SOCIAL WORK
FIELD PLACEMENT
MANUAL

Louisiana College
Division of Human Behavior
Pineville, Louisiana 71359

Revised Fall 2012
Comments from the Field Placement Coordinator

The purpose of this Field Instruction Manual is to give direction to the students, Field Supervisors, and social work faculty members in the field experience. It is our hope that this field manual will be a source of help to both students and Field Supervisors. Included in this manual are all forms and instructions related to the field requirements. The Louisiana College Social Work Program is committed to preparing professional and ethical BSW graduates for entry level generalist social work practice. The field component is the signature pedagogy of Social Work education as well as the final phase of this preparation. The student’s application of his or her social work knowledge, values, and skills culminates in this field placement experience where the student has numerous generalist level opportunities to demonstrate the program’s core competencies.

The Field Manual has the responsibilities listed for all the participants in the field placement process and the forms used for evaluations that are needed for each participant. It is our desire as faculty of the Louisiana College Social Work Program to ensure that the field learning experience is productive for both the Field Supervisor and student. We recognize the value of the time and experience that Field Supervisors contribute to our students.

Louisiana College and the Social Work Program, its faculty and students are deeply appreciative of the contribution of the community agencies and Field Supervisors to the field experience which makes it possible for students to develop into professional generalist practice social workers. Thank you for your immeasurable dedication.

Bobbye Roberts, LCSW
Field Placement Coordinator
Louisiana College Social Work Program
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Introduction

This manual provides information that will be used by the student and the field agency supervisor as they seek to maximize the learning opportunities of the social work field placement.

A student entering field placement has completed all of the social work courses except for SW436, SW 438 and SW 450, unless given special permission by the Field Placement Coordinator. This academic background has provided the student with the theory, knowledge, values and skills which are necessary for entry level generalist social work practice. The field placement provides an opportunity for the student to utilize this background in experience with actual clients in order to demonstrate the core competencies of the social work program. So that Field Supervisors will be acquainted with the student’s academic preparation prior to placement, a description of the Louisiana College Social Work Program and a statement of the program’s mission and goals are included in this manual.

Since Field Supervisors are automatically a part of the total learning experience for the student, a copy of the Educational Policy of the Council on Social Work Education (CSWE) is also included. This document presents the educational intent and the expected practice behavior competencies of social work programs which are accredited by CSWE. It will help ensure that learning goals for the semester are compatible with expected outcomes for the student.

To help clarify expectations, the manual delineates responsibilities of the Field Placement Coordinator, the Field Supervisor, and the student. And, finally, the manual contains in the Appendices those forms and supplemental materials which are pertinent to the field placement.

Some terms are used throughout the manual. The term Field Placement designates the actual field practice component of the program. The term Field Placement Coordinator designates the faculty member who bears primary responsibility for directing this field placement component. Field Supervisor refers to the agency-based person bearing responsibility for the student’s learning experience at the agency.

The social work faculty welcomes suggestions about additions to or deletions from the material contained in the manual.
Louisiana College Mission Statement

The mission of Louisiana College is to provide liberal arts, professional and graduate programs characterized by devotion to the preeminence of the Lord Jesus, allegiance to the authority of the Holy Scriptures, dedication to academic excellence for the glory of God, and commitment to change the world for Christ by the power of the Holy Spirit.

Overview of the Louisiana College Social Work Program

Louisiana College Social Work Program Mission Statement

The mission of the Louisiana College Social Work Program is to prepare students to function competently and effectively in a rapidly changing world through an academically challenging social work education within a nurturing Christian environment that offers an integration of faith and learning. The program expands the College mission in advancing students toward continued learning in all aspects of life with specialized emphasis on the professional application of generalist social work practice which includes its history and purposes. The Social Work Program prepares social work graduates who are rooted in the liberal arts, the Christian and Baptist perspectives, and the NASW Code of Ethics. Through course work emphasizing the core social work values and ethics, critical thinking, and supervised opportunities, students are encouraged to become facilitators of progressive change within diverse populations. Our immediate region allows for multiple opportunities for service within the homeless, veterans, mentally ill, impoverished and rural communities and includes work with agencies, organizations, groups, families, and individuals both locally and globally through integration of social work knowledge, values, skills and Christian faith.

Program History

Social work courses were first offered within the Sociology Department of Louisiana College in 1962. At that time, four social work courses were offered as electives within the sociology major. These courses were taught by adjunct supervisors from the local professional community.

By the fall of 1976, a concentration in social work had evolved which included seven core courses and a field placement component. A full-time MSW was hired at that time to coordinate the program and a second full-time MSW was hired in the fall of 1989. The program, now housed in the Division of Human Behavior, offers a Bachelor of Social Work degree. The program received initial accreditation from the Council on Social Work Education in October of 1993 and was re-accredited in 2006 for the full eight years.

Program Description

The social work curriculum has as its organizing principle the ecosystems theory which emphasizes the person-in-environment perspective. This principle relates directly to the first goal of the program, which is to prepare students for entry level generalist social work practice.
Toward this end, the social work curriculum is designed through appropriate sequencing of courses and through course content to provide students with the knowledge, skills, and values necessary for competent generalist social work practice. Course content and field experience prepare students to work with diverse client systems in a variety of geographical locations providing varied interventions. This focus on diversity directly relates to the second goal of the social work program.

The curriculum design also seeks to promote a lifelong commitment to the acquisition and use of knowledge, thus enhancing personal and professional growth. This is true for all students majoring in social work, regardless of their career track following graduation. This focus on lifelong learning directly relates to the third goal of the social work program.

Students who complete the requirements of the social work program obtain a Bachelor of Social Work degree at the time of graduation. The social work major consists of 39 hours of social work courses, and 12 hours of allied courses, some of which can satisfy central curriculum requirements. Because these courses are a critical part of the program’s foundational knowledge base, social work majors are required to earn at least a grade of “C” in them.

The social work curriculum design flows from a general to specific knowledge base and has as its foundation the liberal arts central curriculum of the college. Through completion of these two curricula, students obtain a broad understanding of human behavior, human diversity and of social problems confronting those in any given society, including those populations experiencing oppression and social injustice. In addition, social work values and ethics as well as integration of faith and learning are emphasized throughout the social work curriculum which directly relates to the fourth goal of the social work program.

Knowledge obtained in the first year serves as a foundation to the social work courses taken during the sophomore, junior and senior years: practice, human behavior and social environment, policy, and research. Field placement, which is the capstone course, typically occurs during the spring semester of the student’s senior year and demands practical and theoretical integration of material learned during the first three years. Each placement course is accompanied by a weekly integrative seminar led by the Field Placement Coordinator. In addition, there is a senior course (SW 450) devoted to social work ethics taken in the student’s final semester.

The curriculum is designed so that it can be completed in four years. A student should not expect to complete it within a shorter period of time.

**Louisiana College SW Program Goals**

1. Prepare students through content and practice behaviors emphasized in the social work curriculum for generalist social work practice as competent social workers with client systems of various sizes and types including but not limited to the homeless, veterans, those with mental illness, the impoverished and rural residents.
2. Train students who are knowledgeable and understanding of diversity issues at the local, regional, national, and global levels including how each grow, change and function together within the context of the environment.

3. Prepare students for programs of graduate study in social work and develop career-long learners that will critically think about the populations they serve and the issues of the time.

4. Prepare students to practice ethically in a rapidly changing world and to integrate their faith and learning that is developed through understanding of a Christian worldview.

**Statement of Nondiscrimination**
Louisiana College does not discriminate on the basis of race, color, creed, national or ethnic origin. Gender, age, marital status or disability in the administration of its educational policies, recruitment or admission of students, scholarship, grant or loan programs, athletic or other College-administered programs, employment procedures, training programs, promotion policies or other related personnel practices.

**Social Work Terminology**
The following are key terms that a social worker must have a keen understanding of as they are the foundation of the profession.

**Generalist Perspective**
Board of Program Directors defines generalist social work practice as follows: Generalist social work practitioners work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of client and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs. Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well being of individuals, families, groups, communities and organizations and furthering the goals of social justice.

**Diversity**

Human Diversity: “the range of differences between peoples in term of race, ethnicity, age, geography, religion, values, culture, orientations, physical and mental health, and many other distinguishing characteristics” (The Social Work Dictionary, Robert L. Barker, 1999).

**Micro-level Practice**

“Micro-level practice is the term used by social workers to identify professional activities that are designed to help solve problems faced primarily by individuals, families and small
groups” (The Social Work Dictionary, Robert L. Barker, 1999). Micro practice is more direct intervention because services are delivered directly to clients (face-to-face).

Mezzo-level Practice
“Mezzo-level practice is social work practice with families and small groups. Important activities at this level include facilitating communication, mediation and negotiation, and educating and bringing people together” (The Social Work Dictionary, Robert L. Barker, 1999). Mezzo focuses on changing systems that affect clients directly.

Macro-level Practice
“Macro-level practice is social work practice aimed at bringing about improvements and changes in the general society. Such activities include some type of political, community organization, public education campaigning and the administration of broad-based social service agencies or public welfare departments” (The Social Work Dictionary, Robert L. Barker, 1999).

Social Justice
“Social justice is an ideal condition in which all members of a society have the same basic rights, protection, opportunities, obligations and social benefits” (The Social Work Dictionary, Robert L. Barker, 1999).

Culturally Sensitive Practice
“In Social work, the process of professional intervention while being knowledgeable, perceptive, empathic, and skillful about the unique as well as common characteristics of clients who possess racial, ethnic, religious, gender, age, sexual orientation, or socioeconomic differences” (The Social Work Dictionary, Robert L. Barker, 1999).

Organizational Plan
The content and sequencing of courses prepare the student for entry level generalist social work practice. The student receives a strong foundation in the liberal arts and sciences upon which the social work knowledge and skills build. The organization of the educational plan can be conceptualized in the chart which follows.

