College contributes to the agencies' goals and functioning as well. The faculties' knowledge and skills, and the service provided by students (even as they learn) illustrate the promise and realization of this dynamic partnership as well as the mutuality and reciprocity of our joint participation in the educational process.

Clearly, field instruction is a challenging and demanding component of the student's undergraduate social work education. This manual is intended to assist the student, the faculty, and the Agency Field Instructor in carrying out their respective roles. The manual is presented as an effort to clarify roles and expectations of all involved, and serves to provide answers to questions which faculty, field instructors, or students may have about the structure and process of field instruction. In such cases, the faculty liaison or the field director will be valuable resources.

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Additionally the Social Work Program provides periodic in-service training for field instructors which seek to further enhance the experience for all involved.

Field instruction is, in reality, a method of teaching and learning, rather than a discrete content area in the social work curriculum. Field instruction is built upon a structured sequence of learning activities designed to prepare the student for the field setting. The student enters the instruction with academic knowledge appropriate to the field setting: the generalist approach to social work practice, the problem solving process, methods of research, the place of values and ethics in social work practice, an understanding of the effects of environmental factors on human behavior including an appreciation of human diversity, social and economic justice, populations-at-risk, knowledge of major social welfare programs, public and private, and an understanding of the impact of social welfare policy and programs on social work practice as well as a global/international awareness/understanding.

Field instruction carries the prime responsibility for the experiential component of social work education, and, of necessity, helps the student use the agency program as a learning tool in the practice of social work. As the Curriculum Policy Statement of the Council on Social Work Education suggests:

“The learning experience provided through field instruction is essential to the achievement of the objectives of the social work curriculum. Purposeful helping or problem-solving activities with the recipients of social work services enable the student to experience the discipline of professional relationships; to gain knowledge and understanding in all content areas of the curriculum; to learn to apply and test social work principles, values, and techniques; and to develop the self-awareness necessary for professional performance as a social worker.”

This experience is intended to complement the student's academic work by allowing the opportunity to further apply theory to actual social work situations. The student's goal in the field instruction sequence is to achieve competence at the beginning level of professional social work practice.

**OBJECTIVES OF THE FIELD INSTRUCTION PROGRAM**

1. Provide for the integration of theoretical learning with practice experience within a supervised field experience.
2. To further develop and integrate into practice professional values and ethics associated with the social work profession: empathy, objectivity, acceptance, genuineness, non-judgmental attitude, respect for individual differences, and belief in self-determination.
3. Develop an understanding of how one's own values and ethics influence work with culturally diverse groups, disadvantaged populations, and women.
4. To provide experiential assessment and evaluation of the student's development in the process of becoming and being an entry-level generalist practitioner.
5. To provide reality experiences in the following areas:
   a. Understanding of work within the structure and function of agency and community delivery systems.
   b. Developing a worker-client relationship.
   c. Interviewing, assessing, planning intervention, implementing intervention, evaluation, termination and follow-up.

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d. Developing knowledge of community resources and how to employ them in practice.
e. Developing community and political relationships within the community social service system.
f. Analyzing and using organizational policies, procedures, communication systems, etc.
g. Utilizing case recording and/or other technical writing such as grant applications, community needs assessments, court reports, legislative background documents, etc.
h. Evaluate one's own practice in relation to professional social work standards.
i. Employment of program evaluation instrument to assess program effectiveness.
j. Developing an educational supervisory relationship and appropriately utilizing that relationship for personal and professional growth.

COMPETENCIES FOSTERED BY FIELD INSTRUCTION

The Council on Social Work Education sets educational standards for all accredited social work programs. The 2008 Educational and Policy Accreditation Standard (EPAS) established 10 Core competencies and 41 Practice Behaviors that social work students are expected to meet upon graduation from an accredited BSW Program. Professional Social Work Education is competency based education.

Education Policy 2.1 – Core Competencies:

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration application of the competencies in practice with individuals, families, groups, organizations and communities.

Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills (CSWE EPAS, 2008:3). Field education is considered the primary means of socializing students to the profession of social work.

At the termination of their field work experience, the student should:

2.1.1 - Identify as a professional social worker and conduct oneself accordingly
   A. Advocate for client access to the services of social work
   B. Practice personal reflection and self-correction to assure continual professional development
   C. Attend to professional roles and boundaries
   D. Demonstrate professional demeanor in behavior, appearance, and communication
   E. Engage in career-long learning
   F. Use supervision and consultation

2.1.2 – Apply social work ethical principles to guide professional practice
   A. Recognize and manage personal values in a way that allow professional values to guide practice
   B. Make ethical decisions by applying the National Association of Social Workers Code of Ethics

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C. Tolerate ambiguity in resolving ethical conflicts  
D. Apply strategies of ethical reasoning to arrive at principled decisions

2.1.3 – Apply critical thinking to inform and communicate professional judgments  
A. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom  
B. Analyze models of assessment, prevention, intervention, and evaluation  
C. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

2.1.4 – Engage diversity and difference in practice  
A. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power  
B. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups  
C. Recognize and communicate their understanding of the importance of difference in shaping life experiences  
D. View themselves as learners and engage those with whom they work as informants

2.1.5 – Advance human rights and social and economic justice  
A. Understand the forms and mechanisms of oppression and discrimination  
B. Advocate for human rights and social and economic justice  
C. Engage in practices that advance social and economic justice

2.1.6 – Engage in research-informed practice and practice-informed research  
A. Use practice experience to inform scientific inquiry  
B. Use research evidence to inform practice

2.1.7 – Apply knowledge of human behavior and the social environment  
A. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation  
B. Critique and apply knowledge to understand person and environment

2.1.8 – Engage in policy practice to advance social and economic well-being and to deliver effective social work services  
A. Analyze, formulate, and advocate for policies that advance social well-being  
B. Collaborate with colleagues and clients for effective policy action

2.1.9 – Respond to contexts that shape practice  
A. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services  
B. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

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2.1.10 – Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

A. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
B. Use empathy and other interpersonal skills
C. Develop a mutually agreed-on focus of work and desired outcomes
D. Collect, organize, and interpret client data
E. Assess client strengths and limitations
F. Develop mutually agreed-on intervention goals and objectives
G. Select appropriate intervention strategies
H. Initiate actions to achieve organizational goals
I. Implement prevention interventions that enhance client capacities
J. Help clients resolve problems
K. Negotiate, mediate, and advocate for clients
L. Facilitate transitions and endings
M. Critically analyze, monitor, and evaluate interventions

GENERALIST INTERVENTION MODEL

The Bachelor of Social Work Program at Lewis-Clark State College supports and instructs a generalist model of social work practice. The generalist intervention model is characterized by four principles.

1. Based on a foundation of knowledge, skills, and values which reflect the unique nature of the social work profession.
2. Oriented toward solving problems which build on the strengths assessed using the Person-In-Environment perspective of individuals, families/groups, structural environment, culture and history of the client.
3. Fosters an approach to analyzing bio-psychosocial situations at all levels of intervention involving micro, mezzo, and macro systems.
4. Uses a generalist approach method which is flexible in its application.

