



## Social Work Program

Senior Field Practicum Manual

—

A Handbook for  
Field Instructors and Students  
Revised April 2018

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## PREFACE

The Social Work Program at Idaho State University has established this manual to explain the requirements and objectives of the Senior Field Practicum Program. It is intended for use as a handbook for agency field instructors as well as a guide for students enrolled in the practicum.

The Field Practicum experience is a major testing ground for the student's knowledge, skills, and values. The student is supported in this experience by the leadership of her/his field instructor. The goals and activities presented are intended to provide helpful guidance and structure to aid in a successful practicum experience for the student and the field agency.

The ISU Social Work Program welcomes feedback from students, field instructors, and agencies. Comments and/or questions may be submitted to the Social Work Program Field Director, Stop 8114, Idaho State University, Pocatello, Idaho, 83209-8114. The Field Director can also be reached by calling 208-282-3377 and through e-mail at [socwork@isu.edu](mailto:socwork@isu.edu).

The Field Manual may also be found by visiting the ISU Social Work Home Page:  
<http://www.isu.edu/sociology/pdf/swpracticummanual.pdf>

## PROGRAM INFORMATION

The Idaho State University Social Work Program is accredited by the Council on Social Work Education (CSWE). CSWE's Education Policy & Accreditation Standards (EPAS) 2015 (<https://www.cswe.org/Accreditation>) elaborates on the purposes of social work and student preparation in reaching competency:

*The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.*

Upon successful completion of the ISU Baccalaureate Social Work Program, students are eligible to apply for state licensure at the LSW level, and for advanced standing entrance in CSWE-accredited Master's level Social Work Programs.

## GENERALIST MODEL

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners view issues in context and use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist model provides a framework for viewing a person's environment through multi-level systems (micro, mezzo, and macro). The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. Each course in the BSW Program at ISU emphasizes the generalist model as preparatory to entry level social work practice. Knowledge, values, and skill development within the framework of the generalist model is presented in this course while focusing on specific intervention strategies within the content area and in accordance with the following stages: 1) Engage, 2) Assess, 3) Intervene, and 4) Evaluate. A multi-level approach to intervention enhances the generalist social worker's understanding of interactions, increases the number of interventions possible, and magnifies the potential for client empowerment and social change.

## **PROGRAM MISSION STATEMENT**

The mission of the Social Work Program at Idaho State University is to prepare students to work as professionals in entry-level social work generalist practice. It is the program's vision that graduates will work within the social work profession by 1) contributing to the enhancement of quality of life, 2) empowering individuals, families, groups, and communities, and 3) advancing human rights and social and economic justice. Consistent with the University mission, the Social Work Program strives to develop students who think critically and are able to provide health related and other professional social work services within agencies and programs to the people of Idaho, the Nation, and the World.

## **ISU SOCIAL WORK PROGRAM GOALS**

1. Preparation of students for beginning generalist social work practice with individuals, families, small groups, organizations and communities (i.e. micro, mezzo and macro systems).
2. Preparation of students to develop an identity which will incorporate the values, principles and ethics of the social work profession.
3. Preparation of students as beginning social work generalists who link social research and social work practice.
4. Preparation of students for lifelong learning and critical thinking through an educational process combining a liberal arts foundation and professional foundation.
5. Preparation of students to work with diverse, vulnerable, oppressed and disadvantaged populations as well as advance human rights and social and economic justice.

## **FIELD PRACTICUM AND SEMINAR OBJECTIVES**

Upon completion of the ISU Social Work Program, students will have achieved the following objectives which mirror the competencies in accordance with CSWE EPAS 2015 as follows:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

## REQUIREMENTS FOR MAJOR

### Social Work Program - Idaho State University

**A. General University Requirements - As part of the general university requirements, the following courses are required of the major:**

Objective 3: MATH 1153 (Introduction to Statistics);

Objective 5: BIOL 1100, BIOL 1100L (Concepts Biology: Human Concerns, and Lab);

Objective 6: PSYC 1101 (Introduction to General Psychology) or SOC1101 (Introduction to Sociology).

Objective 7: SOC 2248 (Critical Analysis of Social Diversity)

**B. Social Work Program Requirements**

SOC 1101	Introduction to Sociology .....	3 cr.
SOC 3309	Social Statistics .....	3 cr.
SOC 2248	Critical Analysis of Social Diversity.....	3 cr.
PSYCH 3301	Abnormal Psychology .....	3 cr.
SOWK 2271	Introduction to Social Work .....	3 cr.
SOWK 2272	Human Behavior and the Social Environment.....	3 cr.
SOC/SOWK 3308	Sociological Methods and Social Work Research.....	3 cr.
SOWK 3371	Social Welfare Policy .....	3 cr.
SOWK 3372	Practice with Individuals and Families .....	3 cr.
SOWK 3373	Group Work .....	3 cr.
SOWK 3375	Advanced Social Work Theory and Practice.....	3 cr.
SOWK 4476	Social Work Field Practicum I.....	6 cr.
SOWK 4477	Social Work Field Practicum II .....	6 cr.
SOWK 4494	Community Organization and Social Change.....	3 cr.
SOWK 4498	Integration of Social Work Methods .....	3 cr.

An additional six credit hours of upper division (300 or 400 level) electives in SOWK, SOC, CJ or PSYCH are required.

## SOCIAL WORK COURSE DESCRIPTIONS

**SOWK 2271 Introduction to Social Work** 3 credits. Introductory overview and history of the social work profession within the social welfare system, and introduction to the generalist model of practice in social work. Attention is given to micro, mezzo, and macro levels of practice as social workers may work with individuals, families, groups, or communities. Students will examine their own beliefs and values and their social, cultural, and historical positioning, and how these forces influence interactions with potential clients. Students will be introduced to ethics, values and standards of the social work profession. Throughout the course, students will be encouraged to apply critical thinking skills to class material. F,S

**SOWK 2272 Human Behavior and the Social Environment** 3 credits. Conceptual frameworks and issues in human behavior and development across the lifespan, with attention given to the concept of person in the environment as a framework for understanding individual behavior as a function of bio-psycho-social-spiritual processes and interactions. Substantial information on human diversity and at-risk populations, including issues pertaining to racial and ethnic group, and gender and sexual orientations. F,S

**SOWK 3308 Sociological Methods and Social Work Research** 3 credits. Introduces the principles and procedures of scientific research and includes a variety of strategies and tools for studying social phenomena. Equivalent to SOC 3308. PREREQ: Admission to Social Work major. F

**SOWK 3309 Social Statistics** 3 credits. A survey of statistical techniques focusing on descriptive statistics, hypothesis testing and correlations. Students work in computer labs and use software for statistical analysis commonly used in the social sciences to produce descriptive and summary statistics for large data sets. Equivalent to SOC 3309. PREREQ: C in MATH 1153. S

**SOWK 3371 Social Welfare Policy** 3 credits. Examine social policies created as society's strategy for addressing social concerns such as unemployment, poverty, and mental illness. Students will critically evaluate programs and policies in order to develop skills to advance social and economic justice and to deliver effective social work services. PREREQ: Admission to Social Work major. S

**SOWK 3372 Practice with Individuals and Families** 3 credits. Examine micro level systems within the generalist social work framework. Theoretical frameworks for use with individuals and families as well as interviewing and problem-resolution methods will be covered. Students will utilize a generalist skill base in learning to engage, assess, intervene and evaluate individuals and families. PREREQ: Admission to Social Work major. F, S

**SOWK 3373 Group Work** 3 credits. Mezzo level systems within the generalist social work framework. Group theory, process, dynamics, and practice applications will be covered. Students will use a generalist skills base in learning to engage, assess, intervene, and evaluate small group systems. PREREQ: SOWK 3372 and admission to Social Work major. F, S

**SOWK 3375 Advanced Social Work Theory and Practice** 3 credits. Expansion of theory and practice concepts introduced in SOWK 2272 and used in social work practice courses. The relationship between social work theory and practice is explored for the purpose of increasing depth of understanding and generalization of knowledge. Focus will be on application of theory in building skills necessary for competency including written and oral communication skills, using research evidence to inform practice, and critiquing and utilizing major theoretical frameworks to guide the processes of engagement, assessment, intervention, and evaluation. S

**SOWK 4476 Social Work Field Practicum I** 6 credits. Placement within a social service agency under direct supervision of a licensed social worker for a minimum of 200 hours and a weekly on-campus seminar. Functions as an entry level opportunity for the student to apply professional values, knowledge and skills. Seminar permits discussion and reflection upon this field experience and serves an integrative function for linking theory to applied practice. PREREQ: SOC/SOWK 3308, SOWK 3371, SOWK 3372, SOWK 3373, and SOC 3309. (For Spring only: COREQ: SOWK 4477.) F, S

**SOWK 4477 Social Work Field Practicum II** 6 credits. Continuation of senior field practicum experience consisting of placement within a social service agency under direct supervision of a licensed social worker for a minimum of 200 hours and a weekly on-campus seminar. Students will refine and utilize professional values, knowledge and skills. Seminar permits discussion and reflection upon this field experience and serves an integrative function for linking theory to applied practice. PREREQ: SOC/SOWK 3308, SOWK 3371, SOWK 3372, SOWK 3373, and SOC 3309. PREREQ or COREQ: SOWK 4476. COREQ: SOWK 4498. F, S

**SOWK 4494 Community Organization and Social Change** 3 credits. Advanced focus on community and organizational structure and function. Uses the generalist model of social work with macro level systems including building knowledge and skills focusing on social action and social change. Specific attention is given to helping students develop necessary skills to engage, assess, intervene and evaluate with organizations and communities (macro level) effectively. PREREQ: SOWK 3372. F

**SOWK 4498 Integration of Social Work Methods** 3 credits. Comprehensive review and synthesis of all social work content areas within the generalist framework including ethics, critical thinking, diversity, human rights, social and economic justice, research, HBSE, policy and practice. Preparation for Social Work licensure test as well as special topics depending on student need and interests. PREREQ: SOC/SOWK 3308, SOWK 3371, SOWK 3372, SOWK 3373, and SOC 3309. COREQ: SOWK 4477. F, S

### **Elective Courses for Social Work Majors include:**

**SOWK 4417 Interdisciplinary Evaluation Team** 1 credit. Introduction to principles, techniques of interdisciplinary evaluation. Disciplines emphasized: Audiology, Nursing, Physical Therapy, Psychology, Social Work, Special Education, Speech-Language Pathology. Cross-listed: NURS 4417, PSYC 4417, CSED 4417. PREREQ: Permission of instructor. S

**SOWK 4482 Independent Problems** 1-6 credits. Consultation course. May be repeated for up to 6 credits. PREREQ: 12 credits in Social Work and permission of instructor. D

**SOWK 4485 Grief and Loss for the Helping Professional** 3 credits. Prepares students to work with clients experiencing grief and loss issues stemming from a variety of loss experiences including death, physical health changes, trauma, and life transitions. Includes the philosophical, cultural, medical, psychological, and spiritual aspects of grieving and loss; the grief process and factors to consider in working with children, adolescents, and adults; and assessment of complicated grief reactions. D

**SOWK 4486 Family Issues for the Helping Professional** 3 credits. Advanced course in understanding of families and family issues. Explore techniques for assessment and intervention, drawn from various current theories. Special focus on at-risk youth and the effects on family dynamics. D

**SOWK 4487 Child Welfare Issues** 3 credits. An exploration of the many facets of child welfare, including factors impacting the well-being of children and their families on a local and global level, such as governmental policies and societal values regarding child welfare, social issues that affect children, available services for children, and social work intervention strategies. F, D

**SOWK 4491 Seminar** 3 credits. Reading, discussion, and preparation of reports on selected topics. May be repeated for up to 9 credits with different content. PREREQ: Permission of instructor. D

## PRACTICUM REQUIREMENTS

Admission to the senior field courses (SOWK 4476-SOWK 4477) is contingent upon completion of the following:

- a. Completion of SOC 3308/SOWK 3308, SOWK 3371, SOWK 3372, SOWK 3373, SOWK 3375 and SOC 3309 with a minimum GPA of 2.75;
- b. Maintenance of GPA to senior year at the 2.75 level;
- c. Submission of form applying for senior field experience;
- d. Interview by program senior field placement coordinator prior to notification of field agencies.