Evaluation of the Program: Standardized assessment instruments, course assignments and projects, role plays, field evaluations completed by student and field supervisor and senior exit surveys are implemented to assess and evaluate students and the social work program.
## Curriculum Design for Social Work Majors
### Core Competency Content

<table>
<thead>
<tr>
<th>Social Work Values/ and Ethics &amp; Prof. Ident.</th>
<th>Human Diversity/ Populations-at-risk</th>
<th>Social, Distributive, &amp; Economic Justice</th>
<th>Critical Thinking</th>
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<tbody>
<tr>
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<th>Social Welfare Policy and Services</th>
<th>Social Work Practice &amp; Skills</th>
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</table>

### Liberal Arts Base

- **Communications**
- **English**
- **Fine Arts**
- **Foreign Language**
- **History**

- **Math**
- **Natural Science**
- **Philosophy**
- **Physical Education**
- **Religion**
- **Computers**
### Suggested Social Work Curriculum Design

#### First Year

<table>
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<tr>
<th>Fall</th>
<th>Hours</th>
<th>Spring</th>
<th>Hours</th>
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<tbody>
<tr>
<td>English 101</td>
<td>3</td>
<td>English 102</td>
<td>3</td>
</tr>
<tr>
<td>Religion 101</td>
<td>3</td>
<td>Religion 102</td>
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<tr>
<td>History 101</td>
<td>3</td>
<td>History 102</td>
<td>3</td>
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<td>Social Work 101</td>
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<td>Biology 101 and 102</td>
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<tr>
<td>H/PE 100</td>
<td>1</td>
<td>Computer Applications</td>
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<tr>
<td>CC 100</td>
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<td>H &amp; PE Activity</td>
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<td><strong>Total</strong></td>
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#### Second Year

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<th>Spring</th>
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<tbody>
<tr>
<td>Political Science 232</td>
<td>3</td>
<td>Oral Communications</td>
<td>3</td>
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<tr>
<td>Math 100 or 111</td>
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<td>Foreign Language</td>
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<td>English 200 or 201</td>
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<td>Math 211/ SO 359</td>
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<tr>
<td>Sociology 221</td>
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<td>Elective</td>
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<tr>
<td>Social Work 250</td>
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<td>Social Work 251</td>
<td>3*</td>
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<tr>
<td>H &amp; PE Activity</td>
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#### Third Year

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<td>Social Work 347</td>
<td>3*</td>
<td>Social Work 348</td>
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</tr>
<tr>
<td>Social Work 350</td>
<td>3*</td>
<td>Psychology 413</td>
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<tr>
<td>Social Work 380</td>
<td>3*</td>
<td>Elective</td>
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</tr>
<tr>
<td>Philosophy 300</td>
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#### Fourth Year

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<td>Social Work 429</td>
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<td><strong>Total</strong></td>
<td>17</td>
<td><strong>Total</strong></td>
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</tbody>
</table>

*Designates courses which constitute the social work major. This is only a suggested curriculum design and needs to be adjusted to meet each individual student's academic needs. The curriculum design does not take into account any summer courses or courses taken at another institution.

* Academic credit is not given in any social work course for a student’s life experience or previous work experience.
Professional Foundation Courses

The curriculum design is organized around eleven areas of core competencies along with the practice behaviors described in the CSWE Educational Policy Statement as well as the mission and goals of the social work program and Louisiana College. The following section outlines the required courses relevant to each of the core competency areas of the professional foundation content:

Social Work Values and Ethics
The primary objective of this competency area is to acquaint students with the values and ethics of the social work profession and their implications for practice. Students are given opportunities to explore their personal value systems and the compatibility of their personal values with social work values. Courses relevant to this content area are:

- Philosophy 300: Introduction to Value Study
- Social Work 101: Introduction to Social Work
- Social Work 326: Understanding Child Abuse and Neglect
- Social Work 347, 348: Human Behavior in the Social Environment I and II
- Social Work 350: Social Work Research
- Social Work 429: Social Welfare Policy and Analysis
- Social Work 436, 438: Field Placement Seminar I and II
- Social Work 450: Social Work Ethics

Professional Identity
The primary objective of this competency area is to assist students in understanding the profession’s history. Students are given opportunities to enhance and develop their own professional identity and conduct. Courses relevant to this are:

- Social Work 101: Introduction to Social Work
- Social Work 326: Understanding Child Abuse and Neglect
- Social Work 347, 348: Human Behavior in the Social Environment I and II
- Social Work 350: Social Work Research
- Social Work 429: Social Welfare Policy and Analysis
- Social Work 436, 438: Field Placement Seminar I & II
- Social Work 450: Social Work Ethics

Critical Thinking
The primary objective of this competency area is to have students synthesize and communicate relevant information as it pertains to professional judgments. Students enhance their critical thinking skills by analyzing different models and communicating effectively both orally and written. Courses relevant to this are:

- Sociology 221: Principles of Sociology
- Social Work 101: Introduction to Social Work
Human Diversity
The primary objective of this competency area is to assist students in developing an appreciation of the differences which characterize human populations and the implications for social work practice in a global community. Courses relevant to this area are:

- Sociology 221: Principles of Sociology
- Social Work 101: Introduction to Social Work
- Social Work 326: Understanding Child Abuse and Neglect
- Social Work 347, 348: Human Behavior and the Social Environment I and II
- Social Work 250, 251: Social Work Practice I and II
- Social Work 350: Social Work Research
- Social Work 380: Social Work Practice III
- Social Work 436, 438: Field Placement Seminar I and II
- Social Work 450: Social Work Ethics

Populations-at-Risk
The primary objective of this competency area is to familiarize students with those populations which are especially vulnerable to the impact of oppression and discrimination. Students learn the implications of generalist social work practice in working with populations-at-risk from a global perspective as well as nationally. Courses in this area are:

- Sociology 221: Principles of Sociology
- Social Work 101: Introduction to Social Work
- Social Work 326 Understanding Child Abuse and Neglect
- Social Work 350: Social Work Research
- Social Work 429: Social Welfare Policy and Analysis
- Social Work 436, 438: Field Placement Seminar I & II
- Social Work 450: Social Work Ethics

Social, Distributive and Economic Justice
The primary objective of this competency area is to give students an understanding of the dynamics and consequences of social, distributive and economic injustice and their implications for social work practice with those populations which are especially vulnerable to the impact of oppression and discrimination. Courses in this area are:

- Sociology 221: Principles of Sociology
- Social Work 101: Introduction to Social Work
- Social Work 326: Understanding Child Abuse and Neglect
Human Behavior and the Social Environment
The objective of this competency area is to provide students with knowledge of life span development and its mutually influencing transactions with various societal systems (family, groups, organizations, communities). This is accomplished through an integrative approach that emphasizes human biological, social, spiritual, psychological, and cultural systems as they influence these transactions. Courses in this area are:

- Biology 101, 102: Introduction to Biology (lecture and lab)
- Psychology 220: Introduction to Psychology
- Psychology 413: Abnormal Psychology
- Sociology 221: Principles of Sociology
- Social Work 326: Understanding Child Abuse & Neglect
- Social Work 347, 348: Human Behavior and the Social Environment I and II
- Social Work 350 Social Work Research
- Social Work 380: Social Work Practice III
- Social Work 436, 438: Field Placement Seminar I and II
- Social Work 450: Social Work Ethics

In addition to these required courses, students may take as electives other courses which will enhance their understanding of human behavior.

Social Welfare Policy and Services
The primary objective of this competency area is to provide the student with the knowledge and skills necessary for utilizing, changing, and creating policies and programs that are responsive to the needs of people. Courses in this area are:

- Political Science 232: American Government
- Social Work 101: Introduction to Social Work
- Social Work 326: Understanding Child Abuse & Neglect
- Social Work 350 Social Work Research
- Social Work 380: Social Work Practice III
- Social Work 429: Social Welfare Policy and Analysis
- Social Work 436, 438: Field Placement Seminar I and II
- Social Work 450: Social Work Ethics

Again, electives may be chosen by the students to enhance their knowledge in this area of the professional foundation.
Research
The objective of the research component of the program is to develop skills and knowledge necessary for utilizing existing practice research and for participating in expansion of the social work knowledge base and practice and program evaluation. Courses in this area are:

- Math 100: Finite Mathematics or
- Math 111: College Algebra or
- Math 221: Calculus and Analytical Geometry
- Math 211: Elementary Statistics or
- SW 358: Applied Statistics
- Biology 101, 102: Introduction to Biology& Lab
- Social Work 250, 251: Social Work Practice I & II
- Social Work 347, 348: Human Behavior in the Social Environment I & II
- Social Work 350: Social Work Research
- Social Work 380: Social Work Practice III
- Social Work 429: Social Welfare Policy and Analysis
- Social Work 436, 438: Field Placement Seminar I and II

In addition to these specific courses, literature reviews and specific research assignments are a requirement of each social work course.

Social Work Practice
The overall objective of this competency area is to provide students with the knowledge base and skills necessary to engage in entry level generalist social work practice with various client systems: individual, families, groups, organizations, and communities. Courses in this area are:

- Social Work 101: Introduction to Social Work
- Social Work 326: Understanding Child Abuse & Neglect
- Social Work 347, 348: Human Behavior in the Social Environment I and II
- Social Work 350 Social Work Research
- Social Work 429: Social Welfare Policy and Analysis
- Social Work 436, 438: Field Placement Seminar I and II
- Social Work 450: Social Work Ethics

The practice sequence incorporates material from many of the prerequisite and co-requisite courses. These courses have not been listed.

Field Education (Social Work Skills)
The primary objective of the field work placement is to finalize the student’s preparation for entry level generalist social work practice. Supervised experience at a social agency and participation in the weekly seminar which accompanies the field placement courses provide students with opportunities to synthesize previous learning experiences gained in the classroom. Field placement objectives derive from and are directly related to the ten competencies and corresponding practice behaviors of CSWE EPAS. Courses in this area are:

- Social Work 347, 348: Human Behavior in the Social Environment I and II
Integration of Faith and Learning
The overall objective of this content area is to provide students opportunities to apply professional values, ethics, and Christian values to professional activities and to help students recognize spiritual diversity

A survey course which examines the social work profession: its origins and relationship to the global social welfare system, value base practice, ethical standards, and an introductory exposure to generalist social work practice. Students are required to complete a volunteer component at a social agency. Students are also introduced to the APA writing style. Credit three hours.

