



BSW Field Manual

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Social Work Program
School of Education
Lindenwood University
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Dear BSW Students:

Welcome to the Field Education component of your Social Work education here at Lindenwood University! An integral part of your training is the three-part (510 hours total) field experience you will have as you prepare for career as a BSW professional.

This manual serves as a guide for you in understanding our field education program and how each of the three levels of field instruction at Lindenwood University fit into the BSW curriculum. It includes important information on the field education program including:

- The policies and objectives of the BSW field experience at Lindenwood University
- The guidelines for managing field instruction
- The responsibilities of the student, field supervisor, field coordinator, and the University

Field Instruction is central to your preparation as a social work practitioner and is intended to provide a connection between the theory and concepts learned in class and the practical world of the practice setting. The Social Work faculty are excited that you are entering the field instructional phase of your social work learning experience and expect that you will find numerous rewards as you continue in your professional development.

Lindenwood's BSW program is constantly growing and evolving in order to better meet its students' needs. While every attempt will be made to keep this document updated with the latest information, there may be times when there could be a lag between changes in the policies and practices of the program and their publication in the manual.

Please, do not hesitate to contact me with questions, concerns, or comments regarding the content of this manual or any other aspect of field instruction.

I look forward to working with you,

M. Denise King, PHD, Field Coordinator

Lindenwood University Social Work Program

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Agencies:

The Directory of Approved Field Agencies is updated annually and will be available to you on the Social Work webpage. These agencies are approved based on the quality of learning experiences provided to previous students. They are agencies we frequently use for field assignments. If you wish to consider an agency that is not on the list, it will need to be approved by the Field Coordinator.

The Council on Social Work Education Standards

The Council on Social Work Education (CSWE), in its educational policy for Baccalaureate Degree Programs in Social Work Education, states that:

The purpose of social work education is to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems (Educational Policy 1.1)

CSWE also states that:

. . . . “is an integral component in social work education which is anchored in the mission, goals, and educational level of the program.” It is critical that the student work closely and in a timely manner with the BSW field director in order to develop the best possible plan for successful completion of the program requirements. (CSWE Educational Policy 1.1)

The field practicum at Lindenwood University is based upon the curriculum policy of the CSWE. The practicum is an essential element of the BSW program at LU. Field instruction includes a variety of experiences that will enable the student to grow in their understanding of the values and roles of the generalist social work practitioner. These experiences take place in a variety of settings across the continuum of micro, mezzo, and/or macro generalist social work practice. The student’s knowledge base will deepen and the student will begin to integrate theory with practice under the guidance and example of the field supervisor.

Lindenwood University Social Work Program Mission and Goals

This manual is intended to inform students and Field Supervisors about the undergraduate BSW (Social Work) field practicum program, policies, and procedures. The mission of the Social Work program draws from the mission statement of the University and the School of Education (SOE) where the program is housed.

The Mission of Lindenwood University

REAL EXPERIENCE. REAL SUCCESS.

Enhancing lives through quality education and professional preparatory experiences.

The Mission of the Lindenwood University School of Education

The Mission of the School of Education at Lindenwood University is to provide an experiential education of exceptional quality, which prepares students to successfully lead and serve as professionals in a diverse society.

The Mission of the Lindenwood University Social Work Program

The Social Work Program at Lindenwood University prepares graduates for generalist social work practice with individuals, families, groups, organizations, and communities in an ethical and effective way. The Social Work Program promotes societal responsibility, cultural humility, and social justice.

Program Goals

Incorporating a global perspective, Lindenwood University Social Work (LUSW) program BSW graduates in practice will:

1. Provide evidence-based generalist social work practice at all levels (micro, mezzo, macro);
2. Advocate for the marginalized and the oppressed (micro, mezzo, macro) and take action against social injustice; and
3. Advance general understanding of the value of the social work profession.

In addition to course work, the LUSW Program provides real experience through 510 hours of field practicum experience. Students are prepared by quality educators in a CSWE accredited Social Work program that prepares students to successfully lead and serve as professionals in a diverse society.

The LUSW Program's goals are derived directly from the core competencies established by the CSWE's 2015 Educational Policy and Accreditation Standards. Competencies consist of observable, measurable behaviors that consist of several dimensions of learning including knowledge, values, skills and cognitive/affective reactions. These competencies comprise the learning objectives for the field instruction program.

Learning Objectives

The purpose of the Lindenwood BSW field practicum is to help the student to integrate knowledge and master nonclinical, general social work practice skills that are consistent with the Social Work competencies and the LU Social Work program objectives as they become rooted in community and social service practice. Through direct face-to-face client experiences and with the guidance of the field supervisor, the student strengthens a professional sense of self as a generalist practitioner. At the end of the field practicum experience, the field supervisor will evaluate the student on each of the practicum objectives below which have been elaborated on in the student's learning contract with the agency.

Field Practicum Learning Objectives:

1. Students demonstrate ethical and professional behavior.
2. Students engage diversity and difference in practice.
3. Students advance human rights and social, economic, and environmental justice.
4. Students engage in practice-informed research and research-informed practice.
5. Students engage in policy practice.
6. Students engage with individuals, families, groups, organizations, and communities.
7. Students assess individuals, families, groups, organizations, and communities.
8. Students intervene with individuals, families, groups, organizations, and communities.
9. Students evaluate practice with individuals, families, groups, organizations, and communities

Field Instruction Summary & Connection to the Classroom

Students are provided the opportunity to have three separate field experiences in our program. In supervised social work practice, students are provided opportunities to apply classroom learning in a field setting. These three experiences are required of all students and constitute 13 credit hours of the 44 required social work credit hours. The courses are: Social Agency Observation (one credit hour – 10 hours in the field), Service Learning (3 credit hours - 100 hours in the field), and Field Practicum (9 credit hours -400 hours in the field). These three courses combine to form our field instruction (510 total hours in the field).

Field instruction occurs primarily toward the end of the BSW curriculum which provides students with multiple opportunities to be very familiar with social work theory, terms, and concepts before entering the field. With evidence-informed practice as the goal, the LUSW Program ties field instruction directly to the classroom. The most evident way is by placing each of the three field instruction courses in a separate year of the student's development and pairing each field experience with learning courses.

The first field experience (Social Agency Observation) occurs in the freshman or sophomore year. The second experience (Service Learning) occurs in the junior or senior year. The most substantial experience (Field Practicum) occurs in the senior year, preferably in the student's last semester. See the summary chart on the next page for a visual guide of these courses and a quick description of the meeting schedule, assignments an emphasis for each course. Note that for some students, particularly transfer students or those with double majors, field placements may not occur exactly in the recommended year as stated. Students work with their program advisor to develop a plan for graduation.

A second way of connecting the field experiences to classroom theory and concepts is the sequencing and pairing of each of the field courses to its "natural partner" class. The Social Agency Observation course generally follows the semester of Introduction to Social Work; Service Learning is generally paired with Social Work Practice I (individuals) and II (families and groups). The Field Practicum and Seminar are paired with Practice III (organizations and communities). In all these classes and field experiences, the theory and concepts of the partnered courses are drawn upon in the field class for case studies, learning assignments, and continual competency development linking theory to practice.

The third way the field experience is closely connected to theory and conceptual learning is through the Field Practicum Seminar course that all students in field placements attend. In this culminating course, the nine CSWE core competencies (the learning objectives for this course) are reflected in both student's Learning Agreements that guide their field experience and coursework that follows the same progression. In the Practicum Seminar, students are expected to complete weekly assignments which directly connect theory and classroom learning with the field experience.

The Practicum Seminar is designed to connect all learning of key social work concepts across the curriculum to the field experience. For each weekly progression, student assignments directly connect back to classroom learning about a specific competency and follows a progression through all nine. A sample course syllabus for each is included in the Appendix.

Students are encouraged to have **three different agency experiences** for these three field courses.

LU Social Work Field Education Summary Chart

<u>Course title</u>	<u>Credit</u>	<u>Meeting format</u>	<u>Key requirements</u>
SW 11500 Observation	(1)	meets three times in classroom	10 clock hours & time sheet Written assignments & final reflective paper Active participation in discussions
SW 40500 Service Learning	(3)	meets every other week in classroom	100 clock hours & time sheet Written assignments and final reflective paper Active participations in discussions
SW 45000 Field Practicum	(9)	two-hour weekly seminar in the classroom	400 clock hours & weekly time sheets Active participation in seminar discussions Written assignments Final capstone case presentation and paper

General Requirements and Guidelines for Field Practicum

Preparation for field placement begins well before agency placement occurs. Months prior to field placement, students attend one of two Pre-placement Seminars. Dates of the seminars will be emailed to students, announced in classes, and advisors will confer that students are ready to apply for practicum. Pre-placement Seminars are typically held in February/March meeting for Fall Semester Practicum Placements and in September/October meeting for Spring Semester Practicum Placements.

Students will receive practicum application materials at pre-placement seminar. Advisors approve student's application for practicum. This ensures that they are academically ready for practicum. Students are to read and be familiar with the Field Education Manual that will be available via email and on the LU Social Work website. ***Students are to adhere to the application deadline.*** Other guidelines:

1. Students are to review the Directory of Approved Field Agencies. The faculty believe that having three different agency experiences is preferable. Students are able to complete field experience at agencies not on the list but pre-approved by the Field Coordinator. For example: if a student commutes, it may be more advantageous to complete a placement in their home city rather than in the area surrounding Lindenwood. This arrangement needs to be pre-approved by the Field Coordinator.
2. Students complete and submit the Application for Social Work Field Practicum to the Field Coordinator (one original Application with signature; one Application and resume emailed to Field Coordinator). Your advisor's review of your transcript and verification of courses taken is required. Their signature is required on the appropriate form.
3. The Field Coordinator requests Social Work Faculty recommendations for field practicum from program advisor.
4. Social Work faculty meet to confirm applicant qualifications and officially approve/disapprove readiness for field placement.
5. The Field Coordinator will inform each student of their application's disposition, including Advisory Council and faculty feedback. If an application is fully approved, the student may move forward with contacting agencies for placement availability. If the application is approved with concerns, the student needs to meet with the Field Coordinator to develop a plan to address such concerns. If a student is not approved practicum, the student will be asked to meet with their advisor to discuss options.

The Field Coordinator *may* assist student by verifying field education openings or make initial inquiries in this regard for an agency not previously used by LU.

1. The student initiates phone calls to schedule interviews with prospective field agencies and field supervisors.
2. Student visits field education sites for pre-placement interview.

3. If the interview results in a decision of mutual acceptability for both the student and the Field Supervisor, then the student will notify the Field Coordinator by email.
4. Be aware that some agencies require background checks and/or drug screens, a TB test, or specific training before beginning the placement (like CPR/first aid). Those agencies will expect that these requirements are successfully completed before the practicum begins.

If mutual acceptability is not received, the process will begin again with another field agency until a site that is mutually acceptable is attained.

Block Placement: Lindenwood BSW students are expected to participate in a block placement. A block placement starts at the beginning of the academic term and finishes by the end of that academic term. It requires completion of 400 documented clock hours in the placement. Practicum is offered in the Fall and Spring semesters. Generally, a block placement is considered a minimum of 25 hours per week for 16 weeks. During block placements students are required to participate in Field Seminar meetings with the Field Coordinator and other students in practicum once a week for two hours.

Concurrent Placement: Under very unusual circumstances a BSW student may request to do their practicum over two semesters. A concurrent practicum requires the student to be in field at least 12.5 hours per week and to begin the concurrent placement at the beginning of an academic term and to finish during the following academic term. Unusual circumstances may include, but are not limited to, a documented illness, significant learning needs or accommodations. A student who is interested in being considered for a concurrent placement should first meet with their SW advisor and then submit a one-page proposal along with their Application for Social Work Field Practicum to the Field Coordinator. The proposal will be considered and discussed by the Social Work Faculty. The Advisory Council may be asked for input when the student practicum application is reviewed.

Field Requirements

Student Requirements for Field Placement

Students must meet the following criteria for admission to field placement:

- Have achieved a 2.5 GPA in their social work courses **and** a 2.0 overall GPA.
- Have completed all general education requirements.
- Have successfully completed Social Work Practice I (SW41000), Practice II (SW4110), and Service Learning (SW40500);
- Have completed the pre-placement seminar with the Field Director.
- Have completed the Application for Social Work Field Practicum

The application form can be found in the Appendix of this Manual (p. 70). Students are approved to begin the search for a field agency location after meeting these criteria.

Application for Field Practicum

All eligible students must submit a completed application for field placement. This process usually begins with a discussion between the student and their academic advisor to determine which semester the student is eligible for field practicum. Next steps include:

1. The student attends one of two required pre-placement seminars. Pre-placement seminars include but are not limited to how to apply for field practicum, selecting a site, resume development and interviewing skills, what to expect of the practicum and what is expected of practicum students.
2. Students may also schedule one-on-one appointments with the Field Coordinator for guidance.
3. All deadlines and schedules concerning field practicum are emailed to eligible majors and announced in classes by SW faculty.

Completed applications for Social Work Field Practicum are submitted to the Field Coordinator. See the application forms on page 77. A **complete** application consists of the following materials:

- Application for Social Work Field Practicum
- Attachment: Personal Statement
- Attachment: Personal Resume
- *Optional Attachment:* Verification of Malpractice Insurance student has purchased on their own through NASW or another method.

Incomplete or late applications will not be considered until the next placement cycle.

Identifying a Field Placement Site

Students are encouraged to be actively involved in the assessment of their learning needs. A major part of this involvement is the student's self-assessment of the type of practicum experience they would like to gain and the nature of supervision desired while in the practicum. To facilitate this assessment, students are encouraged to express preferences for agencies as well as limitations with regard to geographic placements during an interview with the Field Coordinator and on their Application for Social Work Field Practicum.

Selecting Preferred Practicum Sites from Directory of Approved Field Agencies

As part of their application, students are asked to select three perspective agencies where they would prefer to be placed. The agencies need to be listed in the Directory of Approved Field Agencies on the SW webpage. The Directory of Approved Field Agencies lists information provided by the recent Field Supervisors. The following information is available in the directory: the agencies primary area of practice, population served locations, supervisor and degree, possible learning task, contact information, exceptional learning opportunities, and any special requirements of practicum students. Students are encouraged to call prospective agencies to inquire further about learning opportunities that are available within those agencies. Routine efforts are made to keep the directory current although agency information changes quickly.

Agencies not on the List of Approved Field Agencies

LU students are also permitted to find other agencies that may be a better fit with their needs for work locations, child/family care locations, or special interests. Every potential field placement must be vetted by the Field Coordinator, new Field Supervisors must agree to participate in an orientation session and subsequent trainings arranged by the Field Coordinator, and the agency must abide by a signed "Memorandum of Agreement" with the LU Social Work Program that endorses a set of criteria in relation to the agency and in relation to the educational nature of the placement.

Field Agency and Supervisor Requirements

The selection of Field Agencies is an important part of Social Work's curriculum development. The Field Coordinator, with assistance from the SW faculty and consultation with the Social Work Advisory Council, maintains responsibility for determining an agency's suitability for serving as a training site for field instruction. Potential field placement agencies are required to review and complete a Social Work Practicum Memorandum of Agreement with the Lindenwood University Social Work Program (p. 70). The Agreement requires prospective placement agencies to endorse a set of criteria in relation to the agency and in relation to the educational nature of the placement. The Field Coordinator is responsible for assessing the agency's compatibility with selection criteria and for recommending approval or disapproval to the Social Work Department Chair, the Social Work Program Advisory Council, and the Assistant

Dean of Counseling and Social Work. Following receipt of the completed agreement, a site visit is scheduled with an agency executive or his or her designee to discuss the agency's readiness to provide practicum experience for students.