The Social Work course, *Community Organization and Social Change* (SOWK 4494) may be taken in conjunction with the *Field Practicum* courses (SOWK 4476 and 4477). *Integration of Social Work Methods* (SOWK 4498) is taken in conjunction with the last *Field Practicum Course* (SOWK 4477). A waiver of any of these criteria requires permission of the Social Work Program Faculty.

## APPLICATION PROCESS

1. Attend a practicum orientation session the semester prior to placement; these sessions are conducted 4 to 6 weeks before the end of the semester.
2. Complete a field practicum program application including resume.
3. Submit two letters of reference.
4. Schedule and complete an interview with the practicum field director to review preparedness and discuss appropriate placement choices.
5. Schedule a background check as required by the practicum agency. Sign Release of Information forms including Affiliate Agreement and FERPA release. (Forms may be completed during initial agency visit.)

## PRACTICUM STRUCTURE

Field Practicum is the signature pedagogy of social work education. It represents the central form of instruction and learning in which students are socialized to perform the role of social work practitioner. Field education connects the theoretical and conceptual material of the classroom with the practical world of the field agency setting.

The field practicum structure consists of two components:

- 1) the agency placement and
- 2) the weekly on-campus or synchronous video conference seminar taught by the assigned program faculty, most often the field director.

In placement, under field instructor supervision, students experience entry level social work through application of problem solving and planned change models. The seminar provides discussion, skills training, and exchange of information about community agency settings. Student exchange of information about field experiences is integral to the course. Students and faculty strive to integrate practice theory from academic course work with the practicum experience. The field director is the link between the Social Work Program and the field instructors. Together they evaluate and assess the student's progress and learning needs. The performance indicators used for evaluation are developed in the course syllabus and the student learning agreement.

The student has the choice of a concurrent or block practicum (see description below). Under either choice, the student must complete 400 hours for a total of 12 credit hours. Practicum courses, SOWK 4476 and 4477, also require a weekly seminar. If the student selects the block practicum, which requires registration for both SOWK 4476 and 4477, the student participates in only one seminar a week for one semester.



## **1. Concurrent Placement:**

The concurrent practicum consists of two consecutive semesters (Fall/Spring) in the same agency site, along with the Social Work Practice courses SOWK 4494 and SOWK 4498. Each semester practicum consists of a minimum of 200 clock hours per semester in addition to the weekly seminar. Students receive six academic credits for each semester practicum.

## **2. Block Placement:**

The block practicum, consisting of courses SOWK 4476 and 4477, is completed in one semester, in the same agency site, along with the Social Work courses SOWK 4494 (unless previously completed) and SOWK 4498. The block practicum requires 400 in-agency hours in addition to the weekly seminar. Students receive twelve academic credits for the semester.

## **Field Seminar and Confidentiality Requirements:**

The seminar component serves an integrative function for linking theory to applied practice. The placement component functions as an entry level opportunity for the student to apply professional values, knowledge and skills. The seminar permits discussion and reflection upon the field experience. Clients and issues discussed within the seminar are privileged information and serve the sole function of developing the students learning experience. Client names are not used in the seminar. First names, which do not jeopardize a client's right to privacy, may be used. Clients, cases, or agency issues such as personnel/staff matters are not to be discussed outside the seminar.

**A confidentiality violation is an ethical as well as a legal concern and may result in failure of the student's practicum and possible dismissal from the social work program.**

Concerns about possible violations should immediately be brought to the attention of the field director or agency field instructor.

A seminar syllabus is distributed each semester outlining course objectives, assignments, and expectations. The block and concurrent seminars will vary with content exercises and requirements. The syllabus is updated each semester and is the guiding document for grading criteria.

## **Placement Selection and Interviewing Process**

The student may begin placement selection and interviews with agency-based field instructors upon completion of an interview and authorization from the social work program field director (see Application Process section below). The student schedules interviews with agencies and field instructors. All interviews should be conducted the semester prior to placement. An agency is under no obligation to accept a student. Most agencies will conduct formal interviews and may interview more than one student for only one placement. The student should treat the agency interview as an employment interview and present oneself according to the standards of the agency.

## **Application Process**

1. At orientation and prior to the student/field director interview, the student is referred to a current listing of approved practicum sites for review. Students can access a current agency list online through the Intern Placement Tracking (IPT) System. Login information is provided to students upon acceptance into the Social Work Program and on the ISU Social Work Homepage. The social work program office also maintains files on approved agency sites and field instructors. Students are encouraged to review this listing and ask questions of the social work faculty about placement sites.

2. The social work field director may advise the student to interview for a particular placement. However, the student should select those agencies that best meet his/her own interest areas and intended educational goals. Choice of a particular site must have final approval of the field director.
3. Prior to scheduling interviews, the student should complete a resume that can be given to the field instructor at the time of the interview. It is also recommended that the student make available to the field instructor copies of the reference letters submitted during the field application process. Most agencies now require a current background check. Scheduling and obtaining a background check is the responsibility of the student and should be completed prior to beginning practicum placement. Contact the agency for specific instructions in obtaining a background check that meets their requirements. Students must sign release of information forms before an agency can receive the completed background check.
4. Before or following an interview with a student, an agency may contact the field director for further information about the student. These discussions generally involve a review of the particular student's strengths, limitations, and goals. Discussions with the field instructors regarding student's needs and strengths will continue throughout the semester.
5. Students are encouraged to schedule at least two agency interviews and visits. This gives the student the ability to compare and contrast placement opportunities and field instructor support, particularly if he or she is experiencing uncertainty about a field of interest.

Most students, through prior work experiences, may be familiar with a job interview, which is similar to the pre-placement interview. The manner in which an appointment is promptly made and kept, the dress and personal appearance, and the interests or attitudes conveyed to the agency interviewer all influence their judgment about the student's congeniality or fit in their agency. If the student expects to be treated as one of the staff and to become a representative of the agency with respect to service provisions, then this expectation must be demonstrated during the interview. Students should follow-up interviews with thank you notes/emails as well as notify agencies of their placement decision. One further point about the pre-placement interview: the student and agency representative should use this opportunity to lay the foundation for an initial learning agreement based on mutual job expectations and learning objectives consistent with the educational objectives of the practicum, the learning needs and interests of the student, and the discretion of the field instructor about appropriate assignments or activities.

New field instructors are required to participate in a Webinar Orientation. Over the past few years, several methods of orientation have been tried including individualized education for new instructors during the first agency visit and online training utilizing a self-study format. These two methods have not resulted in a consistent orientation package. Thus, a required webinar with orientation material has been established and effectiveness will be evaluated.

## **Participant Roles**

### **1. Student**

The student is responsible for initiating and maintaining open communication with agency and school representatives concerning personal educational objectives and priorities. In addition to being learners, students serve as an informal bridge between the school and the agency. Students are also enrolled in the weekly field instruction seminar.

### **2. Faculty Advisor**

The faculty academic advisor assists the student with pre-placement planning and is available as consultant in the event of a placement issue. The faculty advisor is available to students who request or require help with academic and career planning or with personal concerns.

### **3. Field Director**

The faculty field director has administrative responsibility for overall planning and coordination of the field practicum. The faculty field director is the linking person who provides general consultation to the agency and field instructor around academic planning and coordinating of field learning and teaching. The field director also ensures that all students demonstrate competencies in working with individuals, families, groups, organizations, and communities. These ways include 1) supervision of learning agreements by the field director; 2) agency screening applications where potential field instructors identify such opportunities; and finally, 3) the field instructor visits each placement in person at the beginning of each semester to assist students and field instructors in providing opportunities at each level.

#### **4. Field Instructor**

The field instructor is the agency-based licensed social worker (must hold a social work degree from a CSWE accredited program and two years post degree social work experience) who is responsible for guiding the student's applied educational and practice experience in the field placement agency. The field instructor is responsible for planning tasks, weekly supervision, review of written work, case assignments, signing off on the student's weekly logs and assisting in mid-term and final student evaluations.

#### **5. Faculty Liaison**

The faculty liaison agrees to act as field instructor for the student when a qualified field instructor (licensed social worker) is not available in the agency to provide on-site supervision or instruction. The faculty liaison provides weekly consultation, periodic site visits, and reviews and signs off on the student's weekly logs and learning agreement.

### **Participant Responsibilities**

In order for the field work experience to be successful in meeting its educational function, a great deal of cooperation is essential between all concerned parties. The following expectations and responsibilities have been outlined as a guide for the University, the participating agency and field instructor, and the student.

#### **1. The Agency**

- a. Provides an on-going program that has community sanction and an array of tasks related to the development of social work skills.
- b. Offers a wide range of direct services in which, under supervision, the student can participate.
- c. Arranges physical place within the agency setting (desk, mail box, etc.) where the student can be a part of the program.
- d. Provides a qualified staff member (an experienced, licensed social worker) who will act as the student's field instructor.
- e. Acknowledges an agency's acceptance of the student in performing social work tasks within the program.
- f. Allows opportunity for the student to experience a range of intervention methods in the agency.
- g. Provides an opportunity to learn about that agency and its linkage with the community.

#### **2. The Field Director**

- a. Participates with the agency and the student in placement selection.
- b. Provides the agency with knowledge about the student and assists in the application and interview process if requested.
- c. Serves as a regular liaison and consultation to the agency field work instructor.
- d. Takes the responsibility for the final grade in consultation with the field instructor.
- e. Develops, with consultation from students and agencies, guidelines and expectations for the field experience.
- f. Provides the student with an adequate grasp of theory and skills in order to work in the placement experience.
- g. Offers training for the field instructor in regard to their role and the ISU academic program.
- h. Teaches a seminar that runs concurrently with the field work experience. The seminar is designed to integrate practice with theory.

### **3. The Field Instructor**

- a. Commits to carrying out the supervisory responsibility as a licensed social worker who is knowledgeable about professional practice.
- b. Orients the student to the agency's operations and helps the student feel a part of the program. Assists the student in the development of the learning agreement.
- c. Assist the student in the development of the learning agreement.
- d. Provides modeling for the student in the first step of the learning process.
- e. Makes meaningful assignments that are appropriate to the student's skills.
- f. Gradually gives more responsibility to the student as appropriate growth occurs.
- g. Provides a wide range of learning activities commensurate with agency functions.
- h. Provides ongoing supervision and feedback for the student. A regularly scheduled weekly session specifically for this purpose is desired.
- i. Takes initiative for contact with the University field director prior to critical matters developing with the student.

### **4. The Student**

- a. Practices the required practicum hours per week in the agency setting and actively participates in the on-campus weekly seminar.
- b. Submits weekly logs recording and discusses experiences and activities. The log will be reviewed by both the field instructor and the field coordinator.
- c. Completes a learning agreement which delineates learning objectives as goals and includes time frames for completion and strategies for accomplishment and evaluation.
- d. Conducts professional activities in conformance with the NASW Code of Ethics. Failure to do so may result in dismissal from the practicum program and the social work program.
- e. Understands and complies with agency policies, regulations, and specific requirements regarding confidentiality.
- f. Integrates academic knowledge, skills and theory by actively testing out such learning in practice.
- g. Becomes knowledgeable about the use of community resources and the referral process.
- h. Utilizes the supervision experience to further professional growth including the knowledge of self, practice theory, and skill development.
- i. Practices ethnic sensitive social work.