Generalist Practice Skills

The intent of generalist practice is to provide a solid base of skills for working at the micro, mezzo, and macro levels of practice. Specific skills may characterize each level of practice, but six core activities are necessary, regardless of the level of intervention. These activities include: preparation; communication skills; the ability to analyze problem situations; contract formulation with client systems; assumption of a variety of roles when addressing a variety of problems; and the ability to guide and monitor (stabilizing) the intervention and its progress.

Lewis-Clark State College social work students are expected to employ the Generalist Interventionist Model in their practice of social work during their practicum experience. By working with other staff, personnel/practitioners, under the direct supervision of a professional social work practitioner, and by sharing experiences with college faculty and student peers during field seminar, the student’s ability to apply the model in practice will be greatly enhanced. We are committed to

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the preparation of professional social workers who possess the knowledge, skills, and values to address the needs and potential of individuals, families, groups, communities, and organizations. Drawing on an ecological and liberal arts based background and strength’s based perspective; the program prepares students for the pursuit of a more just, humane society. Graduates are prepared for practice particularly with the oppressed and at-risk members of society. Graduates are expected to practice from a set of ethical principles inherent in the social work profession, including the recognition that professional development is a life-long learning process.

**RESPONSIBILITIES**

The Social Work Program, the agency, and the student each have responsibilities in carrying out the objectives of the field component of the curriculum.

**Responsibilities of the L.C.S.C. Social Work Program**

1. Conduct class session to teach basic human behavior and social work practice knowledge and values necessary as a base for the field placement;
2. Availability of the faculty-field liaison to consult with the field instructor when student is having problems in their field placement;
3. Availability of the Field Placement Coordinator for help in problem solving when the faculty-field liaison is not available;
4. Provide Professional Liability Insurance for the student while in field placement;
5. Provide a Field manual stating the objectives, policies, procedures, and content of the curriculum and practicum.

**Responsibilities of the L.C.S.C. Faculty Field Education Director**

This person is a full-time member of the Lewis-Clark State College faculty and has the primary administrative responsibility for coordinating field education. He/she completes paper work related to assigning agencies, field instructors, and students to field, coordinates the formal process of admission into field, and coordinates Field Instruction workshops. This person may also serve as faculty Field Liaison.

The field coordinator is responsible for the administration and coordination of the field instruction program, which includes:

1. Planning, coordinating, organizing, and implementing the field education program;
2. Evaluating all aspects of the field education program;
3. Developing policies for the field education program;
4. Coordinating faculty liaison assignments;
5. Coordinating field instructor training activities.
Responsibilities of the L.C.S.C. Faculty Field Liaison

This person is a member of the Lewis-Clark State College faculty whose purpose is to oversee the field experience of specific students. This person facilitates the Integrative Seminar, meets with student and field instructor for evaluative conferences, and works directly with student and field instructor to assure educational needs and expectations are met.

The responsibilities of this person are:

1. To participate in the development and approval of appropriate field practicum sites;
2. To participate in the assigning of students to the appropriate field placements;
3. To ensure each student has read and understands the field manual and has signed the form found in Appendix K of the field manual;
4. To conduct the integrative seminar for students. The seminar addresses the principles of practice as they are enacted in various agency settings, provides clarification and amplification of the relationship of the academic classes with the experiential learning assignments in the field and provides a collegial forum for problem solving around field issues;
5. To review and respond to integrative seminar assignments submitted by students;
6. To monitor student’s compliance with field learning objectives through regular participation in seminar;
7. To identify and report any problems or barriers to progress the student has discussed in the seminar or in his/her seminar assignments to the field program coordinator;
8. To meet with Agency Field Instructors, when appropriate to discuss the student’s progress;
9. To assume ultimate responsibility for assignment of final grade. Recommendation of field instructor is given considerable weight when assigning final grade. The final grade is determined from a composite of agency field instructors written evaluation, seminar assignments, and faculty liaison’s observations in the field;
10. Visit each agency of placement as needed to assist in identifying learning activities to meet established objectives;
11. To consult with the field instructor and student at least twice each academic year. During such visits the liaison interprets the school’s policies and procedures, reviews the curriculum, guides the development of the learning contract, assists the student and field instructor in integrating the curriculum with the student’s practice skill development, assist in problem solving monitors and evaluates the student’s progress;
12. Include the student in agency visits, and encourage full participation of student and agency field instructor in all conferences;
13. To communicate to the field coordinator matters of potential concern, relevant issues, and positive developments within the agency.
14. To ensure field evaluations, learning contracts, and time sheets are completed and maintained in the IPT data system.
Responsibilities of the Agency Field Instructor

The field instructor provides direct supervision and other educational opportunities for the student, guides the development of the student’s learning agreement, and evaluates the student’s performance.

The role of the field instructor is to guide the student in experiential learning activities which are designed to promote the development of generalist practice professional skills in accordance with the curriculum plan of the Social Work Program. She/he is in a key position to provide the student with practical, reality-based education in the field which cannot be provided in the classroom and which is the cornerstone of quality social work education. Although each student will vary in their supervision needs, the field work practicum encompasses the following field instructor responsibilities:

1. To interview the student prior to placement, and approve the student placement for the agency;
2. To aid in the development of a clear and realistic learning contract with the student that will outline the learning activities for the student in the agency;
3. To provide or arrange for an orientation to the agency, which explains policies, procedures, administrative structure, and responsibilities of the social work student;
4. To outline agency expectations of the student’s work, including what they can and cannot do, safety, how to report daily activities, how to report case contacts and so forth;
5. To make available office space and clerical assistance as appropriate;
6. To provide an educational climate that challenges the student to expand generalist practice professional skills, knowledge, and values;
7. To provide a minimum of one hour per week regular supervisory appointments with the student and allow adequate time for discussion of student’s concerns and progress;
8. To work with the faculty liaison and student to insure the objectives of the field practicum are being met;
9. To discuss problems relating to performance as they arise and to contact the faculty field liaison if those problems are not resolved;
10. To immediately notify the faculty field liaison when issues and/or concerns arise. For example: if student disregards agency regulations; violates the NASW Code of Ethics; fails to appear for work without prior notice; is consistently late; neglects the learning contract; or in other ways is disruptive to agency functioning;
11. To complete a written evaluation of the student’s field practicum performance at the end of each semester and, recommend a letter grade following the completion of the Field/Practicum Placement Assessment. To notify, as soon as possible, the faculty liaison and the field coordinator if significant changes occur in the nature of the field placement which will affect the opportunities and quality of learning for students;
12. To participate in periodic trainings and meetings designed to meet the informational and educational needs of field instructors;
13. To complete an evaluation of the faculty field liaison at the end of the second semester.
Responsibilities of the Agency

The agency will:

1. Provide meaningful tasks for the student which will test skills and knowledge. These tasks will be related to agency functions and will reflect professional activity. Tasks will be appropriate to student's prior experience and education.
2. Whenever possible, provide an opportunity for the student to observe agency administrative structure, accountability mechanisms and policy making body.
3. Provide a qualified Agency Field Instructor (AFI). The AFI will be a BSW or MSW graduate from a CSWE accredited program with 2 years experience. The AFI will meet with the student on a regular basis (weekly) for supervision.
4. Provide students with adequate desk, phone, and office space and sufficient clerical time to meet their needs.
5. Provide necessary supplies to enable students to complete assignments including an agency vehicle or mileage.
6. Be cognizant of liability problems as they may affect student in his or her assigned task.
7. Allow student sufficient time during the work week to complete required recordings for supervision and learning commitments.
8. Initiate change/termination of field placement where needed, in consultation with LCSC faculty field liaison.

