

**FALL 2017**

<b>Meeting days:</b> TBD for individual placement	<b>Patricia Leslie, PhD, MSW</b>
<b>Meeting times:</b> 12-16 hours per week	<b>Phone:</b> 619-849-2676
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<b>Final Exam: Per Learning Plan</b>	<b>Office location and hours:</b> Rohr Hall #103 Tues. 9:30 -10:30 and Thur. 8:15 -9:00 or by appointment. Schedule may change.

**PLNU Mission**

**To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**Student Outcome**

**To Learn ~ To Grow ~ To Serve**

It is the desire of the Social Work program to support students in their life journey to lean, grow, and to serve. To this end, the Department of Sociology and Social work has established Departmental and Program Mission Statements, as follow:

**Department Mission**

As followers of Christ, our mission is to nurture servant scholars who critically and empirically evaluate social systems, cultural patterns, and basic human needs to constructively engage as agents of hope with individuals, families, and communities.

**Social Work Program Mission**

At its core, the purpose of the social work program is to prepare competent social work professionals who are motivated to gracefully serve others as an expression of their faith. In the context of the intersection of the goals of the University and those of professional social work practice, this mission is further articulated:

*The mission of the baccalaureate social work program is to develop competent professionals who are committed to serving others through acquisition and integration of the essential knowledge, skills, and values that form the foundation of generalist practice in the social work profession; who are motivated to promote social justice; and who understand that a Wesleyan perspective, a desire for continuous personal development, and respectful engagement in the community that empowers others are integral components of the means for relating to God through service.[1]*

## **COURSE DESCRIPTION – SWK 470 and 471**

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The social work practicum provides you the opportunity to increase your professional competence through direct supervised practice experience in a social work agency. The practicum seeks to enhance your identification with social work values, ethics, and practices. The practicum gives you with the opportunity to apply and integrate skills and theory in the context of generalist social work practice with professional supervision. You will use supervision and critical self-reflection to maximize your skills as a professional generalist-practice social worker.

**NOTE: The Social Work Practicum Handbook for Students and Supervisors should be consulted for more detailed information.**

Social Work Practicum works intentionally with senior seminar to create a culmination experience designed to transition you as a social work senior to the status of colleague with social work faculty and other professionals. This transition is marked by a blend of personal responsibility for independent learning; greater autonomy in development of a customized learning plan; and heightened accountability for demonstrating professional behavior and reflection.

## **COURSE LEARNING OUTCOMES**

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*The Baccalaureate Social Work program is a competency based. Assignments, certificates and other accomplishments must be documented in a professional portfolio. Production of material for inclusion in a professional portfolio is occurs at various points throughout the program. The student is responsible for compiling the evidence required. The portfolio may be reviewed by other professionals in addition to the faculty.*

The Council on Social Work Education (CSWE), as the national accrediting body, has identified ten areas of professional competency for accredited programs. These are embedded in the education and practical training throughout the Social Work Program curriculum. Students and the Program are evaluated on these core competencies. The Social Work Seminar series and the concurrent field practicum are the culminating experiences for the program and comprise our program capstone. The areas of professional conduct and ten core competencies that are measured during the program include:

- EP 2.1.1 - Identify as a professional social worker and conduct oneself accordingly.
- EP 2.1.2 - Apply social work ethical principles to guide professional practice.
- EP 2.1.3 - Apply critical thinking to inform and communicate professional judgments.
- EP 2.1.4 - Engage diversity and difference in practice.
- EP 2.1.5 - Advance human rights and social and economic justice.
- EP 2.1.6 - Engage in research-informed practice and practice-informed research.
- EP 2.1.7 - Apply knowledge of human behavior and the social environment.
- EP2.1.8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
- EP2.1.9 - Respond to contexts that shape practice.
- EP2.1.10(a)-(d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

In accord with its mission the PLNU social work program incorporates a competency to assure the capacity to integrate faith and profession.

PLNU EPAS 2.1.11 - Demonstrate a practical understanding of the integration of faith and profession.

### **Objectives / Student Outcomes:**

1. Demonstrate integration of knowledge with practice.
2. Support and promote professional social work values, ethics, and standards.