Social Work 250: Social Work Practice I
Further examination of generalist social work practice, including practice behaviors related to the social work planned change process. Social work with individuals and family systems is emphasized. This course is limited to social work majors. Prerequisites: Social Work 101. Credit three hours.

Social Work 251: Social Work Practice II
This course is a sequel to Social Work I with special emphasis on social work practice behaviors working with groups. Prerequisites: Social Work 101, 250, or permission of the supervisor. Credit three hours.

Social Work 326: Understanding Child Abuse & Neglect
An examination of child abuse and neglect and societal response, from a historical and theoretical perspective. Special emphasis is placed on examining symptoms and causes of child neglect, physical abuse, sexual abuse and emotional abuse. Information is provided about programs available that provide child welfare services, such as child protection, foster care and adoption. Prerequisites: SW 101 or permission of the supervisor. Junior standing. Credit three hours.

**Social Work 347: Human Behavior and the Social Environment I**
This course and its sequel, SW 348, examine those interacting systems which influence human behavior: individual, families, groups, organizations and communities. HBSE I examines the ecological approach and the biophysical, psychological, and social influences on human behavior with special attention to diversity. Micro, mezzo, and macro issues of the life course from pregnancy through early childhood are examined. Credit three hours.

**Social Work 348: Human Behavior and the Social Environment II**
This course continues the examination of micro, mezzo and macro issues across the life cycle, with focus on middle childhood to late adulthood. The ecological and biopsychosocial approaches remain central with a continued focus on diversity and oppression. Prerequisite: SW 347. Credit three hours.

**Social Work 350: Social Research Methods**
This course is an introduction that includes qualitative and quantitative research content to provide an understanding of a scientific, analytic, and ethical approach to building knowledge for generalist social work practice. The content prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice. APA writing skills will be used for this course and its assignments. This course may be taken by any major with junior standing. Credit three hours.

**Social Work 380: Social Work Practice III: Organizations and Communities**
A macro level practice course focusing on organizations and communities and taught from generalist social work perspective. This is the third course in the social work practice series and is required for social work majors. Prerequisites: SW 101, SW 250 & 251, SW 347 & SW 350. Credit three hours.

**Social Work 429: Social Welfare Policy and Analysis**
An examination of the area of policy practice with special emphasis on those forces which create social welfare policy and on those skills necessary for policy analysis. This course is for social work majors who are admitted into the program. Junior/Senior standing. Credit three hours.

**Social Work 436: Field Placement Seminar I**
Supervised field experience totaling 210 hours in a local social agency.
Requirements include a weekly on-campus integrative seminar. Primary focus is on social work with individuals and families. Prerequisites: Student must have been admitted to the Social Work Program, must have an overall GPA of 2.5, and must have completed all of the social work courses, except for SW 438 and SW 450. Students must make application for field placement at the end of the junior year and plan to complete both placement courses during the senior year as a block placement, preferably in the spring semester, or take both seminars during the two summer terms and complete the hour requirement during the summer. Seminar/Field work credit 5 hours.

Social Work 438: Field Placement Seminar II
Supervised field experience totaling 200 hours in a local social agency and a weekly on-campus integrative seminar. Primary focus is on social work with groups, organizations, and communities. Prerequisites: Student must have completed all social work courses including SW436 and simultaneously take SW 450. Seminar/Field work credit 5 hours.

Social Work 450: Social Work Ethics
This is a social work course for seniors that place emphasis on social work ethics and contemporary generalist social welfare issues. The course is designed to help students learn to integrate the NASW Code of Ethics into their field experience, academic experience and their professional experience following graduation. Credit two hours.

Required Allied Courses
(12 Credit Hours)

Mathematics 211: Elementary Statistics
Data and samples, descriptive statistics, regression, probability distributions (binomial, normal, t, chi-square), hypothesis testing, estimation of parameters, analysis of variance. Prerequisite: MA 100 or MA 111. Departmental standard calculator required. Credit three hours.

OR

Sociology 359: Applied Statistics for the Social Sciences
A survey of the use of application of the Statistical Package for the Social Sciences (SPSS). This course addresses issues of unit of analysis, level of measurement, and Statistical applications to fields of sociology, social work, and psychology. Issues related to central tendency, to analysis, and to step-wise regression will be covered. Junior/senior standing. Credit three hours.
Political Science 232: American Government
An examination of American political institutions and processes, including analyses of such topics as voting, interest groups, political parties, political and civil liberties, federalism, the presidency, Congress, the courts, and the formation and execution of public policy. Credit three hours.

Psychology 413: Abnormal Psychology
A study of the major categories of psychological dysfunction including theory, etiologies, diagnosis and treatment. Prerequisite: PY 220. Credit three hours.

Sociology 221: Principles of Sociology
A study of the scope, purpose and method of sociology. Survey of the various levels of human behavior, i.e., personality, small groups, institutions, community and society/culture. Credit three hours.

Social Work Field Placement Information
The primary objective of the field placement is to finalize the student’s preparation for entry level generalist social work practice. Supervised experience at a social service agency and participation in the weekly seminar which accompanies the field placement courses provide students with opportunities to synthesize previous learning experiences gained in the classroom, and to demonstrate the social work program’s core competencies and accompanying practice behaviors.

The two field placement courses require a total of 410 hours of supervised experience at a social agency. Each course is worth 5 semester hour credits, totaling 10 semester hour credits. The agency placement experience accounts for 6 of the credit hours while the seminar accounts for 4 of the credit hours. These courses are offered concurrently, as a block placement, typically in the spring semester of the senior year. The block placement design offers students the advantage of continuity of learning opportunities on a daily basis as well as delivering continuity of care for client populations served in the field agency setting. Non-social work majors cannot take these courses and academic credit for them is not given for a student’s previous work or life experience.

The field placement courses which include the agency placement portion should provide students with the following:

1. Opportunities to apply professional values and ethics, and Christian values, to professional activities.

2. Opportunities to increase the level of self-awareness and critical thinking skills in professional situations.

3. Experiences that will enhance socialization into the profession of social work including exposure to professional organizations and the opportunity to learn how to utilize
supervision.

4. Opportunity to communicate with others verbally and in writing, giving special attention to language differences of the human experience such as age, gender, ability, orientation, culture and shared meaning.

5. Increased awareness of the social welfare system, delivery of services, and the policies that govern the system.

6. Experience in working with populations at risk and culturally diverse groups, including experiences which will enhance appreciation of the need for social and economic justice for oppressed groups.

7. Opportunity to integrate theory with practice, specifically applying the bio-psychosocial perspective and related theories to social work practice activities.

8. Opportunities to refine those skills basic to all areas of social work practice: communication, relationship-building, data gathering and recording, assessment, intervention planning, implementation, and evaluation with various client systems including individuals, families, groups, organizations, and communities.

9. Opportunities to engage in research activities, including practice evaluation and application of research findings to interventions with clients.

10. Opportunities to engage in policy practice which includes critical analysis of policies as well as policy development.

11. Opportunity to function effectively and professionally within the formal and informal organizational structures of a social service agency, advocating for system change when appropriate.

As a part of the placement, students are expected to attend and participate in a weekly on-campus seminar led by the faculty field placement coordinator. The hours spent in the seminar do not count as a part of the placement hours. The seminar has the following objectives:

1. To facilitate integration of classroom material and social work practice, specifically assisting students to maintain a social work perspective in their respective agency placements.

2. To foster the implementation of evidence-informed practice.

3. To enable students to learn from each other about different fields of practice and different client populations.

4. To enhance students’ level of self-awareness as it relates to professional role assumption.
5. To provide an experience in group process.

6. To provide on-going contact with the field placement coordinator regarding any issues that need to be resolved related to the placement.

7. To offer a supportive environment in which the students can openly discuss concerns related to professional development.

Field Placement Educational Outcomes

The expected educational outcomes for the field placement are related directly to the core competencies of EPAS and the resulting practice behaviors. By the end of the field placement, the student should be able to demonstrate the integration and application of the following competencies in practice with individuals, families, groups, organizations, and communities:

1. Educational Policy 2.1.1 – Identify as a professional social worker and conduct oneself accordingly.
2. Educational Policy 2.1.2 – Apply social work ethical principles to guide professional practice.
3. Educational Policy 2.1.3 – Apply critical thinking to inform and communicate professional judgments
4. Educational Policy 2.1.4 -- Engage diversity and difference in practice
5. Educational Policy 2.1.5 – Advance human rights and social and economic justice.
6. Educational Policy 2.1.6 – Engage in research-informed practice and practice-informed research.
7. Educational Policy 2.1.7 – Apply knowledge of human behavior and the social environment.
8. Educational Policy 2.1.8 – Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Educational Policy 2.1.9 – Respond to contexts that shape practice.
10. Educational Policy 2.1.10 (a)–(d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
    Educational Policy 2.1.10(a) – Engagement
    Educational Policy 2.1.10(b) – Assessment
    Educational Policy 2.1.10(c) – Intervention
    Educational Policy 2.1.10(d) – Evaluation
11. Louisiana College Social Work Program Competency – Integrate faith and learning through opportunities to apply professional values, ethics, and Christian values to professional activities; and by recognizing spiritual diversity.

Attainment of these competencies is achieved through a sequencing of learning experiences at the agency and through the weekly seminar that accompanies the field experience. This sequencing begins with an orientation to the agency and its functions. This is followed by an observation period of services being delivered and eventuates in the student engaging in independent but supervised offering of services to clients. The Mid-Term and Final Evaluation of the Student by the Field Supervisor serves as an assessment tool to measure the mastery of the 41 practice behaviors that accompany the EPAS core competencies.
Learning Contract
The Field Placement Learning Contract is an instrument specifying the expected educational outcomes/core competencies for the student and the tasks or experiences which will lead to the attainment of these competencies. It serves as a useful evaluation tool for the student and for the Field Supervisor in assessing student progress. (See Appendix D)

The learning contract is devised and completed approximately two weeks after the semester has begun. It is negotiated between the student and the Field Supervisor and is reviewed by the Field Coordinator prior to the first agency visit.