### **5. The Faculty Liaison**

- a. Acts in place of a field instructor in an agency when the agency does not have a qualified field instructor available.
- b. Becomes familiar with the agency purpose, responsibilities, client population, and staff.
- c. Assists the student in the development of the learning agreement.
- d. Meets with the student weekly to monitor progress and offer support.
- e. Reviews and signs off on the student's weekly logs.
- f. Assists the student in documenting hours.
- g. Participates in the student's evaluation and prepares the final evaluation.

## **Selection of Agencies as Placement Sites and Criteria for Field Instructors**

The Social Work Program maintains a current listing of agencies throughout southeastern Idaho that meet qualifications as field instruction sites.

### **Title IV-E Child Welfare Scholar's Stipend Program for Qualified, Accepted Students**

Idaho State University Social Work Program partners with the Idaho Department of Health and Welfare to provide the Child Welfare Scholar's Stipend Program for Social Work students interested in pursuing a career in the dynamic field of child welfare.

The program provides a stipend to help with tuition and fees to promising social work students who are committed to practicing social work in Idaho in the field of child welfare. The primary goal of the program is to prepare competent social workers in the areas of child welfare case management, foster care and adoption for career positions with IDHW, Family and Children's Services (FACS).

Students accepted into the Child Welfare Scholars Program are placed in child welfare agencies in Idaho for their field practicum and have access to a variety of child welfare training opportunities and resources.

Interested students should contact the Title IV-E Scholars Coordinator or the field director.

#### **A. Expectations of Agency and Practicum Setting**

The selection of an agency as a field instruction setting is based on criteria related to the agency's commitment to a shared responsibility for professional education and expertise of staff. The specific criteria for selecting placement settings include the following:

1. The presence of a solid commitment by the administrator and staff to provide professional, educational learning opportunities in cooperation with the social work program.
2. A licensed Bachelor's or Master's level social worker with a minimum of two years practice experience who agrees to act as field instructor for the Bachelor level student.
3. The willingness by participating personnel to provide students educationally guided experiences as contrasted to indiscriminate odd-job assignments or limited observations.
4. The ability and willingness of the agency to provide "hands-on" problem-solving practice experience.
5. The availability of staff who are willing and able to devote time to a student, in addition to their normal work load. As a rule of thumb, agencies are expected to provide at least an average of one hour of supervisory time per week, not including daily supervisory tasks.
6. The ability and willingness of the agency to offer a diverse practice setting in regards to factors including age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.

#### **B. Procedure for Approving an Agency as a Practicum Site**

1. Periodically, the social work program will solicit new field placements to insure a continuing variety of placement opportunities for students or area agencies will contact the program to investigate the possibility of becoming a placement agency. Upon contact the social work program field director will:

- a. Correspond by mail, phone, or email with the potential new placement, explaining the criteria for selection of field placements and the structure of the field program and the overall social work program. The applicant agency will be asked to complete an Agency Application (included in this manual and posted online).
- b. Potential Field Instructors will be asked to complete the application, Field Instructor Background Form (included in this manual and posted online).
- c. Any additional information the agency might wish to send is also welcome such as organizational charts, service brochures, and pamphlets.
- d. Upon receipt of the requested information, social work faculty conduct a review to assess reciprocity of agency standards and services with the goals and objectives of the social work program.
- e. Any agency not accepted by the social work program can appeal to the Chair of the Department of Sociology, Social Work and Criminology.
- f. Upon approval, agencies are added to the list of approved placement sites posted on the IPT password protected site.
- g. Approval by the social work program does not mean that a student will be placed in the agency. Placement of a student is based on interest, student numbers and appropriateness of fit between the agency and the student.

### **C. Field Instructor Criteria**

1. The social work program has established the following criteria for approval of persons as field instructors:
  - a. Licensed Social Worker with two years post-graduate experience. Exceptions are evaluated individually. MSW preferred; however, LSW's are acceptable for BA level students.
  - b. An Idaho Social Work License.
  - c. Two years of experience in social work beyond the degree.
  - d. Recommendation of the agency in which the applicant is employed.
  - e. Approval by the social work program.
  - f. Review of the Practicum Manual and orientation materials.
  - g. Attendance at field instructor trainings typically offered each semester is strongly encouraged.

These criteria are standard. In some circumstances, an agency and/or field instructor not meeting the criteria will be considered.

### **D. Field Instructor Orientations**

Orientation materials are provided to acquaint field instructors with practicum updates and role expectations. At the start of the new semester, training for all field instructors will be offered by the second week of the semester to review expectation and needs for effective practicum supervision. Topics covered include the learning agreement, learning objectives, evaluation process, and Intern Placement Tracking System (IPT). The orientation lasts one hour and is developed to access online to provide ease in training without travel. Additionally, training workshops are scheduled each semester for field instructors with the intent of skill and knowledge development and to assist in meeting continuing education requirements for state licensure. When offered, these workshops are provided free of cost (other than travel, etc.) to the field instructor.

## Field Instructor University Affiliate Faculty Status and Application

### 1. Field Instructors may be appointed to Affiliate Faculty status under ISU Policies and procedures:

Part 4. Personnel Policies > Section III. Academic Rank and Other Appointments > B. Academic Appointments > 3. Nontenure Track Appointments > e. Affiliate Faculty

#### e. Affiliate Faculty

Description and Conditions:

- (1) Restricted to part-time appointments either by the course or for other specific limited service; normally persons in this category are not compensated.
- (2) Appointed through academic departments and colleges, in accordance with University policy.
- (3) Possess appropriate credentials and/or expertise to serve as an instructor for a specific course or courses, or as a researcher/advisor for a specific project.
- (4) Appointed to one of the Affiliate Faculty titles in accordance with the qualifications of the appointee:

Affiliate Instructor

Affiliate Assistant Professor

Affiliate Associate Professor

Affiliate Professor

Affiliate Clinical Instructor

Affiliate Clinical Assistant Professor

Affiliate Clinical Associate Professor

Affiliate Clinical Professor

Affiliate Clinical Research Associate

Affiliate Research Instructor

Affiliate Research Assistant Professor

Affiliate Research Associate Professor

Affiliate Research Professor

- (5) Governed by college/department policies relative to:
  - (a) Participation in department meetings
  - (b) Participation in annual peer evaluations
  - (c) Participation in annual evaluation of department chair
  - (d) Eligibility for department travel funds
  - (e) Research/service obligations

Duration:

Appointment as an Affiliate Faculty member is made for up to one (1) academic year upon recommendation of the Department Chair with approval of the Dean of the College and the Academic Vice President. Renewal of this status follows regular personnel procedures, except that the standards of nonreappointment do not apply.

Privileges:

- (1) Use of the Computer Center and microcomputer laboratories for University-related business.
- (2) Authorization to apply to granting agencies in the name of Idaho State University in accordance with University procedures.
- (3) Issuance of a Faculty/Staff Bengal Card by the Office of Human Resources granting:
  - (a) Library privileges;
  - (b) Access to Reed Gym and associated facilities;
  - (c) Check cashing privileges in the Student Union.
- (4) Non-paid Affiliate Faculty are eligible for the issuance of a General Parking permit at no cost.
- (5) Use of Computer Center.

**Affiliate Faculty Nomination Form**

[https://www.isu.edu/media/libraries/academic-affairs/academic-policies/Affiliate\\_faculty\\_nomination-&-privileges.pdf](https://www.isu.edu/media/libraries/academic-affairs/academic-policies/Affiliate_faculty_nomination-&-privileges.pdf)



## **PRACTICUM POLICIES**

### **Social Work Program Requirements**

Formal admission to the Social Work Program is required. Program applications may be obtained from the Social Work Program Office Assistant or online at the Social Work Program Home Page. Students accepted to the program are required to meet with their advisor at least once a semester to discuss career goals as well as class selection.

### **Statement on Absence From Class for Field Placement Activity**

Social work students need to be absent occasionally from course work to participate in field placement activities. These choices are apt to be influenced by (1) pressing client service requirements that cannot wait for delayed action or (2) unique learning opportunities in agency programs where supervisors invite student participation. Decisions to miss classes for these reasons necessitate responsible choice by the student. This includes clarification to course instructors regarding planned activity at the agency. Such decisions also involve acceptance of responsibility by the student for determining class content and assignments which will be missed. Finally, such decisions also include student acceptance of risk in missing tests or participatory classroom activities which may not be repeated or made up.

It is important that the Social Work faculty and agency representatives have a mutual understanding that what each expects for the student learning experience may be important or necessary. We do not wish to “compete” with each other to determine which experience is most relevant to this purpose. Instead, students must make professional choices which weigh the constraints cited above.

### **Grievance Procedure**

The Social Work Program faculty encourage direct, professional communication between field instructors and students when concerns arise within the practicum setting. If resolution cannot be reached then the situation should be discussed with the Social Work Program Field Director. If resolution still cannot be reached the problem should come before the Social Work Program Director and Faculty Review Committee in accordance with the Student Review and Grievance Procedures outlined in the ISU Social Work Student Handbook found on the ISU Social Work Home Page.

### **Finances**

An agency is not expected to reimburse a student carrying out a practicum assignment unless there is a special agreement. If students are expected to use their automobiles in carrying out assignments they are subject to the policies of their agency. Other authorized expenditures will be treated in the same manner.

### **Practicum Students Employed in Social Service Agencies**

The student's practicum assignment must be clearly distinguished from regular employment activities and allow the student to integrate classroom learning with practical experience, expand knowledge, and practice new skills. The employed student must be given the opportunity afforded other practicum students to be in the observer and learner roles. The student's practicum role must be consistent with his/her learning goals, objectives, and activities as outlined in the Learning Agreement. The student should be assigned a practicum field instructor that is different from the regular work supervisor. The field instructor must be approved per ISU requirements for field instructors and spend at least one hour per week in the supervision of the student in his/her practicum role. All other practicum guidelines and assignments outlined in this manual shall apply. Students must complete the Employment-Based Field Practicum Plan and receive signed approval from the Field Director prior to beginning placement hours. (See Form in the Appendix section.)

### **Malpractice Insurance:**

Students who have been admitted to the Social Work Program and have declared Social Work as their major are automatically charged a fee per semester for malpractice insurance coverage. The Social Work Program Field Director will provide a copy of the Student Malpractice Declaration certificate upon request by the field agency.

### **Workers' Compensation Coverage:**

Effective July 1, 2013, Idaho Codes §§ 72-102 and 72-205 were modified to change the existing statutes to require a university or college to purchase workers' compensation coverage for students that fall under the definition of "a work experience student who does not receive wages while participating in the school's work experience program."

**"Work Experience Student"** means any person enrolled in a public institution of higher education of this state and who, as part of his/her instruction, is enrolled in a class or program for academic credit and for which the student, without receiving pay, is employed by, works for, or provides services to, a private or governmental entity. Students who meet this definition and are providing unpaid services ("working") off campus OR at an ISU location (clinics), are covered by the Idaho higher education policy and are eligible for some workers compensation benefits if they are injured on the job.