3. Demonstrate sensitivity to diverse populations in practice.
4. Demonstrate the ability to be responsible for your own learning and professional development and evaluate his/her own practice.
5. Identify with the profession of social work and function appropriately within this framework.
6. Understand how your Christianity influences and shapes your approach to social work practice.
7. Demonstrate competency in practice appropriate for a beginning professional.
8. Work within an agency with clients using these resources to bring about and promote social and economic justice.

### **Responsibilities of the Student**

1. Develop a continuing learning agreement in consultation with director of field education and the practicum supervisor.
2. Complete a minimum of 200 hours per practicum for a total to exceed 400 hours, spent in an agency assignment during each term. The assignment must be approved by the Faculty Field Director.
3. Demonstrate a keen sense of responsibility.
4. Make and keep initial appointment with the agency.
5. Provide own transportation to the field assignment.
6. Keep all commitments to the agency with promptness and reliability

In achieving these objectives, you will:

1. integrate concepts from liberal arts foundation with beginning generalist practice concepts, values, knowledge, attitudes and skills with professional action
2. develop habits compatible with life-long learning through continuing education
3. evaluate professional generalist practice skills
4. develop a beginning understanding of program evaluation and outcome measures as related to a practice setting
5. demonstrate multilevel assessment problem solving and intervention skills
6. address diversity, oppression, and discrimination issues in practice
7. articulate the integration of theory with practice experience with individuals, families, groups, and community
8. analyze social policy and the impacts of faith as each relates to service provision
9. use notes, logs or journals from field experience to assess professional practices
10. demonstrate professional conduct related to confidentiality, deportment, language
11. When appointments cannot be kept because of extreme emergency, notify the agency at the very earliest time possible.
12. Have flexible expectations. Show flexibility in making time available for the field assignment, special meetings, etc.
13. Be responsible for your own learning and prepare for supervisory sessions.
14. Ask for clarification from agency personnel or the faculty field coordinator if there are problems, questions, or something you want to know.
15. Keep all records as assigned by the agency.
16. Bring any problem regarding the field practicum to the attention of the faculty field coordinator.
17. Complete all readings assigned by either the field practicum supervisor or the faculty field coordinator dealing with interest areas specific to the field practicum.
18. Attend the Senior Seminar held on campus.
19. Submit a weekly report or log to the faculty field coordinator. This report is to include pertinent observations, meaningful relationships, and relevant questions stemming from the week's experiences in the agency.
20. Relate the field practicum to classroom materials and discussions.
21. Prepare a final evaluation of the field practicum, which will be submitted during the exam period of the term.
22. Complete all components of the professional portfolio identified as SWK470-71.

## **COURSE CREDIT HOUR INFORMATION**

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 4- unit class delivered over 15 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request. Practicum hours are completed in Field Education Sites (Internship) off-campus.

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## **COURSE PRODUCTS**

The senior seminar sequence culminates in the production of a professional portfolio containing evidence of professional growth and development. The list of portfolio items is found at the end of this syllabus. Please remember that you have been collecting items for the portfolio since your SWK370 class. This semester you will add items identified as “470-471” on the portfolio list.

## **Products**

*Learning agreement:* The learning agreement will serve as the contract between the student and the field supervisor. It will help form, shape, and outline your personal learning objectives within the context of the agency. The learning agreement is to be completed during the first week of the practicum and will serve as a guide for the term of the practicum, i.e. you don't have to do one at the beginning of the second semester. The agreement will be developed in consultation with the field supervisor and the director of field education.

*Weekly Reports:* You submit weekly reports via email to the director of field education. The reports are due by 9:00 AM each Monday for the previous week of practicum. The reports are to include information and reflections on your work the previous week. Reports should include four main components: the main activities of the week, skills or knowledge applied while engaged in the activities, professional reflection; and connection to faith: prayer and praises. A weekly report (log) is due even if you are not active in Field Placement that week. You will reflect on your activities for the week and how they relate to social work and faith.

Please include questions, insights, and comments on how your practice experience integrates with theory and content learned in the social work curriculum. Students are highly encouraged to further reflect on the relationship between Christianity and your field placement. How does your faith influence and integrate with the work you are performing at the agency? Your learning agreement will serve as your initial report.