The educational outcomes/core competencies and corresponding practice behaviors for field placement should be addressed in the learning contract. Additional space is provided at the end of the learning contract for individualized learning outcomes which either the student or the Field Supervisor may wish to add. Each expected outcome should be accompanied by specified tasks or experiences which will lead to the stated competency and practice behavior.

Evaluation and Assignment of Final Grade
Evaluation of the student’s performance in field placement is an on-going process monitored through supervision, Field Placement Coordinator visits to the agency, and the weekly seminar.

A formal evaluation is completed at two points during the semester. A written evaluation is completed and submitted at mid-term by the Field Supervisor with the student and another written evaluation is completed and submitted, along with a recommended numerical grade to the Field Placement Coordinator at the end of the semester. (See appendix D of the Field Placement Manual) This written evaluation and recommended numerical grade will be reviewed by the Field Supervisor with the student and will be signed by both. The original of the Final Evaluation is submitted to the field placement coordinator. The Field Supervisor and the student may each keep a copy of the signed evaluation.

The student can earn a total of 100 points for the agency experience based on the following scale:

- A = 94-100 (excellent work)
- B = 87-93 (Good work)
- C = 80-86 (Average work)
- D = 73-79 (Below average work)
- F = Below 72 (Work does not meet expectations)

The student will receive a final grade for the placement and seminar together. A numerical placement grade is suggested by the Field Supervisor, but is assigned by the Field Placement Coordinator, who will submit the final placement/seminar grade to the Registrar’s Office.

Seminar Grade:
The Field Placement Coordinator determines grade for the seminar based on the student’s journal and on several assignments given throughout the placement. See syllabi for detailed description of these assignments. These requirements can change as needed by the Field Placement Coordinator.
The following scale is used to determine the final grade for the seminar:

- A = 94-100 (excellent work)
- B = 87-93 (Good work)
- C = 80-86 (Average work)
- D = 73-79 (Below average work)
- F = Below 72 (Work does not meet expectations)

The Field Placement Coordinator reserves the right to change these assignments as needed to evaluate the students’ performance.

Academic Grievance Policy
Should a grievance related to the field placement arise, the student’s first point of attempted resolution is with the person directly involved. If discussion at this point fails to resolve the matter, the student should discuss it with the Field Supervisor. If this is unsatisfactory, an appeal can be made to the Field Placement Coordinator. The next step is to discuss the situation with the Director of the Social Work Program. If the grievance is still unresolved, the student can utilize the Academic Complaint procedure outlined in the Louisiana College Student Handbook.

Remediation Plan
At any time during the field placement should a student fail to meet the requirements, including those set forth by the agency, the student may be removed from the field agency. A grade of ‘F’ or an incomplete (I) may be assigned depending on the circumstance(s) surrounding removal. In the case of a grade of ‘F’, the student would be required to meet with the Field Placement Coordinator for remediation training/counseling for one hour per week for six weeks before reapplying for field placement and registering for the field courses in the next term. In the case of an incomplete (I), the student would be required to meet with the Field Placement Coordinator to process the removal prior to placement in another agency. In either case, this will cause the student’s graduation to be delayed.

Should a student fail to achieve a grade of ‘C’ or higher, in either field placement course (436 or 438), the student will be required to retake that course and complete the corresponding hours and assignments it includes.

Placement Procedures

Placement Prerequisites
In order to be considered for field placement, the student must have earned an overall GPA of at least 2.5 and must have completed all social work courses, except for Social Work 436, 438, and 450. The student must have made prior application, completed interviews, attended the social work program’s student orientation and must have the Field Placement Coordinator’s permission to start the placement.

Student Application
At the end of the junior year, social work majors who have met the prerequisites for the
placement can make application to begin field placement for the spring semester of their senior year. Application forms may be obtained on-line or from the Social Work Department. A copy of this form is located in Appendix D. This form must be completed and submitted to the Field Placement Coordinator by April 15 of a student’s junior year.

Students can express their preferences concerning field placement assignments through the application for field placement completed and submitted by April 15 of the junior year. Where possible, a student is placed at the agency of choice, if the agency requested can provide the experiences necessary for the student and if the agency is able to take a student for the entire block placement. This is not always possible. In such situations, alternative arrangements are made.

Once application for field placement has been made, the Field Placement Coordinator meets with the student to discuss field placement possibilities. The student is provided with the names of one to three agencies which can best meet their learning needs. The student is then responsible for arranging an interview during the fall semester of the student’s senior year with the agency personnel designated by the field placement coordinator no later than October 15th. Following the interview, if the student expresses a preference of one of the agencies to the Field Placement Coordinator, and the agency supervisors are receptive toward placement of this student, then plans are finalized for the student to begin placement. Representatives of the college and of the agency sign a formal Inter Institutional Agreement when the decision about placement is made. (See Appendix D)

**Special Circumstances**

In rare instances where a student is working at an agency, special arrangements can be made for the placement to be completed at that same agency. This would necessitate agency approval and a change of responsibilities and supervision for the student to ensure that learning experiences are social work oriented and different than those of the student’s employment. A social work intern is not paid for any internship hours completed. Also in the event that a CSWE-accredited social worker is not on-site, the Social Work Program Coordinator will serve as the Field Supervisor.

**Selection of Agencies**

Selection of agencies to serve as field placement sites is based on the following criteria:

1. The agency must adhere to the ethical standards and value base of the social work profession.

2. The agency must not participate in discriminatory practices that block persons from access to services.

3. Agency social work staff should have a positive regard for undergraduate social work education in general and a positive regard specifically for the Christian values of the social work program at Louisiana College.
4. The agency must be able to provide a qualified agency social worker to provide supervision for the student. In the event that a CSWE-accredited social worker is not on-site, the Social Work Program Coordinator will serve as the Field Supervisor.

5. The agency must be located within a relatively close distance from the college, but this does not preclude the student from doing a long distance or international placement with permission of the Field Placement Coordinator.

6. The agency must be able to provide a wide range of services, allowing the student field learning opportunities within a generalist practice context in order to apply classroom knowledge, values, and skills.

7. The agency must be able to provide the student with work space. Where an office is not available, the student should have access to a desk, a telephone, and support services from the staff.

Agencies wishing to serve as field placement sites complete an application form, giving information on the agency and on the experiences the agency can provide. These forms are available on-line, at agency orientation, and in Appendix D of this manual.

Examples of Agencies Used As Field Placements
Louisiana College is located in an area of the state that has a wide variety of social service agencies available for field placement sites. Students have been given the opportunity to obtain experience in many practice areas, including substance abuse, developmental disabilities, mental health, juvenile and adult corrections, medical, healthcare, child welfare, homeless, faith-based institutions and emergency assistance. These include both private and public agencies and for-profit and not-for-profit settings.

Local agencies that have been available to Louisiana College students include the following:
- Acute Care Psychiatric Unit - HPLRMC
- Alexandria/ Pineville Addictions Disorders Clinic
- Bayou Rapides Rehab LLC
- Behavioral Health Center of Central Louisiana
- Camp Beauregard Youth Challenge Program
- Central Louisiana Aids Support Services
- Central Louisiana State Hospital
- Compass Psychiatric Center
- Crossroads Regional Hospital
- Evergreen Presbyterian Ministries
- Family Counseling Agency
- Faith-Based Agencies
- Friendship House
- Gateway Adolescent Service
- Hope House
- Huey P. Long Memorial Hospital
Selection of Field Supervisors
Selection of the Field Supervisors at the agencies is based on the following criteria:

1. **Education**
The Field Supervisor must meet one of the following educational criteria:
   MSW degree with corresponding state license and a minimum of two years practice experience or BSW degree with RSW license and a minimum of three years practice experience. In the event that a CSWE-accredited social worker is not on-site, the Social Work Program Coordinator will serve as the Field Supervisor.

2. **Availability**
The Field Supervisor must have the time to arrange training experiences for the student and to spend approximately one hour a week in supervisory conferences with the student.

3. **Motivation**
The Field Supervisor should be highly motivated to provide the supervision for the student. The Field Supervisor provides his or her services voluntarily.

4. **General Characteristics**
The Field Supervisor should be knowledgeable about social work, able to demonstrate respect for the student, and be sensitive to specific learning needs identified by the student. The Field Supervisor should be skilled at interpersonal communication that facilitates expression of this respect.

**Responsibilities Related to Field Placement**

**College Responsibilities**
Louisiana College bears ultimate responsibility for the learning experience provided social work
majors during the field placement courses. This is accomplished through several avenues. The college maintains efforts to ensure ongoing compliance with the standards of its accrediting agency, the Southern Association of Colleges and Schools. Through its central curriculum, the college seeks to ensure that the students are provided a sound educational experience based in the liberal arts and sciences. Adequacy of classroom instruction and adherence to specific program guidelines ensure that students are taught the body of knowledge required by a specific program. The implementation of this responsibility is shared by the agency, the faculty field placement coordinator, the agency field supervisor and the student.

Agency Responsibilities
Support of the agency and its willingness to participate in the training of professional social workers is basic to the total field placement experience. In agreeing to serve as field placement sites, agencies assume the following responsibilities:

1. Provide services which are compatible with the ethical standards and value base of the social work profession and which can serve as learning experiences for the student.

2. Provide a qualified agency social worker who has the time required to spend in supervision with the student. In the event that a CSWE-accredited social worker is not on-site, the Social Work Program Coordinator will serve as the Field Supervisor.

3. Make work space available for the student. Where an office is not available, the student should have access to a desk, a telephone, and support services from the staff.