This would include students working under an affiliation agreement with a health care facility, student teachers, business majors, and others who may go out into the community and "work" internship hours in an unpaid setting to fulfill his/her practicum requirements for academic credit. However, it would not include students who are out in clinics observing in instructional settings but not providing services. It would not include students who are paid by the employer, whether or not they are receiving academic credit for the experience, as paid employees would be covered under the employer's policy.

Thus, in regards to social work students, senior practicum experiences fall under the category of "work experience student" as these internships involve service provision.

### **International Field Placements**

The Social Work Program strives to support individual student interest in international study abroad as a means to broaden understanding of cultural and diversity issues. Any international experience must include approval through Idaho State University International Programs Office. Students must follow all safety requirements and procedures as established through the International Programs Office. Please be aware that the approval process takes time and requires advanced planning so if you are interested in study abroad opportunities, contact your advisor and the International Programs Office at least two semesters in advance.

International Field Placements are considered on an individual basis and are dependent on compatibility of proposed university and agency programming with ISU Social Work Program requirements for field placements. The proposed international placement agency must meet general agency requirements as outlined in the ISU Field Practicum Manual and be willing to provide an agency field instructor with appropriate social work degree qualifications and experience. The agency must be able to provide a generalist social work learning experience with opportunities to work in micro, mezzo, and macro practice settings with individuals, families, groups, organizations, and communities. The standard ISU Social Work Program Learning Agreement will serve as a guide to structuring student placement experiences. Students are required to enroll in an online seminar course with assigned ISU faculty throughout the practicum placement.

### **Attendance and Holidays**

University and agency holidays may be different. Conflicts between university and agency calendars should be negotiated with field instructors so that services to clients are maintained. Students should always be in the agency at agreed times. If impossible for reasons of illness or the like, then contact with the field instructor must be made. In cases of extended absences from the agency, arrangements must be made to make up this time.

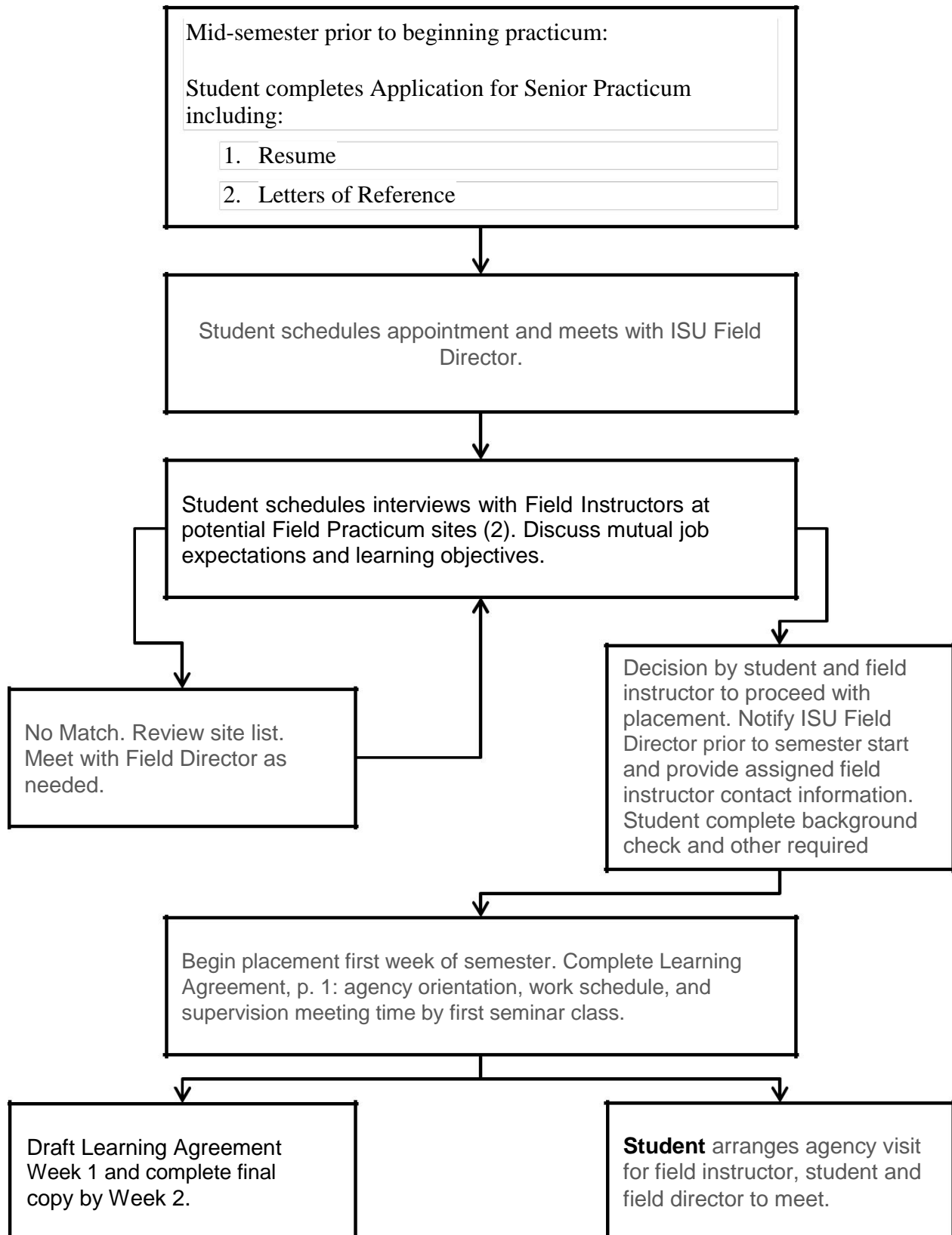
### **Outside Employment**

It is recommended that students not work at outside jobs when taking fieldwork. If students work, there must not be conflict with fieldwork assignments.

### **Non-Discriminatory Policy**

The Social Work Program at ISU does not discriminate on the basis of age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. This policy is applicable to every aspect of the program

**PRACTICUM PLACEMENT FLOW CHART**  
**ISU SOCIAL WORK PROGRAM**



## **STUDENT LEARNING AGREEMENT**

### **1. Nine Core Competencies and Practice Behaviors**

Upon completion of the ISU Social Work Program, students are expected to have achieved the Nine Core Competencies in per CSWE EPAS 2015. These nine competencies along with specific practice behaviors are detailed in the student Learning Agreement and Evaluation. In the Senior Field Practicum and Seminar courses, students will utilize social work knowledge, values, and skills in order to demonstrate the achievement of these competencies through practice behaviors.

Review of the competencies and detailed practice behaviors should assist the student and the field instructor in describing individualized learning activities to be included in the learning agreement that are consistent with the goals of the practicum. The learning strategies are specific activities that the agency and field instructor and student have agreed upon that the student will participate in for the duration of the practicum. The learning activities should be described as specifically as possible. Learning activities which are required of all ISU Social Work students for seminar or program capstone assignments are already included on the Learning Agreement form.

The intent of the field practicum is to help students apply knowledge acquired in the classroom and develop generalist skills through beginning practice and exposure to multiple social work roles and methods of practice. A successful practicum is when the student is prepared for entry level practice or graduate education.

### **2. Learning Strategies and Activities**

Clearly written learning strategies and activities in the agreement add structure to the student's field efforts, individualize the experience, and delineate the process of evaluation. Learning Activities/Tasks enable a student to clearly demonstrate the stated outcome measures. Well-stated learning strategies are task specific and assist in critical performance review. The student and field instructor will work together to tailor these activities more specifically to meet individual student learning needs and agency setting.

## **Writing the Learning Agreement**

### **1. Students**

- a. Review the nine core competencies and practice behaviors on the Learning Agreement.
- b. Review the Learning Agreement rating scales. This tool will be used as part of the final evaluation and can indicate pre/post measure of growth if rated at the beginning of practicum, midterm and final evaluation times.
- c. Make a list of the skills and knowledge that you would like to develop during the coming semester(s). This list may include skill deficits as well as skills and knowledge that you already possess but would like to develop further.
- d. Pare the list down to a manageable size. Keep in mind career objectives, agency setting, past work and academic experience which may be applied to the field practicum.
- e. Edit the shortened list and begin to tailor the activities to fit individual learning needs. Use the following guidelines:
  1. Be specific. Avoid global or general statements. Describe learning activity in terms that can be observed, evaluated or measurably achieved.
  2. Write simple. It is not necessary to include jargon or buzz words.
  3. Use examples if it will help reader understand the intent.
  4. Learn to condense material (putting the emphasis on quality not quantity).

- f. Learning activities often reflect a process which can be broken down into a number of smaller activities or steps. For example, the competency, “Engage, assess, intervene, and evaluate with individuals, families” can be broken down into the following learning activities:
  1. Observe field instructor in the engagement, assessment and intervention process with an individual and/or family.
  2. With field instructor, co-facilitate an assessment and intervention with a family.
  3. Complete self-directed assessment and intervention sessions with a family.
  4. Review tape or process recording with field instructor for feedback.
- g. When possible, assign target dates for the completion of learning activities. Be specific for ways in which the outcomes can be evaluated. (Example: Submit written summary of learning in regards to engaging families to field instructor and discuss on Week 6.)
- h. Set target dates for learning activities in accordance to a student’s block or concurrent placement. Block students will need to receive a midterm grade at approximately 200 hours and concurrent students will be finished with their first semester placement at 200 hours. Establishing target dates for completion of particular activities will aid in assessment of student’s progress.

## 2. Field Instructors

*The writing of the learning agreement is the responsibility of the student.* However, the identification of learning strategies and activities cannot be accomplished without the field instructor’s direct comment, participation and orientation of the student to learning possibilities within the agency. The competencies and practice behaviors on the Learning Agreement are designed to facilitate direction, learning process, exposure to various fields of practice and specificity in performance and consequently, evaluation. A defined strategy or activity should be considered as an incremental step in the student’s development of knowledge and skill.

Questions or items for consideration:

1. What do I want this student to learn during his/her time with my agency?
2. What is the purpose of the learning strategy or activity?
3. Will it give the student an opportunity to practice the kind of behavior implied by the objective?
4. Does the activity build upon or encourage the student to examine knowledge or skills brought from past experience and/or the academic setting?
5. Does the activity challenge the student’s interest and provide satisfaction in carrying it out? Doing what one is familiar with or going through the motions, i.e. “busywork”, does not put demands on the student to increase competency.
6. Is there a balance between observational and participatory activities? It is important to provide ample opportunity for the student to put theory into practice.
7. How feasible is the activity? Once an activity is begun, there should be sufficient agency resources to assure its completion.
8. Does the activity give the student opportunity to increase independent performance? Activities should permit the student to progress from supervised to self-directed practice.

## EVALUATION AND GRADING

There are two components to student evaluation:

1. The field experience comprised of completion of the agency based hours, agency and field instructor expectations, development and completion of the learning agreement, maintenance of signed weekly logs, and a satisfactory score from the final evaluation instrument completed by the field instructor.
2. Successful completion of the field seminar. Block and concurrent seminar expectations will vary but generally are similar in outcome. See course syllabus for specific assignment details. Block practicum should be considered two classes. SOWK 4476 must be completed in the first 8 weeks of the semester and include a minimum of 200 hours and completion of the learning target behaviors as designated. The remaining learning targets will be deferred to the second 8 weeks. The mid-term grade will be the final grade for SOWK 4476. For students in the concurrent (two semester) practicum, 200 hours and the designated activities of the learning agreement must be complete by finals; the remaining hours and learning activities will be completed in the second semester.

Any variance in this evaluation process must be agreed upon by the agency and field instructor, the social work program and the field director, and the student.