*Final evaluation of the practicum:* The final evaluation of the practicum is to recount your experiences in your field placement. Weekly reports can be used as source material for the final evaluation. Be sure to include references to social work literature and literature from other related fields to support your thoughts, questions, ideas, and reflections in practice. Please think critically about the relationship between your field experience and Christianity. It would also be wise to discuss how your experience relates to your learning agreement. The paper should not exceed 5 doubled-spaced pages, using a 12-point font. Page borders must not be less than 1 inch. All references must be in the format of the American Psychological Association.

*Planned Change Project:* Social Work as a profession is interested in working for social and economic justice. Doing justice often requires planned and systematic change. Students are encouraged to seek opportunities to bring positive change in lives of the individuals, organizations, and communities where they work and live. You may identify an injustice where you work or live and decide to engage in a process of change. You may choose to write a paper chronicling the story of the change effort for additional credit or in-lieu of final evaluation of the practicum.

## Grading

The final grade will be letter grade A, B, C, D, F, or Incomplete. The final grade of the Practicum in Social Work is for the given semester. The final grade is the responsibility of, and recorded by, the faculty field coordinator. The field practicum supervisor will have the greatest opportunity to observe student performance in the agency; therefore, the supervisor's recommendation and advice will be a primary factor in determining the final grade. Those students who receive a grade below C at the end of the first semester in the Practicum in Social Work will be asked to have a conference with the faculty field coordinator.

The original copy of the student evaluation will be maintained in the Social Work Department Office and only the grade is recorded in the Registrar's Office.

No credit will be granted until the minimum of 200 hours for the semester is completed and all documentation submitted, specifically the field instructors evaluation found in the Point Loma Nazarene University Social Work Practicum Handbook for Students and Supervisors.

### Academic Accommodations:

All students are expected to meet the standards for this course as set by the instructor. However, students with learning disabilities who may need accommodations should discuss options with the instructor during the first two weeks of class and provide approved documentation and verification of need. The Academic Support Center is available to students for a variety of tutorial needs.

## REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

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Cynthia Garthwait 2014. The Social Work Practicum: A Guide and Workbook for Students, 7<sup>th</sup> Ed.. New York, NY: Allen & Bacon Press.

To assure opportunities for professional development in an area of particular interest to the student ***each student will also be required to register with a professional organization or subscribe to a professional social work journal.***

### Reference Materials:

PLNU Social Work Program Handbook, An Introduction to the Baccalaureate Program.

PLNU Practicum Handbook for Field Educators and Students, revised 2014-15. Additional Handouts as provided by Field Instructor and Supervisor.

National Association of Social Workers (2000), Encyclopedia of Social Work, 19<sup>th</sup> edition. Silver Spring, MD: National Association of Social Workers.

## ASSESSMENT AND GRADING

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Final grades will be based upon quality and completion of portfolio and learning plan, field assignments, attendance and participation at practicum site, and evaluation by Field Supervisor. Some of the portfolio items may be produces for other SWK courses, Grades are based on the overall percentage of total points available, including percentage for attendance and participation.

## ATTENDANCE AND PARTICIPATION

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Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of internship hours, the faculty member has the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice. If the date of de-enrollment is past the last date to withdraw from a

class, the student will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog.

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### **ACADEMIC HONESTY – PLNU Policy Statement**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See [Academic Policies](#) for further information.

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### **ACADEMIC ACCOMMODATIONS – PLNU Policy Statement**

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation. ADC phone is 619-849-2486 or by e-mail at [DRC@pointloma.edu](mailto:DRC@pointloma.edu). See [Disability Resource Center](#) for additional information. See [Academic Policies](#) in the undergraduate academic catalog.

At your sole discretion, you may choose to advise the Field Placement Supervisors in your internship setting of any Academic Accommodations. More information about this is available in the Field Resources section of the SWK Program information on the PLNU website, or in the Field Practicum Handbook.

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### **FINAL EXAMINATION POLICY – PLNU Policy Statement**

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Class Schedules](#) site. Please note this schedule and plan accordingly. The exam for SWK470-471 includes a standardized test administered during the exam period for SWK472-473.

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### **COPYRIGHT POLICY – PLNU Policy Statement**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

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### **Field Education Orientation**

By definition, social work is professional activity that relies on the worker's ability to apply an eclectic knowledge base in the context of established values, ethics, and philosophies while employing a variety of skills and techniques. Demonstration of this professional use of self is key to ensuring that students are prepared to enter professional practice. As a result, field education is part of the final phase for demonstrating student achievement of professional preparation.