The Criteria for Selection of Field Placement Agencies include:

- The agency must provide a sanctioned human service.
- The agency must provide an opportunity for students to gain generalist social work practice experience in working with individuals, groups, families, organizations, and communities. Students need to be able to demonstrate observable behaviors consistent with the nine core competencies in all areas of their learning objectives, including policy and research. Students should be allowed to assume responsibility for the clients they are serving.
- The agency must provide an opportunity for students to utilize the network of human services, which are available in the community.
- The agency must provide an opportunity for students to gain social work practice experience with persons from diverse racial, ethnic, and cultural backgrounds.
- The agency must be willing to provide resources to students including supervision that is one-to-one for a minimum of 1 to 2 hours per week and available for consultation throughout the week; work space, support services and other resources necessary for students to perform as professionals.
- The agency must be willing to permit the Field Supervisor to: (a) interview prospective social work practicum students to determine compatibility between field agency, supervisor and student, (b) participate with the student in developing a Learning Agreement and (c) collaborate with the Field Coordinator from the Social Work Program to evaluate learning strategies that will support student learning during field placement.
- The agency must be willing to provide Field Supervisors with the time and other resources necessary to supervise students and to attend training seminars required by the Lindenwood University Social Work Program.
- The administration of the agency must be supportive of students completing a practicum experience in the agency setting, recognizing that the practicum experience is an educational experience and not employment.
- The agency must adhere to social work values and ethics.
- The agency must be willing to follow the procedures outlined in the Field Education Manual.

Potential Field Supervisors are required to complete an Application to serve as a Field Supervisor (p. 73). The Application to serve as a Field Supervisor requires prospective field educators to endorse a set of criteria in relation to the educational nature of the field practicum. Each individual in a Field Agency who serves as an agency-based Field Supervisor is required to complete the Field Supervisor application. The Field Supervisor application is reviewed by the Field Coordinator to assess the applicant's qualifications and potential to serve

as Field Supervisor for the Program. The Advisory Council is consulted if and as needed regarding prospective supervisors. Prospective supervisors who meet the selection criteria are approved by the Field Coordinator.

Criteria for Selection of Field Supervisors:

The role of Field Supervisors in the Field Practicum is fundamental to the socialization and training of Social Work students. In accordance with standards developed by CSWE and endorsed by the faculty of the Social Work Program, approved Field Supervisors must meet certain minimum standards. Following receipt of a new completed Application to Serve as a Field Supervisor, contact is made with the Field Supervisor by the Field Coordinator to discuss the Field Supervisor's readiness to accept a student.

- The Social Work Program requires that Field Supervisors hold a CSWE-accredited baccalaureate or master's social work degree. If not immediately available to the practicum student, a Task Field Supervisor who holds a human services-related degree may provide daily oversight of students if another agency employee with CSWE–approved credentials is available to the student to provide social work perspective, and meet for supervision one hour per week. If neither is available within the agency, or in rare circumstances if a Social Worker is not employed within the agency (e.g., in a rural program), the LU Field Coordinator would provide the social work supervision for the student and work with the task supervisor in order for the practicum student to gain the social work perspective. The Field Coordinator would determine this exception.
- The Social Work Program requires that Field Supervisors possess the interest, motivation, and commitment to provide intensive supervision of students.
- Field Supervisors must be willing to provide the necessary time to supervise students and assure an educational focus to their learning. This means weekly scheduling of one-to-one sessions for a minimum of one hour per week and being available to consult with students during the week.
- Field Supervisors new to the LU Social Work Program will participate in a field instruction orientation. The training may occur in a group setting, online, or one to one if needed. Field Supervisors who have completed the initial orientation training are encouraged to attend other training sessions (when available) throughout the year. Field Supervisors must be willing to assist students with developing their Learning Agreements and completing evaluations of student performance. Field Supervisors need to feel comfortable collaborating with LU faculty in designing learning strategies suited to student learning needs.

Considerations for Faculty Endorsement of Placement

Although the Field Coordinator is responsible for matching students with practicum sites, the student preferences are strongly considered. BSW students are placed in practicum sites that are closely supervised by approved personnel who function as Field Supervisors. To the extent possible, student preferences will be honored, however, extenuating circumstances may preclude this. The Field Coordinator will discuss reasons with the student if a particular

site and/or Field Supervisor is denied, and the student must start the process with another agency.

The following agency factors are considered in matching students with practicum sites:

- Types of services and populations of individual serve through the agency - years of experience, training of Field Supervisors
- Attendance of Field Supervisor at LU Program sponsored orientation and training(s)
- Frequency and nature of supervisor supervision provided
- Expectations of supervisor for student independence
- Breadth and depth of field practicum with regard to a full range of generalist practice experiences
- Field Supervisor's expertise
- Prior student and Field Coordinator evaluations of the agency and Field Supervisor
- Current stability of the agency with regard to employees, administration and programming

Agency Factors Considered in Matching Students with Practicum Sites:

- Types of services and populations of individuals served through the agency— appropriate experience of the Field Supervisor.
- Availability of Field Supervisor to attend SW Program required training, agreed upon weekly commitment to supervision, and openness to mid-term and final evaluation visits from the Field Coordinator.
- Expectations of supervisor for student learning and autonomy.
- Breadth and depth of Field Practicum with regard to a full range of generalist practice experiences.
- Prior student and Field Coordinator evaluations of agency and Field Supervisor.
- Agency needs; specialty, specialized needs or service projects.
- Ability to accommodate the individual student for the full semester.

Pre-Placement Interview

Prior to being placed with an agency for the practicum experience, the student must arrange a pre-placement interview with the prospective Field Supervisor. The purpose of the pre-placement interview is to establish the compatibility of the student, their interests, the Field Supervisor, and the Field Agency. Student and Field Supervisor mutually explore interests, learning objectives, learning opportunities, personal and professional interests, and limitations in order to assess the mutuality of their needs and interests.

Following the interview, the student takes the initiative to contact the Field Coordinator to report on their meeting and convey compatibility. The Field Coordinator and the Field Supervisor converse to discuss acceptability of the student and the ability of the agency to meet the LU Social Work Program standards for practicum. Upon discovery of mutual acceptability,

the Field Coordinator assigns the student to the placement site and issues an electronic Memorandum of Agreement between LU and the agency.

In a situation where the mutuality of the student and the Field Supervisor/Field Agency is not obtained, the Field Coordinator will meet with the student to discuss the reasons for the decision and the student must explore an alternate Field Agency /Field Supervisor.

Learning Agreement as Demonstration of the Nine Core Competencies

The key method by which the Lindenwood social work program ensures that students are provided generalist practice opportunities to demonstrate the core competencies of social work is through requiring the completion of, and then monitoring the adherence to, a Learning Agreement. The template for the LU Learning Agreement is included (p. 84). The use of goal-setting and outcome assessments is increasingly important in the work conducted by social workers in human service agencies. Social workers in classrooms and agencies learn that agencies need to document their effectiveness or at minimum justify the use of resources by measuring outcomes. The use of a Learning Agreement in field practicum is based on this model of learning and accountability. The Learning Agreement is a tool for students to use to enhance their ability to function within a rational framework of setting goals, exploring options, deciding strategies and tasks for achieving those goals, taking actions, and then evaluating outcomes. An individualized student Learning Agreement provides guidelines for an intentional field instruction experience. It is also used to ensure that the field experience and associated learning is a joint effort. The Learning Agreement can help:

- a. define the tasks a student will be engaged in while at the agency,
- b. meet learning objectives of the practicum experience and
- c. provide the student with the structure to make productive use of practicum time.

In a collaborative field experience, the Field Supervisor and the student need to have a shared idea of:

- where they are headed, (the specific learning objectives for the field practicum are the nine CSWE 2015 Core Competencies including associated observable behaviors),
- how they are going to get there (clearly articulated learning tasks - spelled out in the Learning Agreement),
- and how they will know when they have successfully achieved the learning objectives (tools for monitoring and methods for evaluation).

The Learning Agreement provides an overarching framework that directs the actions of the student and the interventions of the Field Supervisor. Together, during the weeks of practicum experience, the student and the Field Supervisor meet in regularly scheduled sessions to evaluate their progress or identify barriers interfering with achieving these goals. As with any

rational method of projecting future activities, the Learning Agreement and associated tasks are subject to revision. In conjunction, the student and Field Supervisor may revise the Learning Agreement goals and general learning tasks that the student will engage in during the practicum. Successful completion of these tasks will indicate core competency development.

The Learning Agreement needs to be completed shortly after the student begins placement. The Learning Agreement focuses the learning that will be the basis for the Field Supervisor's Final Evaluation of the practicum student. A finalized Learning Agreement requires the signatures of the student, the Field Supervisor and the Field Coordinator. The Learning Agreement should be **finalized by the third week of practicum.**

Negotiating the Learning Agreement

Strategies for developing the Learning Agreement will be covered during the Field Practicum Seminar. The student is expected to initiate contact with the Field Supervisor to begin preparing the Learning Agreement. Following the process below is one way to develop a meaningful plan for completing the required document.

1. In a conference with the Field Supervisor, the student discusses what they want to get out of the placement and what the Field Supervisor anticipates the student will gain. This meeting provides an opportunity to clarify the learning experiences the Field Agency and the Field Supervisor have to offer. The student should bring to the meeting a copy of the placement objectives, the Learning Agreement form, and the Final Evaluation of Field Practicum Student form to help clarify the LUSW's expectations.
2. The student writes a draft of their Learning Agreement.
3. During a second supervisory conference, the student brings a draft of the Learning Agreement for further discussion, clarification, additions, and revisions.
4. After the second supervisory conference, the student should be ready to complete the written plan in preparation for its approval. The student will be responsible for signing the Learning Agreement and obtaining original signatures of the Field Supervisor and the Field Coordinator.
5. It is the student's responsibility to take the initiative in completing the Learning Agreement and in setting up the meetings with all other parties involved. The student is responsible for submitting the completed/signed Learning Agreement to the Field Coordinator by the due date listed in the Field Practicum Seminar syllabus.

Content of a Learning Agreement:

The Learning Agreement begins with recognition that a field practicum is an educational course. As an educational course, it is designed for students to achieve certain objectives consistent with the nine competencies of CSWE. These objectives are expected to form the foundation of the practicum experiences of all social work students at Lindenwood University; (a) because each student is unique in terms of learning styles, interests and needs, (b) because each agency provides varying opportunities for student learning, and (c) because field instruction is part art and part science, the specific tasks associated with Learning Agreements need to be tailored by the student and the Field Supervisor.

Through dialogue, they creatively respond to the student's needs and the agency provides opportunities for learning. The synergy of the student and the Field Supervisor becomes a shared reality when they consider how within this agency the student can demonstrate the learning of key knowledge objectives and exhibit specific behaviors that correlate with skill objectives. The Learning Agreement will be used to identify specific tasks and reveal value objectives through a combination of activity, tasks, and discussion.

Learning Agreement Guidelines

The Learning Agreement is a formal document with two basic elements: Part I asks for a description of the agency, and identifies expectations of the student and the Field Supervisor in terms of hours and supervision. Part II is to include for each learning objective, (1) specific tasks and activities designed to demonstrate learning, and (2) observable behavioral monitoring/evaluation criteria designed to demonstrate how the field supervisor will know the student has mastered this learning.

Specific tasks and activities – Specification of these activities evolves in consultation with the field supervisor. The activities should provide an opportunity for the student to assume the role of a social worker under the field supervisor's guidance and supervision. It is suggested that a minimum of two specific observable tasks/activities are required for each learning objective.

Example activities:

Related to attaining knowledge:

- Reading and/or formal research
- Systematic observation and/or consultation
- Discussions with producers or consumers of service
- Attending and participating in agency meetings
- Interviews

Related to attaining skills:

- Observing or co-conducting interventions
- Practice in simulated situations
- Engaging in planned interactions with clients

Related to clarifying/attaining values:

- Observing how other professionals resolve value conflicts
- Writing about one's values
- Discussions with others regarding values/ethical issues or controversies
- Addressing any specific ethical dilemmas with supervisor
- Assignments addressing ethics/values/and dilemmas in seminar.

Behavioral monitoring/evaluation criteria

Evaluation criteria frame the expectations that will be used by the Field Supervisor to determine if the activities have been performed appropriately. Criteria should relate to both

the quality of the performance and to the student's ability to integrate the learning of the activity specified with its learning objective. Sometimes a product may be specified (e.g. a paper, a presentation, a report). Evaluation methods are the means for measuring performance factors. They should be observable, and include such things as student/supervisor conferences, direct observation of the student's work, audiovisual tapes, case files, presentations, and other written material submitted by the student. Evaluation criteria and methods must be explicit and as detailed as possible in the Learning Agreement. They should be clearly stated in such a way that an outside observer could assess the student's level of performance.

Example behavioral monitoring/evaluation criteria:

- Field supervisor will review case files for thoroughness and accuracy.
- Field supervisor will observe student at staff meetings to assess professional conduct and presentation.
- Field supervisor will assess student's value clarification in weekly supervision meetings.
- Field supervisor will observe student in client interactions.
- Field supervisor will monitor student's notes or computer data entries for accuracy and timeliness.

Information for Students in the Field

Starting the Field Practicum

During the first week of practicum, students are to report to practicum Field Supervisor as agreed upon to begin agency orientation. Students should adhere to a set schedule of attendance.

Students are to complete the Learning Agreement in consultation and coordination with the Field Supervisor, sign and submit to the Field Coordinator **by the third week** of the Field Practicum Seminar. Original will be kept by the Field Coordinator.

Ongoing Practicum activities:

- Students are required to attend the Field Practicum Seminar as scheduled weekly.
- Students are to complete Weekly Time Sheets and have them signed by their Field Supervisor.
- Submit signed time sheets each week during Field Seminar to the Field Coordinator.
- Students are to complete assignments for the Field Practicum Seminar per the course syllabus.
- Students are to meet with Field Supervisor at least one hour per week for supervision.

Concerns, problems and/or special needs are to be addressed in individual consultation with the Field Coordinator and can be initiated by the student or the Field Supervisor. Any student absences need to be reported to the Field Supervisor first and then to the Field Coordinator.

Hours in the Practicum Setting and Other Time Requirements

Students work with their Field Supervisors to develop a schedule for the days and hours for the student to report to the agency. Students will be unable to engage in practicum hours during the weekly seminar time slot which is posted on their class schedule. Students are able to complete some pre-practicum placement tasks prior to beginning hours such as drug screen or background check as needed. If the student has any questions regarding what they may do in advance of placement, they should contact the Field Coordinator. Students may not complete more than 40 hours of practicum each week. Some agencies have activities on evenings and weekends. Flexible hours are allowed and should be coordinated with the field supervisor.

In conjunction with the University's academic calendar, students are expected to be in the agency setting every week for a block placement. Students should expect to be in the field placement during agreed upon schedules to complete learning tasks within the required 400 hours. Exact days and hours are to be agreed upon between the student and the Field Supervisor with the knowledge of the Field Coordinator. Students are not required to complete hours during University holidays and breaks; however they may catch up or complete hours during these times if the agency is open and with the agreement of their supervisor.

What counts as Field Practicum hours:

- Time spent in the Field Agency that is specifically related to the tasks identified in the student's Learning Agreement.
- Travel time on behalf of the agency. (For example, commuting to a client's home for a scheduled visit).
- Time spent in attendance at workshops and seminars that are considered continuing education oriented and are specifically related to the student's Learning Agreement and endorsed by the Field Coordinator.
- Time spent on agency related research outside of the office as approved by the Field Supervisor; not to exceed 20 hours.
- Case conferences, staff meetings and supervision hours.
- Other related time as approved by the Field Supervisor and the Field Coordinator.