## **SITE VISITS**

The field director will visit with the field instructor and the student two times during the semester. The first visit is to assist the field instructor and the student in clarification and development of the learning agreement and mutual expectations. The second visit is the semester or final evaluation. A midterm check will be made via telephone or email and is designed to assure progress towards the final evaluation. Second semester concurrent students may only receive one site visit from the field director unless otherwise requested. Field instructors and students are encouraged to request meetings with the field director at any time throughout the semester particularly if problems or issues arise that cannot be resolved within the agency or between the field instructor and the student. Professional responsibility and appropriate use of supervision suggests that the student attempt to do problem solving within the boundaries of the student-instructor relationship and the agency before involving the field director. In addition, continuing education is offered each semester, and all field instructors are invited to participate. Free or reduced cost Continuing Education Units (CEU's) for Social Workers are offered to encourage attendance of field instructors.

## **Evaluation of Practicum**

The evaluation of practicum and placement is designed to provide opportunity for input from all involved parties: the practicum student, field instructor and field director. The field practicum uses a letter grade system based on the accumulation of points which is specifically outlined in the syllabus. The final grade is assigned by the field director.

1. Evaluation of the student by the field director. The field director has the final responsibility in assigning student performance grade.
2. Evaluation of the student by the field instructor. The field instructor evaluates the student at the end of the semester. The Learning Agreement and Evaluation is the tool used for this purpose. The Field Instructor provides feedback to the student throughout the semester during weekly supervision sessions.
3. Evaluation of the field agency, field instructor and field practicum by the student. The student provides feedback regarding the agency placement, practicum experience and field instruction utilizing the Field Practicum Agency Evaluation form. The student is expected to provide feedback and discuss concerns with the field instructor throughout the semester.
4. Evaluation of the field director by the student. The student provides feedback to the field coordinator via the midterm and final course evaluation in the practicum seminar class.
5. Process of feedback by the field instructor into the practicum and the university curriculum and the field director regarding the effectiveness of the agency placement and field instructor. Agency visits and field instructor seminars will be utilized as a means of mutual feedback and evaluation.

**Prior to beginning practicum placement, students should review ethical codes, laws and policies as provided in the links below.**

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**NASW Code of Ethics**

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

**Idaho Social Work Examiners Laws and Rules**

<http://adminrules.idaho.gov/rules/2011/24/1401.pdf>

**CSWE Educational Policy and Accreditation Standards**

Idaho State University's Social Work program is accredited by the Counsel of Social Work Education (CSWE). For the most current update of the accreditation standards and program expectations, please see CSWE at

<https://www.cswe.org/Accreditation>



# APPENDIX

## Forms

## APPLICATION FOR SENIOR FIELD PRACTICUM

Name \_\_\_\_\_ Date \_\_\_\_\_  
 Address \_\_\_\_\_  
 Phone \_\_\_\_\_ Email \_\_\_\_\_  
 Bengal # \_\_\_\_\_ Advisor \_\_\_\_\_  
 Planned Date of Graduation \_\_\_\_\_

### Pre-requisite Course Work:

Admission to the practicum assumes that you have completed your pre-requisites and your general education courses. Please provide copy of your current Degree Works page.

Course	Semester	Grade	Course	Semester	Grade
SOWK 2271	_____	_____	SOWK 3371	_____	_____
SOWK 2272	_____	_____	SOWK 3372	_____	_____
SOC 3309	_____	_____	SOWK 3373	_____	_____
SOWK 3375	_____	_____	SOWK 3308	_____	_____
SOWK 4494	_____	_____			

**Note:** CO (4494) and INT (4498) may be taken in conjunction with your practicum. INT (4498) should be taken your last semester prior to graduation as the course prepares you for the social work licensure exam.

### Practicum Course Plans:

Please list **all** courses that you will be enrolled in the semester(s) of your practicum. Indicate whether you are planning a block or concurrent placement.

Option A: **Block**  
 (One semester; 400 hours)

Option B: **Concurrent** (Fall-Spring Order)  
 (Two semester; 200 hours each semester)

Courses Fall/Spring	Fall Courses	Spring Courses
SOWK 4476	SOWK 4476	SOWK 4477
SOWK 4477	_____	_____
_____	_____	_____
_____	_____	_____
Total Credits: _____	Total Credits: _____	Total Credits: _____

### Employment and Experience (Please attach a current resume)

Are you currently employed? Yes \_\_\_\_\_ No \_\_\_\_\_

Current Employer \_\_\_\_\_

Job Duties \_\_\_\_\_

Note: If you intend to complete your senior practicum within your place of employment, you will need to fill out the *Employment Based Field Practicum Plan* included in the Appendix of the Field Practicum Manual. This plan must be approved by the Field Director prior to practicum placement. Please review the policies for Employed Students in the Practicum Manual.

**Junior Field Experience** (Please attach a copy of your supervisor's professional behavior rating form)

Agency \_\_\_\_\_ Field Supervisor \_\_\_\_\_

Please describe your junior field experience (i.e. activities, learning discoveries, recognition of your strengths/needs through this experience, etc.). Attach a separate sheet of paper if necessary.

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**Field Practicum Agency Preference**

Please review the list of approved agencies on the IPT system and indicate your choices. If you are considering an agency which is not listed, the agency must complete the application process and be approved prior to placement. You are strongly encouraged to complete your senior field practicum in an agency different from your junior field practicum and your current employment. **For practicum credit, you must demonstrate that you have completed your 400 hours engaged in new learning activities and application of bachelor level social work skills.**

**Agencies of Interest** (You are encouraged to interview with at least two agencies.)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Describe what has led you to choose this particular agency or field of practice. Attach a separate sheet of paper if necessary. \_\_\_\_\_

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**References**

Two written references are required. These references may come from current or past employers, a volunteer experience supervisor, faculty other than social work faculty, or a representative of your church. Please list the two people from whom we can expect references. These written references must be received prior to practicum course registration.

Reference 1 \_\_\_\_\_ Reference 2 \_\_\_\_\_

Return references to:

**Field Director**  
Idaho State University  
Dept. of Sociology, Social Work, and Criminal Justice  
Campus Box 8114  
Pocatello, ID 83209-8114

FAX: 208-282-4733  
Email: socwork@isu.edu

Do you have a valid driver's license? Yes \_\_\_\_\_ No \_\_\_\_\_

Please describe any limitations that may impact your ability to successfully complete a practicum and/or assistance that you may need. Attach additional page if necessary.

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### Background Disclosure

Most agencies will require a criminal background check and disclosure before you can start the practicum. It is to your advantage to inform the field director if you have any criminal charges (misdemeanor or felony) since your 18th birthday. Please describe the disposition of these charges and any resulting interventions. Also please describe any civil actions or charges such as child protection or domestic violence complaints.

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### NASW Code of Ethics

The NASW Code of Ethics link is included in the ISU Practicum Manual. Please read and sign below to indicate that you have read this document and agree to abide by these Ethics for the duration of your practicum.

Signature \_\_\_\_\_ Date \_\_\_\_\_

**Attach a copy of your Resume with this application and bring a complete application packet to your interview with the Field Director.**

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(To be completed by Field Director)

Date of Field Practicum Interview \_\_\_\_\_

#### Application Materials Completed:

Field Practicum Application _____	Jr. Practicum Evaluation _____
Resume _____	Reference 1 _____
Pre-requisite Course Work _____	Reference 2 _____
Notes _____	
_____	
_____	
_____	

Placement \_\_\_\_\_ Date \_\_\_\_\_

## EMPLOYMENT-BASED FIELD PRACTICUM PLAN

Student Name \_\_\_\_\_ Date \_\_\_\_\_  
Telephone \_\_\_\_\_ Email \_\_\_\_\_  
Agency Name \_\_\_\_\_  
Address \_\_\_\_\_  
Supervisor Name \_\_\_\_\_  
Telephone \_\_\_\_\_ Email \_\_\_\_\_  
Field Instructor Name \_\_\_\_\_ Degree \_\_\_\_\_  
Telephone \_\_\_\_\_ Email \_\_\_\_\_

(Proposed Field Instructor must complete the Field Instructor Background Form and be approved per ISU Social Work Program requirements.)

Description of student's current employed title, role, and duties:

Description of student's proposed field experience within the agency setting: (See ISU Practicum Manual regarding policy requirements. Note how the practicum experience will be **different** from student's regular job assignment and duties and enable the student to experience new learning and application of social work skills.)

Describe how student's workload will be adjusted to accommodate the practicum hours:

Signatures:

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date of Plan Submission

\_\_\_\_\_  
Agency Supervisor

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Approved as indicated by Field Director signature

\_\_\_\_\_  
Date



Idaho University  
Social Work Field Practicum

**LEARNING AGREEMENT**

Date:

**Student Information**

Name:  Email:

Telephone:

**Agency Field Instructor Information**

Name:  Email:

Telephone:

Agency Name:

Street Address:

Semester: ☐ Fall ☐ Spring Placement: ☐ Block ☐ Concurrent

Practicum Work Schedule:

Total Hours Per Week  Weekly Meeting Time with Field Instructor

Agency Orientation and Staff Introductions: Date Completed:

**Statement of Agreement:** I have read and understand my roles and responsibilities as outlined in the ISU Practicum Manual and agree to fulfill my responsibilities as written.

Student/Date

Field Instructor/Date

Field Director/Date

**SAVE WORK**

Is the student employed in the agency? Yes ☐ No ☐ NA ☐

If so, has the employed student contract been completed and approved by the Field Coordinator? Yes ☐ No ☐ NA ☐

**Instructions:**

The Learning Agreement is the guiding document for students to assist them in integrating social work knowledge, values, skills and ethics. The listed competencies and practice behaviors tie directly to the Final Evaluation rating. Required assignments which will be graded by the faculty in the Seminar or Integration courses have been listed as learning activities and are applicable to the practicum placement. Successful completion of these assignments also demonstrates the student's proficiency of achievement for graduation from the Social Work Program. Additional individualized learning activities are designed by the student and field instructor and reflect student learning needs and agency opportunities. Please see the ISU Practicum Manual for further information regarding the Learning Agreement.

The Learning Agreement must be written and turned in by the third week of placement with signatures included. Students should indicate a pre-placement rating on the evaluation scale as a measurement of current ability. It is recommended that the Learning Agreement be used regularly in supervision sessions to determine progress, strengths and learning needs. At midterm, students and field instructors will review the Learning Agreement in order to determine if the student is making satisfactory progress. Ideally, field instructors should be prepared in every supervision meeting to offer constructive feedback to support student learning with the student actively participating in this process.

At the end of the semester, the student will begin the final evaluation process by completing the student rating portion of the evaluation and discussing progress with the field instructor. The field instructor then completes his/her portion of the Evaluation and shares this information with the student. Both the student and field instructor rate student performance on a five-point scale which allows for more focused and helpful discussion. In the final meeting with the field director, the Learning Agreement and Evaluation will be reviewed. The student's final grade is assigned by the field director according to syllabus guidelines.


