



**Bachelor of Science in Social Work
Student Handbook and Field Education Manual**

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Lincoln University Social Work Program

Student Handbook

Updated 2024-2025

Changes in Academic Requirements or Policies

Lincoln University reserves the right to change academic requirements or policies, as stated in this handbook, at the beginning of each semester, with proper notification of such changes to be distributed to all students, staff, and faculty.

Lincoln University Social Work Faculty and Staff

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Lincoln University Mission Statement

Lincoln University of Missouri, a historically Black, 1890 land-grant, public, comprehensive institution, provides a diverse population access to excellent educational opportunities through teaching, research, and extension services within a nurturing, student-centered environment.

History of the Lincoln University Social Work Program

The inception of Lincoln University is rooted in the social work values of service, social justice and dignity and worth of the person. At the close of the Civil War, soldiers and officers of the 62nd United States Colored Infantry, composed primarily of Missourians but stationed at Fort McIntosh, Texas, took steps to establish an educational institution of higher learning for African Americans in Jefferson City, Missouri, which they later named Lincoln Institute. Recognizing their newfound freedom and the imperative need to have an outlet of education to function as freedmen and freedwomen, they pooled their monthly individual salaries of around \$13 to buy land for the school they envisioned. On September 17, 1866, the school opened its doors to the first class in an old frame building in Jefferson City locally known as “Hobo Hill.” In 1869 Lincoln Institute moved to its current location and in 1870 received aid from the state of Missouri for teacher training. Lincoln became a land grant institution under the second Morrill Act of 1890. The following year industrial and agricultural courses were added to the curriculum. Lincoln Institute was approved by the Missouri State Legislature to become a four-year university in 1921, attracting some of the most highly educated faculty at historically Black colleges and universities and earning it the monicker “the Black Harvard of the Midwest.” In 1954, the United States Supreme Court handed down its ruling in *Brown v. Board of Education*, and Lincoln University opened its doors to all applicants meeting its entrance criteria. Today, Lincoln University serves a diverse clientele, both residential and non-residential, and engages in a variety of academic programs, research, and public services.

The North Central Association of Colleges and Secondary Schools accredited the College of Arts and Sciences in 1934, a result of the efforts of former President Nathan B. Young, himself born a slave, establishing the Department of Sociology. The Sociology Department was later expanded to include minors in Anthropology and Social Work in 1973. In 2008, a Bachelor of Science Degree in Social Work was approved by the Missouri Coordinating Board for Higher Education (CBHE) and the undergraduate program was established in the Department of Social and Behavioral Sciences. The program has been accredited by the Council on Social Work Education since 2011.

Social Work Program Mission Statement

Lincoln University’s Bachelor of Social Work (BS.SW) Program is dedicated to nurturing future social workers with a socially conscious outlook and a progressive approach grounded in student-centered learning. Using high-impact educational practices, we empower our students to engage in complex social issues and advocate for social, racial, economic, and environmental justice at both local and global levels.

The program equips students for entry-level careers in generalist social work practice and prepares them for graduate education. Grounded in a strong liberal arts foundation and professional training, it emphasizes a person-in-environment perspective and the profession’s dedication to human rights, social justice, and respect for diversity; LU BS.SW nurtures ethical, competent practitioners who are enthusiastic about enhancing the well-being of individual and communities.

Program Learning Outcomes

Upon graduation from the Lincoln University of Missouri Bachelor of Science with a major in Social Work program students will be able to:

- Explain and demonstrate the values and ethics of generalist social work.
- Assess how multiple systems and factors impact the identity, wellbeing, and behavior of an individual, community, and organization.
- Prepare interventions to improve the wellbeing of others; with a specific focus on those who are vulnerable, oppressed, or living in poverty.

Program Competencies

The Lincoln University Social Work Program is a competency-based education program guided by the Educational Policies and Accreditation Standards of the Council on Social Work Education (CSWE). The program teaches and assesses student learning outcomes employing the competencies to prepare its graduates for generalist practice. Competency-based education suggests that the course materials, class activities, and assignments integrate professional practice during learning. The competencies guiding the teaching and assessment at Lincoln University are the 2022 CSWE Competencies.

1. Competency 1 Demonstrate Ethical and Professional Behavior
2. Competency 2 Advance Human Rights and Social, Racial, Economic, and Environmental Justice
3. Competency 3 Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
4. Competency 4 Engage in Practice-Informed Research and Research-Informed Practice
5. Competency 5 Engage in Policy Practice
6. Competency 6 Engage with Individuals, Families, Groups, Organizations and Communities
7. Competency 7 Assess Individuals, Families, Groups, Organizations, and Communities
8. Competency 8 Intervene with Individuals, Families, Groups, Organizations and Communities
9. Competency 9 Evaluate Practice with Individuals, Families, Groups and Organizations, and Communities.