What does **not** count as Field Practicum hours:

- Time spent in seminar or completing assignments for seminar.
- Travel time to and from the agency at the beginning and end of the day and travel time to and from field seminars.
- Time spent away from the Field Agency due to illness, holidays, vacations, and non-work related situations.
- Time spent attending pre-placement seminars or completing pre-placement requirements (such as background or substance checks).

Weekly Time Sheets

Students are required to complete weekly time sheets that detail the number of hours spent in the practicum setting. These hours should be recorded based on direct and indirect client contact, supervision, paperwork, etc. The weekly time sheets are to be signed by the Field Supervisor and submitted to the Field Coordinator at the weekly Field Practicum Seminar. Students can expect to be contacted by the Field Coordinator if they fail to submit weekly timesheets. This course cannot be graded without successful completion of 400 hours of field work. It is advisable for a student to keep personal backup copies of the time sheets.

Supervision

The use of supervision as a means to self-knowledge and improvement of one's effectiveness as a generalist social work practitioner should be considered a priority during the field experience. Through ongoing supervision (scheduled meetings and discussions with the field instructor and proctor) the student's identity and abilities as a social worker should emerge and solidify. Each student needs to be open to such activity and understand that ongoing development of one's own awareness and abilities are an integral part of one's effectiveness and satisfaction as a social work practitioner.

Confidentiality Statement for Students Completing Practicum

While students are completing internship, practicum or observation hours, they will have access to personal information for clients/patients or children. Students are expected to uphold the confidentiality of clients/patients/children and employees while in the field. This includes properly storing client/patient or children's files at the agency, protecting the identity of individuals served at the agency/organization, and limiting discussions of clients/patients/children to employees of the agency/organization and classroom discussions for educational purposes only. Students are expected to follow confidentiality laws/ethical codes related to their field of study (for example the Health Insurance Portability and Accountability Act (HIPAA) and the National Association of Social Workers Code of Ethics, and in situations below:

- during classroom discussions, the identity of patients/clients/children should be protected. This includes not using identifiers such as name and address.
- students should never take client/patient or children's files outside of the agency, photograph or store them on personal electronic devices, or gain access to client/patient files from a home or LU computer,
- students should not use their personal cell phones or email or LU email to contact agency clients to protect client and intern confidentiality.
- students are expected to know and follow any confidentiality policies and procedures that the agency follows such as those for agency accreditation.
- Students should follow the social work code of ethics technology requirements and should never use personal or LU Facebook to communicate with clients.

Sexual Harassment in Field Practicum

The student should become familiar with the appropriate agency policy on sexual harassment. In the event that a student feels that they have been sexually harassed in a field agency setting, the student should immediately notify the Field Supervisor in that agency setting and the LU Field Coordinator. The student should follow the agency's policy on sexual harassment and contact the Field Coordinator within 24 hours of the incident. The student is to follow agency and Lindenwood policy. A full copy of Lindenwood University's Sexual Misconduct Policy is located at: <https://www.lindenwood.edu/files/resources/lindenwood-title-ix-policy.pdf>

Safety in Field Practicum

The LU Social Work Program works to ensure the safety and well-being of students while placed in agency settings. In the field curriculum, the LU Social Work Program addresses safety concerns beginning with the Pre-Placement Seminar and continues in each of the three field courses: Social Service Observation (SW 115000), Service Learning (SW 40500), Practicum Seminar (SW 45000). Safety training is an ongoing effort including reading, online materials videos, interacting in role-play scenarios and discussions regarding techniques, situational awareness, risk, and planning. Safety concerns are a primary part of Field Seminar discussions where students are encouraged to share any related experiences with their classmates. Students are instructed to report any safety concerns or incidents to their Field Supervisor and the LU Field Coordinator within 24 hours.

Approved field agencies to provide students with an orientation to activities undertaken and to keep students and clients safe. When beginning their placement, students and Field Supervisors should review safety procedures and discuss the agency safety policies and guidelines so that they are not at-risk of harm or placed in potentially dangerous situations. Students who believe that their placement jeopardizes their personal safety, or that of the clients they work with, need to speak with the Field Coordinator first and review agency safety procedures. If needed, a student safety plan is to be written and presented to the Field Coordinator. If the Field Supervisor fails to develop a safety plan with the student in a reasonable period of time to prevent risks and minimize harm, then the student should contact the Field Coordinator as soon as possible to solve the problem. Home visits are a regular part of some field placements. Agencies are expected to take appropriate measures to ensure the safety of students during home visits. The same safeguards provided to staff should be provided to students. However, in some cases students may need additional support and security provisions. The Field Supervisor and the Field Coordinator must be consulted if safety is a concern.

Unpredicted Agency or Field Supervisor Changes

Changes in field supervisor and field site are discouraged (and rare) since the agency has invested time in orienting and training students. Students are expected to complete 400 hours at the same agency. If a situation occurs that results in the need to change field instruction sites, or if the qualified field supervisor becomes unavailable, the LU Field Coordinator must be notified immediately by the student and agency. The Field Coordinator will review all paperwork from the previous placement to determine how many hours the student needs to complete at the new placement.

Monitoring Students in Placement

Once a student begins in a practicum placement, the Field Coordinator monitors the student's progress by meeting with students in the weekly seminar, reviewing weekly timesheets, and by making a minimum of two visits to the field agency; once at semester mid-term and once near the end of the semester. During the weekly seminar, students are expected to discuss ongoing activities at their placement site and progress toward their Learning Agreement goals. Students are able to learn from each other about other areas of practice, resources, and community agencies. Students may also schedule an individual meeting with the Field Coordinator if they have sensitive issues they do not want to discuss during Seminar.

It is the student's responsibility to confirm both the Field Supervisor and the Field Coordinator's availability and scheduling for the mid-term and final site visits (a space is allocated for such planning on the Learning Agreement template). Students and Field Supervisors are informed to contact the Field Coordinator in a timely manner with any problematic issues that arise. The Field Coordinator is available to schedule extra visits for the purpose of problem solving or learning enhancement with the Field Supervisor and the student. The Field Coordinator may be contacted via telephone or e-mail as often as needed.

Evaluating Student Learning and Field Setting Effectiveness

The evaluation process is a critical part of field instruction. To guide this process, the Social Work Program has structured an evaluation consistent with CSWE's nine core competencies and inclusive of the dimensions of the knowledge, skills, values and affective processes appropriate for beginning level generalist social work practice.

The evaluation process is on-going and occurs throughout the semester. In addition to this process, the Social Work Program requires that a formal evaluation occurs twice each semester the student is in the field practicum placement. These formal evaluations are completed in writing. The Mid-Semester Evaluation Form (p. 89) is drafted by the Field Supervisor with the student and finalized by the Field Coordinator after the site visit. The Final Evaluation of Field Practicum Form (p. 91) is completed at the end of the semester by the Field Supervisor in consultation with the Field Coordinator.

In Field Supervisor orientation and training, Field Supervisors are advised of the requirements for the evaluation process. The final field evaluation is discussed with the student by the Field Supervisor. The student indicates whether they agree that the evaluation is a fair and just appraisal of that student's generalist skills and abilities. Both the student and the Field Supervisor should sign the evaluation form. A student's signature denotes agreement with the evaluation. If the student disagrees with the appraisal, the student is to attach a written explanation for the disagreement and contact the Field Coordinator to discuss. It is suggested that students keep a copy of their final evaluation.

The final grade for the course, per the course syllabus, is based on a compilation of information from the site visits, observations, course assignments and final evaluation from the Field Supervisor. The Field Coordinator assigns the final grade for the Practicum course.

Descriptions of Roles and Responsibilities

Field Instruction is recognized as the central form of education for guiding the social work student to the performance of the role of BSW practitioner. Many persons play integral educational roles in this educational component.

Descriptions of Educational Roles Involved in Student Field Instruction

The field instruction program is viewed as a shared responsibility of the LU Social Work Program, field agencies and supervisors, the Field Coordinator, all Social Work faculty, the Social Work Program Advisory Council and students. Each of the components contributes to the process of establishing and maintaining opportunities for field practicum learning. The field practicum emphasizes the student's ability to apply theoretical concepts and knowledge to practice situations. Field instruction is distinct from job training, volunteer experience, or apprenticeship because it is designed to provide a broad, integrated education; i.e., the ability to know why a specific professional response to a situation is chosen from a variety of competing responses. A brief description of the responsibilities for the various units and persons involved in the field instruction program follows:

Lindenwood University Social Work Program

The LU Social Work Program agrees to: (a) provide agency Field Supervisors an initial orientation to the field instruction program, (b) provide Field Supervisors information regarding the Social Work curriculum, (c) provide training and seminars for Field Supervisors, (d) assign a faculty member who will serve as a consultant/liaison between the Social Work Program and the field agency, (known as the Field Coordinator) and (e) provide the Field Supervisor with information regarding the background, experience and education of prospective students for placement.

Approved Field Agency

An approved field agency is expected to: (a) release the social worker designated as a Field Supervisor from usual responsibilities to allow sufficient time for field instruction responsibilities, (a minimum of 1-2 hours per week); (b) select learning tasks for the student which will meet their educational needs, and (c) make available suitable space and working facilities for the student, consistent with what is considered necessary for the proper functioning of any staff member.

Field Supervisors (at Approved Field Agency)

The Field Supervisor is expected to have primary responsibility for the field instruction of the student although additional staff members may participate in the educational process and may have secondary responsibility for the instruction. Specifically, the Field Supervisor is expected to:

- a) provide a minimum of 1-2 hours of face-to-face supervision per week,
- b) select learning tasks for the student which will provide an opportunity for the application and integration of social work knowledge, values and skills,
- c) review safety procedures and discuss the agency safety policies and guidelines with students so that they are not at-risk of harm or placed in potentially dangerous situations.

- d) attend orientation sessions and meetings designed for Field Supervisors by the Social Work program which can be provided in a group setting or one on one,
- e) write and submit to the Social Work Program required educational assessments which include a mid-term, learning agreement and a final written evaluation,
- f) be available for a mid-term and final visit by the Social Work Field Coordinator. Other meetings may be deemed necessary for the student's successful learning,
- g) advise the Field Coordinator of any special performance problems in a timely manner related to educational, physical, or psychological difficulties which may arise.

Field Coordinator (LU)

The Field Coordinator is responsible to recruit, approve and work with agencies interested and willing to supervise students. The Field Coordinator provides agencies with an orientation to the field instruction program, shares information about the curriculum, and organizes workshops (or one to one meetings) to enhance the supervisory knowledge and skills of Field Supervisors. The Field Coordinator also works with students to facilitate the application process, assess readiness and explore options for student placements. The Field Coordinator will share information about prospective field students with the Field Supervisors. The Field Coordinator provides assistance to students and field supervisors whenever needed.

The Field Coordinator is responsible for conducting weekly seminars for students enrolled in field instruction (SW 4500 Field Practicum Seminar). These seminars are designed to facilitate the integration of classroom instruction with field practice, help students process concerns and/or needs relative to the practicum experience, and provide feedback to students regarding ideas, information and assignments shared in the field seminar sessions. The Field Coordinator will evaluate the students' abilities to articulate the integration of theory and practice. The Field Coordinator receives all time sheets with original supervisor signatures and keeps records of completed field hours. The Field Coordinator assigns the final grade to students upon completion of the social work practicum. Final grades are determined with input from the Field Supervisor, evaluation of seminar assignments, an evaluation of the student's participation in the field seminars, and input from Social Work faculty about the student's final capstone case presentation.

Social Work Faculty

In addition to teaching the curriculum, Social Work faculty approve admission to the practicum following review of a written application by eligible students. Faculty have three choices when approving practicum as the next step for a student: 1) full acceptance 2) acceptance with reservations 3) not accepted. For an evaluation of conditions #2 or #3 the full faculty will discuss concerns regarding the student. In the instance of acceptance with reservations the Field Coordinator will develop a plan with the student to help them achieve the necessary steps to be able to complete a successful practicum placement. The Field Supervisor will be consulted as well. This may require extra mentoring, suggested reading for the student, or other interventions as deemed appropriate. For a recommendation of "not accepted", the student's advisor will work with the student to successfully develop a plan for graduation either with another major or a contract degree. Students are not able to graduate with a BSW unless they pass all three levels of the field experience.

Social Work Program Advisory Council

Membership on the Social Work Program Advisory Council is comprised of the Social Work Department Faculty and community professionals with BSWs and/or MSWs, including field practicum supervisors and social work program alumni. The Advisory Council meets semiannually to review and recommend actions on program and field policies; review student applications for the major and the field; review curriculum as requested; and advise on current trends and policies in the field of social work. Advisory Council members are asked to participate in Council on Social Work Education (CSWE) site visits and other Lindenwood University events as invited.

The responsibilities of the Lindenwood University Social Work Program Advisory Council:

- Brings knowledge, skills and values that can aid the maintenance and development of the program
- Provides input about our local environment.
- Keeps the social work program connected to the regional community
- Informs faculty about community needs and agency opportunities.
- Links the faculty and students to the job market
- Provides input for field instructor criteria
- Functions as a public relations presence in the community, raising awareness of LU's BSW program

The roles of the Lindenwood University Social Work Program Advisory Board:

- Interviews students for formal admission into the BSW program and makes recommendations to the faculty for admission
- Recommends social workers in the field for adjunct faculty or field supervisors
- Organize alumni events in conjunction with LU Alumni Office
- Serves as guest lecturers in BSW classes

Field Education Students

LU Social Work students are expected to:

- Practice within the values and ethics of the social work profession.
- Take responsibility for learning (designation of learning needs and goals, develop a learning agreement), follow through on field assignments, and participation in the supervisory process with the Field Supervisor).
- Respond constructively to evaluations of performance.
- Notify the agency (and Instructor) in the event of unavoidable absences.
- Arrange to make-up for any excused absences.
- Attend and participate in the pre-placement student meeting.
- Adhere to the policies of the agency.
- Complete the required clock hours and all seminar assignments.

- Notify the Field Coordinator in a timely manner of any areas of concern affecting the student's successful completion of Practicum.

Additional Field Educational Concerns and Policies

Performance Problems

It is not uncommon for students to experience difficulties in carrying out the responsibilities and assignments related to their field practicum. Students can expect a certain amount of trials, anxiety and stress when they are sufficiently challenged and stretched in their personal and professional growth. This will happen because it is common for students to encounter human needs and difficulties that may resemble or activate their own personal struggles. Other situations will demand skills and intervention responses, which could make them uncomfortable or create internal conflicts. Still other situations will require knowledge and skills which are not yet a part of their repertoire. With continued experience, support and guidance, students learn to weather these situations and become more self-aware, knowledgeable, and skilled in social work practice.

On occasion, the problems and challenges for students in field practicums are significant enough that they may pose a risk to the student's ability to meet obligations to clients, a risk to the agency's reputation, and/or a risk to the health of the student. A few examples include students with physical health and mental health concerns (acute and/or chronic), too many demands on time (family, employment, schoolwork, etc.), financial difficulties, and transportation issues. In these situations, the Field Supervisor, together with the Field Coordinator, have a responsibility to help the student effectively plan to address their particular issue. If the issue is identified early and can be managed with planning, flexibility, and accommodations, hopefully the student may adequately be able to handle the situation to the extent that they are able to meet the obligations of clients and attain an expected level of performance.