4. Sign the formal agreement which governs the field placement experience.

Field Placement Coordinator Responsibilities
It is the responsibility of the Field Placement Coordinator to oversee all aspects of the field placement courses to ensure an integrated educational experience for the students. This process begins with the recruitment and approval of agencies to serve as field placement sites and ends each semester with the assigning of a final grade for field placement. Specific responsibilities include:

1. Identify and recruit agencies in the community which can serve as field placements for students.

2. Provide assistance and consultation to these agencies as they develop plans for placements.

3. Issue the formal agreement governing field placement to the agencies for signatures.

4. Maintain current records related to experiences which can be provided by specific agencies.

5. Maintain current information on persons who serve as Field Supervisors.
6. Distribute and collect from students the Application for Field Placement form. This is begun during the Spring semester of the junior year and completed by the end of that same semester.

7. Make decisions concerning the placement of students at specific agencies approved as field placement sites.

8. Provide the Field Supervisor with relevant student information prior to placement at the agency.

9. Plan and conduct orientation/training sessions for field supervisors prior to the beginning of the field placement.

10. Conduct the orientation session for students prior to the beginning of field placement.

11. Conduct the weekly integrative seminar for students currently involved in field placement.

12. Review student logs during the semester.

13. Hold conferences (on-site agency visits) with each student and the Field Supervisor two times a semester to assess student progress toward identified learning goals.

14. Provide consultation for students and Field Supervisors on issues surrounding field placement and problems which need to be resolved.

15. Be responsible for any and all communication related to field placement courses.

16. Maintain adequate records related to field placement. This would include correspondence, information on agencies and Field Supervisors, student and agency evaluations, and copies of the formal agreement.

17. Submit to the Registrar’s Office the student’s final grade for each semester of field placement.

**Agency Field Supervisor Responsibilities**

1. Participate in the orientation/training sessions sponsored by the social work program for Field Supervisors prior to the field placement.

2. Become familiar with the Educational Policy Statement of the Council on Social Work Education.

3. Provide Field Placement Coordinator with one’s own current professional information through completion of the appropriate form. (See Appendix D)
4. Conduct an initial interview with the student to assess a possible match for field placement at their agency.

5. Confirm plans for placement with the Field Placement Coordinator.

6. Provide a period of agency orientation for the student.

7. Participate with the student in the development of an initial learning contract. (See Appendix D)

8. Meet with student and Field Placement Coordinator at the agency two times a semester to discuss student’s progress in the field placement. These site visits will take place approximately one-third and two-thirds of the way through total placement hours.

9. Provide weekly supervisory sessions for the student which will serve as an on-going means of monitoring the student’s progress and hours.

10. Arrange a sequencing of learning experiences for the student which will include, at an appropriate point, assumption of case responsibilities. The field learning opportunities should provide experiences for the student to demonstrate the core competencies of the social work program which will facilitate an integration of classroom knowledge with actual client experience. Client systems chosen for student involvement in the field placement should include experience with individuals, families, groups, organizations and communities. Student assignments should also include an exposure to diverse groups and populations at risk.

11. At mid-term, complete the Field Placement Student Evaluation Form with the student and submit a copy to the Field Placement Coordinator. (See Appendix D)

12. Contact the Field Placement Coordinator immediately of any problems related to the field placement.

13. At the end of the semester, complete a written evaluation on the student, using the Field Placement Student Evaluation form and submit original to Field Placement Coordinator. The completed original will include both the mid-term and end of semester evaluations. (See Appendix D)

14. At the end of the semester, complete a written evaluation of the Louisiana College Social Work Program. (See Appendix D.)

**Student Responsibilities**

The student is expected to be an active participant in the entire learning process of the field placement experience, from the initial interview with the field supervisor through the final evaluation of the field placement experience. Specific responsibilities include:
1. At the end of the junior year, complete the application for field placement and submit it to Field Placement Coordinator no later than April 15.

2. Conduct interviews with agencies of choice after consultation with Field Placement Coordinator.

3. Notify Field Placement Coordinator of agency preference after the interviews have been conducted.

4. Attend the orientation session scheduled by the Field Placement Coordinator for students who will be starting placement.

5. Provide themselves with liability malpractice insurance which is obtained through Louisiana College. The Field Placement Coordinator will assist with contacting the Business Office to begin the coverage. The amount is approximately $20 - $23 for the block placement.

6. Students should plan to spend a minimum of 30 hours a week and not more than 35 hours a week at the agency throughout the semester. Exceptions may be made for summer placements.

7. With the Field Supervisor, devise and sign an initial learning contract.

8. Adhere to the NASW Code of Ethics. (See Appendix C)

9. Abide by the policies, rules and regulations of the agency as well as the Louisiana College Student Handbook.

10. Adequately balance classroom and agency demands on time and energy.

11. Complete a total of 410 hours of supervised experience at the agency. Field Placement I consists of 210 hours; Field Placement II consists of 200 hours. It is the student’s responsibility to monitor the hours. The Field Supervisor should be notified well in advance by the student if an absence from placement is anticipated. The student is also responsible for making up any time missed because of illness, holidays, or conflicting demands.

12. Keep a daily log of placement activities and hours spent at the agency. This log will be reviewed by the field placement coordinator on a regular basis. In addition to the log, a journal will be turned in weekly including what the student is doing and the feelings and impressions which accompany the daily activities. This will require reflective and subjective writing related to the student’s experiences in field placement and demonstrating understanding of interrelatedness to generalist social work practice and core competencies.

13. Be prepared for weekly supervisory sessions with the field supervisor. The field supervisor cannot know the student’s concerns and questions unless these are verbalized.
14. Attend and participate in the weekly integrative seminar held for students who are currently in field placement.

15. Consistently attempt to integrate classroom material with the field placement experiences.

16. With the Field Supervisor, participate in on-going evaluation of progress made toward identified learning goals.

17. At the end of the placement, complete an assessment of the field experience provided by the agency, using the form provided by the Field Placement Coordinator. (See Appendix D.) The original of the evaluation is submitted to the Field Placement Coordinator; the Field Supervisor and the student may each keep a copy of it.
APPENDIX A

Louisiana College
Social Work Faculty
Social Work Program Faculty

Sheri Duffy, LMFT, LCSW
Chair, Human Behavior Division
Assistant Professor of Social Work
Social Work Program Director
Office: Alexandria Hall, 258
Telephone: Office: (318) 487-7164
Cell: (318) 880-7058
Email: duffy@lacollege.edu
Business Address: Louisiana College
1140 College Drive
Box 605
Pineville, Louisiana 71359

Bobbye Roberts, LCSW
Assistant Professor of Social Work
Field Placement Coordinator
Office: Alexandria Hall, 261
Telephone: Office: (318) 487-7115
Cell: (318) 664-9224
Email: broberts@lacollege.edu
Business Address: Louisiana College
1140 College Drive
Box 605
Pineville, Louisiana 71359
APPENDIX B
NASW Code of Ethics
Preamble
The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession’s focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals’ needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession’s history, are the foundation of social work’s unique purpose and perspective:
- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Purpose of the NASW Code of Ethics
Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers’ conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The NASW Code of Ethics serves six purposes:
1. The Code identifies core values on which social work’s mission is based.
2. The Code summarizes broad ethical principles that reflect the profession’s core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work profession accountable.
5. The Code socializes practitioners new to the field to social work’s mission, values, ethical principles, and ethical standards.
6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

The Code offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the Code must take into account the context in which it is being considered and the possibility of conflicts among the Code’s values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the NASW Code of Ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be ranked ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers’ decisions and actions should be consistent with the spirit as well as the letter of this Code.

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients’ and their own personal values and cultural and
A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers’ ethical behavior should result from their personal commitment to engage in ethical practice. The NASW Code of Ethics reflects the commitment of all social workers to uphold the profession’s values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

Ethical Principles
The following broad ethical principles are based on social work’s core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: Service
Ethical Principle: Social workers’ primary goal is to help people in need and to address social problems. Social workers elevate service to others above selfinterest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: Social Justice
Ethical Principle: Social workers challenge social injustice. Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers’ social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: Dignity and Worth of the Person
Ethical Principle: Social workers respect the inherent dignity and worth of the person. Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients’ socially responsible selfdetermination. Social workers seek to enhance clients’ capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients’ interests and the broader society’s interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: Importance of Human Relationships
Ethical Principle: Social workers recognize the central importance of human relationships. Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the wellbeing of individuals, families, social groups, organizations, and communities.

Value: Integrity
Ethical Principle: Social workers behave in a trustworthy manner. Social workers are continually aware of the profession’s mission, values, ethical principles, and ethical standards and practice in a manner
consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

**Value:** Competence

**Ethical Principle:** Social workers practice within their areas of competence and develop and enhance their professional expertise.

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

**Ethical Standards**

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers’ ethical responsibilities to clients, (2) social workers’ ethical responsibilities to colleagues, (3) social workers’ ethical responsibilities in practice settings, (4) social workers’ ethical responsibilities as professionals, (5) social workers’ ethical responsibilities to the social work profession, and (6) social workers’ ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. **SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO CLIENTS**

1.01 Commitment to Clients

Social workers’ primary responsibility is to promote the wellbeing of clients. In general, clients’ interests are primary. However, social workers’ responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients’ right to self-determination when, in the social workers’ professional judgment, clients’ actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients’ right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients’ comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients’ interests by seeking permission from an appropriate third party, informing clients consistent with the clients’ level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients’ wishes and interests. Social workers should take reasonable steps to enhance such clients’ ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients’ right to refuse service.

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients’ informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients’ cultures and be able to demonstrate competence in the provision of services that are sensitive to clients’ cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients’ interests primary and protects clients’ interests to the greatest extent possible. In some cases, protecting clients’ interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members) social workers should clarify with all parties which individuals will be considered clients and the nature of social workers’ professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients’ right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients’ right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual’s right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker’s, employer’s, and agency’s policy concerning the social worker’s disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client’s consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients’ written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients’ records are stored in a secure location and that clients’ records are not available to others who are not authorized to have access.

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

(n) Social workers should transfer or dispose of clients’ records in a manner that protects clients’ confidentiality and is consistent with state statutes governing records and social work licensure.