At the advanced phase of the curriculum, the PLNU program provides professionally supervised internships in social work practice. Field placements are selected for their appropriateness to entry-level generalist practice, the qualifications of the supervisor, concurrence with an area of interest for the student



as well as meeting practical criteria such as distance from campus, hours of operation, ability to accomplish the required tasks and conditions outlined in the PLNU Field Practicum Handbook.

The course level objectives for field education specifically require that you are able to:

1. Demonstrate integration of knowledge with practice.
2. Evidence that he/she supports and promotes professional social work values, ethics, and standards.
3. Demonstrate sensitivity to diverse populations in practice.
4. Demonstrate the ability to be responsible for his/her own learning and professional development and evaluate his/her own practice.
5. Identify with the profession of social work and function appropriately within this framework.
6. Understand how their Christianity influences and shapes their approach to social work practice.
7. Demonstrate competency in practice appropriate for a beginning professional.
8. Work within an agency with clients using these resources to bring about and promote social and economic justice.

The field education experience serves as a bridge between student status and professional status. Students generally enter Field Education in the fall term, and complete the 400 hours by the end of the spring term. However, some may continue on into the summer after their senior year; and other students may be placed in Field Assignment in the summer between the junior and senior years. Concurrent with Field Education (also known as Practicum) students participate in the Senior Seminar. It is a time of integration, of learning about the commonality of practice in spite of the diversity of settings and of problems or issues the social worker faces. Seminar offers students opportunities to reflect on their professional interactions in field education, to share observations and challenges with their colleagues, and to foster continued professional development by creating expanded professional networks, and becoming members in a professional association, or subscribing to journals.

### **Field Education Practicum Hours Requirement**

The Social Work Program includes two requisite Practicum Courses which must be completed for a minimum of 400 hours of direct field experience. In addition, social work majors engage in two seminar courses focused on reflection on field experiences and integration of the professional foundation (SWK 472 and 473). Field instruction promotes student learning at the entry-level for generalist practice. The Student and Field Instructor Handbook provides a context and specific guidance for the field experience.

### **Field Education Practicum Criteria**

Only social work students who have completed pre-requisite courses may apply for field study. Students are prepared for practicum by completing foundational profession and practice courses and are supported during field placement through field educators, a field supervisor, and a weekly senior seminar guided by a faculty member possessing a Master's in Social Work from a CSWE accredited institution. The senior seminar is designed to accompany field experience and is restricted to Social Work Majors.

Participation in Field Education is limited to students who:

1. Have received acceptance for enrolling in courses at PLNU
2. Have declared Social Work as their academic major.
3. Submit a departmental application for Field Placement in Social Work

4. Are in good academic standing: i.e., possess an overall college grade point average (GPA) of 2.0 or better on a four-point scale.
5. Complete pre-requisites (or equivalents) in the professional foundation curriculum with a minimum grade of "C" in each
6. Complete an interview for acceptance with the Field Coordinator or Program Director.

The application, goals, expectations, requirements, learning objectives and evaluation forms for Field Education are published in a Handbook for Students and Field Instructors. In addition to the Handbook, administrative arrangements for field are indicated in the Administrative Agreement, the application to the Social Work Program, and Interagency Contracts.

### **Field Education Responsibilities**

Field education is the joint responsibility the program faculty, the agency providing the placement setting, the Field Instructor, and the student. In general, Program Faculty hold responsibility for overall program administration, selection, training, and monitoring of field practicum site educators. To fulfill these responsibilities, the Field Coordinator confers with students and placement settings; clarifies educational objectives and standards with the students and instructors; arranges mechanisms for communication; and provides on-going liaison between the Program, student, and field setting; and provides regular opportunities for field instructors input into the evaluation and modification of the social work curriculum. The duties of the Field Coordinator are listed in the Field Handbook.

The field placement setting is responsible for providing a professionally supervised (MSW or BSW with direct practice experience) educational experience in social work practice; integrating the field practicum into the agency program; assisting in the development of a plan for student involvement in the agency, including supervision equivalent or exceeding one hour per week; designating the person in the agency who acts as field instructor; ensuring communication with the Field Coordinator; and maintain a safe setting for field experience.