**Explanation of Evaluation Rating Scale:**

- 5 Excellent; competent; can independently perform
- 4 Good; consistently able to perform the skill
- 3 Adequate; more practice is desirable
- 2 Marginal; needs practice and assistance
- 1 Unacceptable; does not meet minimal level of performance
- 0 No opportunity to observe; no basis for evaluation

Competency 1: Demonstrate Ethical and Professional Behavior.	
Student is able to...	Student Pre-Placement Self Rating
a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.	<input type="text"/>
b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	<input type="text"/>
c. Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication.	<input type="text"/>
d. Use technology ethically and appropriately to facilitate practice outcomes.	<input type="text"/>
e. Use supervision and consultation to guide professional judgment and behavior.	<input type="text"/>

Learning Activities/Tasks Student/Agency Identified: 1. <input type="text"/> 2. <input type="text"/> 3. <input type="text"/>  Seminar/Capstone Requirements 1. Weekly Logs/Critical Reflection 2. Bio-Psycho-Social-Spiritual History/Case Presentation	Field Instructor Evaluative Comment <div>  <input type="text"/> </div>
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<b>Competency 2: Engage Diversity and Difference in Practice</b>	
The student demonstrates...	Student Pre-Placement Self Rating
a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	<input type="text"/>
b. Present themselves as learners and engage clients and constituencies as experts of their own experiences.	<input type="text"/>
c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	<input type="text"/>

Learning Activities/Tasks Student/Agency Identified: 1. <input type="text"/> 2. <input type="text"/> 3. <input type="text"/>  Seminar/Capstone Requirements 1. Weekly Logs/Critical Reflection	Field Instructor Evaluative Comment <div>  <input type="text"/> </div>
---	---

<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>	
The student is able to...	Student Pre-Placement Self Rating
a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	<input type="text"/>
b. Engage in practices that advance social, economic, and environmental justice.	<input type="text"/>

Learning Activities/Tasks Student/Agency Identified: 1. <input type="text"/> 2. <input type="text"/> 3. <input type="text"/>  Seminar/Capstone Requirements 1. Weekly Logs/Critical Reflection 2. Agency Presentation	Field Instructor Evaluative Comment <div>  <input type="text"/> </div>
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<b>Competency 4: Engage in Practice-informed Research and Research-informed Practice</b>	
The student is able to...	Student Pre-Placement Self Rating
a. Use practice experience and theory to inform scientific inquiry and research.	<input type="text"/>
b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	<input type="text"/>
c. Use and translate research evidence to inform and improve practice, policy, and service delivery.	<input type="text"/>

Learning Activities/Tasks Student/Agency Identified: 1. <input type="text"/> 2. <input type="text"/> 3. <input type="text"/>  Seminar/Capstone Requirements 1. Weekly Logs/Critical Reflection 2. Frameworks Papers 3. Research Project 4. Case Presentation/Bio-Psycho-Social-Spiritual History	Field Instructor Evaluative Comment <div>  <input type="text"/> </div>
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<b>Competency 5: Engage in Policy Practice</b>	
The student is able to...	Student Pre-Placement Self Rating
a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	<input type="text"/>
b. Assess how social welfare and economic policies impact the delivery of and access to social services.	<input type="text"/>
c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	<input type="text"/>

Learning Activities/Tasks Student/Agency Identified: 1. <input type="text"/> 2. <input type="text"/> 3. <input type="text"/>  Seminar/Capstone Requirements 1. Weekly Logs/Critical Reflection 2. Agency Presentation	Field Instructor Evaluative Comment  <input type="text"/>
---	--

<b>Competency 6:</b> Engage with Individuals, Families, Groups, Organizations, and Communities	
The student is able to	Student Pre-Placement Self Rating
a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	
Micro Level (Individuals, Families)	<input type="text"/>
Mezzo Level (Groups)	<input type="text"/>
Macro Level (Organizations and Communities)	<input type="text"/>
b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	
Micro Level (Individuals, Families)	<input type="text"/>
Mezzo Level (Groups)	<input type="text"/>
Macro Level (Organizations and Communities)	<input type="text"/>

Learning Activities/Tasks: (at least one per system level, i.e. micro, mezzo, macro) 1. <input type="text"/> 2. <input type="text"/> 3. <input type="text"/>  Seminar/Capstone Requirements 1. Weekly Logs/Critical Reflection 2. Frameworks Papers 3. Research Project 4. Case Presentation/Bio-Psycho-Social-Spiritual Hx	Field Instructor Evaluative Comment  <input type="text"/>
--	--

<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>	
The student is able to	Student Pre-Placement Self Rating
a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.	
Micro Level (Individuals, Families)	<input type="text"/>
Mezzo Level (Groups)	<input type="text"/>
Macro Level (Organizations and Communities)	<input type="text"/>
b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	
Micro Level (Individuals, Families)	<input type="text"/>
Mezzo Level (Groups)	<input type="text"/>
Macro Level (Organizations and Communities)	<input type="text"/>
c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	
Micro Level (Individuals, Families)	<input type="text"/>
Mezzo Level (Groups)	<input type="text"/>
Macro Level (Organizations and Communities)	<input type="text"/>



d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	
Micro Level (Individuals, Families)	<input type="text"/>
Mezzo Level (Groups)	<input type="text"/>
Macro Level (Organizations and Communities)	<input type="text"/>

<b>Learning Activities/Tasks:</b> (at least one per system level, i.e. micro, mezzo, macro) 1. <input type="text"/> 2. <input type="text"/> 3. <input type="text"/>  <b>Seminar/Capstone Requirements</b> 1. Weekly Logs/Critical Reflection 2. Frameworks Papers 3. Research Project 4. Case Presentation/Bio-Psycho-Social-Spiritual Hx	Field Instructor Evaluative Comment <input type="text"/>
--	--

**SAVE WORK**

<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and CommunitiesEngage</b>	
The student is able to...	Student Pre-Placement Self Rating
a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	
Micro Level (Individuals, Families)	<input type="text"/>
Mezzo Level (Groups)	<input type="text"/>
Macro Level (Organizations and Communities)	<input type="text"/>
b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	
Micro Level (Individuals, Families)	<input type="text"/>
Mezzo Level (Groups)	<input type="text"/>
Macro Level (Organizations and Communities)	<input type="text"/>
c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	
Micro Level (Individuals, Families)	<input type="text"/>
Mezzo Level (Groups)	<input type="text"/>
Macro Level (Organizations and Communities)	<input type="text"/>
d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	
Micro Level (Individuals, Families)	<input type="text"/>
Mezzo Level (Groups)	<input type="text"/>
Macro Level (Organizations and Communities)	<input type="text"/>
e. Facilitate effective transitions and endings that advance mutually agreed-on goals.	
Micro Level (Individuals, Families)	<input type="text"/>
Mezzo Level (Groups)	<input type="text"/>
Macro Level (Organizations and Communities)	<input type="text"/>

<b>Learning Activities/Tasks:</b> (at least one per system level, i.e. micro, mezzo, macro) 1. <input type="text"/> 2. <input type="text"/> 3. <input type="text"/>  <b>Seminar/Capstone Requirements</b> 1. Weekly Logs/Critical Reflection 2. Application of Frameworks/Interventions 3. Research Project 4. Case Presentation/Bio-Psycho-Social-Spiritual Hx	Field Instructor Evaluative Comment <input type="text"/>
--	--

**SAVE WORK**

<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	
The student is able to...	Student Pre-Placement Self Rating
a. Select and use appropriate methods for evaluation of outcomes.	
Micro Level (Individuals, Families)	<input type="text"/>
Mezzo Level (Groups)	<input type="text"/>

Macro Level (Organizations and Communities)	<input type="text"/>
b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	
Micro Level (Individuals, Families)	<input type="text"/>
Mezzo Level (Groups)	<input type="text"/>
Macro Level (Organizations and Communities)	<input type="text"/>
c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	
Micro Level (Individuals, Families)	<input type="text"/>
Mezzo Level (Groups)	<input type="text"/>
Macro Level (Organizations and Communities)	<input type="text"/>
d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	
Micro Level (Individuals, Families)	<input type="text"/>
Mezzo Level (Groups)	<input type="text"/>
Macro Level (Organizations and Communities)	<input type="text"/>

<b>Learning Activities/Tasks:</b> (at least one per system level, i.e. micro, mezzo, macro) 1. <input type="text"/> 2. <input type="text"/> 3. <input type="text"/>  <b>Seminar/Capstone Requirements</b> 1. Weekly Logs/Critical Reflection 2. Application of Frameworks, Interventions 3. Research Project	<b>Field Instructor Evaluative Comment</b> <input type="text"/>
--	--

Total Points (Total Possible=305)

For those students granted a Title IV-E stipend, there is an additional section of evaluation below.

Title IV-E Child Welfare Scholar	Ratings
Practice Behaviors/Outcomes: Student is able to...	Student Pre-Placement Rating for Learning Agreement
a. Review and become familiar with the Child Welfare competencies and exhibit an ability to abide by them.	<input type="text"/>
b. Participate in PRIDE activities as determined by student need and learning activities within the region.	<input type="text"/>
c. Demonstrate commitment and enthusiasm for the profession of social work and public child welfare practices.	<input type="text"/>

Summary write up. What is your appraisal of the work that has been completed?

Student:

Field Instructor:

**IDAHO STATE UNIVERSITY  
SOCIAL WORK FIELD PRACTICUM**

Sign and return this portion after writing the proposed learning agreement activities/tasks (Due: 3rd week of semester)

Student Signature

Agency Field Instructor Signature

Field Director Signature

Sign this portion after completing the Final Evaluation (Due: Final week of semester)

Student Signature

Agency Field Instructor Signature

Faculty Field Director Signature

10/24/2017

## Learning Agreement

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*IFT Document Management System August 11, 2015*

*Form:*

## ISU Social Work Program



## Weekly Practicum Log

Student Name: Log #  of 15

To receive full credit, each log must:

1. Be submitted on time. See syllabus.
2. Contain at least two substantial entries which demonstrate reflection and critical thinking (i.e. not just a recitation of weekly activities and facts). Substantial items reflect one or more of the following: 1) a challenge, 2) an ethical decision-making opportunity, 3) an insight to self-awareness, 4) application of social work theory, frameworks, models, interventions or research evaluation.

Date	Activities	Narrative – Describe Learning Experiences, Apply, and Integrate with Social Work Theory and Concepts	Hours	Field Instructor Comments
<input type="text"/>			<input type="text"/>	
<input type="text"/>			<input type="text"/>	
<input type="text"/>			<input type="text"/>	
<input type="text"/>			<input type="text"/>	
<input type="text"/>			<input type="text"/>	
<input type="text"/>			<input type="text"/>	
<input type="text"/>			<input type="text"/>	
<input type="text"/>			<input type="text"/>	
<input type="text"/>			<input type="text"/>	
<input type="text"/>			<input type="text"/>	

Student Signature: [Click to sign Completed Document](#)Supervision Meeting Date:  Hours:  Cum. Hours: Field Instructor Signature: [Click to sign Completed Document](#)

Topics Covered:

Progress: 

Field Director Comments:

Field Director Signature: [Click to sign Completed Document](#)

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Form:

**Idaho State University Social Work Program**  
**Field Instructor Background Form**

CURRENT INFORMATION			
NAME		DATE	
EMAIL		TELEPHONE	
AGENCY NAME		TITLE AT AGENCY	
AGENCY ADDRESS		DATE EMPLOYMENT BEGAN AT THIS AGENCY	
JOB DESCRIPTION AND ROLE AT THIS AGENCY			
SOCIAL WORK LICENSE NUMBER AND CERTIFICATION		TOTAL YEARS POST SOCIAL WORK DEGREE EXPERIENCE	

EDUCATION					
FIRST DEGREE		FIRST COLLEGE/ UNIVERSITY		FIRST GRADUATION YEAR	
SECOND DEGREE		SECOND COLLEGE/ UNIVERSITY		SECOND GRADUATION YEAR	

SOCIAL WORK EMPLOYMENT HISTORY			
FIRST AGENCY			
TITLE AT FIRST AGENCY		YEARS WITH FIRST AGENCY	
SECOND AGENCY			
TITLE AT SECOND AGENCY		YEARS WITH SECOND AGENCY	
THIRD AGENCY			
TITLE AT THIRD AGENCY		YEARS WITH THIRD AGENCY	

EXPERIENCE AS A PRACTICUM FIELD INSTRUCTOR

**Submit Form to:**

Field Director  
 Justin Scott Lee at [leejus2@isu.edu](mailto:leejus2@isu.edu)

Rev: 10/11/2017

**Idaho State University Social Work Program  
Online Practicum Agency Profile**

This practicum Agency Profile form is utilized by students when they are determining placement preferences. This information will be accessible to students and staff. Clear descriptions of the agency and learning activities will assist students and faculty in best assessing the potential fit for a particular student and agency.