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker’s termination of practice, incapacitation, or death.

(p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

(r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients’ access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients’ access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients’ requests and the rationale for withholding some or all of the record should be documented in clients’ files.

(b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients’ relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients’ relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their
clients' relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers—not their clients—who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact
Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

1.11 Sexual Harassment
Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

1.12 Derogatory Language
Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

1.13 Payment for Services
(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision Making Capacity
When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services
Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.

1.16 Termination of Services
(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee for service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES
2.01 Respect
(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the wellbeing of clients.

2.02 Confidentiality
Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration
(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the wellbeing of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.
(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client wellbeing.

2.04 Disputes Involving Colleagues
(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.
(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation
(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
(b) Social workers should keep themselves informed about colleagues’ areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.
(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Referral for Services
(a) Social workers should refer clients to other professionals when the other professionals’ specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.
(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients’ consent, all pertinent information to the new service providers.
(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships
(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.
(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment
Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

2.09 Impairment of Colleagues
(a) Social workers who have direct knowledge of a social work colleague’s impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.
(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.10 Incompetence of Colleagues
(a) Social workers who have direct knowledge of a social work colleague’s incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.
(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.11 Unethical Conduct of Colleagues
(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.
(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues’ unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.
(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.
(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).
(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation
(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.
(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.
(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation or potential harm to the supervisee.
(d) Social workers who provide supervision should evaluate supervisees’ performance in a manner that is fair and respectful.

3.02 Education and Training
(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
(b) Social workers who function as educators or field instructors for students should evaluate students’ performance in a manner that is fair and respectful.
(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.
(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation
Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records
(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.
(c) Social workers’ documentation should protect clients’ privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.
(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing
Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06 Client Transfer
(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client’s needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients’ current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.
(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client’s best interest.

3.07 Administration
(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients’ needs.
(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients’ needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.
(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development
Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers
(a) Social workers generally should adhere to commitments made to employers and employing organizations.
(b) Social workers should work to improve employing agencies’ policies and procedures and the efficiency and effectiveness of their services.
(c) Social workers should take reasonable steps to ensure that employers are aware of social workers’ ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.
(d) Social workers should not allow an employing organization’s policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations’ practices are consistent with the NASW Code of Ethics.
(e) Social workers should act to prevent and eliminate discrimination in the employing organization’s work assignments and in its employment policies and practices.
(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor Management Disputes
(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.
(b) The actions of social workers who are involved in labor management disputes, job actions, or labor strikes should be guided by the profession’s values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence
(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions.
Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.
(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination
Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.
4.03 Private Conduct
Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

4.04 Dishonesty, Fraud, and Deception
Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment
(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.
(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation
(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker’s employing agency.
(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.
(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations
(a) Social workers should not engage in unrivaled solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.
(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client’s prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08 Acknowledging Credit
(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.
(b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION

5.01 Integrity of the Profession
(a) Social workers should work toward the maintenance and promotion of high standards of practice.
(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.
(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession’s literature and to share their knowledge at professional meetings and conferences.
(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research
(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants’ wellbeing, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants’ assent to the extent they are able, and obtain written consent from an appropriate proxy.
(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
(h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
(i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
(j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
(m) Social workers who report evaluation and research results should protect participants’ confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants’ interests primary.

Social workers should educate themselves, their students, and their colleagues about responsible research practices.

**6. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY**

**6.01 Social Welfare**
Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

**6.02 Public Participation**
Social workers should facilitate informed participation by the public in shaping social policies and institutions.

**6.03 Public Emergencies**
Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

**6.04 Social and Political Action**

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.
APPENDIX C
Educational Policy and Accreditation Standard
Educational Policy 2.1.1 – Identify as a professional social worker and conduct oneself accordingly.
- Advocate for client access to the services of social work;
- Practice personal reflection and self-correction to assure continual professional development;
- Attend to professional roles and boundaries;
- Demonstrate professional demeanor in behavior, appearance, and communication;
- Engage in career-long learning; and
- Use supervision and consultation

Educational Policy 2.1.2 – Apply social work ethical principles to guide professional practice.
- Recognize and manage personal values in a way that allows professional values to guide practice;
- Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- Tolerate ambiguity is resolving ethical conflicts; and
- Apply strategies of ethical reasoning to arrive at principled decisions.

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

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

Educational Policy 2.1.5 – Advance human rights and social and economic justice.
- Understand the forms and mechanisms of oppression and discrimination;
- Advocate for human rights and social and economic justice; and
- Engage in practices that advance social and economic justice

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

Educational Policy 2.1.7 – Apply knowledge of human behavior and the social environment.
- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
• Critique and apply knowledge to understand persona and environment

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

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

Educational Policy 2.1.10 (a)-(d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Educational Policy 2.10(a) – Engagement
• Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
• Use empathy and other interpersonal skills; and
• Develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.10(b) – Assessment
• Collect, organize, and interpret client data;
• Assess client strengths and limitations;
• Develop mutually agreed-on intervention goals and objectives; and
• Select appropriate intervention strategies.

Educational Policy 2.10(c) – Intervention
• Initiate actions to achieve organizational goals;
• Implement prevention interventions that enhance client capacities;
• Help clients resolve problems;
• Negotiate, mediate, and advocate for clients; and
• Facilitate transitions and endings.

Educational Policy 2.10(d) – Evaluation
• Critically analyze, monitor, and evaluate interventions.
APPENDIX D

Field Placement Forms
Student Field Placement Application Form

Before completing the attached application form, please make sure you have met the following prerequisites for the field placement courses, Social Work 436 and Social Work 438:


2. Earned an overall GPA of at least 2.5.

If you meet these two criteria, complete the application form and return it to the Field Placement Coordinator by April 15th of your junior year. On it you will indicate your preferences which will be explored by the Field Placement Coordinator. You will then be given the names of one to three agencies to contact during the fall semester of senior year and you will make appointments with the persons indicated to discuss field placement opportunities. Once the interviews have been completed, notify the Field Placement Coordinator of your preference for placement. All interviews must be completed by November 1st. The Field Placement Coordinator will finalize the agreement with the agency prior to your beginning placement in January.

Please indicate your placement choices in the space provided below. If you do not have a specific agency in mind, indicate your general areas of interest; e.g., substance abuse, mental health, corrections.

1st choice:

2nd choice:

3rd choice:

Is there an agency or area of practice which should not be considered for you? If so, please specify and indicate the reasons for this.

This application should be considered the same as a resume for a job. With your permission, a copy of it will be sent to the field supervisor prior to your interview.

If you give this permission, sign your name here: ________________________________

Date: __________________________
LOUISIANACOLLEGE
Social Work Program

Social Work Field Placement Application

PERSONAL INFORMATION

Name

Present Address

E-mail Address ______________________

Telephone: cell ______________________

                 home____________________

Summer Address

Summer telephone_____________________

Student Classification_______________

Overall GPA ___________     Social Work GPA ___________

Expected Date of Graduation ________________

EMPLOYMENT HISTORY
(Begin with your most recent employment and include both paid and volunteer experience.)

1. Organization

   Dates of affiliation

   Work title

   Responsibilities
2. Organization

   Dates of affiliation

   Work title

   Responsibilities

3. Organization

   Dates of affiliation

   Work title

   Responsibilities

What are your plans after you complete college?

Including the desired agency experiences, what are your expectations of field placement?

Additional comments, information:
LOUISIANA COLLEGE
Social Work Program

Agency Information Form

Agency

Address

Telephone

E-mail Address

Agency Director

Clientele served by the agency

Services provided by the agency

Learning experiences available to students:

Social work with individuals

Social work with families
Social work with small groups:

Social work with organizations:

Social work with communities:

What are some typical daily activities a student can expect to participate in?

What are some activities that a student can expect to complete independently at some point in the placement?

Designated Field Supervisor (Name, Title, and Credentials):
INTER-INSTITUTIONAL AGREEMENT
Division of Human Behavior
Social Work Program
Louisiana College
Pineville, LA 71359

Institution/Agency:

The Division of Human Behavior of Louisiana College enters into agreement with the above mentioned Agency with respect to provisions for field experience for social work majors enrolled in Social Work 436 and 438, Field Instruction I and II. The agreement has been considered and entered into by Dr. Joe Aguillard, President, Louisiana College, and Agency Director representing the agency. The following conditions are mutually acceptable to both participating parties:

1. The field experience of the students(s) will consist of a total of 410 hours. The hours will be completed during the normal working hours of the Agency and employees.

2. The Agency will provide the immediate and teaching supervision by Agency Field Supervisor. The supervisor will meet with the student(s) a minimum of one (1) hour each week and will arrange the learning experiences for the student(s). The supervisor will complete and submit a copy of the written evaluation of the student(s) at mid-semester, and the original at end of semester, which includes mid-semester evaluation, to the Field Placement Coordinator upon completion of student’s hours. The supervisor will also complete a written evaluation of the Louisiana College Social Work Program, to be submitted to the Field Placement Coordinator at the end of the semester. These evaluation forms are located in the field manual and online.

3. Bobbye Roberts, MSW, LCSW, will serve as the Field Placement Coordinator and as liaison agent between the Social Work Program and the Agency. She will conduct a weekly seminar with the students and will meet with the Field Supervisor and student(s) at the agency a minimum of twice a semester. Conferences related to the placement may be initiated by the Field Placement Coordinator or the Field Supervisor whenever the need arises to consider plans, problems, or student needs.

4. The student will be responsible for: providing a plan for health coverage, following the policies and procedures of the Agency, providing for personal transportation, and providing evidence of professional liability insurance coverage which shall be obtained through the Louisiana College Business Office. The student shall not be deemed or considered an employee of the Agency for the purposes of Social Security,
unemployment compensation, or Workman’s Compensation.