Responsibilities of the Student

The student who is enrolled in field practicum is responsible to the College and Social Work Program for academic requirements, to the agency for work performance, and to the client for sound and ethical professional practice. Consequently, each student who is placed in an agency in the field program shall have the following specific responsibilities:

1. Will provide the agency with a resume prior to assignment. Students will also provide Agency Field instructors with any other reasonable material that agency field instructors think is necessary;
2. To complete 200 hours of supervised experience in a social service agency each semester of field placement;
3. To maintain accurate time sheets (see Appendix H) and submit completed sheets to IPT the month following the hours completed;
4. To attend seminar classes;
5. To complete seminar assignments and submit them to the faculty liaison on or before the due date;
6. To assess, with the faculty field liaison, their own potentials and identify preliminary and ongoing learning goals for the field practicum;
7. Work with the AFI to develop a learning contract (see Appendix I) which outlines the activities of the field placement and is turned in to the faculty field liaison by the fourth week of class;
8. To renegotiate their contract with agency field instructors in the event of difficulties regarding

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9. To participate in weekly supervisory conferences with the field instructor and, to accept responsibility for providing agency field instructor with agenda items and written materials as requested;

10. To establish a schedule, be punctual, and keep all appointments. Students are expected to conform to agency working hours and holiday schedules. Scheduling should be based on client needs;

11. To notify the faculty liaison if significant changes occur in the nature of the field placement;

12. To read this manual and to be familiar with the requirements outlined. See Appendix K for the form which must be completed and returned to the faculty field liaison no later than 3 weeks after 1st seminar class.

13. To adhere to agency rules and regulations;

14. To keep confidential all information about clients served by the agency;

15. To understand and practice the National Association of Social Workers (NASW) Code of Ethics

16. To participate, review and sign the evaluation of student performance;

17. To complete the student evaluations at the end of each semester.

18. To maintain a professional dress code, respect agency property and conduct themselves in a professional manner in the field;

19. To maintain an attitude of inquiry and to pursue learning opportunities offered through the field placement agency;

20. To develop the skills, attitudes, and behaviors of an entry level generalist social work practitioner;

21. Develop conscientious work habits in the completion of agency assignments. Students will submit agency required paperwork promptly and completely.

### Diversity of Field Education Experience

Consistent with Lewis-Clark State policy, the NASW Code of Ethics, and the CSWE standards for undergraduate social work education, the selection of field agencies, and agency field instructors is conducted in an ethical manner to assure the quality and diversity of field education experience. All efforts are made to recruit faculty and field instructors who represent and bring diversity to the educational experience. Likewise, agencies are selected on their ability to provide professional, nondiscriminatory, services to their respective client populations. All field education personnel are expected to make “specific, continuous efforts to provide a learning context in which understanding and respect for diversity (including age, color, disability, ethnicity, gender, national origin, race, religion, and sexual orientation) are practices” (CSWE, Curriculum Policy, Statement, Evaluative Standard 3: Non-discrimination and Human Diversity). Such diversity in the placement setting should include services to populations as risk, without discrimination, as well as acceptance of social work student interns who represent a variety of learning styles, cultural backgrounds, etc. Agencies must also be willing to provide placement training and supervision to students with special learning challenges as they prepare to enter the profession of social work.

### INTERN PLACEMENT TRACKING (IPT) SYSTEM

The Social Work Program has implemented a placement tracking system that allows for practicum related communication amongst, students, faculty, field instructors, task supervisors and agencies.

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The system is a database that is stored in a password-protected server. Contact and placement information is recorded by the student, the field instructors, the task supervisors, and agency representatives so that it may be kept current. Each student, field instructor, task supervisor, and faculty liaison is required to log on to view and update information relevant to them. Keeping email addresses up to date is important, as this enhances the communication amongst all of those involved in the placement process from selection to evaluation. The system can be found at the social work website, www.lcsc.edu/socialwork. Students will receive login information upon acceptance to field placement. Field instructors and task supervisors will receive login information during the Fall Semester orientation meeting.

The system allows the time card, beginning contract, learning contract, and required evaluations to be completed and viewed online with input from the student, the field instructor, the task supervisor, and the faculty liaison. The forms are then stored in this database with the final copy to be stored in paper format in the student’s permanent record for five (5) years. The Field Placement/Practicum Assessment instrument will be delivered through a web-based format. Training and details will be provided by the Social Work Program to Agency Field Instructors and students each year during the fall orientation workshop and when needed throughout the academic year.

**STUDENT PLACEMENT PROCESS**

**Expectation of Practicum Sites**

Before any student is assigned to a field practicum the Field Education Director approves both the agency and the field instructor. In approving the agency as a field practicum site and the agency’s staff as field instructors, the Program adheres to the guidelines of the Council on Social Work Education.

In order to be considered a field practicum site for Lewis-Clark State College, Social Work Program field practicum program, an agency must adhere to the following:

1. Submission of the Agency Application Form; (see Appendix B)
2. Agency/College Agreement (see Appendix E): An agreement between Lewis-Clark State College’s Social Work Program and the field practicum agency must be signed by the Agency Director, Field Instructor, LCSC Field Education Director, and LCSC Social Work Program Director;
3. The overall learning experience provided for the student includes a commitment to service compatible with the values, ethics and practices of the social work profession.
4. Students will be provided with the opportunity to gain practice experience with individuals, families, groups, organizations, institutions, and communities. In the event that an agency is not able to provide students with opportunities above, the Social Work Program and Faculty Liaisons will work with the agency and student to develop opportunities outside of the agency environment.
5. The agency identifies clear and specific educational opportunities, which reflect the student’s learning objectives and program guidelines;
6. Students will be provided with the opportunity to gain a breadth of practice experiences with persons from such diverse groups including but not limited to groups distinguished by race,
ethnicity, class culture, gender, sexual orientation, religion, mental and physical ability, age, and national origin.

7. The agency agrees to provide an environment free of discrimination for students in field practicum with regard to race, color, gender, age, creed, ethnic or national origin, disability, or political or sexual orientation;

8. The agency will demonstrate support for field practicum instruction by:
   a. Granting the field instructor the necessary time for teaching and supervising students;
   b. Providing the student with the physical facilities and materials necessary for her/him to function as a professional. These include desk space, supplies, phone, private facilities for interviewing and for participating in supervision and instruction, reimbursement for agency-related travel, and provision of essential clerical services;
   c. Allowing the student to assume supervised responsibility for the client systems with whom s/he is working;
   d. Granting time for field instructors to attend conferences, seminars, or workshops on field teaching, sponsored by the Social Work Program;

9. The organization and activities of the applicant agency must be such that its basic program can be maintained and developed without reliance on student.