One gatekeeping responsibility of the Social Work Faculty is careful observation of the students throughout the curriculum. In this regard, some student issues may be identified early in the program and addressed before the student reaches Practicum. However, sometimes the problems are such that accommodations and flexibility will not adequately address them. Perhaps the student demonstrates a serious skill deficiency or is experiencing personal problems to a degree that they are not able to satisfactorily carry out their field assignment. It could possibly involve an unwillingness to comply with agency policy or an ethical violation. In these cases, the student placement may be terminated at the request of the agency, the Field Coordinator, or the student. Additionally, if the University "drop deadline" has passed, the student may withdraw from the Practicum course. The student will need to reapply in order to enroll in a field practicum in a future semester. Conditions by which the student may apply and be readmitted to field will be based upon the findings and recommendations of the Social Work Faculty. The Advisory Council may also be consulted. Recommendations will be shared with the student verbally, in person and in writing. This is also part of the gatekeeping function for the profession and maintaining the integrity of the Social Work program.

Paid Field Practicums or Practicums at Places of Employment

Sometimes students are employed in Social Service Agencies. As a general policy, students are encouraged to find a field practicum placement that is different from their place of employment. Under no circumstances are BSW students to receive payment for practicum hours. If their employer has multiple programs and they wish to work in an area or program

different from their paid employment, the site can be considered by the Field Coordinator. The student will need to submit a proposal that describes how the practicum experience will be different from their work experience. (See below: Criteria to be met in student proposals to be considered for placement in a paid field practicum site or in a place of employment). The Field Coordinator reviews this proposal and may consult with the SW faculty. The following decisions may be considered: (1) the student's proposal does not adequately address the necessary criteria for placement in the respective agency, (2) the student's proposal requires further clarification; it may need to be revised and resubmitted prior to approval of agency and Field Supervisor, and completion of a Learning Agreement, (3) the student's proposal is approved pending approval of field agency and Field Supervisor and completion of a Learning Agreement, (4) approved pending completion of a Learning Agreement.

Criteria to be met in student proposals to be considered for placement in an agency where student is employed:

- The Field Supervisor is approved by the Program and therefore has completed the application process and initial field orientation training;
- The Field Agency is approved by the Program and therefore has reviewed and signed the Educational Affiliation Agreement. In doing so, the Field Agency affirms that the practicum is to be educationally oriented, as opposed to employment based.
- The **Field Supervisor must be different** from the student's work supervisor and cannot be a current or past employee of the student or an immediate work colleague. Ethical boundary concerns between the student and the prospective supervisor must be identified and adequately addressed.
- The population of clients served in the practicum must be substantially different from the population of clients served through employment.
- The nature of the tasks and assignments **must be distinctly different** from the tasks and assignments assigned through employment at the agency.
- The practicum **time must be protected** through regularly scheduled times and procedures for handling work related requests.
- Supervision of the student for the Field Practicum needs to be conducted by the Field Supervisor, which is a different individual than the employer supervisor.

Selecting Practicum Sites Not Listed in Directory of Approved Field Agencies

Students may desire a field practicum experience in an agency that is not currently listed in the Directory Approved Field Agencies. LU students are permitted to find other agencies that may be a better fit with their needs for work locations, child/family care locations, or special interests. In this case, the student needs to discuss with the Field Coordinator their specific interests and why they wish to have a particular type of practicum experience. Students who are interested in learning experiences that are unique should express their interests to the Field Coordinator early in the placement process because of the length of time needed to develop approved sites and Field Supervisors. The decision to pursue new options will rest on a number

of factors including the unique opportunities offered by the agency requested, an assessment of educational benefits to the student, the availability of supervision, the distance from Lindenwood, and its proximity to other placements being planned that semester. Every potential field placement must be vetted by the Field Coordinator, new Field Supervisors must agree to participate in an orientation session arranged by the Field Coordinator, and the agency must abide by a signed "Memorandum of Agreement" with the LU Social Work Program that endorses a set of criteria in relation to the agency and in relation to the educational nature of the placement.

Voluntary Sharing of Personal Information

Students are strongly encouraged to share pertinent information that is applicable to a field practicum placement. If any personal information would have direct relevance and a potentially negative affect on clients, Field Supervisors, agency staff or the learning process this must be disclosed by the student before placement. Information is relevant to a field practicum placement if it relates to practice, relates to the knowledge, values, and skills of the profession, impacts the ability to succeed in a field practicum placement, and impacts the ability to protect clients. Examples of relevant student information to be shared include: (a) If there is a domestic violence shelter you wish to pursue for practicum and you or a member of your family has been a victim of physical or sexual abuse, you should share this information; (b) If you or a member of your family received services from a child welfare agency and you want to do your placement in an agency providing child welfare services, you should share this information; (c) If you have an illness or disability that may or will affect the performance of your field placement responsibilities, you should share this information; (d) If you have received psychiatric or substance abuse treatment, have been convicted of a crime, or have a chronic illness that could affect placement you should share this information; (e) If you have been employed with this agency in the past, you should share this information; and f) If any of your relatives work at this location, you share that information.

The voluntary sharing of information is designed to serve the student's best interests regarding their needs: educational, experiential, supervisory, ethical, and professional. Such information should be discussed between the student and the Field Coordinator before it is shared with others. All information will be kept as confidential as possible. The Field Coordinator would discuss with the student any reason for which such information would need to be shared with anyone else. Relevant student information may come from such places as the classroom, practice labs, and field seminars. Such information will only be shared if it will enable an appropriate field placement, informed choices by Field Supervisors, protect clients, protect students, and facilitate the learning process.

Holidays, Vacations, and Exam Week

Students are generally excused from field practice on holidays observed by the Lindenwood University and/or the agency, vacation breaks, and during exam week. However, the LU Social

Work Program understands that the continuity of service to clients sometimes requires that students carry out all or part of their assigned tasks during these times and/or make arrangements with their Field Supervisors for any necessary coverage required. It is important to discuss expectations about practicum hours early in the placement process, especially if there is the possibility that your field responsibilities will require your participation at the field practicum agency during the LU Fall or Spring break. Time off or completion of practicum hours during official school breaks can be mutually agreed upon between the student and the Field Supervisor.

Professional Liability Insurance

All social work students enrolled in Field Practicum are strongly encouraged to discuss liability issues with their agency Field Supervisor. In addition, the student can obtain professional liability insurance coverage on their own at a reasonable cost. One source is through NASW. <https://naswassurance.org/students/>. If a student carries a personal policy, it is requested that a copy of the coverage statement be given to the Field Coordinator.

Students may be required to have a valid driver's license, a vehicle or the ability to use a personal vehicle for transportation during the field placement. Students need to discuss liability with the agency and verify their own insurance coverage. Some students may be required to accept field placements that are at a distance from LU or their home (commuters). In these situations, students will be responsible for making transportation arrangements between the practicum site and the campus to attend field seminar meetings every week during the semester. In other situations, the nature of the practicum experience may require the student to travel to meet with clients and other professionals. In some situations, students may be asked to transport clients in the student's personal vehicle. It is expected that students have appropriate automobile insurance for client transportation. Reimbursement for mileage and expenses will be per the agency policies. Lindenwood University does not reimburse students for mileage at the agency.

Early in the application process, students should inform the Field Coordinator of any limitations they have with regard to transportation.

Accommodations for Students Diagnosed with Disabilities in Field Placement

Lindenwood University complies with the American with Disabilities Act (ADA) by making our programs and services accessible to students with disabilities. The SASS (Student and Academic Support) office ensures that these students receive assistance by providing auxiliary aids and accommodations. We strive to give all students an equal opportunity to succeed in earning their degree. If you have been diagnosed with a disability that requires reasonable accommodations for participation in the Field Practicum, contact the Student Support and Accessibility Coordinator, Jeremy Keye, with any questions related to the University campus or field placement settings. He may be reached at 636-949-4510 or jkeye@lindenwood.edu. Also

notify the Field Coordinator of the accommodations(s) you require as early in the practicum application process as possible. Considerations for implementing ADA accommodations:

1. The Field Coordinator in arranging for field practicum sites will discuss with the appropriate agency personnel, the need for accommodations within the agency and within the practicum experience.
2. An understanding regarding the nature of the accommodations to be made and the general procedures for handling accommodation's related issues during the field experience will be approved in writing by the agency, the Social Work Program, and the student.
3. If requests for accommodations are made after the student begins a field placement, the Field Coordinator may need to suspend the student's field placement until such time as the student provides documentation of the need through Lindenwood's Student Support and Accessibility Coordinator. The Field Coordinator needs to assess whether the accommodation can be agreed upon and provided; or what the time frame might be for addressing the need.
4. In the event that an appropriate placement site will not be able to offer the needed accommodations, a practicum experience that meets the curricular standards for a field experience will be sought elsewhere. It is important that the student make their needs known to their academic advisor and the Field Coordinator as much in advance of placement as possible.
5. Students will be informed at a pre-placement seminar that, at times, there may be problems inherent to the nature of the requested field experience and/or field agency preferred. Furthermore, those students will be informed that all reasonable efforts will be made to provide accommodations within field Practicums in accordance with the curricular learning objectives established for field Practicums.
6. Students will be informed at pre-placement seminar that failure to notify the Field Coordinator of needed accommodations at the time of applying for field placement may delay entry into the field.
7. Students with accommodations in field sites will be informed by the Field Coordinator that if problems arise during the field experience (specific to accommodations or the procedures for handling additional requests for accommodations), the student is to contact the Field Coordinator after talking with the Field Supervisor. Subsequently, the Field Coordinator will meet with the agency personnel and the student to consider action necessary to resolve the concern.

Interruption or Premature Termination of Student Placements

On rare occasions a student enrolled in the field education program may not be able to complete the practicum experience for a number of reasons. A student placement may have to be interrupted or terminated for one of the following reasons: (a) the agency Field Supervisor or the agency director refuses to continue offering supervision to the student, (b) the Field

Coordinator determines that it is not in the student's best interests to continue in the field placement, or (c) the student decides to discontinue the field placement, or d) the student is physically, mentally or emotionally unable to continue with placement. Below are the procedures for handling premature termination of the practicum.

When Field Supervisor or Agency Desires to Terminate Placement

- The Field Supervisor must first give notification to and discuss the concerns with the Field Coordinator before notifying the student. It is expected that a Field Supervisor will contact the Field Coordinator early on in the practicum experience if he/she believes there may be problems with student performance. It is expected that ongoing field supervision involves interventions with students. In unusual situations where there is limited responsiveness to constructive suggestions, termination from placement may be considered.
- The Field Coordinator and Field Supervisor will meet with the student to discuss reasons why termination is being considered. Attempts will be made by the Field Coordinator to mediate any concerns between the student and the Field Supervisor prior to the termination of the placement.
- If the resolution of the issue is the termination of field instruction for the student, then the Field Supervisor and the student will develop a plan to determine how termination will be handled with clients whom the student has been serving.
- If the Field Supervisor chooses to terminate supervision without discussing the issues with the student or Field Coordinator, the Field Supervisor must present in writing detailed reasons for termination to the student and the Field Coordinator. In this situation, the Field Coordinator and the agency administrator will meet to evaluate the concerns related to the practicum site.
- In the event that the reason for termination is unrelated to the student's performance in the practicum, every reasonable attempt will be made by the Social Work Program Field Coordinator to place the student with another supervisor or in another agency during the course of that same semester.

When Field Coordinator Terminates Placement

- The Field Coordinator must give notification to both the student and the agency.
- The Field Supervisor and student will develop a plan to determine how the student will terminate services with clients that the student has been serving, unless there is a need for immediate termination.
- The notice must be in writing and contain detailed reasons for termination.
- If the placement is terminated because of an alleged agency problem, the student can appeal the Field Coordinator's decision by following the procedure discussed below.
- If the placement is terminated because of an alleged student problem, the student has the right to appeal the Field Coordinator's decision by following the Program Grievance Procedures.

Procedures for Handling Premature Termination of Practicum When Student Terminates Placement

- The student should provide written notification to the Field Coordinator and Field Supervisor containing detailed reasons for termination.
- The student and the Field Supervisor will develop a plan to arrange for the student to terminate client services.
- The Field Coordinator will work with the student to determine what the next step would be regarding degree completion. (For example: student wants to pursue a different major; student wishes to drop out of school, or start a with a different practicum site)

If any of the above outlined situations occur, a review of the student progress in the field will be conducted by the Field Coordinator and presented to the Social Work Faculty, who may recommend that the situation be presented to the Social Work Program Advisory Council.

The Field Coordinator will put the recommended action or information in writing for the student and will meet with the student to review and discuss the course of action to be taken, the recommendations and options available regarding future placements.

The course of action the Program may take includes, but is not limited to, the following:

- a. The student receiving a failing grade for the semester.
- b. The student is asked to wait to re-enroll in the field placement experience program until the student's personal and professional issues have been resolved; the student will receive an Incomplete for the semester enrolled per the procedures established within Academic Advisement
- c. The student may be placed in another agency setting the same semester.
- d. The student will be asked to withdraw from the social work program.

Other University Policies and Procedures

LU Policy on Sexual Harassment

Per the Lindenwood University Student Handbook 2019-2020:

<https://www.lindenwood.edu/files/resources/student-handbook.pdf>

TITLE IX SEXUAL HARASSMENT POLICY Lindenwood University is committed to maintaining an environment that is free from sexual discrimination, sexual and gender-based harassment and violence, relationship violence, stalking, and retaliation. A full copy of Lindenwood University's Sexual Misconduct Policy is located at <http://www.lindenwood.edu/files/resources/final-title-ixpolicy-11-2.pdf>. If a student is aware of sexual misconduct and/or feels he or she is a victim of sexual misconduct, he or she should immediately contact Lindenwood University's Title IX coordinator at 636.255.2275, LARC, Room 209.

LU Non-Discrimination Policy

The Lindenwood University policy of non-discrimination can be found at

<https://www.lindenwood.edu/student-life/student-life-and-diversity/diversity-and-inclusion/>

Student Appeal Procedures

A student may encounter difficulties during the semester related to a change of placement, mid-term and final evaluation. Interpersonal conflicts may also occur. The appeal procedure is as follows:

- If a conflict arises, discuss this conflict immediately with the individual with whom the conflict exists or the agency Field Supervisor.
- If a satisfactory resolution is not obtained, take the matter to the next person on the chain of responsibility. If resolution still does not occur move up to the next step. It is highly inappropriate to "go around" or circumvent any person in the suggested chain of responsibility. The chain of responsibility is as follows:
 - a. Agency Field Supervisor
 - b. Field Coordinator
 - c. Assistant Dean of School of Counseling and Social Work
 - d. Dean of the School of Education
 - e. University Provost
 - f. University President

Appendix A

For agencies and supervisors:

- Field Practicum Memorandum of Agreement p. 40
- Application to Serve as a Field Supervisor p. 43

For students:

- Application for Social Work Field Practicum (student) p. 47
- Faculty Recommendation for Field Practicum p. 51
 - Pre-placement Seminar Evaluation (by student) p. 52
 - Disposition of Application for Field Practicum p. 53
 - Learning Agreement p. 54
 - Field Time Sheet p. 57

Placement evaluation forms:

- Mid-term Evaluation of Field Practicum Student p. 58
- Final Evaluation of Field Practicum Student p. 60
- Practicum Site Student Evaluation p. 64

Field courses Syllabi:

- SW 11500 Social Service Agency Observation p. 66
- SW 40500 Service Learning p. 74
- SW 45000 Field Practicum and Seminar p. 88

LINDENWOOD UNIVERSITY SOCIAL WORK PROGRAM
FIELD PRACTICUM MEMORANDUM OF AGREEMENT

This Agreement is entered as of the ____ day of _____, 20____
by and between the Lindenwood University Social Work Program and
_____, the Agency.