<b>Agency Name</b>			
<b>Agency Address</b>			
<b>Contact</b>	Phone:		Email:
<b>Web URL</b>			
<b>Agency Director</b>			
<b>Agency Mission/ Description</b>			
<b>Client Population Served</b>			
<b>Services Provided</b>			
<b>Practicum Descriptions:</b>			
<p><b>Senior Field Practicum: 400 hours</b> Depending on student and agency preference, students may either complete a Block placement (400 hours; one 16 week semester; 28 hours per week. 200 hours must be complete in the first 8 weeks) or a Concurrent placement (200 hours; two 16 week semesters; 12.5 hours per week). Students should receive one hour of weekly supervision by a licensed BSW or MSW with two years post degree experience.</p> <p><b>Junior Practicum Experience: 60 hours</b> Students are required to complete 60 hours with at least 40 hours involved in shadowing/observing a social worker completing intakes, social histories, file review, etc. Twenty (20) hours may be hands-on volunteer work such as food distribution with the same social service agency or another agency.</p> <p><b>Group Practicum Experience: 12 hours</b> Students are required to observe/shadow an educational or treatment group within an agency.</p>			
<b>Number of student placements available</b>		<b>Prefer</b>	Senior:    Block <input type="checkbox"/> Concurrent <input type="checkbox"/> Junior: <input type="checkbox"/> Ind/Family: <input type="checkbox"/> Group: <input type="checkbox"/>

Rev: 10/11/2017

**Idaho State University Social Work Program  
Online Practicum Agency Profile**

<b>Areas of knowledge students should be aware of before beginning a field experience with your agency</b>			
<b>Briefly describe program, learning activities, and/or services that a student may likely be involved in</b>	<input type="checkbox"/> Individual (micro) <input type="checkbox"/> Families (micro) <input type="checkbox"/> Groups (mezzo) <input type="checkbox"/> Communities (macro ~ Outreach, organizing, advocacy, networking) <input type="checkbox"/> Organizations (macro ~ Administration of organization, coalitions) <input type="checkbox"/> Public Policy (macro ~ NASW, legislative awareness, policy)		
<p><b>Experience with diverse client populations (i.e. ethnicity, culture, race, age, gender, preference, people with disabilities, socioeconomic) is desirable.</b></p> <p style="text-align: center;"><b>PLEASE NOTE</b>  <u>Non-Discriminatory Policy and Vulnerable Populations</u>          The Social Work Program at ISU does not discriminate on the basis of age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Readings, lectures, class discussions and assignments include content on diversity and vulnerable populations.</p>			
<b>Describe experiences available at your agency</b>			
<b>Hours available for students to work within your agency</b>	<input type="checkbox"/> Weekday <input type="checkbox"/> Evening <input type="checkbox"/> Weekend	<b>Stipend available</b>	<input type="radio"/> Yes <input type="radio"/> No
<b>Are students required to use their own cars</b>	<input type="radio"/> Yes <input type="radio"/> No	<b>Transport clients</b>	<input type="radio"/> Yes <input type="radio"/> No
<b>Field Instructor availability</b>			
<b>List MSWs or BSWs available in the agency to supervise students. (Each Field Instructor must also submit a Field Instructor Background Form)</b>			
<b>Supervisor name</b>		<b>job title</b>	
<b>Supervisor degree</b>	<input type="checkbox"/> BSW <input type="checkbox"/> MSW	<b>degree year</b>	
<b>Supervisor name</b>		<b>job title</b>	
<b>Supervisor degree</b>	<input type="checkbox"/> BSW <input type="checkbox"/> MSW	<b>degree year</b>	

Return form to Field Director: Justin Scott Lee at [leejus2@isu.edu](mailto:leejus2@isu.edu)

Rev: 10/11/2017

## AFFILIATION AGREEMENT CONFIDENTIALITY UNDERSTANDING

By signing and dating this Confidentiality Understanding, the undersigned Student indicates an understanding of, and agrees to be bound by, a certain Affiliation Agreement between

\_\_\_\_\_ (Agency),  
Name of practicum placement

and **IDAHO STATE UNIVERSITY** on behalf of its **SOCIAL WORK PROGRAM** (“Program”).

As a material part of any consideration that Student provides to Agency in exchange for Agency allowing the Student’s practicum education at Agency, Student confirms that any client information acquired during the practicum education is confidential, and Student at all times must maintain the confidentiality of and not disclose this information, whether during the practicum education or after it has ended.

Student further must abide by the applicable rules and policies of both Agency and Program while at Agency. Student understands that, in addition to other available remedies, Agency immediately may remove the Student and terminate the Student’s practicum education if Agency considers the Student to endanger any client, breach client confidentiality, disrupt Agency’s operation, or not to comply with any request by Agency including its supervisory staff.

Student further acknowledges that Agency staff and Program staff will communicate on a regular basis regarding the performance and needs of the student, including issues of discipline or deficits as seen by Agency staff.

**I have read, understand and agree to abide by this Confidentiality Understanding.**

\_\_\_\_\_  
Student’s Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student’s Name (Print)

\_\_\_\_\_  
Field Director (Signature)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Field Instructor Name and Title (Print)

Original: Department Affiliation Agreement/Release of Information Files



**IDAHO STATE UNIVERSITY  
SOCIAL WORK PROGRAM**

**FERPA Release for Practicum**

**Student Name:** \_\_\_\_\_ **Student ID Number:** \_\_\_\_\_  
(please print)

I give permission for the Idaho State University to release my education records, including my criminal background check, immunization records, first aid/CPR certification and any other personally identifiable information to:

(name of practicum site) \_\_\_\_\_ and

(name of practicum site) \_\_\_\_\_

and to any other facilities where I may participate in practicum coursework.

The purpose of this release is to convey information relative to my participation in practicum course(s).

I understand that under the Family Educational and Privacy Rights Act, 20 USC 1232g I have the right not to consent to the release of my education records.

This consent shall remain in effect until revoked by me, in writing, and delivered to \_\_\_\_\_, but any such revocation shall not affect disclosures made prior to receipt of my written revocation.

\_\_\_\_\_  
**Student Signature**

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

## SITE VISIT REPORT

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

Agency Name: \_\_\_\_\_

Field Instructor: \_\_\_\_\_ Student: \_\_\_\_\_

Brief Review of Field Experience : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Does the field education experience meet the course objectives of the practicum? Yes \_\_\_\_ No \_\_\_\_

Placement Strengths: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Any Concerns/Recommendations: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Proposed Resolution or Plan of Action to Address Concerns/Recommendations: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Follow-Up Plan: \_\_\_\_\_

\_\_\_\_\_

### Signatures:

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

## STUDENT EVALUATION OF FIELD PRACTICUM

Your feedback is essential in assisting us to maintain high quality practicum experiences for social work students and improve field education. Information from this survey is confidential. However, in the interests of promoting direct communication, you are encouraged to share your perceptions with your field instructor as well.

Agency: \_\_\_\_\_ Field Instructor: \_\_\_\_\_

Student Name (optional): \_\_\_\_\_ Date: \_\_\_\_\_

**Please rate each item according to the following scale:**

1	2	3	4	5
No comment or unable to rate	Strongly Disagree	Disagree	Agree	Strongly Agree

My Field Instructor:	1	2	3	4	5
1. Has a sound knowledge of his/her area of social work practice.					
2. Is committed to professional social work ethics.					
3. Is knowledgeable about current trends in social work and applies them in practice.					
4. Clearly defines expectations of the student.					
5. Provides clear structure and format for the supervisory relationship.					
6. Commits to the supervisory relationship by ensuring regularity and consistency of meetings.					
7. Serves as a professional role model by engaging in ethical, competent practice.					
8. Utilizes a variety of supervisory techniques and is responsive to my professional needs and stage of development.					
9. Assigns tasks and activities based on my level of experience, training and goals.					
10. Communicates clear, frequent, balanced feedback regarding my performance.					

The Field Agency:	1	2	3	4	5
1. The agency's philosophy is compatible with the values and ethics of the social work profession.					
2. The administration and staff respect students and accept the educational focus of the program of field instruction.					
3. The agency provides appropriate learning activities which encourage student professional growth.					
4. The agency makes adequate space and resources available for student use.					
5. The agency provides an atmosphere conducive to learning.					

Additional Comments: \_\_\_\_\_

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**Idaho University  
Social Work Field Practicum**

**Midterm Evaluation for Concurrent Students**

Student:   
 Field Instructor:   
 Semester:  Year:

**Evaluation Rating Scale:**

- 5 Excellent; highly competent
- 4 Good; consistently able to perform in the competency area
- 3 Adequate; more practice is desirable
- 2 Marginal; needs practice and assistance
- 1 Unacceptable; does not meet minimal level of performance
- 0 No opportunity to observe; no basis for evaluation

Competency Area:	Student Self-Rating	Field Instructor Rating
Demonstrate Ethical and Professional Behavior	<input type="text"/>	<input type="text"/>
Engage Diversity and Difference in Practice	<input type="text"/>	<input type="text"/>
Advance Human Rights and Social, Economic, and Environmental Justice	<input type="text"/>	<input type="text"/>
Engage in Practice-informed Research and Research-informed Practice	<input type="text"/>	<input type="text"/>
Engage in Policy Practice	<input type="text"/>	<input type="text"/>
Engage with Individuals, Families, Groups, Organizations, and Communities	<input type="text"/>	<input type="text"/>
Assess Individuals, Families, Groups, Organizations, and Communities	<input type="text"/>	<input type="text"/>
Intervene with Individuals, Families, Groups, Organizations, and Communities	<input type="text"/>	<input type="text"/>
Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	<input type="text"/>	<input type="text"/>
Progress towards Completing Learning Activities/Goals	<input type="text"/>	<input type="text"/>

Student strengths:

Student needs:

Do you need any additional support from the Field Director (i.e. contact, clarification, etc.)?

Please Specify:

[Click to sign Completed Document](#)  
 STUDENT

[Click to sign Completed Document](#)  
 FIELD INSTRUCTOR

Note: You must click on the SAVE button to save any information entered or changed on this page before closing or printing the page, or your information will be lost.

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*IPT Document Management System August 17, 2015*

*Form:*



**Idaho University**  
**Social Work Field Practicum**

**SOWK 4476 Evaluation**

(To Be Completed at Midterm for Block Students and End of First Semester for Concurrent Students)

Student:

Field Instructor:

**Evaluation Rating Key:**

When evaluating, keep in mind that you are rating a Student Social Worker at completion of 200 hours. The student needs to be able to show competency in the area and exhibit independent thinking while seeking advice and consultation essential for the learning process.