Field Instructor Selection

The selection of field instructors is based upon their potential to assist students with their learning experiences. The Field Education Director and the Faculty Field Liaisons are responsible for ongoing identification and selection of potential field and task instructors.

Criteria for Field Instructors and Task Supervisors

Field Instructor Criteria:
1. Commitment to the educational objectives of the Social Work Program and Field Education Programs;
2. Graduation from a CSWE accredited School of Social Work with a BSW or MSW;
3. Two or more years of professional social work practice experience;
4. Employment in the human service agency for at least six months prior to becoming a field instructor;
5. Submission of the Field Instructor Application form (see Appendix C); and,
6. Agreement to participate in the field instructor orientation and subsequent field instructor meetings and workshops as appropriate.

If an agency does not have staff who meet the above criteria, arrangements may be made with their agencies or with the Social Work Program to provide the instructional component of field placement. Task supervisors are qualified professionals with the interest and expertise to provide supervision of the student’s practice tasks.

In the selection of task supervisors, particular emphasis is placed upon educational background, adherence to professional ethics, practice competence, supervisory interest, skill in teaching, the ability to conceptualize and illustrate generalist practice principles, and the capacity to stimulate and support students in the learning process.

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Task Supervisor Criteria:
1. Commitment to the educational objectives of the Social Work Program and Field Educational Programs;
2. B.S. Degree in Psychology, Health Science, Nursing, Sociology, Criminal Justice;
3. Ability to work collaboratively with an agency BSW or MSW or a contracted BSW or MSW in designing student learning assignments and in guiding the students practice activities;
4. Minimum of two-years successful work experience at the agency;
5. Knowledge of social work ethics and values and respect for the profession;
6. Independence, creativity and flexibility in the use of professional self.

On rare occasions exceptions can be made for a Field Instructor or Task Supervisor who does not meet the above criteria. Requests for exceptions will be considered by Lewis-Clark State College faculty on a case-by-case basis. Final approval will be the responsibility of the Field Director in consultation with the Social Work Program Director and Faculty. In cases of exception, LCSC will assume responsibility for reinforcing a social work perspective. Written documentation will be included in the student’s file describing how this will be accomplished. In the event that a Task Supervisor is approved, an agency or faculty liaison who meets the AFI criteria will be assigned to supervise the student placement.

---

**Student Placement**

**Requirements for Admission to the Field Practicum**

Students must meet the following requirements to participate in the social work field practicum:

1. Be formally admitted to the Social Work Program;
2. Have completed SW 341; SW386; and SW442
3. Maintain at least a 3.0 G.P.A. in all courses that fulfills their requirements for the BSW degree. (If a student receives a grade of C- or lower in a social work course s/he is taking concurrently with the first six hours of field practicum, s/he will not be allowed to enroll in the second semester of field practicum until after that course grade has been brought up to a C or higher);
4. Be able to complete all requirements for completion of the BSW in the semester immediately following field practicum.

After students have met the above requirements, they submit the application for field placement (see Appendix A) to the faculty field liaison. The liaison then invites qualified students to attend a meeting to discuss different fields of practice and available field placement sites. In turn, appropriate matches are derived and the student is sent for an initial interview. While consideration is given to the student’s preferences regarding the type of agency experience desired, the final decision to refer to a field site is made by the faculty field liaison. Final selection authority rests with the field agency who will determine the suitability of a student’s placement after the interview. The

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time line is as follows:
March – Field Application due
April/May – Students meet with faculty field liaison
April/May – Student/field instructor interview and selection

Student Orientation

The faculty field liaison provides a formal orientation to students and field instructors during the first week of the fall semester. Topics include: research project; organizational structures of the field education program; integration of seminar class with agency placement; performance expectations; supervision, the nature of experiential learning; learning styles; common student stressors; performance evaluations and the grading process.

Length of Time in Field Placement

Students are placed in field at the beginning of the fall semester of their senior year and remain in the same placement for the entire academic year. Students are expected to complete their field instruction in two consecutive semesters (SW 497 A/B and SW 498 A/B) using the learning objectives outlined in the respective course syllabi, and operationalized through the individualized student learning contract (See Appendix I) to guide and direct their professional development.

All students spend a total of 12 to 15 hours per week (200 hours per semester) in their agencies. Students are expected to meet this clock hour requirement during the 16 week semester. A student’s inability to complete the 200 hours in placement and attend the seminars during the semester is ground for receiving an unsatisfactory grade in the course.

Use of Employment Settings for Practicum Placement

Ideally, students who come into the program after being employed as social service providers will complete a field practicum in an agency different from their place of prior employment. This is based on the educational rationale that students should be exposed to the broadest variety of learning experiences while in school.

The Social Work Program follows the standards established by CSWE that clearly state that the student’s practicum experience must be different than the student’s employment. The program will make every attempt to work with the student and the agency if the student requests to complete the practicum requirement at their place of employment. The use of settings where the student is already an employee, or is hired as an employee, as a field practicum site may be permitted if following criteria are met:

1. The availability of release time for course and field practicum instruction is ensured;
2. There is clear differentiation between work-related assignments and educational objectives. Assignments that are developed for practicum learning must be educationally focused in areas of new learning for the student;
3. The student’s administrative supervisor cannot serve as the field instructor. Likewise, the administrative supervisor must not have previously supervised the student in other employment;
4. The learning experiences for the student must be drawn from a unit of the agency different from the area where the student functions as an employee;
5. The agency must agree that the Field Practicum Learning Agreement will guide the field practicum experience;
6. The agency must meet the same criteria as other field practicum agencies;
7. The student and field instructor must complete a form (see Appendix D)

Paid Practicum Placements
Paid placements are permitted as long as the field instruction remains educationally focused rather than centered on agency services. This type of field practicum should be administered in accordance with the field instruction policies and procedures as established by the program for all students and approved by the Field Education Director and Faculty Field Liaison.

**Termination of Practicum**

Each student is expected to complete the field practicum course at the agency where she or he is initially placed. If a student wishes to change field practicum sites during the course of the field practicum experience, the student will make a written request to the faculty field liaison. The faculty field liaison will immediately notify the Field Education Director for review and discussion.

If the student’s dissatisfaction is a result of circumstances at the field practicum site which are not resolvable and are not a result of inappropriate behaviors or lack of skills on the part of the student, the request may be granted under rare circumstances.

Examples of some circumstances that would be valid reasons for possible change of field practicum sites would include:
1. field instructor unavailability due to increased work load or change of positions;
2. field instructor’s inability to provide appropriate supervision;
3. lack of opportunities to complete the requirements of the field practicum as outlined in the practicum learning agreement;
4. interpersonal problems or conflicts with the field instructor that has not been able to be successfully resolved despite sincere efforts of the student, field instructor, faculty liaison, and field coordinator.

The faculty liaison and Field Education Director will meet to consider whether the student should be:
1. Placed at an alternate site and complete the field practicum hours;
2. Placed at an alternate site and complete additional practicum hours; or
3. Remain at the current field practicum site.

The Field Education Director will inform the student in writing of the decision no later than seven days after the meeting.