The Lindenwood University Social Work Program considers field practicum a vital part of the education of social work students and recognizes the importance of the contribution of the agencies and/or programs where these students are placed. The parties recognize that each will derive the greatest benefits by promoting the interests of both. Each of the parties is, therefore, entering into the agreement with the intention of cooperating with the other in carrying out the terms of the agreement, and agrees to interpret its provisions in such a manner as to best promote the interests of social work education, the client, and the community. This agreement will be reviewed each year and may be altered or modified by mutual, written consent. To maintain the educational excellence desired by both parties in this joint program, a specific statement of the responsibilities of both parties is listed in the following paragraphs.

The parties will comply with all applicable laws, rules and executive orders governing nondiscrimination, affirmative action and equal employment opportunity, including without limitation Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments Acts of 1972 and Section 504 of the Rehabilitation Act of 1973, and related regulations, and will not discriminate against any person on the basis of race, color, sex, sexual orientation, religion, national origin, age, or disability.

Responsibilities of the Lindenwood University Social Work Program

1. Lindenwood will provide the agencies with a manual stating objectives, policies and content of field practicum instruction.
2. In cooperation with agencies, Lindenwood will assign the students to be placed in the agencies and/or programs.
3. To the extent permitted by laws, Lindenwood will provide the Agency with background information on the students.
4. Lindenwood's liaison will assist the Agency in planning an educational program for the student, and will be available for consultation whenever problems occur.
5. Lindenwood will provide institutes and meetings for agency field supervisors and administrators.

6. The Lindenwood liaison has the responsibility for evaluating the overall achievement of the student and will assign the field practicum grade.
7. Lindenwood agrees to inform each student of the following responsibilities:
 - Each student shall conform to the Agency's schedule of operations.
 - Each student shall abide by the Code of Ethics of the National Association of Social Workers.
 - Lindenwood expects students to conduct themselves as professionals in all of their interactions at the Agency.

Responsibilities of the Agency

1. The Agency will provide a Field Supervisor who has a degree in social work from a CSWE-accredited program or who has the knowledge and experience that Lindenwood considers essential.
2. This Field Supervisor will be allowed a minimum of one hour Agency time weekly per student for individual conferences. It is also expected that the field supervisor's workload will be adjusted in order to assure adequate time to meet the learning needs of students.
3. The Agency will make available to the student, through the Field Supervisor, learning experiences which are suitable in quality and quantity for the student's maximum professional growth.
4. The Agency will provide students with an orientation to activities undertaken and to keep students and clients safe.
5. The Field Supervisor will accept the stated behavioral objectives as outlined in Lindenwood's Field Practicum Manual and in the Learning Agreement.
6. The Field Supervisor will release the student from duties so the student can attend the weekly field seminars.
7. Students should be involved with the Field Supervisor to report the performance of the student(s) to Lindenwood at mid-term and in written form at the end of each semester and at other times when deemed necessary.
8. The Field Supervisor
9. _____, as a representative of the Agency, will help plan and will attend seminars and meetings of field supervisors.

Effective Period of the Agreement

This Agreement shall remain in effect indefinitely subject to periodic review and revision. This Agreement may be terminated by either party without reason or cause on written notice to the other thirty (30) days in advance of the desired date of termination.

Signature of the Director of Agency

Date

Assistant Dean, School of Education

Date

Lindenwood University Social Work Program

APPLICATION TO SERVE AS A FIELD SUPERVISOR

Date of Application

Name _____

Agency of Employment

Agency Address

Phone _____ **Email** _____

Education

Institution _____ **Location** _____

Degree Conferred _____ **Date** _____

Institution _____ **Location** _____

Degree Conferred _____ **Date** _____

Institution _____ **Location** _____

Degree Conferred_____ Date_____

Licensure/Certification

Type _____

State _____ Expiration _____

Type _____

State _____ Expiration _____

Social Work Experience

Agency/Institution	Start Date	End Date	Title

Field Supervisor Experience

University/College

Number of Students

Areas of Special Knowledge/Training

The Agency I represent and I agree to:

1. Attend Practicum Supervisors' Training as offered by Lindenwood University.
2. Provide time for direct supervision of student (minimum of one hour per week).
3. Help students translate theoretical knowledge into professional social work practice.
4. Assist students to value and respect diversity.
5. Create and sustain a learning environment for student growth.
6. Submit timely, thorough and accurate paperwork as required including the final student evaluation
7. Provide experiences, which socialize students into professional social work identification.
8. Cooperate and communicate with the Lindenwood University Social Work Program in matters pertaining to the student's education.
9. Abide by the NASW Code of Ethics.

Signature of Applicant

Date

Consent for Release of Information

I give permission for the Lindenwood University Social Work Program to share this information with student(s) considered for my field practicum supervision.

Signature of Applicant

Date

Permission to Supervise Students from Agency Administration

_____ will be given adequate supports to

Applicant

supervise a social work field practicum student from Lindenwood University.

Signature

Title

Agency

Date

Lindenwood University Social Work Program
APPLICATION FOR SOCIAL WORK FIELD PRACTICUM

Student Name _____

Address _____

Telephone: Cell _____

Email _____

Field Agency Considerations

Please list your top three preferences for practicum site as listed in the Directory of Approved Field Agencies

(1 =first choice, 2 = second choice, 3 = 3rd choice)

1. _____

2. _____

3. _____

Geographical Considerations

Please check all of the geographical regions that you would consider for your practicum site location.

_____ St. Charles City _____ St. Charles County

_____ St. Louis City _____ St. Louis County

Other (please specify) _____

Transportation

Do you have a current driver's license? ☐ Yes ☐ No

Do you have access to an automobile? ☐ Yes ☐ No

Will you require a practicum site within walking distance of Lindenwood University?

☐ Yes ☐ No

Special Considerations

Please identify any languages that you speak fluently in addition to English:

☐ American Sign Language

☐ German

☐ French

☐ Spanish

Other (please specify) _____

If you will require special accommodation at your practicum site or have a specific concern that would be helpful in selecting the appropriate agency for you, please specify:

Previous experience in social service agencies for credit:

Social Service Agency Observation at _____

Service Learning at _____

Personal Statement

Please attach a typewritten statement (not to exceed two pages) covering the following information about you:

Your experiences in human services

Your special interests in social work

What you want to learn in field practicum

Your graduation plans

Why you want to be a social worker

What you will offer a field practicum site

Resume

Please attach a copy of your current resume. Include your educational, employment, volunteer and community service history.

Risk Management

Your acceptance into certain field agencies may be dependent on a criminal background check, child/abuse neglect screening, and/or the ability to meet requirements concerning health insurance, immunization, documentation, and checking on your automobile liability insurance if you use your own personal vehicle in transporting agency clients, etc. Costs for these requirements not covered by the agency will be the responsibility of the student. It is the student's responsibility to discuss these issues with potential field supervisors and/or agency representatives at the time of the prospective practicum interview and again when beginning a field placement within the agency.

Some field placements may be at locations that involve potential risks to your personal health and safety. Students are advised to discuss the management of these potential risks with the appropriate agency person and/or the field supervisor. It is the student's responsibility to become informed and comply with the agency's policies and practices to minimize these risks.

Students are also expected to minimize liability by knowing and practicing the limits of their knowledge and skills and by avoiding situations that are not in the student's area of competence. Students are strongly encouraged to carry a personal policy of professional liability insurance. Consultation with the field practicum supervisor and/or his/her designee is imperative when questions about certain cases and courses of action occur.

I have read the above and understand that there are risks including personal injury, illness, and damage to my personal property that may occur in field placement. I also understand it is my responsibility to become informed about agency policies and practices regarding the management of these issues in order to minimize the risks to me. I accept these risks.

Signature of Student

Date

Release of Information

I grant permission to the Lindenwood University Social Work Program to release information from this Application for Social Work Field Practicum for the purpose of arranging and maintaining my practicum placement. This release extends to the Social Work Program Advisory Council and to several agencies when necessary for approval and confirmation of a mutually agreeable placement.

Signature of Student

Date

Verification of Authenticity of Application

I understand that making false statements and providing incomplete information may result in the cancellation of my Practicum Application. I certify that the information provided in this application is true and correct.

Signature of Student

Date

Lindenwood University Social Work Program

SW FACULTY RECOMMENDATION FOR FIELD PRACTICUM

Dear Social Work Colleague:

_____ has applied for field practicum. Your assessment of this student's capacity for practicum is a part of the decision making process for field placement. Please share your professional opinion of this student's ability to satisfactorily complete the requirements of field practicum per the following:

☐

I recommend this student for Field Practicum.

☐

I have the following concerns about this student as it relates to field practicum:

☐

I cannot recommend this student for Field Practicum at this time because:

Faculty Signature Date

Lindenwood University Social Work Program
PRE-PLACEMENT SEMINAR EVALUATION

Date of Training _____

Please circle the corresponding rating for each of the following:

1. This seminar did a good job of answering my questions about field practicum.

1	2	3	4	5
Strongly	Disagree	Neither Agree	Agree	Strongly
Disagree		nor Disagree		Agree

2. This seminar was helpful in preparing me for field practicum.

1	2	3	4	5
Strongly	Disagree	Neither Agree	Agree	Strongly
Disagree		nor Disagree		Agree

3. This seminar taught me where to go for answers to my individual questions.

1	2	3	4	5
Strongly	Disagree	Neither Agree	Agree	Strongly
Disagree		nor Disagree		Agree

What I liked the most about this seminar was:

I still need information about:

Lindenwood University Social Work Program
DISPOSITION OF APPLICATION FOR FIELD PRACTICUM

On _____, the Social Work faculty have

Date

reviewed the Application for Field Practicum as submitted by _____.

Student Name

The Social Work faculty have determined the following:

☐

This student meets the criteria for being **admitted** to Field Practicum.

☐

This student meets the criteria to be **conditionally admitted** with the following concerns needing a plan of action:

☐

Placement of this student **cannot be recommended** at this time because:

Signature of Field Coordinator

Date

Lindenwood University
Social Work Practicum Learning Agreement

Student Name:

Date:

Agency Supervisor:

Agency:

Address/Phone number:

Description of Agency: (*Mission, services of agency, clientele served, geographic area*)

400 hours are to be completed beginning date _____ through ending date _____ .

Supervisory techniques include (check all that apply):

_____ Daily log _____ Group Supervision _____ Records review _____ Audio taping
_____ Videotaping _____ Client feedback _____ Indiv Conferences _____ Direct observation

Other:

Day/Time of regularly scheduled supervision (example: Mon/9 a.m.) :

Proposed dates for mid-term and final site visits will be scheduled at a later time.

Competency 1: Demonstrate Ethical and Professional Behavior

Student will demonstrate this competency by involvement in the following activities:

Student will be monitored/evaluated for competence in this area by the following behavioral criteria:

Competency 2: Engage Diversity and Difference in Practice

Student will demonstrate this competency by involvement in the following activities:

Student will be monitored/evaluated for competence in this area by the following behavioral criteria:

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

Student will demonstrate this competency by involvement in the following activities:

Student will be monitored/evaluated for competence in this area by the following behavioral criteria:

Competency 4: Engage in practice-informed research and research-informed practice

Student will demonstrate this competency by involvement in the following activities:

Student will be monitored/evaluated for competence in this area by the following behavioral criteria:

Competency 5: Engage in policy practice

Student will demonstrate this competency by involvement in the following activities:

Student will be monitored/evaluated for competence in this area by the following behavioral criteria:

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

Student will demonstrate this competency by involvement in the following activities:

Student will be monitored/evaluated for competence in this area by the following behavioral criteria:

Competency 7: Assess individuals, families, groups, organizations, and communities

Student will demonstrate this competency by involvement in the following activities:

Student will be monitored/evaluated for competence in this area by the following behavioral criteria:

Competency 8: Intervene with individuals, families, groups, organizations, and communities

Student will demonstrate this competency by involvement in the following activities:

Student will be monitored/evaluated for competence in this area by the following behavioral criteria:

Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities

Student will demonstrate this competency by involvement in the following activities:

Student will be monitored/evaluated for competence in this area by the following behavioral criteria:

Signature Page

_____	_____
<i>Signature of Practicum Student</i>	<i>Date</i>

_____	_____
<i>Signature of Field Supervisor</i>	<i>Date</i>

_____	_____
<i>Signature of Lindenwood Field Education Coordinator</i>	<i>Date</i>

Lindenwood University Social Work Program
FIELD PRACTICUM TIME SHEET

Name:				
Week of:				
Day/Date	Hours at Practicum	Task Time (Increments in 15 min. = .25, .5, .75, 1, etc.)	Task (individual session, group session, meeting, training, paperwork, phone calls, organizing, lunch, etc.)	Total Hours for Day
		_____ _____ _____	_____ _____ _____	
		_____ _____ _____	_____ _____ _____	
		_____ _____ _____	_____ _____ _____	
		_____ _____ _____	_____ _____ _____	
		_____ _____ _____	_____ _____ _____	
Total hours this week ____ + Cumulative hours from last week ____ = Hours to date ____				
Supervisor Signature/Date _____				

Lindenwood University Social Work Program
MID-TERM EVALUATION OF FIELD PRACTICUM STUDENT

Student _____ Supervisor _____

Agency _____

Semester/Year _____ Hours Completed _____ Date of Site Visit _____

Overview of Student's Activities to Date (duties, training, etc.)

Overview of Student's Performance to Date (professionalism, timeliness, reliability, etc.)

Focus of Learning to Date (experiences, involvement with other professionals, progress on Learning Agreement, etc.)

Demonstrated Strengths and Areas for continued Growth within core competencies - student and supervisor are asked to each reflect on CCs, and to discuss strengths, and areas for which there has been little opportunity yet, or demonstrate of competency. Note below the recognized strengths, and the plan for improvement:

Suggestions of any ways in which the University can better prepare students for the field education experience

Field Coordinator/Date

Lindenwood University

Social Work Practicum FINAL evaluation _____

Student: _____ **Agency Supervisor:** _____

Agency: _____

Verification of Hours:

As Agency Field Instructor, I certify that this social work student has completed a minimum of 400 hours or will have by _____.

Supervisory techniques include (check all that apply):

_____ Daily log _____ Group Supervision _____ Records review _____ Audio taping
 _____ Videotaping _____ Client feedback _____ Indiv Conferences _____ Direct observation

Social Work Practicum Final Evaluation Rating Scale Please circle the appropriate number in each section for the nine CC's. Each competency evaluation requires a written comment regarding how the student demonstrated competency.

RATINGS ARE FOR BACHELOR LEVEL GENERALIST SOCIAL WORK STUDENTS

5 HIGH	The student has excelled in this area
4	The student is functioning above expectations for students in this area
3	The student has met the expectations in this area
2	The student has not as yet met the expectations in this area, but there is hope that the student will meet these expectations in the near future
1 LOW	The student has not met the expectations in this area, and there is not much hope that the student will meet the expectations in this area in the near future

Please evaluate the student on the following nine Council on Social Work Education Core Practice Competencies for baccalaureate level social work

Please also indicate at least one behavioral example for each competency following each rating rubric, and feel free to make any additional comments as well.

Thank you.