5. The College and the Agency will indemnify, defend, and hold each other innocent for and against all losses, damages, expenses, or other liabilities including attorney’s fees, court costs, and related costs of defense arising from or in any way connected with claims for personal injury, death, property damage, or contractual liability that may be asserted against the College or the Agency by any party(ies), which arise or allegedly arise out of the action, inaction, or breach of conduct of the training program or clinical experience. The student shall not be considered an agency employee or representative of the Agency for any purposes.

6. This agreement shall be considered valid for one year upon date of signature.

Either party may, upon giving thirty (30) days written notice, terminate this Agreement.

Approved:

______________________________________ ________________________
Joe Aguillard, Ed.D., President    Date
Louisiana College

_______________________________________ __________________________
Agency Director     Date

_______________________________________    ___________________________
Field Supervisor          Date
LOUISIANACOLLEGE
Social Work Program

Field Supervisor Information Form

Name of Field Supervisor

Address

Telephone

E-mail Address ____________________________________

EDUCATION

<table>
<thead>
<tr>
<th>College or University</th>
<th>Degree Earned</th>
<th>Date of Graduation</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

SOCIAL WORK EMPLOYMENT


SUPERVISORY EXPERIENCE


PROFESSIONAL MEMBERSHIPS
Please attach a copy of your resume.
The competencies listed below represent the expected educational outcomes for students participating in the field placement courses at Louisiana College. Additional space has been provided for individualized goals to be added by either the Field Supervisor or the student. Each outcome should be accompanied by specific learning tasks which will facilitate development of that practice behavior and competency.

<table>
<thead>
<tr>
<th>CORE COMPETENCY/PRACTICE BHVRS</th>
<th>LEARNING TASKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify as a professional and conduct oneself accordingly.</td>
<td></td>
</tr>
<tr>
<td>• advocate for client access to the services of social work.</td>
<td></td>
</tr>
<tr>
<td>• practice personal reflection and self-correction to assure continual professional development.</td>
<td></td>
</tr>
<tr>
<td>• attend to professional roles and boundaries.</td>
<td></td>
</tr>
<tr>
<td>• demonstrate professional demeanor in behavior appearance, and communication.</td>
<td></td>
</tr>
<tr>
<td>• engage in career-long learning.</td>
<td></td>
</tr>
<tr>
<td>• use supervision and consultation.</td>
<td></td>
</tr>
<tr>
<td>2. Apply social work ethical principles to guide professional practice.</td>
<td></td>
</tr>
<tr>
<td>• recognize and manage personal values in a way that allows professional values to guide practice.</td>
<td></td>
</tr>
<tr>
<td>• make ethical decisions by applying standards of NASW’s Code of Ethics and, as applicable, of the IFSW’s /International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.</td>
<td></td>
</tr>
</tbody>
</table>
### CORE COMPETENCY/PRACTICE BHVRS. | LEARNING TASKS
---|---
- tolerate ambiguity in resolving ethical conflicts.
- apply strategies of ethical reasoning to arrive at principled decisions.

#### 3. Apply critical thinking to inform and communicate professional judgements.
- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.
- analyze models of assessment, prevention, intervention, and evaluation.

#### 4. Engage diversity and difference in practice
- recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
- recognize and communicate their understanding of the importance of difference in shaping life experience.
- view themselves a learner and engage those with whom they work as informants.

#### 5. Advance human rights and social and economic justice.
- understand the forms and mechanisms of oppression and discrimination.
- advocate for human rights and social and economic justice.
- engage in practices that advance social and economic justice.

#### 6. Engage in research-informed practice and Practice-informed research.
- use practice experience to inform scientific inquiry.
- use research evidence to inform practice.
<table>
<thead>
<tr>
<th>CORE COMPETENCY/PRACTICE BHVRS.</th>
<th>LEARNING TASKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Apply knowledge of human behavior and the social environment.</td>
<td>• utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation. • critique and apply knowledge to understand person and environment.</td>
</tr>
<tr>
<td>8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</td>
<td>• analyze, formulate, and advocate for policies that advance social well-being. • collaborate with colleagues and clients for effective policy action.</td>
</tr>
<tr>
<td>9. Respond to contexts that shape practice</td>
<td>• continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. • provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
</tr>
<tr>
<td>10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</td>
<td>Engagement • substantively and affectively prepare for action with individual, families, groups, organizations, and communities. • use empathy and other interpersonal skills • develop a mutually agreed-on focus of work and desired outcomes.</td>
</tr>
</tbody>
</table>
### CORE COMPETENCY/PRACTICE BHVRS. LEARNING TASKS

#### Assessment
- collect, organize, and interpret client data.
- assess client strengths and limitations
- develop mutually agreed-on intervention goals and objectives

#### Intervention
- initiate actions to achieve organizational goals
- implement prevention interventions that enhance client capacities
- help clients resolve problems
- negotiate, mediate, and advocate for clients
- facilitate transitions and endings

#### Evaluation
- critically analyze, monitor, and evaluate interventions

11. Integrate faith and learning as it applies to social work practice
- apply professional values, ethics, and Christian values to professional activities.
- recognize spiritual diversity

12. Individualized Outcomes

---

Signatures:

Student ___________________________ Date ________________

Field Supervisor ______________________ Date ________________

Field Placement Coordinator ________________ Date ________________
LOUISIANA COLLEGE SOCIAL WORK PROGRAM
Field Placement Evaluation Form
NOTE: FIRST PAGE TO BE COMPLETED BY STUDENT

Student Name:____________________________________________________________________________

Agency:__________________________________________________________________________________
Agency Address/Phone:
_______________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Field Supervisor: 
_____________________________________________________________________________________
Field Placement Coordinator: 

Duties and Responsibilities: (Briefly describe the kinds of learning experiences the student completed. The types and numbers of cases assigned should be included.)
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Use of evaluation form: This form should be completed twice, once when 210 hours have been completed and again when all 410 hours have been completed. If you rate a student at either level 1 or 5, you must comment in the space provided. Ratings are as follows:

1 = Consistently performs at an inadequate level
2 = Inadequate performance at times
3 = Acceptable performance
4 = Acceptable with evidence of high levels of performance at times
5 = Consistently high levels of performance
## A. Professional Identity

<table>
<thead>
<tr>
<th></th>
<th>Mid-Term Semester Rating</th>
<th>End- of Semester Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uses supervision appropriately in regard to casework, community resources, and ethical dilemmas.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. Describes client and behaviors in nonjudgmental terms as well as advocates for client access to social work services.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. Participates in staff/community meetings and demonstrates professional demeanor in appearance, behavior and communication.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. Demonstrates personal reflection/awareness which is resulting in continual professional development and career long learning.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. Practices boundary setting and maintaining professional roles.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Comments (rating 1 or 5):

## B. Ethical Practice

<table>
<thead>
<tr>
<th></th>
<th>Mid-Term Semester Rating</th>
<th>End- of Semester Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Work performance exhibits the use of professional social work values and ethics by applying standards of NASW code of ethics.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. Demonstrates an awareness of diverse value systems, including one’s own, that impact social work practice.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. Recognizes and manages their personal values so that professional values guide practice</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. Is able to apply strategies of ethical reasoning to arrive at principled decisions.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. Tolerates well ambiguity in resolving ethical conflicts.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Comments (rating 1 or 5):
### C. Critical Thinking

<table>
<thead>
<tr>
<th></th>
<th>Mid-Term Semester Rating</th>
<th>End- of Semester Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Demonstrates integration of multiple sources of knowledge including research based knowledge and reasoned discernment.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2.</td>
<td>Demonstrates ability to analyze models of assessment, prevention, intervention and evaluation as it pertains to agency setting.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3.</td>
<td>Expresses self effectively in both oral and written communication in working with clients (individuals, family, group, communities, organizations) and staff/colleagues in agency setting.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Comments (rating 1 or 5):

### D. Diversity in practice

<table>
<thead>
<tr>
<th></th>
<th>Mid-Term Semester Rating</th>
<th>End- of Semester Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Demonstrates self awareness of personal biases and values and works to eliminate its influence when working with diverse groups.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2.</td>
<td>Exhibits ability to recognize and communicate how diversity (cultural structure/values) shapes a person’s experiences and identity.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3.</td>
<td>Demonstrates understanding of extent to which a culture’s values may oppress, alienate or create privilege and power.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Comments (rating 1 or 5):

### E. Human rights and justice

<table>
<thead>
<tr>
<th></th>
<th>Mid-Term Semester Rating</th>
<th>End- of Semester Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Demonstrates ability to advocate for human rights and social/economic justice in agency setting.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2.</td>
<td>Practices in manner that advances social and economic justice.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3.</td>
<td>Exhibits understanding of oppression and discrimination.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Comments (rating 1 or 5):
### F. Social Work Research Based Practice

<table>
<thead>
<tr>
<th></th>
<th>Mid-Term Semester Rating</th>
<th>End of Semester Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recognizes and uses empirically based literature (research evidence) to enhance social work practice.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. Demonstrates an understanding of practice experience and its application to research (scientific inquiry).</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. Participates in at least one activity that monitors and evaluates outcomes in practice.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. Articulates a research question pertinent to the field placement agency.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Comments (rating 1 or 5):

### G. Human Behavior/Social Environment

<table>
<thead>
<tr>
<th></th>
<th>Mid-Term Semester Rating</th>
<th>End of Semester Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates ability to connect a presenting problem to the elements of conceptual frameworks to guide assessment, intervention and evaluation (bio-psychosocial assessment).</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. Understands, critiques and applies knowledge (at least 3-5 theories) of individual development and behaviors across the lifespan as these affect agency clients and the environment.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. Identifies and uses culturally competent practice in working with client systems to understand biological, social, psychological and spiritual development regardless of race, religion, gender, age and disability.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Comments (rating 1 or 5):
### H. Social Work Policy Practice

<table>
<thead>
<tr>
<th></th>
<th>Mid-Term Semester Rating</th>
<th>End of Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identifies, analyzes, applies and advocates for policies that advance social and economic well being.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<td>2. Identifies at least one unmet need for the client system served by the agency and suggests an effective policy action in collaboration with colleagues and clients to meet the needs of client system.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<td>3. Identifies the components of a federal or state policy of central importance to the clients and community served by the field placement agency.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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</table>