A field instructor has the authority to terminate a student’s placement at the agency if the field instructor is unable to continue as field instructor, or if the student’s performance or behavior does not meet the standards of generally accepted social work practices. The field instructor will communicate concerns to the student immediately upon observation or knowledge of the problem, discuss interventions to ameliorate the deficit during weekly supervision, and inform the faculty liaison immediately that the problem exists. The faculty liaison immediately informs the Field Education Director.

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Examples of some behaviors that would be valid reasons for possible termination of the student’s field practicum include:
1. chronic tardiness;
2. absences from field practicum without notifying the field instructor;
3. chronic tardiness in completion of agency paper work;
4. missing appointments with clients or field instructor without appropriate notification;
   exploiting the agency by misuse of agency supplies or resources;
5. dressing in an inappropriate, unprofessional manner;
6. acting unprofessionally while at the agency, such as inappropriate displays of emotions or displays of immature behavior.

Some examples of ethical violations include:
1. engaging in intimate (sexual/romantic) relationships with a client or a client’s family member;
2. falsifying agency or College documentation;
3. breaching client confidentiality; initiating a physical confrontation with a client, client’s family member, field instructor, agency staff, or faculty member;
4. exhibiting impaired functioning due to the use of alcohol or other substances during practicum hours;
5. acting in a discriminatory manner toward a client, co-worker, fellow student, field instructor, or faculty member.

In the event that the field practicum is terminated for behaviors or a lack of skills on the student’s part, the Field Education Director in consultation with the faculty liaison, will consider whether the student should:
1. Be placed at an alternate site and complete the field practicum hours;
2. Be placed at an alternate site and complete additional field practicum hours;
3. Withdraw from the field practicum course and re-apply for another semester;
4. Take additional social work classes prior to re-enrollment in the field practicum course; or
5. Be terminated from the field practicum course and receive a grade of F for the course.

The Field Education Director will inform the student in writing of the decision no later than seven days after the meeting.

If a student is terminated from a field practicum and receives a grade of F for the field practicum course, s/he will automatically be dismissed from the program with no opportunity to reapply or re-enter.

Policies related to dismissal or suspensions are not meant to inhibit the student’s right to appeal (see Student Handbook).

**EVALUATING STUDENT PROGRESS AND PERFORMANCE**

Grading Scheme
A student is expected to maintain a 3.0 G.P.A. or above grade point average in all social

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work course work. The learning contract, feedback from the field instructor, student assignments, student field performance evaluations, as well as attendance and participation in seminar, are the basis for the assignment of student grades. Field practicum grades for each student are recommended by the field instructor to the faculty field liaison. The faculty field liaison calculates the grade by combining the recommended grade from the field instructor and the final field evaluations.

Grading is done on the alphabetical system as follows (pluses and minuses may be used):

A  Distinguished - Excellent or superior performance in most field practicum activities and seminar assignments
B  Superior - Above average level of performance in most areas of field practicum and seminar – some superior performances of potential for superior performance is evident.
C  Average - Acceptable level of performance in most areas of field practicum and seminar – some above average performances of potential for above average performance is evident.
D  Below Average - Unacceptable performance.
F  Failing - This grade is usually given only in consultation with the Faculty Field Liaison and the Field Director, since it can have serious consequences for the students continuing in social work education. A grade of F may be automatic dismissal.
I  Incomplete – Students are expected to complete all work before the final session of the class. Incompletes are not granted automatically. A grade of “I” may be assigned only in cases of illness, accident, or other catastrophic occurrence beyond the student’s control. It is the responsibility of the student to request an Incomplete prior to the end of the semester. All work must be completed by the deadline specified by the instructor, which must be on or before the last day of the fourth week of classes in the next term, excluding summer session. Students who fail to complete the required work by the date assigned by the instructor will be assigned a grade of “F”.
W  Withdrawal - The grade of Withdrawn indicates that the student has officially withdrawn from the field practicum course, or that the student has been dropped for non-attendance. No student who has officially withdrawn from the field practicum course or who has been dropped for non-attendance, may continue in the field placement.

If the student believes he/she received an incorrect grade, the student may file a grade appeal as outlined in the Social Work Program Student Handbook.

**Midterm Evaluation**

A mid-term progress meeting will be conducted with the Social Work Program faculty field liaison or responsible faculty to discuss progress in the student field placement. This meeting will be recorded by the Faculty Field Liaison in IPT for each student.

**End of Semester Evaluation**

The student’s performance will be formally evaluated at the end of each semester of placement. This evaluation will be conducted by the field instructor and the task supervisor (if applicable) in a meeting with the student using the Field Placement/Practicum Assessment.
instrument, delivered through a web-based format. Training and details will be provided by the Social Work Program to Agency Field Instructors and students each year during the fall orientation workshop and when needed throughout the academic year. This dual evaluative process between the agency field instructor and student fosters a positive learning environment. This evaluation will provide input on all objectives established in the learning plan. This evaluation must be electronically signed by the student and the agency field instructor. Following the evaluation, the field instructor will recommend a field practicum grade to the Social Work Program faculty field liaison.

The student will be evaluated based on the following:
1. Completion of minimum required clock hours;
2. Completion of activities defined by the student and field instructor as outlined in their learning contract.

Additionally, an end of year agency placement evaluation will be completed by the student. Although this evaluation is confidential, students are highly encouraged to share their results with their Agency Field Instructor.

POLICIES RELEVANT TO PRACTICUM PLACEMENT

A number of policies have been described in early sections of this field manual. Also as noted in the Forward, not every policy can be covered, and the policies herein do not supersede those of the Social Work Program, or Lewis-Clark State College.

**Required Hours.** All students are required to complete a minimum of 400 clock hours in field practicum to earn 8 credit hours.

**Two-Semester Placement.** Students spend two consecutive semesters in one field practicum placement, 200 clock hours per semester, and receive 4 credit hours for each semester. This arrangement requires approximately 15 hours per week for 15 weeks for each semester. The student’s schedule is arranged in consultation with the field instructor. Specific arrangements for any given field practicum may depend on the student’s academic needs, the agency’s capacity, and the Program’s requirements.

**Hours completed during the fall/spring semester break.** The student may complete up to 40 hours during the break between fall and spring semesters. A schedule must be submitted to the faculty liaison at least two weeks prior to the break. A student may arrange with the agency to work during spring break, or Thanksgiving, but this is not a requirement. A schedule must be submitted to the faculty liaison at least two weeks prior to the holiday, or be incorporated into the field practicum learning contract.

**Holidays.** The field practicum is an academic course and students are expected to observe the academic schedule. No holidays or sick leave hours can count as practicum hours.

**Conference and Meeting Attendance**
With the Field Instructor’s approval, student attendance at conferences and professional meetings may be counted toward placement hours when the content pertains to the student’s field assignments.
**Early Completion of Practicum Hours.** Often students complete more than 200 hours per semester in their practicum setting, or complete additional hours during school breaks. While this is acceptable, students should be aware that they have made a commitment to the agency and to the course itself to extend their practicum throughout the semester in which they are enrolled. Therefore, students should not expect to complete their practicum prior to two weeks preceding the final week of classes.