M. Denise King, PhD

Field Coordinator

=====

Competency 1: Demonstrates Ethical and Professional Behavior

Low

High

↓

↓

(Circle the rating number)

1

2

3

4

5

Student demonstrated this competency by:

Competency 2: Engage Diversity and Difference in Practice

Low

High

↓

↓

(Circle the rating number)

1

2

3

4

5

Student demonstrated this competency by:

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

1

2

3

4

5

Student demonstrated this competency by:

Competency 4: Engage in practice-informed research and research-informed practice

1

2

3

4

5

Student demonstrated this competency by:

Competency 5: Engage in policy practice

1 2 3 4 5

Student demonstrated this competency by:

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

Low

↓

1

2

3

4

High

↓

5

(Circle the rating number)

Student demonstrated this competency by:

Competency 7: Assess individuals, families, groups, organizations, and communities

1 2 3 4 5

Student demonstrated this competency by:

Competency 8: Intervene with individuals, families, groups, organizations, and communities

1 2 3 4 5

Student demonstrated this competency by:

Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities

1

2

3

4

5

Student demonstrated this competency by:

SW Practicum (SEMESTER)_____

Signature of Practicum Student

Date

Signature of Field Supervisor

Date

Signature of Lindenwood Field Coordinator

Date

Date of final visit:_____

LINDENWOOD UNIVERSITY

Social Work Program—Practicum Site Evaluated by Student

Your feedback is very important to Lindenwood University and to other students. This evaluation will be available to students when considering practicum sites.

Circle the answer to the following questions. Please use the following scale when evaluating your practicum experience:

- | | | |
|----------|------------------|--|
| 5 | EXCELLENT | Consistently as expected or surpassed expectations |
| 4 | VERY GOOD | Frequently as expected with rare inconsistencies |
| 3 | GOOD | Often as expected with occasional inconsistencies |
| 2 | FAIR | Occasionally less than expected with some inconsistencies |
| 1 | POOR | Substantially less than expected with many inconsistencies |

-
1. This practicum experience gave me knowledge of what social workers do at this agency.

EXCELLENT VERY GOOD GOOD FAIR POOR

2. I had opportunities to work directly with clients.

EXCELLENT VERY GOOD GOOD FAIR POOR

3. My supervisor was open and available to me.

EXCELLENT VERY GOOD GOOD FAIR POOR

4. I was treated with respect.

EXCELLENT VERY GOOD GOOD FAIR POOR

5. I was given an adequate amount of direction and independence.

EXCELLENT VERY GOOD GOOD FAIR POOR

6. I enjoyed this practicum experience.

EXCELLENT VERY GOOD GOOD FAIR POOR

7. Overall, I recommend this practicum site to other social work students.

EXCELLENT VERY GOOD GOOD FAIR POOR

8. Overall, I recommend this practicum site supervisor to other social work students.

EXCELLENT VERY GOOD GOOD FAIR POOR

Comments:

Practicum Site Agency (name): _____

Practicum Site Supervisor (name): _____

Practicum Student Signature: _____

Date



The Mission of Lindenwood University

Real experience. Real success.

Enhancing lives through quality education and professional preparatory experiences.

The Mission of Lindenwood University School of Education

The mission of the School of Education at Lindenwood University is to provide an experiential education of exceptional quality which prepares students to successfully lead and serve as professionals in a diverse society.

The Mission of Lindenwood University Social Work Program

The Social Work Program at Lindenwood University prepares graduates for generalist social work practice with individuals, families, groups, organizations and communities in an ethical and effective way. The social work program promotes societal responsibility, cultural humility, and social justice.

I. COURSE

School of Education

Course Number SW 11500

Section ID Distance Learning

Course Title **Social Service Agency Observation**

Credit Hours 1

Term Spring Semester 2021

Term Start Date Monday, January 11, 2021

Term End Date May 11, 2021

Term, Location, Meeting Times: Spring 2021, Thursdays 8:00 a.m.

NOTE: Only meets 3 times: January 21; February 4; and March 4

Canvas Access

January 18, 2021 – April 2, 2021

Course Description

Students in supervised social work practice are provided opportunities to apply classroom learning in a field setting. Requires a minimum of 10 hours (over approximately 3 visits – to complete in one semester at the same agency).

Co-and Prerequisites, and Relationships to Other Courses

This is a required course. SW 11000.

Required Textbook and Materials

No textbook is required for purchase. Required reading and study materials will be posted on Canvas. Readings, PowerPoint slides, and in classroom discussions are required.

Notifications

The course syllabus is subject to change if the instructor deems it necessary in order to accomplish the course objectives. Students will be notified in writing of all substantive changes to the course syllabus.

II. INSTRUCTOR

Name Dr. M. Denise King

Office: Eastlick 205 Hall

Contact Information 636-627-2951
dking1@lindenwood.edu

For further assistance, please contact SPatterson-Mills@lindenwood.edu

Virtual Office Hours: MWF 9:00 a.m. – 1:30 p.m. Other times by appointment only

Biography

Dr. Denise King graduated as a Hartford Foundation Geriatric Doctoral Fellow from the University of Maryland Baltimore. She holds a Master of Social Work degree from Howard University and is also an alumnus of Tennessee State University. She has taught undergraduate social work and graduate social work and gerontology courses for the past 15 years. As an instructor, she has taught a variety of classes including Intercultural Communications, Human Diversity and Social Justice, Human Behavior in the Social Environment, Social Work Practice, Social Welfare Policy, Statistics for the Social Sciences and Social Work Research Methods. She has a 40 year social work history that includes social work education, research and direct practice. Dr. King's experiences include work with a variety of populations including those with chronic mental illness; older adults; African Americans; and gay, lesbian, bisexual and transgendered (GLBT) individuals. In addition, she has a passion for working with older adults and specific expertise in working with the caregivers of persons with Alzheimer's disease. Dr. King is a member of NASW and a founding board member of SAGE (Service and Advocacy for GLBT Elders) Metro St. Louis.

Availability/Presence & Responsiveness

All written correspondence to me should come through my email address at dking1@lindenwood.edu. I will only write you from this email account as well to your LU account. This will leave a record for the sake of both of us about what was written. You can expect me to respond to you within 24 hours, excluding weekends and official university holidays and breaks.

If you wish to speak with me, you may send me an email or call my office at 636-627-2951. I will set up an individual Zoom meeting to speak with you.

I monitor course activities on a weekly basis, and you will encounter videos and audio recordings from me throughout the course. As I monitor activity, I will contact you and/or notify the Office of Student and Academic Support Services if your participation significantly declines in frequency or quality.

III. LEARNING OUTCOMES

As aligned with the CSWE Core Competencies, 2015 (LU Social Service Learning Course Objectives)

CSWE Competency #1 Students demonstrate ethical and professional behavior.

Students will gain experience observing and acting in a professional social service agency. Will demonstrate their knowledge of the Social Work Code of Ethics by adhering to these principles.

CSWE Competency #2 Students engage diversity and difference in practice.

Students will have beginning exposure to the application and understanding of communication skills with person(s) different than themselves.

LU Institutional Learning Objective

ILO-1 Lindenwood graduates have broad, integrative, and specialized knowledge.

ILO 2- Lindenwood graduates essential habits of mind.

IV. GRADING

Final Grades

Final Grades will be earned per the following scale:

90% - 100%	=	405 – 450	A
80% - 89%	=	360 – 404	B
70% - 79%	=	315 – 359	C
60% - 69%	=	270 – 314	D
59% and below	=	269 or less	F

Assignment Descriptions

Assignment	Brief Description	Maximum Points/ % of final grade
On time attendance; class participation	Up to 15 points for each class session	45 points 10 % of the final grade

Learning Styles	Students complete a Learning Styles Inventory online and write a summary of their results.	100 points 22% of the final grade
Self-Awareness	Students consult several sources regarding social work as an occupation. They also take an online assessment for career interests and synthesize information to write an occupational awareness summary.	100 points 22% of the final grade
Hours/Observation Log	Complete ten (10) hours of shadowing a social worker and turn in a signed time sheet.	40 points for finished hours and 40 points for time sheet signed and turned in = 80 18% of the final grade
Appreciation Letter/Thank you card	Show verification of a card, email, letter etc... sent to the agency expressing your appreciation for their time	25 points 5% of the final grade
Final paper	Students prepare a written summary their experience shadowing a social worker in a social service setting.	100 points 23% of the final grade

Late & Missing Work

All papers and assignments will be submitted on Canvas by the date/time noted on the Course Schedule. As is expected of professional social workers in the field, work must be submitted on time. Late work will not be accepted. Special consideration of this policy must be discussed on an individual basis with the course instructor.

Missing work calculates as a 0 toward your final grade.

V. POLICIES & REQUIREMENTS

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Expectation of Student Work

Student work is defined as assignments, homework, and other academic activities to be completed outside of instructional time, including reading, studying, writing, research etc. Students should typically expect to spend a minimum of two hours per week completing work for each credit hour enrolled for a full semester. Thus, for this course, *students should expect to spend a minimum of 2 hours per week completing work for each credit hour enrolled.*

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Textbooks

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File Formats

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Student Interaction & Communication

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environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community. The following netiquette tips will enhance the learning experience for everyone in the course:

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- ◆ Give other students the opportunity to join in the discussion.
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- ◆ Popular emoticons such as 😊 or / can be helpful to convey your tone but do not overdo or overuse them.
- ◆ Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- ◆ Never make fun of someone's ability to read or write.
- ◆ Share tips with other students.
- ◆ Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- ◆ Think and edit before you push the "Send" button.
- ◆ Do not hesitate to ask for feedback.

Respect the beliefs, values and opinions of others even if you disagree.

Writing Style

The required writing style is APA, 7th Edition.

Writing across the social work curriculum

Social work professionals are required to use a variety of writing styles in practice. In this course, we will be focused primarily on this writing style:

- Reflection and sharing of personal experience
- Professional case recording, documentation, and reporting
- Research, analysis, and discovery (APA style)
- Persuasive and solution-focused

VI. AUTHENTICATION

Lindenwood takes academic integrity very seriously and we are committed to student authentication. As per The Higher Education Opportunity Act (Public Law 110–315), student authentication is defined as “processes to establish that the student who registers for a distance education course or program is the same student who participates in and completes the program and receives the academic credit.” Accordingly, compliance with Lindenwood’s

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VII. STUDENT SUPPORT SERVICES & RESOURCES

Academic

For the following information, please refer to the Lindenwood folder in the Canvas Global Navigation Menu:

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- Technical Support Services and Resources
- Technical Requirements

Writing

For assistance with written assignments, please contact the Lindenwood Writing Center.

VIII. ACCESSIBILITY

If you have been diagnosed with a disability or believe you may have a disability that requires reasonable accommodations for participation in this course, you must contact Jeremy Key, Student Support and Accessibility Coordinator, at 636-949-4510 or jkeye@lindenwood.edu and notify your professor during the first week of class so that accommodations can be made. Reasonable accommodations will be made to ensure that students with disabilities have a fair opportunity to perform at their potential. Students are responsible for providing the instructor with a Campus Accessibility Faculty Notification Form specifying classroom accommodations. Your academic advisor can also help with this process.

IX. COURSE SCHEDULE

SW 11500 Social Service Observation

Class Meeting Date	Topics/Agenda Assignment Due	Estimate of Hours to Complete	Activities
<u>1st meeting:</u> January 21, 2021	Introductions, review syllabus, expectations, and assignments. Review Directory of Field Agencies Forms Introductory letter	2 hours	Complete the Authentication process Choose and contact an agency 10 hours of observation are to be completed in 8 weeks.
<u>2nd meeting</u> February 4, 2021	Discuss of agencies and placements. Review learning styles and personal awareness assignments	2 hours	Learning Inventory and Self-Awareness summaries are due February 5, 2021
<u>3rd and final meeting:</u> March 4, 2021	Students turn in completed; signed timesheets Discussion of learning objectives Provide evidence of Thank you note	2 hours	
	Final exam activity is submission of all required materials including the final paper. Directions for all assignments are on Canvas.	2 hours	ALL final documents due on Canvas by 5:00 p.m. March 5, 2021



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The Mission of Lindenwood University School of Education

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The Mission of Lindenwood University Social Work Program

The Social Work Program at Lindenwood University prepares graduates for generalist social work practice with individuals, families, groups, organizations and communities in an ethical and effective way. The social work program promotes societal responsibility, cultural humility, and social justice.

I. COURSE

School of Education

Course Number SW 40500

Section ID Distance Learning

Course Title **Service Learning**

Credit Hours 3

Term Fall Semester 2020

Term Start Date Monday, August 25, 2020

Term End Date December 11, 2020

Term, Location, Meeting Times: Online Tuesdays 7:30 a.m. - 8:20 a.m., CDT

Canvas Access

August 24, 2020 – December 11, 2020

Course Description

Effective and responsible social work practice requires that students understand and develop a capacity to manage their own behavior, adapt themselves to the social work agency, and be prepared to service the agency and its clientele. This course is organized around the central themes of professionalism, organizational behavior, and social work service. Students are placed in supervised social service agencies to complete a minimum of 100 hours of service as defined by the site-based social work supervisor.

Co-and Prerequisites, and Relationships to Other Courses

This is a required course. SW 11000, and 10500.

Required Textbook and Materials

No textbook is required for purchase. Required reading and study materials will be posted on Canvas. Readings, ppt slides, and in classroom discussions are required.

Notifications

The course syllabus is subject to change if the instructor deems it necessary in order to accomplish the course objectives. Students will be notified in writing of all substantive changes to the course syllabus.

II. INSTRUCTOR

Name Dr. M. Denise King
Office: Eastlick 205 Hall

Contact Information 636-627-2951
dking1@lindenwood.edu

For further assistance, please contact SPatterson-Mills@lindenwood.edu

Virtual Office Hours: MWF 9:00 a.m. – 1:30 p.m. Other times by appointment only

Biography

Dr. Denise King graduated as a Hartford Foundation Geriatric Doctoral Fellow from the University of Maryland Baltimore. She holds a Master of Social Work degree from Howard University and is also an alumnus of Tennessee State University. She has taught undergraduate social work and graduate social work and gerontology courses for the past 15 years. As an instructor, she has taught a variety of classes including Intercultural Communications, Human Diversity and Social Justice, Human Behavior in the Social Environment, Social Work Practice, Social Welfare Policy, Statistics for the Social Sciences and Social Work Research Methods. She has a 40 year social work history that includes social work education, research and direct practice. Dr. King's experiences include work with a variety of populations including those with chronic mental illness; older adults; African Americans; and gay, lesbian, bisexual and transgendered (GLBT) individuals. In addition, she has a passion for working with older adults and specific expertise in working with the caregivers of persons with Alzheimer's disease. Dr. King is a member of NASW and a founding board member of SAGE (Service and Advocacy for GLBT Elders) Metro St. Louis.

Availability/Presence & Responsiveness

All written correspondence to me should come through my email address at dking1@lindenwood.edu. I will only write you from this email account as well to your LU account. This will leave a record for the sake of both of us about what was written. You can expect me to respond to you within 24 hours, excluding weekends and official university holidays and breaks.

If you wish to speak with me, you may send me an email or call my office at 636-627-2951. I will set up an individual Zoom meeting to speak with you.

I monitor course activities on a weekly basis, and you will encounter videos and audio recordings from me throughout the course. As I monitor activity, I will contact you and/or notify the Office of Student and Academic Support Services if your participation significantly declines in frequency or quality.

I. LEARNING OUTCOMES

As aligned with the CSWE Core Competencies, 2015 (LU Social Service Learning Course Objectives)

CSWE Competency #1 Students demonstrate ethical and professional behavior.

CSWE Competency #2 Students engage diversity and difference in practice.

CSWE Competency #3 Students advance human rights and social, economic, and environmental justice.

CSWE Competency #4 Students engage in practice-informed research and research-informed practice.

CSWE Competency #5 Students engage in policy practice.

CSWE Competency #6 Students engage with individuals, families, groups, organizations, and communities.