The Field Instructor is responsible for engaging students in professional practice by providing an orientation to the agency setting, functions, philosophy, and expectations; assisting the development of practicum learning plans; providing regular supervisory sessions with students of not less than one hour per week; planning field education and experiences for students in keeping with their individual level of skill and knowledge; exposing students to professional social work practice within the organization; monitoring learning outcomes; discussing with the student professional conduct and ethics; and communicating any problem arising in the field practicum; and submitting a Student Performance Evaluation each term.

Social work students who are granted permission to engage in Field Education hold responsibility for demonstrating professional responsibility; adherence to University policies and administrative agreements governing field education; providing transportation to the field assignment; ensuring prompt execution of commitments to the Field Agency; engaging in field education activities in a manner portraying professionalism; engaging in the learning process; preparing for supervisory sessions; demonstrating an attitude of service and personal flexibility in schedule; asking for clarification from agency personnel or the faculty field coordinator if there are problems, questions, or concerns about field education; maintaining client confidentiality and keeping all records as assigned by the agency; completing all tasks assigned by the Field Instructor in the highest quality possible; bringing problems regarding the field practicum to the attention of the faculty Field Coordinator or Seminar Instructor; and actively engaging in the Senior Seminar including the submittal of a weekly report to the faculty field coordinator.



## **University and Program Practicum and Internship Policies**

The policies established for the governance of field practicum in social work parallel the University policies for Internships. The program policies include guidelines for setting educational goals, grading, time commitment per unit of instructional credit, selection of practicum sites and supervisors, formal contact with agency staff, and remuneration.

The current policy for the University<sup>1</sup> and selected details for the Social Work program follow:

- University Policy: An internship or practicum must be part of an approved major or concentration within an academic department. Students must meet all prerequisites before participating. In addition, Social Work internships require program approval of the practicum site and Field Instructor.
- University Policy: Each academic department offering internships or practicum for academic credit will clearly define the educational goals for these programs. Learning objectives for the student and specific expectations from the internship or practicum site must stem from educational goals. In addition: Students in Social Work practicum in cooperation with the Field Instructor, prepare an educational Learning Objectives Plan which is approved by faculty. The learning plan guides activities during field education.
- University Policy: Academic departments have flexibility to determine how the educational goals will be met relative to the nature of their disciplines. In Social Work learning plans are structured by a professional foundation that offers students practical application of knowledge, skills, values and ethics appropriate to the entry-level generalist practitioner.
- University Policy: All practicum courses are graded credit – no credit unless an outside agency requires or prefers a letter grade. Internship courses for letter grade have to be approved in advance. The Social Work program has approval for awarding letter grades, including a provision for an In-Progress (IP) grade when warranted.
- The University requires a minimum of 40 hours per credit unit for practicum. Social Work majors must complete a minimum of 200 hours per each four unit practicum course. Functionally, this means that Social Work majors invest a minimum of an extra 40 hours (10%) beyond the University requirement. Program endorsement of the expanded requirement is guided by two primary factors: the requirements of the Council on Social Work education for a minimum of 400 hours of field, and the social work professional commitment to contributing to the community through pro-bono service. Social work students' invest in the additional practicum hours as a professional contribution that also reflects the University and program commitment to service to the community.
- University Policy: Enrollment in practicum or internship must occur during the semester that the student officially begins placement.
- University Policy: Internship and practicum locations must be selected in collaboration with the department and the appropriate faculty supervisor. Students may suggest locations but agencies or businesses must first be evaluated by faculty before the site is approved.
- Social Work Program Protocol: students complete a formal request for internship that identifies preferences and prior experience, and the Field Coordinator identifies, negotiates, and approves final placement.
- Social Work Program Policy: Agency criteria as field education sites include evaluation of the Field Educator qualifications (Social Work degree and experience); availability and commitment to dedicated time for student education and supervision; geographic location that is reasonably accessible to the

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<sup>1</sup> Academic Policies Committee, March 7, 2002

student; ability to provide activities appropriate to the entry-level generalist practitioner; and offering exposure to a population, issue, or practice orientation of interest to the student.