**Adherence to Work Hours.** Students are expected to adhere to the schedule agreed upon with their field instructor. This means showing up on time and staying for the entire time period. A student is expected to call the practicum agency in advance if the student is too ill to attend field practicum placement that day. The student must clear all other absences from the field placement with their field instructor at least 24 hours in advance. A student may be dropped from the course for excessive absences (absences in excess of 5 days from field placement during the course of a semester, are considered excessive), or for unexcused absences.

**Grievance Procedure for Field Instruction** – Any student or student group may utilize College procedures for resolution of student disputes arising from decisions or actions of College faculty, staff, or administrative officials. (see Student Handbook for Procedure)

When the grievance relates to an action in field practicum, the grievance should first be initiated with the Faculty Field Liaison no later than five (5) school days after the act complained of has occurred. If the act complained of has occurred in between academic terms, the student shall file the complaint no later than five (5) school days after the beginning of the next academic term. The Faculty Field Liaison in coordination with the Field Director shall make a determination within five (5) school days following the presentation of the complaint and will notify the petitioner in writing immediately thereafter. If a satisfactory outcome is not achieved, the appeal may be forwarded to the Director of the Social Work Program.

The appeal must be presented to the Director of the Social Work Program or designee no later than five school days after receipt of Field Director’s decision. If the decision occurred in between academic terms, the student shall file the appeal no later than five school days after the beginning of the next academic term following the date that the act occurred. The Director of the Social Work Program shall make a determination within five school days following the presentation of the appeal and will notify the petitioner in writing immediately thereafter.

**Life/Employment Experience** – In accordance with the accreditation standards of the Council on Social Work Education (CSWE) academic credit for life experience/previous work experience will not be given.

**Students with Criminal Convictions.** Students who have a criminal conviction need to be aware that this may affect internship placement and/or future ability to become a licensed social worker. Many agencies will require finger printing and background checks.

**Student Malpractice/Professional Liability Insurance Coverage.** The student is covered by the liability insurance of Lewis-Clark State College for activities and decisions made while the student is in placement. However, the following conditions must apply:

1. The student is enrolled in SW497;
2. The activities in question take place within the semester or with the Field
Coordinator’s approval during College breaks such as Holiday or spring Vacation;
3. The activity is a normal and customary part of the student’s educational program.

It is to be noted that the agency is responsible for the professional liability of all of its employees including the field instructor of the student.

**Students with Special Needs** The Americans with Disabilities Act of 1990 requires that the college make reasonable accommodation to persons with disabilities as defined in the Act. Students with a disability seeking an academic accommodation must contact:

- Coeur d’Alene Campus
  - (208) 666-6707
- Lewiston Campus
  - (208) 792-2211

**Student Safety** — We recognize that students cannot be insulated from the risks in providing services to people, institutions and communities. Students frequently lack the experience and skills that help seasoned practitioners assess risk and take appropriate precautions. Therefore Social Work Program requests that all field work agencies provide an orientation and a forum for discussion about safety, high-risk situations and violence issues that are relevant for the individual agency as the student begins field placement. Seminar Class will also include a presentation on safety issues, which all students attend.

**Transportation** — Students are responsible for transportation to and from the field setting. The College has no funds with which to reimburse students for the use of their private automobiles and for other expenses incurred in the conduct of agency business. *Students shall not transport clients in their own vehicles.* If the student is expected to use a personal car for any official agency business, the agency must provide in writing to the College verification that the student is covered under the agency’s insurance. In the event that such coverage is not available, the student must not be expected to engage in such activities and must not be penalized for this. Agencies are encouraged to reimburse students for reasonable mileage expenses incurred while on official agency business if such use has been approved.
Dear Social Work Student,

Enclosed is the Application for Fieldwork Position. There is an application process for the Social Work Field Instruction which must be followed. Review the attached material, and complete the application. Please do not make contact with any agency regarding field placement.

Students must have completed at least 31 of the required core credits, Social Work 341, 386 and 442 and be admitted into the Social Work Program before becoming eligible for Field. You must maintain at 2.7 GPA in Social Work courses. **IT IS RECOMMENDED** that you complete the majority of your course work **PRIOR TO** enrolling for Field. Social Work 443 (Macro) may be taken concurrently with field.

Students must submit the enclosed application and complete an interview with the faculty field liaison before receiving approval to enroll in Field and Senior Research (SW 499), which must be taken concurrently.

**STUDENTS MUST COMPLETE A RESUME** and attach it to this application.

For help in preparing a resume, students may contact the CAREER DEVELOPMENT OFFICE at Lewis-Clark State College, 208-792-2313

Your resume should include your name, address, phone number, and e-mail address.

It should also include your educational and employment history. Describe your work and/or volunteer experiences.

A brief paragraph, which addresses your goals for your social work career and your social work field experience, should also be included.

An “Orientation to Field Placement” session will be scheduled during April to review the placement process and the expectations for Field.
Appendix B

*Lewis-Clark State College*
*Social Work Program*

Agency Application as Field Placement Site

Agency Name: _____________________________________________________________

Address:______________________________________________________________

City:_________________________ State:___________ Zip:_____________________

Phone Number:_______________ Fax Number:_____________________________

Agency Director / C.E.O. / Executive Director: _______________________________

**A. Mission of organization: (attach a separate sheet if additional space is needed)**

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

**B. Population served: (attach a separate sheet if additional space is needed)**

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

**C. Brief description of services provided by agency: (attach a separate sheet if additional space is needed)**

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

Revised 08/12/2013
D. Availability of social work supervision (Check only one):
   ___ On-site, full-time MSW supervision
   ___ On-site, part-time MSW supervision (ten hours a week or more)
   ___ On-site, full-time BSW supervision
   ___ On-site, part-time BSW supervision (ten hours a week or more)
   ___ Off-site supervision (field instructor from outside of organization to provide
       minimum one hour per week supervision)

   Name: ____________________________

   Phone number: ______________________

E. Is financial support available (i.e. stipend salary, travel reimbursement, etc)?
   ___ No   ___ Yes, explain

F. Please sign below and return this form to:
   Lewis Clark State College
   Social Work Program
   500 8th Ave.
   Lewiston, ID 83501

   Form may also be faxed to 208-792-2571

____________________________________   __________________________
Signature of Agency Representative     Date

A copy of this form with the Field Placement Coordinator’s signature will be returned to the agency.

____________________________________   __________________________
Field Coordinator                      Date
Appendix C

*Lewis-Clark State College*
*Social Work Program*

**Field Instructor Application**

The selection of field instructors is based upon their ability to assist students with their learning experiences. Criteria for field instructors include:

1. Graduation from an accredited School of Social Work;
2. Two or more years of professional practice experience;
3. Employment in your current position for at least 6 months prior to becoming a field instructor;
4. Agreement to participate in field instructor orientation and field instructor workshops.