CSWE Competency #7 Students assess individuals, families, groups, organizations, and communities.

CSWE Competency #8 Students intervene with individuals, families, groups, organizations, and communities.

CSWE Competency #9 Students evaluate practice with individuals, families, groups, organizations, and communities

LU Institutional Learning Objective

ILO-1 Lindenwood graduates have broad, integrative, and specialized knowledge.

IV. GRADING

Final Grades

Final Grades will be earned per the following scale:

Students are reminded that this is an ***advanced level course***. Accordingly, final grades will be awarded per the following scale the grading scale is as follows:

93% - 100%	=	558 - 600	A
83% - 92%	=	498 - 557	B
73% - 82	=	438 - 497	C
63% - 72%	=	378 - 437	D
62% and below	=		F

Advanced Standing Course Expectations

This course is generally not used for advance standing in a CSWE accredited MSW program. Check with the individual MSW program you are interested in attending.

Assignment Descriptions

Assignment	Brief Description	Maximum Points/ % of final grade
Attendance & Participation in class	<i>Attendance and participation in 8 class sessions</i> Students are expected to be <u>on time</u> for all class sessions. Instructor will award 10 points per class for timely arrival, and up to 5 points for active/full participation. Attendance and professional presentation of self are expected. Students are allowed only one excused absence. A second absence will result in the drop of one letter for the final grade. If a third unexcused absence occurs the student is subject to being dropped from the course.	120 points 20% of the final grade
Homework	<i>Skills applications submissions (homework) 8 submissions</i> Students are required to submit a homework assignment for each class session. The assignment should contribute to the class discussion for the meeting. Homework assignments worth 15 points each. No late submissions will be accepted. All homework is to be submitted through CANVAS.	120 points 20% of the final grade
Reflection Paper	<i>Reflection Paper Regarding Personal and Professional Growth</i> In a final paper, students will reflect on the classroom discussions and field experience, highlighting areas of personal and professional growth, per the attached outline. This paper is due during finals week.	100 points 17% of the final grade

Seminar, webinar or workshop	<p>Professional Development – During this semester you are asked to identify and attend some type of professional development workshop, seminar, or training session. The instructor will give you some ideas and you can locate others through community newsletters, websites, or the LU speaker series. See attached description</p> <p>After attending the professional development event: You will submit a 350 word minimum reaction to the event. Please provide details about how this did (or will) help YOU in your development as a professional. Provide verification of attendance. Worth 50 points.</p>	<p>100 points 17% of the final grade</p>
	<p>Observation/Confirmation of Hours, Letter of appreciation, and final paper: 100 pts. Students will assist a social work agency for a minimum of one hundred (100) hours. It is similar to a pre-practicum position. The site supervisor must verify that the hours have been completed by signing off on your log of hours. This Confirmation of Hours must be submitted to Dr. King by email. All 100 hours must be confirmed as completed by your supervisor to receive any points. Completed time sheet(s) and confirmation of hours form must be received by email on time. 130 points.</p> <p>Thank You/ Letter of appreciation Students are to send a letter of appreciation to the site social worker upon completion of these volunteer hours. This is to be a professional correspondence (not a personal card). Attach a copy of the thank-you letter to the final paper. 20 pts.</p>	<p>150 points 25% of the final grade</p>

Late & Missing Work

All papers and assignments will be submitted on Canvas by the date/time noted on the Course Schedule. Late work will not be accepted. If you feel that you have special circumstances, please contact the instructor as soon as possible. Special consideration of this policy must be discussed on an individual basis with the course instructor.

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Writing Style

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IX. COURSE SCHEDULE

SW 40500 Social Service Learning

Class Meeting Date	Topics/Agenda Assignment Due	Estimate of Hours to Complete	Activities
Tuesday 08/25 7:30 am-8:20am Please pay attention to meeting dates	What is Service Learning? Lesson 1: Becoming a Helper Read the course syllabus Read resume resources on Canvas Introductory video due by 5:00 on Thursday HW #1 Resume due 9/1	6 hours	Review expectations and assignments. Complete the Authentication process and video <ul style="list-style-type: none"> ◆ Institutional Ethics Agreement & Attendance Confirmation Survey ◆ Record an introductory video for instructor, post Look for agency, research, set up interviews and/or begin hours.
09/1 Tuesday 7:30 am-8:20am	Lesson 2: Professionalism See assignment on Canvas	6 hours	Discussion of what it means to be a professional social worker.
09/08 Tuesday No meeting	Homework #2 due on Canvas See HW # 3 on Canvas	6 hours	Homework #2 due on Canvas by 5:00 p.m.
09/15 Tuesday 7:30 am-8:20am	Lesson 3: Professional Writing Settling In HW #3 due on Canvas	6 hours	Role of writing at an agency. Settling in. Should have started hours by this date.
9/29 Tuesday 7:30 am-8:20am	Lesson 4: Cultural Humility HW #4 due on Canvas See assignment on Canvas	6 hours	Small group discussion of scenarios about clients' ethnic and cultural backgrounds.
10/6 Tuesday 7:30 am-8:20am	Lesson 5: Social Work values and Ethics HW #5 due on Canvas	6 hours	Working through ethical dilemmas

10/20 Tuesday 7:30 am-8:20am	Lesson 6: Professional Boundaries Read article on Canvas before class HW # 6 due on Canvas	6 hours	Discussion of boundary violations. In class quiz.
10/27 Tuesday 7:30 am-8:20am	Lesson 7: Professional Development Read directions on Canvas HW #7 due on Canvas	6 hours	Identify one professional development event of interest to you and attend it
11/10 Tuesday 7:30 am-8:20am	Lesson 8: Merging Self and Profession; Self-Care HW #8 due on Canvas Professional Development paper	6 hours	Reflections on professional identity. Discussion about why it is so important to know your limits. How to take care of you.
11/17 – 20 11/17 Tuesday Final meeting All final assignments must be turned in by 5:00 pm on Friday, November 20, 2020	Reflection Paper Signed Time Sheets Copy of a Thank You Letter to supervisor	ALL 100 hours must be completed by 11/20	Your final consists of completing all of your hours, turning in signed timesheets, copy of thank you

Service Learning—Hours Log

<i>Date</i>	<i>From/To</i>	<i>Activity</i>

Lindenwood University
Social Work Program
Service Learning Confirmation of Hours

I confirm that _____ has completed 100 hours of
Name of Student

service learning at this organization, _____,
Name of Agency

under my instruction and supervision. I have reviewed and can verify the Hours Log
attached to this form.

Signature of Supervisor

Date

Supervisor contact information:

****Students you can get the completed forms to me by:***

- ***Scan form(s) and send as an attachment to an email,***
- ***or take a picture and send as an attachment to:***
dking1@lindenwood.edu

Professional Development

Professional development enables **social workers** to acquire new knowledge and **skills** as well as maintain and improve their standards across all areas of their practice.

Criteria regarding what counts as professional development:

- any training at your agency or another agency on a topic relevant to social work practice, education or research
- attending a conference
- attending a seminar
- attending an on-line seminar or webinar

Possible topics: Staying Connected in the COVID Crisis, Suicide prevention, Opioid Epidemic; Treatment modalities; Ethics, Child Welfare; Cultural Competence; Mental Health Services, Professionalism, etc...

Post event:

- After attending a professional development event, write and submit a response paper (350 word minimum).
- Provide details about the event: title, dates, location, name(s) of speaker(s). Include a URL if it was an online event.
- Explain how the event or information did or will contribute to YOU in your professional development. Paper should **reflect what “you learned”** not a summary of the event.
- Provide some type of attendance verification (program, agenda, web invite or announcement, photograph, etc.).

Worth 75 pts for attendance and 25 pts for paper = 100 pts.

Paper should not contain any spelling or grammatical errors

Due on CANVAS no later than 11/20/20.

Final Reflection Paper Outline

A minimum of three (3) typewritten pages—stapled, double spaced, 12-point font, one inch margins—per the following outline. To be submitted on CANVAS. Suggestion: write the paper when you are close to finishing your hours. Last possible submission is 12/3/19 even if you have not completed your hours.

Based on the classroom portion (and assignments/experiences) of this class (as opposed to onsite at the agency), please answer the following questions:

I. How has this class helped me to grow personally and professionally?

Was any of the material new to me, and if so, how did it help me to understand my future as a social work professional?

What did I learn that will be useful in my future work?

Were there any areas in particular (professionalism, professional writing, self-care, values and ethics, etc.) that proved most useful... or ones that I now know I need further work in?

II. What are my areas for continued growth?

What learning experiences do I feel I still need, or want, to have (and can envision being most helpful) perhaps in Field practicum seminar?

What fears do I have about future field work?

What other arenas do I need to explore, to fit with my goals in my career?

Are there other areas of my life I need to bolster so that my experience and education or the best possible for my future goals?

III. What questions do I have, as I prepare for the bigger field experience?

IV. Are there any other reflections I have on this class or my education to date in social work?



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I. COURSE

School	Education
Course Number	SW 45000
Section ID	10
Course Title	Field Practicum and Seminar
Credit Hours	9
Term	Spring Semester 2020
Term Start Date	Monday, January 13, 2020
Term End Date	Friday, May 8, 2020
Canvas Access	December 29, 2019- May 22, 2020

Course Description

Students in supervised social work practice are provided opportunities to apply classroom learning in a field setting. Requires a minimum of 400 hours (approximately 27 hours per week – to complete in one semester at the same agency).

Co- and/or Prerequisites, and Relationships to Other Courses

Course prerequisites: SW 31000, 31100 and 41200 (can be concurrent), and senior standing; though it is expected that all other social work courses and requirements will be met as well. Permission of the Dean.

Notifications

The course syllabus is subject to change if the instructor deems it necessary in order to accomplish the course objectives. Students will be notified in writing of all substantive changes to the course syllabus.

II. INSTRUCTOR

Name Dr. M. Denise King
Office: Eastlick 205 Hall
Contact Information 636-627-2951 dking1@lindenwood.edu

For further assistance, please contact SPatterson-Mills@lindenwood.edu

Virtual Office Hours: MWF 10:00 a.m. – 1:30 p.m. Other times by appointment only

III. Biography

Dr. Denise King graduated as a Hartford Foundation Geriatric Doctoral Fellow from the University of Maryland Baltimore. She holds a Master of Social Work degree from Howard University and is also an alumnus of Tennessee State University. She has taught undergraduate social work and graduate social work and gerontology courses for the past 15 years. As an instructor, she has taught a variety of classes including Intercultural Communications, Human Diversity and Social Justice, Human Behavior in the Social Environment, Social Work Practice, Social Welfare Policy, Statistics for the Social Sciences and Social Work Research Methods. She has a 40 year social work history that includes social work education, research and direct practice. Dr. King's experiences include work with a variety of populations including those with chronic mental illness; older adults; African Americans; and gay, lesbian, bisexual and transgendered (GLBT) individuals. In addition, she has a passion for working with older adults and specific expertise in working with the caregivers of persons with Alzheimer's disease. Dr. King is a member of NASW and a founding board member of SAGE (Service and Advocacy for GLBT Elders) Metro St. Louis.

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I monitor course activities on a weekly basis, and you may encounter videos and audio recordings from me throughout the course. As I monitor activity, I will contact you and/or notify the Office of Student and Academic Support Services if your participation significantly declines in frequency or quality.

I. LEARNING OUTCOMES

As aligned with the CSWE Core Competencies, 2015 (LU Social Work Program Learning Objectives)

COURSE LEARNING OBJECTIVES and PROGRAM LEARNING OUTCOMES ARE THE SAME for this capstone course

1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic, and environmental justice
4. Engage in practice-informed research and research –informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations and communities
7. Assess individuals, families, groups, organizations, and communities
8. Intervene with individuals, families, groups, organizations, and communities
9. Evaluate practice with individuals, families, groups, organizations, and communities

Lindenwood Institutional Objective:

ILO- Lindenwood graduates have broad, integrative, and specialized knowledge.

IV. GRADING

Final Grades

Final grades will be earned per the following:

- A = 93%
B = 83%
C = 73%
D = 63%
F = 0-62%

Assignments & Points

	ASSIGNMENTS	POINTS
	Course Requirements	

	<p>1. <u>Field practicum hours</u></p> <p>Pre-placement: Students have met the requirement of having completed the practicum application, and it has been reviewed by a board member and accepted by the SW faculty. Students are to complete the requirements as outlined in the Lindenwood University Social Work Program Field Practicum Handbook prior to the initiation of hours. In addition students should attend the pre- practicum meeting.</p> <p>Once a placement has been agreed upon hours are to be scheduled directly with practicum site supervisors. Students are to adhere to the code of conduct as expected for agency interns/practicum/volunteers. Problems are to be addressed directly with the practicum supervisor and/or with your instructor as soon as concerns are identified.</p> <p>Students are to submit required paperwork, including the Learning Agreement, in a timely manner. Field supervisors will complete a Final Evaluation on the assigned social work practicum student; these must be submitted to the Field Education Coordinator prior to being assigned a grade for this portion of the course total. The Field Education Coordinator, with information and documentation received from the Field Supervisor and via direct observation of the student at the practicum site, will determine the final points for this course requirement. Students will adhere to the code of conduct as expected for agency interns/practicum/volunteers. Potential problems or concerns are to be addressed directly with the practicum supervisor and/or with your instructor as soon as concerns are identified.</p> <p>Students are to submit required paperwork, including the Learning Agreement, in a timely manner. Field supervisors will complete a Final Evaluation on the assigned social work practicum student; these must be submitted to the Field Education Coordinator prior to being assigned a grade for this portion of the course total. The Field Education Coordinator, with information and documentation received from the Field Supervisor and via direct observation of the student at the practicum site, will determine the final points for this course requirement. This course requirement is worth a maximum of 200 points; points will not be given until the entire 400 hours have been completed.</p>	<p>Approximately 24-26 hours per week</p> <p>Time sheets: 100 pts</p> <p>Thank you: 50 pts.</p>
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	<p>Evaluation on the assigned social work practicum student; these must be submitted to the Field Education Coordinator prior to being assigned a grade for this portion of the course total. The Field Education Coordinator, with information and documentation received from the Field Supervisor and via direct observation of the student at the practicum site, will determine the final points for this course requirement.</p>	<p>Mid-term eval submission: 25 pts. Final eval submission: 25 pts.</p>
	<p>3. <u>Group agency presentation (100 points)</u> Students will work together in assigned groups to present an informative presentation regarding their practicum sites. The group will present to a Social Work class using a Power Point presentation to introduce and describe each practicum agency. One grade will be calculated for each student. A maximum of 3-4 slides are to be developed per student.. DO NOT READ the slides.. The audience wants to know:</p> <ul style="list-style-type: none"> • An overview of the agency and the population they serve • What specifically do you do there? • And one or two case examples 	<p>(1) 25 points for slides (2) 75 points for presentation = 100 possible points</p>
	<p>4. <u>Attendance and participation at field practicum seminar</u> Mandatory on-time attendance at practicum seminar and participation in class activity is expected. Excused absences must be pre-approved and the student is required to make up the consultation time with the instructor during the week of the absence, or as soon as possible.. A maximum of 300 points (equal to 20 points per gathering, but awarded at instructor discretion) will be awarded for active participation and on-time attendance at field practicum seminar/activity. One unexcused absence will be tolerated but preferably you will not miss any meetings. <i>If a student has two absences, he/she may be dropped from seminar or reduced one letter grade for the final grade.</i></p>	<p>300 points Up to 20 points per session. Unexcused absences cannot receive points Excused absences will receive points if the student has made up the class one on one with instructor.</p>
	<p>5. <u>Updated Resume:</u> The most current resume is to be submitted on the date assigned and to be put on CANVAS. It should be error free. You may also consult with the Career Center (LARC) for assistance. The instructor is available for consult in advance of the due date.</p>	<p>30 points</p>