- Educational goals and expectations must be agreed upon by the organization in order for it to qualify as an approved site. The Social Work Program provides a Field Practicum Handbook containing detailed organizational requirements of the agency, university, and student intern.
- When needed, legal rights and liabilities of the site and University will be clearly stated and agreed to in writing before the beginning of the field experience. The Social Work program has prepared two documents to assist in this requirement: Administrative Agreements with regard to Field; and an Educational Institutional Contract. All students placed in an approved field experience site are insured through the University's general and liability insurance. Additional professional bonds and insurance are provided when necessary.
- The University requires that the Field Coordinator to make a minimum of three contacts with the internship practicum site. The Social Work program has expanded these requirements.
- University Policy directs that establishment of formal internship or practicum sites in organizations is the result of direct contact by faculty.
- University Policy expects department to prepare expectations of students and placements in written form. The Social Work program has developed an extensive Field Handbook and the program includes all required university components.
- University Policy: Traditionally PLNU academic internships and practicum have not been paid assignments. It is believed that the agency in which the student is placed is not to be considered an employer but is to serve as a partner in an educational experience for pre-professionals. As workplace policies change and liability concerns have arisen, the paid internship model has become more common for some programs.
- University Policy Waiver: If an approved internship includes payments for services (i.e. stipends, minimum wage, etc.) this must be stated by the agency providing the paid internship and approved by the academic program.
- University Policy states that students may not use current employment for academic credit unless the workplace qualifies under the educational policies and specific assignment is agreed upon.
- Social Work: Appropriateness of the placement is determined in consultation with the faculty Field Instructor. Past employment or volunteer work may not be used for credit or retroactive academic credit.
- It remains the goal of the University that agencies and businesses will be located by the academic department and will participate with the University to provide valuable educational experiences, whether paid or not. Non-paid experiences can be mutually beneficial to both the sponsoring agency and the student, particularly if they are less encumbered by profit expectations. Students should be encouraged by faculty supervisors to pursue paid / non-paid experiences with equal enthusiasm. In some instances, after placement, Field Education sites offer interns opportunities for student stipends or part time employment. In these cases, the Field Instructor and Faculty Field Coordinator discuss the feasibility of completing the learning agreement, and determine the appropriateness of allowing the student to segregate internship hours and duties from employment.
- Social Work Policy: Dual relationships (serving as both intern and employee) are strongly discouraged. In the rare instances when permitted after the review mandated by the University policy, the student will be required to complete field education requirements with clear separation of duties and supervision. The Field Instructor will not serve as the employment supervisor.

**Additional Social Work Program Practicum Policies follow:**

- The Social Work Program Administrative Agreement mandates that students follow the Field Agency policies with respect to reimbursement or remuneration. As a result, students may be reimbursed for minor expenses incurred during field education, and are eligible for gratuities, premiums, or acknowledgements that are given to members of the agency's staff or volunteers. These items may include a gratuity from an agency (such as a gift card) given to participants in a research project; a premium paid for special skill (such as a special service acknowledgement given for translating for English as a Second Language or interpreting sign) but may not be gifts or gratuities from clients.
- To assure that the practicum is an educational experience in social work practice, the student is to be supervised by a person holding a Master of Social Work degree or has earned a Baccalaureate degree in Social Work and has direct practice experience. When this is not possible within the agency, and the setting has sufficient merit for the student's goals and learning, the social work supervision will be provided by one of the college's faculty members holding a Master of Social Work degree plus two years experience, or specific arrangements may be made with a qualifying professional in the community.
- The practicum will provide educationally-oriented training in social work practice supervised by a professional social worker.
- The practicum training setting is one in which the student can integrate the liberal-arts and professional foundation with social work practice.
- The practicum can provide orientation to agency functions and provide opportunities to function within the structure of an organization.
- The practicum shall provide assignments and activities which will enable the student to acquire beginning competency in professional social work practice with individuals, families, groups, organizations, and communities.
- The Field Instructor is able to model and demonstrate ethical practice which reflects the values of social work demonstrate practice sensitive to diversity.
- The Field Instructor agrees to participate in periodic review of learning objectives and formal evaluation of student performance using an evaluation form provided by the Social Work program.
- The program has established additional guidelines for approving and terminating practicum.