Applications are reviewed and approved by the Faculty Field Liaisons and the Field Coordinator. To assist us in evaluating your potential to be one of our field instructors, please supply the following information:

Name: ____________________________  Position/Title: ____________________________

Agency Name: ____________________________  License Number (If Applicable): ____________________________

Address: ____________________________________________________________

City: ____________________________  State: ____________________________  Zip Code: ____________________________

Date of Hire: ____________________________

Telephone Number: ____________________________  Fax Number: ____________________________

Email: ____________________________  Cell Phone: ____________________________

Please indicate the number of years you have practiced as a social worker: ____________________________

Educational Background

College / University: ____________________________  Highest Degree / Year: ____________________________

Field Instruction Experience

Please describe any experience you have previously had as a field instructor, levels and number of students (BSW/MSW) instructed university affiliations, etc. ____________________________

________________________________________

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Appendix D

Lewis-Clark State College
Social Work Program

Employment-Based Field Placement Agreement

As a potential option, some students work in social service agencies and may meet their field placement requirements at their place of employment. This form will serve as an agreement between the Social Work Program and the Employing Agency regarding an employment-based field placement.

Employing Agency: ____________________________________________

Agency Address: ____________________________________________

This student is currently an employee at this agency and it is anticipated the student will remain employed during the course of his/her field placement. The following conditions are approved by the Agency and the Social Work Program as the means necessary to protect the educational integrity of the field placement. This agreement is prepared for:

Name of Student: ____________________________________________

1. The student’s administrative supervisor cannot serve as the field instructor. Likewise, the administrative supervisor must not have previously supervised the student in other employment.

Name of current supervisor: _________________________ Phone Number: ______________

Revised 08/12/2013
Name of proposed field instructor: __________________ Phone Number: _______________

2. The availability of release time for course and field practicum instruction is ensured.
3. There is clear differentiation between work-related assignments and educational objectives. Assignments that are developed for practicum learning must be educationally focused in areas of new learning for the student.
4. The learning experiences for the student must be drawn from a unit of the agency different from the area where the student functions as an employee.
5. The agency agrees that the field practicum learning agreement will guide the field practicum experience.
6. The agency must meet the same criteria as other field practicum agencies.

Signature of Faculty Field Liaison: __________________________ Date: ____________
Signature of Field Coordinator: ____________________________ Date: ____________
Signature of Field Instructor: _____________________________ Date: ____________
Authorized signature for Agency: __________________________ Date: ____________
Appendix E
(Please note that this contract must be received by the Social Work Program Faculty Liaison prior to an official field placement beginning). There are no exceptions to this rule per college field placement and insurance policies.
FIELD INSTRUCTION AGREEMENT BETWEEN THE LEWIS-CLARK STATE COLLEGE B.S.W. PROGRAM AND AFFILIATED AGENCIES

I. Whereas the Social Work Program at LCSC and many community agencies recognize the value of field instruction in social work education, and whereas students register for and receive college credit for agency-supervised field education, therefore, this statement of understanding delineates areas of responsibility for both Lewis-Clark State College and the field practice agency.

____________________________________(agency) has been designated by the Social Work Program at Lewis-Clark State College as an approved field instruction setting.

This agreement becomes effective on _______________________.

  (date)

II. The Social Work Program at LCSC agrees to:

1. Assure that students obtain liability insurance prior to the start of their field experience. Students in field instruction are not college employees, but are fulfilling specific requirements for the B.S.W. degree.
2. Provide copies of the Field Instruction Manual and other pertinent instructional materials to the agency.
3. Collaborate with agency personnel in the design of learning experiences that meet the purposes and objectives of field instruction.
4. Keep the agency and field instructors informed about the Program’s activities and plans affecting field education.
5. Assist the agency in developing appropriate placements for entry level, generalist-trained social work students.
6. Provide a faculty liaison to aid in the monitoring of student progress, as well as provide consultation and assistance to the agency.
   a. The liaison will meet with the field instructor at least twice each semester to monitor student progress.
   b. The liaison will provide oversight of the field instruction to ensure that learning objectives are met.
   c. The liaison will aid in the early identification of problems and help devise a plan for resolution as necessary.
7. Provide opportunities for agency/field instructor participation in Program committees/activities.
8. Inform students in field instruction of their responsibility to conform to agency standards regarding client/patient welfare.
9. The College and each student shall comply with applicable state, federal, and local laws regarding the confidentiality of client/patient information and records.

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III. The Agency Agrees to:

1. Accept the policy of the Social Work Program that students are assigned in accordance with the provisions of the federal and state civil rights laws, and the agency will not discriminate on the basis of gender, race, age, religion, color, sexual orientation, or national origin.
2. Adhere to the purposes, policies, and procedures of the social work education program as presented in the Field Instruction Manual.

3. Accept and treat the student’s primary role as learner, and the field practicum assignment as an educational experience.
4. Provide the student with the resources necessary to carry out assigned educational and service tasks.
5. Provide qualified staff as field instructors in accordance with the Program’s policies.
   a. The field instructor will assume primary responsibility for the development and implementation of student learning activities.
   b. The field instructor will assist the student in the development of the learning contract.
   c. The field instructor will provide a minimum of one hour of individual supervision per week.
   d. The field instructor will notify the Field Liaison of any problems with the student.
   e. The field instructor will involve the student in ongoing evaluations of their performance, and recommend a grade to the Field Liaison at the end of each semester.

6. Assure that the field instructor has adequate time within the work schedule to meet the field instruction requirements.
7. Assure that the faculty liaison is advised of policy and service changes, and other developments which may affect student learning.
8. Provide the student with a comprehensive orientation to the agency, including agency standards regarding client welfare and confidentiality.

IV. This agreement shall be reviewed annually by June 30, and any amendments will become effective with the opening of fall semester. This Agreement may be terminated by either party upon six (6) months written notice. This Agreement may be amended at any time by mutual agreement expressed in writing, signed by both parties.

SIGNATURES:

Agency Director: ______________________________ Date: ____________

Field Instructor: ______________________________ Date: ____________

Task Supervisor: (if different from Field Instructor)

Revised 08/12/2013
Lewis-Clark State College Field Education Director:

Date: __________

Lewis Clark State College Program Director:

Date: __________

Rev. 7/07

Revised 08/12/2013
Appendix F

Lewis-Clark State College
Social Work Program

Field Experience
Beginning Contract

Student: ___________________________  Date: ___________________________
Agency: ______________________________________________________________
Address: _____________________________________________________________
Field Instructor (s): _____________________________________________________
Task Supervisor: (if applicable) ___________________________________________

_____
Title: ___________________________  License # ___________________________
Phone: ___________________________  E-mail: _____________________________
Student duties and/or activities: (e.g. job description) _______________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

(attach a separate sheet if additional space is needed)

Approximate Number of Hours Per Week at Agency: _______________________
_____________________________________________________________________
Beginning date of placement: _____________________________________________
Expected date of completion: ___________________________________________

Agency Field Instructor: ___________________________  Date: ________________

Student: ___________________________  Date: ___________________________

Revised 08/12/2013
Faculty Field Liaison:__________________________ Date:__________________________
List your commitments in the time schedule slots including classes, work, other, and show by asterisk which commitments are changeable.