	<p><u>6. Assignments connecting field and theory</u></p> <p>Students will be expected to submit homework as assigned. They will also participate in related discussions connecting their fieldwork to theory. The completed homework assignments will be posted on CANVAS and discussed in class meetings. Each of the eight assignments will be valued at 15 points,</p>	120 points
	<p><u>7. Brief Research Paper on related topic to practicum</u> On the date noted, a research paper utilizing at least 3 journal articles related to topics represented within the student's final case presentation (particular to his/her agency/field of work/client, etc.), and written with APA citations (at least 3) is due. The paper must detail how these articles relate to the student's case and have been useful in understanding their work at the agency or the noted client). Paper should be a minimum of 3 pages in length</p>	50 points
	<p><u>8. Case presentation and paper (200 points)</u></p> <p>Each student will present a case from the practicum setting to all social work faculty on the date to be determined. A case may constitute an individual, group, family, community or organization. Cases will be presented with any identifying information deleted in order to maintain client confidentiality. The presentation is to be 20 minutes in length followed by 10 additional minutes for discussion and questions from faculty. One visual aid is required such as a handout (outline, diagram, copy of agency form or policy, etc.) is required. The case paper is to be submitted on Canvas by the date designated.</p>	100 points for case presentation 100 points for case written paper

	<p><u>Adherence to the NASW Code of Ethics and agency policy:</u></p> <p>As this course is offered by the Social Work Program at Lindenwood University and the instructor is a professional social worker, the Social Work Code of Ethics of the National Association of Social Workers (NASW) will be followed. Students who have been accepted into the major of social work at Lindenwood University are bound by that Code as students are in preparation to be social workers. Consistent with that code, from time to time, faculty colleagues in the Social Work Program will share information with each other concerning student behaviors that could be harmful to their (or others) learning.. The sharing of information is meant for the sole purpose of serving the student with regard to their needs: educational, experiential, supervisory, ethical and professional development. Relevant student information may come from such places as the classroom, labs, field seminars and exchanges with community professionals involved with dimensions of courses related to assignments. At times, those discussions will reveal that there are problems such that accommodations and flexibility will not adequately address . In these cases, it is the course instructor's professional responsibility to directly address that problem with the student and with the social work faculty if needed. Those discussions will be conducted in a manner consistent with the NASW Code of Ethics. If necessary a plan of action will be developed with the student to address the issue and move forward in a professional manner.</p> <p>Similarly, students accepted into the Social Work Program at Lindenwood University are expected to treat each other with respect and represent accurately and fairly, the qualifications, views and findings of student colleagues and faculty as well as use appropriate channels to express perceptions on those matters. If a student disagrees with the instructor or needs further clarification on a specific point, it is important that they address this point with the instructor privately. If the student does not feel that a resolution or understanding was reached then he/she may approach the Assistant Dean, Michael Rankins: mrankings@lindenwoof.edu</p> <p>Sharing is a large portion of the format in seminar. The educational objective is for students to learn from one another. If a student feels uncomfortable about a question, incident, or case, they may use the term "pass" in class. However, they need to address the concern privately with the Instructor. If a student disagrees with the instructor, is uncomfortable or in distress and they do not feel that the matter was addressed to their satisfaction, they may then contact the Instructor's supervisor:</p>	<p>BSW Field Manual Page 94</p>
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V. POLICIES & REQUIREMENTS

Attendance

Excused Absences: The Lindenwood University (LU) policy on attendance is that all students are expected to attend all classes and class activities for which they are enrolled. LU allows students (including student-athletes engaged in official sports contests, arts events, approved field trips, approved conference attendance, etc.) to be excused from class for university-sponsored events in which those students are officially representing the University. Students are required to communicate with their professors and make arrangements for missed work in advance of their university authorized absences. When make-up work is pertinent, students who have provided advanced notice will be provided the opportunity to complete that work or an educationally equivalent and substitutable activity at a time and place mutually agreed upon by the student and this professor. For an illness, students are to submit written verification from a medical professional that the student was unable to attend the class and complete the work to be deemed an excused absence.

Unexcused Absences: Unexcused absences are those absences that are not defined per above. Chronic unexcused absenteeism, as defined as not attending one (1) or more classes not defined as excused absences, may result in a letter grade of “F” or “AF” as this is unsatisfactory work (missing two weeks of class).

Advanced Standing

Most CSWE-accredited MSW programs accept this course to be eligible for advanced standing credit. This eligibility is established by the graduate school in social work. As such, this course will begin at an undergraduate level in expectations and end on a graduate level expectation level.

Expectation of student work

Student work is defined as assignments, homework, and other academic activities to be completed outside of instructional time, including reading, studying, writing, research etc. Students should expect to spend a minimum of two hours per week completing this work for each credit hour enrolled (thus 8 hours of work outside of class for this 4-hour course), although the time spent outside of class may increase based on the topic and level of the course.

Diversity related experiences

In the Lindenwood University Social Work Program, we recognize the need for lifelong learning as it relates to working and living with diverse attitudes, culture, and beliefs. Our classes strive to increase knowledge, abilities, and skills to effectively meet the needs of a global community. In this course, case studies, readings, research, videos, and activities will provide diversity awareness as it relates to macro-level social work practice.

Course Content

As this is a social work course, content that may be disturbing, even traumatizing, to some students will be covered. If you ever feel the need to step outside during one of these

discussions, you may do so without academic penalty. Please know that I will follow-up with you to ensure you have calmed.

You will, however, be responsible for any material you miss. If you leave the room for a significant time, please make arrangements to get the material missed. I am available to discuss your personal reactions to the material. I welcome such discussion as an appropriate part of our coursework.

Counseling and other free, confidential services are also available to LU students. Call for an appointment at 636-949-4525.

Student safety and security

It is advised all students have the LU Campus Public Safety Office (Security) number easily accessible to them. It is suggested all students program the number in their cell phone: 636-949-4911.

Academic Integrity at Lindenwood University

Lindenwood University students belong to an educational community invested in the exploration and advancement of knowledge. Academic integrity is a critical part of that investment: all students have a fair opportunity to succeed, and as such, all students owe their classmates, instructors, administrators, and themselves the duty of scholarly and creative work untainted by plagiarism, dishonesty, cheating, or other infringements of academic integrity. In turn, instructors, staff, and administrators will also uphold these policies in order to promote student intellectual development and preserve the integrity of a Lindenwood degree.

As part of this educational community, students are expected to familiarize themselves with the university's policies on Academic Honesty in the Lindenwood University Student Handbook and to adhere to these policies at all times. Students are also encouraged to consult the resources of the university library and the Writing Center/Academic Success Center for assistance in upholding the university honesty policy.

Academic Dishonesty includes plagiarism, cheating, and lying or deception.

Cheating is giving or receiving unauthorized aid on an examination, assignment, or other graded work. Regardless of where the aid comes from—e.g., cell phone, crib sheet, or another student—it qualifies as academic dishonesty.

Lying/Deception refers to dishonest words, actions, or omissions directed at University personnel by a student in order to improve the academic or financial standing of any student at the University.

Plagiarism is the fraudulent presentation of another person's ideas or work as the student's own,

or the presentation of the student's own previous work as new and original.

- o When a student, whether by accident or design, does not properly acknowledge sources in any academic assignment where original work is expected, that student is stealing the ideas and effort of another.
- o For all assignments completed entirely or in part out of class, the instructor reserves the right to interview the student about the work to verify authorship. A student who is unable to demonstrate a basic understanding of the submitted

work will be reported for academic dishonesty and an appropriate penalty will be applied.

Consequences of Academic Dishonesty

The penalty for the first reported offense of academic dishonesty will be determined by the instructor and may result in a reduced or failing grade on the work/test, failure in the course, or other appropriate penalty. Upon a first report of dishonesty, the student is also required to complete an online Academic Integrity Tutorial. A charge for the tutorial will be applied to the student's Business Office account. For undergraduate students, a second offense will result in failure of the class, and a third offense will lead to expulsion from the university. Graduate students will be expelled after a second offense is reported.

Any questions concerning this policy should be directed to the Associate Provost, who maintains confidential records of academic dishonesty reports. These records are accessible only to the Provost and Associate Provost and are not linked to the student's academic or financial records at the University.

Recording and Electronic Devices

During classroom instruction and testing, the use of cameras, video, audio taping devices, or any other kinds of electronic devices (including telephones, tablets, Google glasses, and Bluetooth devices) is allowed only after obtaining permission from the instructor; otherwise, the use of such devices is prohibited.

Electronic devices used for prosthetic or accessibility purposes may only be used after the faculty member has received a signed accommodation letter from the Accessibility Officer. Any recordings made may not be redistributed to anyone not a member of the class without the express written permission of the instructor and all student subjects of the recording.

Books (Required)

No text required for purchase. Required reading and study materials will be posted on Canvas.

File Formats

All assignments should be submitted on Canvas using the Microsoft Word format (.doc, docx, or .pdf format). Other file formats may not be readable on Lindenwood computers. All students may download Microsoft Office 365 programs for use with Lindenwood courses. Word is available for both, PC and Mac devices. The Help Desk team can assist you as needed.

Student Interaction & Communication

Professional Behavior and Participation: To maximize classroom and campus success for each student, and to ensure a positive learning environment, the following conduct is expected of all students:

- Attend all scheduled classes and be on time for classes; attend the entire class. Enter the room quietly if you are late.

- Appropriate dress required (including shirts and shoes).
- Tobacco may not be used at any time during class.
- Coffee, water, and soft drinks may be permitted by your class instructor; however, empty containers must be properly disposed of after class.
- Talking during class is limited to class discussions only. Students will not engage in private discussions including the use of cell phones or other electronic devices (unless on-task) and text messaging.
- Attend to only the material being addressed in class.
- Do not sleep or otherwise engage in behavior that may interfere with other students or the instructor. Students will have the opportunity to interact in classroom discussion and small group exercises.

Respect the beliefs, values and opinions of others even if you disagree.

Writing Style

The required writing style is APA, 6th Edition.

Writing across the social work curriculum

Social work professionals are required to use a variety of writing styles in practice. In this course, we will be focused primarily on this writing style:

- Reflection and sharing of personal experience
- Professional case recording, documentation, and reporting
- Research, analysis, and discovery (APA style)
- **Persuasive and solution-focused**

VII. STUDENT SUPPORT SERVICES & RESOURCES

Academic

For the following information, please refer to the Lindenwood folder in the Canvas Global Navigation Menu:

- Student and Academic Support Services
- Technical Support Services and Resources
- Technical Requirements

Writing

For assistance with written assignments, please contact the Lindenwood Writing Center.

VIII. ACCESSIBILITY

If you have been diagnosed with a disability or believe you may have a disability that requires reasonable accommodations for participation in this course, you must contact Jeremy Key, Student Support and Accessibility Coordinator, at 636-949-4510 or jkeye@lindenwood.edu and notify your professor during the first week of class so that accommodations can be made.

Reasonable accommodations will be made to ensure that students with disabilities have a fair opportunity to perform at their potential. Students are responsible for providing the instructor with a Campus Accessibility Faculty Notification Form specifying classroom accommodations. Your academic advisor can also help with this process.

IX. COPYRIGHT

It is the intent of Lindenwood University that all members of the University community comply with the provisions of the United States Copyright Law. This Copyright policy serves to uphold the University's commitment to protecting the principles of intellectual property, as well as, protect the rights of its faculty to make appropriate use of copyrighted works for acceptable educational purposes.

X. COURSE SCHEDULE Class Meeting Date Topics/Agenda	Assignment Due (graded assignments are highlighted)	Estimate of Hours to Complete	Activities
Week 1 Monday January 13, 2020 <i>Topics: Introductions/Course Overview</i> Purpose and Expectations for Practicum The role of the practicum student in social service agencies Concepts and principles of the strengths perspective Revisiting resiliency Time sheet completion and guidelines Practice Behavior and Educational Learning Agreement review/suggestions	Work with your supervisor on your learning agreement	18 hrs. minimum Expected average of 26-28 hrs per wk at practicum site	<i>Activities:</i> Ground rules for sharing agency experience. Where are you placed? What are your expectations? How to fill out timesheets and send electronically. Review samples of Learning Agreement
Week 2 Monday, 1/20/20 HOLIDAY MARTIN LUTHER KING, Jr. Holiday	NOTHING DUE You may work at your agency if open		Continue working on draft of learning agreement with supervisor. Orientation to agency.
Week 3 Monday 1/27/20 Assignment: <i>Developing professional relationships—clients, supervisors, agency staff</i> <i>Shifting the fundamental frame of practice from traditional paradigms</i> <i>Elements of strengths-based practice</i>	Work on learning agreement HW # 1	18 hrs. minimum practicum hours	Resume Please update your current resume and put on canvas for review

<p align="center">Week 4 Monday 2/3/20</p> <p><i>Topic: Safety in Social Work</i></p> <p><i>Assignment: Completed, <u>signed</u> original of your Learning Agreement turn in on Canvas. Keep a copy.</i></p> <p>HW # 4 due</p> <p><i>In class: Show instructor your calendar/plan for completing your hours for practicum.</i></p> <p><i>Homework note: Review, and be prepared to discuss homework assignments in class.</i></p>	HW#2	18 hrs Practicum hours	Discuss agency and what you have been doing. Review learning agreements. Discussion homework.
<p align="center">Week 5 Monday 2/10/20</p> <p><i>Topic: Cultural Humility</i></p> <p><i>Read article on Canvas</i></p> <p>NOT MEETING IN CLASS: Time to get in hours or go to Professional Development</p>	HW#3 Due on Canvas	18 hrs including Practicum hours	Define culture How would you explain cultural humility?
<p align="center">Week 6 Monday</p> <p><i>Topic: Social Work ethics and values</i></p>	Review NASW Code of Ethics HW#4	18 hrs + Practicum hours	Discuss ethical dilemmas at the agencies
Week 7 Monday	NONE	18 hrs Practicum hours	Group exercises and problem solving with issues in the workplace
<p align="center">Week 8 Monday</p> <p><i>Topic: The Planned Change Process</i></p>	HW#5	18 hrs Practicum hours	Discuss the planned change process and how this is used in your agency.
<p align="center">Week 9 Monday</p> <p><i>Topic: Importance of research</i></p>	Journal article evaluation due	18 hrs Practicum hours	Discuss journal articles you chose
<p align="center">Week 10 Monday</p> <p><i>We will be doing our agency presentations. TBD to which class or to our own.</i></p>		Practicum hours	Agency Pres

Week 11 Monday <i>Topic: Reflections on supervision</i>			18 hrs Practicum hours	Discussion of what do you need in a supervisor
Week 12 Monday <i>Purpose of being a lifelong learner.</i>		Prof. Dev Paper due which is HW#6	18 hrs Practicum hours	How will you keep up with changes in your profession?
Class Meeting/Date Topics/Agenda	Assignment Due	Estimate of Hours to Complete	Activities	
Week # 13 Monday	Presentations about agency	18 hours Practicum hours	Presentations about agency	
Week #14 Monday	HW#7	hours	Preparation for case presentations. What are your questions? What makes a good presentation? What are the faculty looking for?	
Week # 15 Monday	HW#8	hours	How prepared were you for practicum? Discussion of the positives of this experience and any challenges you faced.	
Final: will be arranged			Case presentation in front of SW faculty. Date and location will be determined and you will be notified in class.	