Comments (rating 1 or 5):

### I. Social Work Practice Context

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<tr>
<th></th>
<th>Mid-Term Semester Rating</th>
<th>End of Semester Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identifies and uses the various roles of the social worker in generalist practice to discover and attend to changing locals, populations, technological developments and emerging societal trends to provide relevant services.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. Selects appropriate strategies and includes client involvement in promoting sustainable changes in service delivery and practice to improve quality of social services.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. Identifies community resources and eligibility criteria; advocates on client system’s behalf for needed services/benefits (pro-active).</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<td>4. Actively seeks support, instruction, and constructive criticism in order to practice in a pro-active manner.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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</table>

Comments (rating 1 or 5):
### J. Engage, Assess, Intervene: Evaluate

<table>
<thead>
<tr>
<th>1. Engagement</th>
<th>Mid-Term Semester Rating</th>
<th>End of Semester Rating</th>
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</thead>
<tbody>
<tr>
<td>a. Demonstrates empathy and other interpersonal skills through listening and accurately attending to client messages.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<td>b. Demonstrates ability to effectively prepare and work with individuals, family, group, organizations and communities as the agency setting allows.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<td>c. Able to maintain professional boundaries and develop mutually agreed on focus of work and desired outcomes.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<th>2. Assessment</th>
<th>Mid-Term Semester Rating</th>
<th>End of Semester Rating</th>
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<tbody>
<tr>
<td>a. Demonstrates ability to gather and analyze client data.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<td>b. Exhibits skill of assessing client strengths and limitations.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<td>c. Ability to develop mutually agreed on intervention goals/objectives.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<td>d. Ability to discuss and select appropriate intervention.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<th>3. Intervention</th>
<th>Mid-Term Semester Rating</th>
<th>End of Semester Rating</th>
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</thead>
<tbody>
<tr>
<td>a. Ability to decide on actions to achieve organizational goals</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<td>b. Exhibits ability to put into practice preventive interventions that enhance client capacities.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<td>c. Demonstrates skill in helping clients resolve problems.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<td>d. Ability to negotiate, mediate and advocate for client as needed.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<td>e. Demonstrates ability to facilitate client transitions and termination.</td>
<td>1 2 3 4 5</td>
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<tr>
<th>4. Evaluation</th>
<th>Mid-Term Semester Rating</th>
<th>End of Semester Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Demonstrates skill of critically analyzing, monitoring and evaluating interventions used with clients.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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</table>

Comments (ratings 1 or 5):
### K. Professional Workplace Behavior

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<tr>
<th></th>
<th>Mid-Term Semester Rating</th>
<th>End of Semester Rating</th>
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<tbody>
<tr>
<td>1. Reports to the placement regularly in a timely manner. Follows agency policies in regard to absences</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<td>2. General appearance (dress and grooming) meets agency Standards</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<td>3. Organizes work responsibilities and uses time productively</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<td>4. Shows initiative; demonstrates the ability to stay on-task in the absence of direct supervision</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<td>5. Follows agency policies and procedures and works well with colleagues</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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</table>

Comments (rating 1 or 5):

****Please attempt to give a number rating to each practice behavior. If absolutely unable to be applied in current agency setting, please indicate the reason.
Hours Completed at Mid-Term: ________________

Approximated % of Goals Completed in Learning Agreement: ________________________

Summary of Student’s Strengths/and Areas for Improvement upon completion of 210 hours:

______________________________________________________________________________
______________________________________________________________________________

(Field Supervisor’s Signature)                                           (Date)

Student Comments Regarding Evaluation and Field Placement at Mid-term:

______________________________________________________________________________
______________________________________________________________________________

(Student’s Signature)                                           (Date)

---

Hours Completed at Final: ________________

Approximated % of Goals Completed in Learning Agreement: ________________________

Recommended Numerical Grade out of 100 (See grading scale on page 29 of manual): ______________________

Summary of Student’s Strengths/and Areas for Improvement upon completion of 410 hours:

______________________________________________________________________________
______________________________________________________________________________

(Field Supervisor’s Signature)                                           (Date)

Student Comments Regarding Evaluation and Field Experience:

______________________________________________________________________________
______________________________________________________________________________

(Student’s Signature)                                           (Date)
LOUISIANA COLLEGE
Social Work Program
Student Evaluation of Field Placement

Student: ___________________________________________________

Agency: ___________________________________________________

Semester: __________________________________________________

This evaluation seeks your responses to three areas of your field placement: the agency itself, the supervision you received, and your own personal and professional growth during the field placement experience. Please respond to each section. On those items containing numerical ratings, circle a number ranging from 1 (POOR) to 5 (EXCELLENT).

I. Agency

1.) In general, how responsive was the agency to the presence of a student?

1 2 3 4 5

2.) How adequate was the work space (desk, access to telephone, access to secretarial assistance) provided for you?

1 2 3 4 5

3.) How extensive was the orientation to the agency?

1 2 3 4 5

4.) Strengths of the agency as a field placement site:

5.) Suggestions for strengthening the agency as a field placement site:
II. **Supervision**

1.) How consistent was weekly supervision?

1 2 3 4 5

2.) How helpful was the supervisor in the development of the initial learning contract?

1 2 3 4 5

3.) To what degree did the learning opportunities in your placement give you exposure to client systems of varying sizes and representative of special population groups?

1 2 3 4 5

4.) To what degree did your supervisor help with the integration of classroom knowledge and actual client experience?

1 2 3 4 5

5.) How helpful was the mid-term evaluation?

1 2 3 4 5

Comments:
III. **Personal/Professional Growth**

During this placement, what did you learn…

1. about social work practice?

2. about area of practice performed at this agency?

3. about yourself both personally and professionally?

SIGNATURES:

Student ___________________________________________    Date _____________________

Field Placement Coordinator___________________________   Date _____________________

Field Supervisor (optional)_____________________________  Date______________________
Louisiana College Social Work Program
Evaluation of Program by Field Supervisor

Agency_________________________________________________
Field Supervisor_________________________________________
Student Supervised_______________________________________
Semester and Year_______________________________________

This evaluation will address the field supervisor’s assessment of the Louisiana College Social Work Program’s preparation of students for the Field Placement, orientation of Field Supervisors, and the Field Placement Coordinator’s relationship with the Field Supervisor. Your feedback is very important to us and thank you for participating in our Field Placement Program.

Please assess the following using the ratings scale provided.
1=Strongly Disagree  2=Disagree  3=Neutral  4=Agree  5=Strongly Agree

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<tr>
<td>1. Orientation for field supervisor was thorough and prepared supervisor for the supervision experience.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>2. Supervisor received a copy of the Social Work Program Field Manual.</td>
<td>1 2 3 4 5</td>
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<td>3. The Field Manual was professionally written and user friendly.</td>
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<tr>
<td>4. The information contained in the manual was helpful in your role as a field supervisor.</td>
<td>1 2 3 4 5</td>
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<td>5. The evaluation process used by the program was sufficient to assess the student’s performance in your agency.</td>
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<td>6. The Field Placement Coordinator was readily available and easy to contact.</td>
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<td>7. The Field Placement Coordinator made a scheduled visit to your agency meeting with both the supervisor and student.</td>
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<tr>
<td>8. This supervisor thinks the student from the LC Social Work Program is prepared for generalist social work practice.</td>
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<tr>
<td>9. This supervisor would be willing and open to supervising another student from the program.</td>
<td>1 2 3 4 5</td>
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</table>

10. Please offer any suggestions you feel would improve the Field Placement experience for students, the Field Supervisor and/or agency.

_____________________________________________________________________________
_____________________________________________________________________________
**SCHEDULE OF ANTICIPATED PLACEMENT DAYS**  
(Attach to your Learning Contract)

Student Name: _________________________________  
Agency: ________________________________________

*List all anticipated days, dates and times of performing placement duties/responsibilities. This should also reflect changes due to school/agency closing for holidays, workshops and any personal matters that are anticipated. Any changes to this schedule need to be cleared with the field supervisor in advance when possible.

<table>
<thead>
<tr>
<th>Days/Dates</th>
<th>Times</th>
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<td>Mon.</td>
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LOUISIANA COLLEGE
SOCIAL WORK PROGRAM
FIELD EDUCATION
STUDENT CONTRACT

Students are representatives of Louisiana College, the Louisiana College Social Work Program, and the profession of Social Work and as such will be held to a high standard of accountability. All students in the Louisiana College Social Work Program are expected to abide by the NASW Code of Ethics, the Louisiana College Student Handbook, and the Louisiana Social Work Practice Act. Each student is also expected to abide by the rules and regulations of their field placement agencies as well as dressing in an appropriate and professional manner. Students of this program are expected to demonstrate ethical and professional behavior. Failure of the student to comply with the above criteria can result in a grade of F in the field placement experience.

I, ________________________________, agree to:

♦ Abide by NASW Code of Ethics
♦ Abide by LC Student Handbook conduct guidelines, the LC Social Work Program Handbook and LC Social Work Program Field Manual
♦ Punctuality to field agency and to follow all rules, regulations, & protocol of placement agency
♦ Provide and maintain student liability insurance coverage

My signature below signifies I have read and agree to the above guidelines and fully understand a violation in any way could lead to the grade of ‘Failing” of Field Placement.

________________________________   ________________________
Student Signature      Date

I agree that I have received a copy of the Louisiana College Social Work Field Placement Manual for the ____________ block placement. I submit that I have read its contents and have been given time to ask questions and have information clarified. I agree to abide by its policies and procedures.

________________________________   ________________________
Student Signature      Date
FIELD LOG HOURS

NAME ___________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Description of Activities/Concerns Addressed/Comments</th>
<th>Daily</th>
<th>Running Total</th>
<th>Sprvrs.’s Initials</th>
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# FIELD LOG HOURS

**NAME___________________________**

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**Student’s Signature/Date_________________________**  **Field Supervisor’s Signature/Date_________________________**
Field Placement Coordinator’s Signature/Date