**WORKSHEET FOR FIELDWORK SCHEDULING**

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Appendix H
Lewis Clark State College
Social Work Program

BSW PRACTICUM TIME CARD (filled out on IPT each month)

Name: __________________________
Month: _________________________  Agency ____________________________

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Total hours this month: __________________________ supervision Hours: ____________

(include practicum, supervision, and seminar hours) (one hour per week)

Total hours year to date: _______

Revised 08/12/2013
_____________________________________  _______________________________________
Student's Signature                           Field Instructor's Signature     (required)

COMMENTS:
_____________________________________  _______________________________________
_____________________________________  _______________________________________  
_____________________________________  _______________________________________

Copy As Needed
Submit Monthly
Appendix I

Lewis-Clark State College
Social Work Program

Field Experience Learning Contract: Completed on the IPT system

Student:       Semester:    Year:

Agency:

Field Instructor:

Task Supervisor (if applicable):

This learning contract serves to articulate activities that support CSWE’s competencies, school and student’s learning objectives and to be a reflection of the student’s year in the field. These activities are site-specific, measurable, and individualized with the goal of promoting the student’s successful development of professional competencies. Two learning contracts will be developed, one within the first four weeks of the fall semester and one with the first four weeks of the spring semester.

This plan is negotiated between the student, field instructor, and task supervisor (where applicable) and provides the basis for evaluating the student’s professional development. The student’s plan should be comprehensive, with activities added each semester. The learning contract will be re-evaluated and updated in the spring semester each year. Faculty field liaison consultation is available as needed to support the development of this plan.

This plan should be completed no later than the 4th week of the first semester. At the beginning of the second semester, the plan is updated to reflect changes and/or new opportunities.

Competencies, Practice Behaviors and Student Learning Activities:

1. Identify as a professional social worker and conduct oneself accordingly: (2.1.1)
   - Advocate for client access to the services of social work;
   - Practice personal reflection & self-correction;
   - Attend to professional roles and boundaries;
   - Demonstrate professional demeanor is behavior, appearance, and communication;
   - Engage in career-long learning;
   - Use supervision and consultation.

Learning Activities: (include at least two)
2. Apply social work ethical principles to guide professional practice: (2.1.2)
   - Recognize and manage personal values in a way that allows professional values to guide practice;
   - Make ethical decisions by applying standards of the NASW Code of Ethics;
   - Tolerate ambiguity in resolving ethical conflicts;
   - Apply strategies of ethical reasoning to arrive at principles decisions.

Learning Activities: (include at least two)

3. Apply critical thinking to inform and communicate professional judgments: (2.1.3)
   - Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
   - Analyze models of assessment, prevention, intervention, and evaluation;
   - Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Learning Activities: (include at least two)

4. Engage diversity and difference in practice: (2.1.4)
   - Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
   - Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
   - Recognize and communicate understanding of the importance of difference in shaping life experiences;
   - View themselves as learners and engage those with whom they work as informants.

Learning Activities: (include at least two)

5. Advance human rights and social and economic justice: (2.1.5)
   - Understand the forms and mechanisms of oppression and discrimination;
   - Advocate for human rights and social and economic justice;
   - Engage in practices that advance social and economic justice.

Learning Activities: (include at least two)

6. Engage in research-informed practice and practice-informed research: (2.1.6)
   - Use practice experience to inform scientific inquiry;
   - Use research evidence to inform practice.

Learning Activities: (include at least two)

7. Apply knowledge of human behavior and the social environment: (2.1.7)
   - Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation;
   - Critique and apply knowledge to understand person and environment.
Learning Activities: (include at least two)

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services: (2.1.8)
   - Analyze, formulate, and advocate for policies that advance social well-being;
   - Collaborate with colleagues and clients for effective policy action.

Learning Activities: (include at least two)

9. Respond to contexts that shape practice: (2.1.9)
   - Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, & emerging societal trends to provide relevant services;
   - Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Learning Activities: (include at least two)

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities: (2.1.10)
    - Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
    - Use empathy and other interpersonal skills;
    - Develop a mutually agreed-on focus of work and desired outcomes;
    - Collect, organize, and interpret client data;
    - Assess client strengths and limitations;
    - Develop mutually agreed-on intervention goals and objectives;
    - Select appropriate intervention strategies;
    - Initiate actions to achieve organizational goals;
    - Implement prevention interventions that enhance client capacities;
    - Help clients resolve problems;
    - Negotiate, mediate, and advocate for clients;
    - Facilitate transitions and endings;
    - Critically analyze, monitor, and evaluate interventions.

Learning Activities: (include at least two)

Signatures:

Field Instructor electronic signature Date:

Task Supervisor (if applicable) electronic signature Date:

Student electronic signature Date:
Appendix J

Lewis Clark State College
Social Work Program

Student Evaluation of Practicum

Date:__________________________________________

Student:________________________________________

Name of Agency:________________________________

Field Instructor:________________________________

Task Supervisor: (if applicable)_____________________

1. The Agency as a Learning Environment

a. Was the agency able to provide adequate space, supplies, and equipment for you to fulfill your student responsibilities? ________Yes _______No

   Comments:

b. Were you provided with an orientation that sufficiently introduced you to the agency, its service mission and appropriate agency staff? _______Yes __________No

   Comments:

c. Did the agency seem to be conducive to the educational focus of the field work placement, i.e., provide a helpful learning environment? ________Yes __________No

   If not, please explain:
d. How do you feel the agency views social work students; (check one of the following)

   _____As a part-time staff member, where the needs of the agency take
 precedence.

   _____As a student learner, where the focus is on the educational learning
 experience

2. Learning Opportunities
   a. Was the agency able to provide you with an appropriate number of clients?
      ________Yes ________No
      If not, please explain:

   b. Did you think you had sufficient/adequate contact with clients?
      ________Yes ________No
      Comments:

   c. Did you have either a task or treatment group experience?
      ________Yes ________No
      Please describe:

   d. Were there any learning experiences you were interested in but were unable to
      experience while placed at this agency? ________Yes ________No
      Please describe:

   e. Was the learning contract a foundation for your learning experiences?
3. **The Teaching Process**

   a. Discuss or describe the supervision provided by your field instructor. (Include how often and how long you met as well as the quality of supervision.)
   
      Comments:

   b. Do you think your field instructor provided a positive professional role model for you?  
      ______ Yes ______ No  
      Comments:

4. **Recommendation for future use of this field setting**

   ______ Continue to use this placement  
   ______ Continue to use this field instructor  
   ______ Continue to use with modifications (please explain)  

   If you do not recommend your field setting for future use, please indicate the reasons for your recommendation.

5. **In your opinion, please describe the qualities needed in a student for successful completion of this field placement (e.g., works independently, needs structure, beginning or more advance student, etc.)**

6. **Additional Comments:**
Appendix K

TO: FACULTY FIELD LIAISON
LEWIS-CLARK STATE COLLEGE
SOCIAL WORK PROGRAM

RE: READING OF FIELD INSTRUCTION MANUAL

I have read the Social Work Program’s Field Instruction Manual. I understand these documents and my responsibilities as an intern.

____________________________________
Student’s Signature

____________________________________
Print Name

____________________________________
Date

Note: Please return this signed statement to the Social Work office no later than three weeks after the first seminar class session