**General Policies at PLNU**

- Applicable Catalog. The student is ultimately responsible for the fulfillment of all requirements for graduation in the **Catalog** in effect at initial enrollment. Those who opt for a subsequent **Catalog**, however, must notify the Records Office and meet all requirements in that **Catalog**. Students who have not been registered for three or more regular semesters come under the **Catalog** in effect at the time of re-entry, unless an academic policy petition is filed and approved by the Vice Provost for Academic Administration.

**PORTFOLIO INDEX – LIST of REQUIRED DOCUMENTS**

Item		Course			
<b><u>Program Administration Forms</u></b>		<b>Format</b>	<b>Received</b>	<b>Review 1</b>	<b>Final Review</b>
SWEAP Program Entrance form	370	National form			
SWK Program Application / Interview	370				
Application for Field Practicum (Form A)	371				
Administrative Agreement for Field (standard)	472				
Institutional Agreement Customized (as needed)		Signed by Provost			
SWEAP Exit Survey	473	National form			
<b><u>Field Placement Education &amp; Supervision</u></b>					
Placement Information Sheet (Form B)	470				
Signed Field Education Agreement	470				
Field Evaluation Mid Point (Form C)	472				
Final Field Evaluation (Form D)	473				
Student Evaluation of Supervisor (Form)	473				
Self-Evaluation (Form)	473				
Student Reflection: focus on the field setting as a learning environment and on personal growth (see prompt)	473				
<b>Field Education Progress</b>					
Internship Learning Agreement – Updated	472/ 473				
Weekly Field Notes (reflecting a minimum of four weeks per semester.)	472/73				
Documentation of First 200 hours	472				
Documentation of Total 400 hours	473				
<b><u>Student Assessment Products</u></b>					
Personal Scales	370/371/ 472				
Learning Styles inventory	472				
Kadushin interviewing competencies assessment	472				

Rathus Assertiveness Scale or Gambrill Assertion Inventory	371				
Acceptance of Others Scale	370				
Cultural Competency Scale or Test	370				
Personally chosen personal assessment tool (example: Self-esteem; stance of macro social worker)					
<b><u>Standardized Tests</u></b>					
ASWB Sample Test	473				
GRE Sample Test	473				
Midterm and Final Exams	472 / 73				
General Education & Senior Exit Exam	473				
<b><u>Certificates and Awards</u></b>					
NIMS Certification – Federal Emergency Management	472				
Sexual Harassment Certificate	472				
Annual Options (minimum of two: circle which are included)					
American Red Cross	472/473				
HIPAA	472/473				
IRB	472/473				
Other Certificate:	472/473				
Other Certificate:	472/473				
<b><u>Student Products &amp; Reflections</u></b>					
Process Recording # 1	472				
Process Recording # 2	473				
Services Presentation - Outline or handouts	472				
Professional Journal Presentation	473				
Spiritual Legacy	473				
Single Subject Design, GAPS, or PADA	473				
	473				
<b><u>Workbook Pages</u></b>					
Workbook Exercise pages Chapters 1-6	472				
Exercise pages - chapters 6-12 workbook	473				

<b><u>Response Items</u></b>					
Cover Letter	472				
Resume	472				
Summary of Plan / Contact information	473				
FERPA Consent to Release Information	Optional				
Applications (optional)	Optional				
Recommendations (optional)	Optional				
Follow-up (acceptance) / Contact Notes					

### **WHERE to ACCESS SCALES and INSTRUMENTS**

Acceptance others: [www.psychbytes.com](http://www.psychbytes.com) self assessments

HIPAA Certificate: [HIPAAtraining.com](http://HIPAAtraining.com)

Learning Styles Inventory: <http://engr.ncsu.edu/learningstyles/ilsweb.html>

NIMS: <http://training.fema.gov/EMIWeb/IS/is700a.asp>

Rathus Assertiveness Scale:

[http://www.cengage.com/rsource\\_uploads/downloads/downloads/0495098000\\_76994.pdf](http://www.cengage.com/rsource_uploads/downloads/downloads/0495098000_76994.pdf)

Self- Esteem – Barksdale – handout

Self-Esteem – Rosenberg: [www.wwnorton.com/](http://www.wwnorton.com/)

Sexual Harassment: Site : <http://training.newmedialearning.com/psh/ptlomauguest/index.shtml>

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