**Explanation of Evaluation Rating Scale:**

5 Excellent; highly competent, can independently perform

4 Good; consistently able to perform the skill

3 Adequate; more practice is desirable

2 Marginal; needs practice and assistance

1 Unacceptable; does not meet minimal level of performance


0 No opportunity to observe; no basis for evaluation

Competency 1. Demonstrate Ethical and Professional Behavior. Student is able to...		Student Self-Rating	Field Instructor Rating
1.	Apply the standards of the NASW Code of Ethics in making ethical decisions.	<input type="text"/>	<input type="text"/>
2.	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	<input type="text"/>	<input type="text"/>
3.	Demonstrate professional demeanor in behavior, appearance, and communication.	<input type="text"/>	<input type="text"/>
4.	Use supervision and consultation to guide professional judgment and behavior.	<input type="text"/>	<input type="text"/>
Competency 2. Engage diversity and difference in practice. Student is able to...		Student Self-Rating	Field Instructor Rating
5.	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice.	<input type="text"/>	<input type="text"/>
Competency 3. Advance human rights and social, economic, and environmental justice. Student is able to...		Student Self-Rating	Field Instructor Rating
6.	Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	<input type="text"/>	<input type="text"/>
Competency 4. Engage in practice informed research and research-informed practice. Student is able to...		Student Self-Rating	Field Instructor Rating
7.	Use and translate research evidence to inform and improve practice, policy, and service delivery.	<input type="text"/>	<input type="text"/>
Competency 5. Engage in policy practice. Student is able to...		Student Self-Rating	Field Instructor Rating
8.	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	<input type="text"/>	<input type="text"/>
9.	Assess how social welfare and economic policies impact the delivery of and access to social services.	<input type="text"/>	<input type="text"/>
Competency 6. Engage with individuals, families, groups, organizations, and communities. Student is able to...		Student Self-Rating	Field Instructor Rating
10.	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	<input type="text"/>	<input type="text"/>
Competency 7. Assess individuals, families, groups, organizations, and communities. Student is able to...		Student Self-Rating	Field Instructor Rating
11.	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.	<input type="text"/>	<input type="text"/>
12.	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	<input type="text"/>	<input type="text"/>
Competency 8. Intervene with individuals, families, groups, organizations, and communities.		Student Self-Rating	Field Instructor Rating
13.	Critically choose and implement interventions to achieve practice goals.	<input type="text"/>	<input type="text"/>

Competency 9. Evaluate practice with individuals, families, groups, organizations, and communities.		Student Self-Rating	Field Instructor Rating
14.	Select and use appropriate methods for evaluation of outcomes.	<input type="text"/>	<input type="text"/>
15.	Overall Learning Agreement Activity and Task Progress	<input type="text"/>	<input type="text"/>
Total Points (Total Possible = 75)		<input type="text"/>	<input type="text"/>

Narrative Feedback (i.e. appraisal of work and placement so far, progress toward completing learning activities, strengths, needs, etc.):

Student: 

Field Instructor: 

Do you need additional support/information/clarification from the Field Director?

#### Signatures:

[Click to sign Completed Document](#)

STUDENT

[Click to sign Completed Document](#)

FIELD INSTRUCTOR

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FIELD DIRECTOR

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*IPT Document Management System August 17, 2015*

*Form:*

# SOWK4477 Final Practice Evaluation



Guidelines for grading the practicum student.

Keep in mind that you are grading a Student Social Worker; therefore they should not be considered at the same level of proficiency as an experienced social worker in an annual review. The student needs to be able to show competency in the area and independent thinking while seeking advice and consultation essential for the learning process.

## Explanation of Evaluation Rating Scale:

- 5 Excellent; highly competent, can independently perform
- 4 Good; consistently able to perform the skill
- 3 Adequate; more practice is desirable
- 2 Marginal; needs practice and assistance
- 1 Unacceptable; does not meet minimal level of performance
- 0 Indicates the item is either in process or no opportunity to observe; no basis for evaluation

SAVE WORK

## Competency 1. Demonstrate Ethical and Professional Behavior

Practice Behaviors/Outcomes: Student is able to...	Self	Field Instructor
a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.	<input type="text" value="▼"/>	<input type="text" value="▼"/>
b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	<input type="text" value="▼"/>	<input type="text" value="▼"/>
c. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	<input type="text" value="▼"/>	<input type="text" value="▼"/>
d. Use technology ethically and appropriately to facilitate practice outcomes.	<input type="text" value="▼"/>	<input type="text" value="▼"/>
e. Use supervision and consultation to guide professional judgment and behavior.	<input type="text" value="▼"/>	<input type="text" value="▼"/>

sub total		
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SAVE WORK

## Competency 2. Engage Diversity and Difference in Practice

Practice Behaviors/Outcomes: Student is able to...	Self	Field Instructor
a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	<input type="text" value="▼"/>	<input type="text" value="▼"/>
b. Present themselves as learners and engage clients and constituencies as experts of their own experiences.	<input type="text" value="▼"/>	<input type="text" value="▼"/>
c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	<input type="text" value="▼"/>	<input type="text" value="▼"/>
sub total		

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## Competency 3. Advance Human Rights and Social, Economic, and Environmental Justice

	Self	Field Instructor
a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	<input type="text" value="▼"/>	<input type="text" value="▼"/>
b. Engage in practices that advance social, economic, and environmental justice.	<input type="text" value="▼"/>	<input type="text" value="▼"/>
sub total		

SAVE WORK

## Competency 4. Engage in Practice-informed Research and Research-informed Practice

	Self	Field Instructor
a. Use practice experience and theory to inform scientific	<input type="text" value="▼"/>	<input type="text" value="▼"/>



inquiry and research.		
b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	<input type="text" value="▼"/>	<input type="text" value="▼"/>
c. Use and translate research evidence to inform and improve practice, policy, and service delivery.	<input type="text" value="▼"/>	<input type="text" value="▼"/>
sub total		

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### Competency 5. Engage in Policy Practice

	Self	Field Instructor
a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	<input type="text" value="▼"/>	<input type="text" value="▼"/>
b. Assess how social welfare and economic policies impact the delivery of and access to social services.	<input type="text" value="▼"/>	<input type="text" value="▼"/>
c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	<input type="text" value="▼"/>	<input type="text" value="▼"/>
sub total		

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### Competency 6. Engage with Individuals, Families, Groups, Organizations, and Communities

	Self	Field Instructor
a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies		
Micro Level (Individuals, Families)	<input type="text" value="▼"/>	<input type="text" value="▼"/>
Mezzo Level (Groups)	<input type="text" value="▼"/>	<input type="text" value="▼"/>

Macro Level (Organizations and Communities)	<input type="text" value="▼"/>	<input type="text" value="▼"/>
b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.		
Micro Level (Individuals, Families)	<input type="text" value="▼"/>	<input type="text" value="▼"/>
Mezzo Level (Groups)	<input type="text" value="▼"/>	<input type="text" value="▼"/>
Macro Level (Organizations and Communities)	<input type="text" value="▼"/>	<input type="text" value="▼"/>
sub total		

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## Competency 7. Assess Individuals, Families, Groups, Organizations, and Communities

	Self	Field Instructor
a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.		
Micro Level (Individuals, Families)	<input type="text" value="▼"/>	<input type="text" value="▼"/>
Mezzo Level (Groups)	<input type="text" value="▼"/>	<input type="text" value="▼"/>
Macro Level (Organizations and Communities)	<input type="text" value="▼"/>	<input type="text" value="▼"/>
b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.		
Micro Level (Individuals, Families)	<input type="text" value="▼"/>	<input type="text" value="▼"/>
Mezzo Level (Groups)	<input type="text" value="▼"/>	<input type="text" value="▼"/>
Macro Level (Organizations and Communities)	<input type="text" value="▼"/>	<input type="text" value="▼"/>
c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.		
Micro Level (Individuals, Families)	<input type="text" value="▼"/>	<input type="text" value="▼"/>
Mezzo Level (Groups)	<input type="text" value="▼"/>	<input type="text" value="▼"/>
Macro Level (Organizations and Communities)	<input type="text" value="▼"/>	<input type="text" value="▼"/>
d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.		

Micro Level (Individuals, Families)	<input type="text" value="▼"/>	<input type="text" value="▼"/>
Mezzo Level (Groups)	<input type="text" value="▼"/>	<input type="text" value="▼"/>
Macro Level (Organizations and Communities)	<input type="text" value="▼"/>	<input type="text" value="▼"/>
sub total		

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## Competency 8. Intervene with Individuals, Families, Groups, Organizations, and CommunitiesEngage

	Self	Field Instructor
a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.		
Micro Level (Individuals, Families)	<input type="text" value="▼"/>	<input type="text" value="▼"/>
Mezzo Level (Groups)	<input type="text" value="▼"/>	<input type="text" value="▼"/>
Macro Level (Organizations and Communities)	<input type="text" value="▼"/>	<input type="text" value="▼"/>
b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.		
Micro Level (Individuals, Families)	<input type="text" value="▼"/>	<input type="text" value="▼"/>
Mezzo Level (Groups)	<input type="text" value="▼"/>	<input type="text" value="▼"/>
Macro Level (Organizations and Communities)	<input type="text" value="▼"/>	<input type="text" value="▼"/>
c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.		
Micro Level (Individuals, Families)	<input type="text" value="▼"/>	<input type="text" value="▼"/>
Mezzo Level (Groups)	<input type="text" value="▼"/>	<input type="text" value="▼"/>
Macro Level (Organizations and Communities)	<input type="text" value="▼"/>	<input type="text" value="▼"/>
d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.		
Micro Level (Individuals, Families)	<input type="text" value="▼"/>	<input type="text" value="▼"/>
Mezzo Level (Groups)	<input type="text" value="▼"/>	<input type="text" value="▼"/>
Macro Level (Organizations and Communities)		

	<input type="text" value="▼"/>	<input type="text" value="▼"/>
e. Facilitate effective transitions and endings that advance mutually agreed-on goals.		
Micro Level (Individuals, Families)	<input type="text" value="▼"/>	<input type="text" value="▼"/>
Mezzo Level (Groups)	<input type="text" value="▼"/>	<input type="text" value="▼"/>
Macro Level (Organizations and Communities)	<input type="text" value="▼"/>	<input type="text" value="▼"/>
sub total		

SAVE WORK

### Competency 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

	Self	Field Instructor
a. Select and use appropriate methods for evaluation of outcomes.		
Micro Level (Individuals, Families)	<input type="text" value="▼"/>	<input type="text" value="▼"/>
Mezzo Level (Groups)	<input type="text" value="▼"/>	<input type="text" value="▼"/>
Macro Level (Organizations and Communities)	<input type="text" value="▼"/>	<input type="text" value="▼"/>
b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.		
Micro Level (Individuals, Families)	<input type="text" value="▼"/>	<input type="text" value="▼"/>
Mezzo Level (Groups)	<input type="text" value="▼"/>	<input type="text" value="▼"/>
Macro Level (Organizations and Communities)	<input type="text" value="▼"/>	<input type="text" value="▼"/>
c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.		
Micro Level (Individuals, Families)	<input type="text" value="▼"/>	<input type="text" value="▼"/>
Mezzo Level (Groups)	<input type="text" value="▼"/>	<input type="text" value="▼"/>
Macro Level (Organizations and Communities)	<input type="text" value="▼"/>	<input type="text" value="▼"/>
d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.		
Micro Level (Individuals, Families)	<input type="text" value="▼"/>	<input type="text" value="▼"/>

Mezzo Level (Groups)	<input type="button" value="▼"/>	<input type="button" value="▼"/>
Macro Level (Organizations and Communities)	<input type="button" value="▼"/>	<input type="button" value="▼"/>
sub total		

	<b>Self</b>	<b>Field Instructor</b>
<b>Grand Total</b>		

**Summary write up. What is your appraisal of the work that has been completed?**

**Self:**



**Field Instructor:**



### **SIGNATURES:**

Student:

Field Instructor:

Field Director:

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