Assessment Program

Assessment measures allow faculty to determine the degree of student success in meeting program learning outcomes and competencies. The Social Work Program has identified course-embedded assignments in required courses of the curriculum to assess the nine competencies on the five system levels (individuals, families,

communities, groups, and organizations). Skills, competencies, and system levels are assessed in field placement through the field education learning evaluation.

Formal Application Process

Students may declare social work as a pre-major upon admission to Lincoln University, but all students intending to graduate with a major in social work are required to complete the formal application process.

Admissions Application Requirements

Admission to the social work program requires students to meet the following general criteria:

- Submission of a formal application via Microsoft Forms
- Completion of forty-two credit hours at the end of the application period.
- Have a cumulative grade point average (GPA) of 2.25 or higher at time of application.
- Earn a “C” or above in the following courses:
 - Social Work Introductory and Exploratory Courses
 - SW 150 Introduction to Social Work
 - SW 250 Human Behavior in the Social Environment I
 - SW 251 Human Behavior in the Social Environment II
 - Students are typically enrolled in SW 251 during the application period
- General Education Courses Required in the Major
 - PSY 101 General Psychology
 - S/A 201 Introduction to Sociology
 - PSC 203 American National Government
 - MAT 117 Elementary Statistics

Students may receive additional information about the social work admission process from the Director of the BSW Program in Frank Hall 11 or any social work program member in Frank Hall. Applications for admissions are due on Sunday, the ninth week of the Spring semester for each academic year.

The Admissions Application Process

1. The Social Work Program has an application orientation session during weeks 3-5 of the Spring Semester.
2. The application requirements are the following:
 - a. Application data including bulletin year
 - b. Academic Plan to Degree Completion – an academic course plan that includes completed and future courses in a semester format to complete BS. SW degree
 - c. Degree Audit
 - d. Unofficial transcript

- e. Resume
 - f. Admission Essay Questions
3. The Microsoft Forms applications are sent by Friday of the sixth week of the Spring Semester to currently enrolled students who earned at least 30 credit hours and completed at minimum one pre-requisite.
 4. Applications are due on the Sunday of the ninth week of the Spring Semester and will be submitted completely via Microsoft Forms.
 5. Students receive one reminder to complete the application and may change or update submission until the close date of the application.
 6. Students submit the completed application via Microsoft Forms. The student is responsible for collecting and submitting all application materials.

Admissions Application Review Process

1. The Social Work faculty evaluates the submissions for completeness and incomplete applications are not reviewed.
2. The complete applications are evaluated and scored by two or more University social work faculty. These faculty provide scores for each application individually, then share their scores and students earn the average of those scores. Lincoln University has two or more faculty evaluate the applications to provide a more equitable and just process for students. The value of each category is noted below
 - a. Application data form (4 points)
 - i. Are the first and last names in the correct space?
 - ii. Is the bulletin year accurate?
 - b. Academic Plan to Degree Completion (10 points)
 - i. Are attempted and/or completed courses displayed on the academic plan?
 - ii. Does the academic plan include all general education requirements?
 - iii. Does the academic plan include all general education requirements for the major?
 - iv. Does the academic plan include all required social work courses in the correct terms and sequence?
 - v. Does the academic plan include at least 120 credit hours?
 - c. Degree Audit (8 points)
 - i. Is the degree audit from LU Self-Service included?
 - d. Unofficial Transcript (8 points)
 - i. Is the unofficial transcript included?
 - e. Resume (10 points)
 - i. Is the content of the resume presented in a professional quality?
 - ii. Does the resume highlight transferable skills based on the experiences of the student?
 - f. Application Essay Questions (60 points)
 - i. Do the responses to the application essay questions suggest that the student understands what social work is?

- ii. Do the responses to the application essay questions suggest the student understand how to apply social work conceptual frameworks?
 - iii. Do the responses to the application essay question suggest that the student can demonstrate clear and concise professional writing?
- 3. The average scores of the social work faculty who evaluated the applications are the scores used to determine students' admission status.
- 4. Students receive an email notification about their admission to the program during the 11th week of the Spring semester each academic year.

Admission Status

Students may be admitted under the following:

- 1. Full Acceptance
 - a. At the time of application, students met all requirements for admission AND scored 70% or above on the application
- 2. Provisional Acceptance
 - a. At the time of application, students did not meet one or more of the requirements for admission AND scored 70% or above on application. The student will receive a deadline to fulfill the outstanding requirements needed to change their admission status, as outlined in their program admissions notification. Failure to meet these requirements will result in removal from the program. Please note that no student may remain on provisional acceptance for more than one academic year.
- 3. Further Evaluation Required
 - a. Internal Review– At the time of application, students did not meet one or more of the requirements for admission AND scored a 60 to 69% on application. The student will interview with social work faculty. The student is provided with an interview date and at the interview a date to resubmit the application. Students are encouraged to visit the Writing Center and Career Center before revising and resubmitting supplemental materials. This review could result in a provisional acceptance or a denial of admission.
 - b. External Review – At the time of application, if students score 59% or below, their submitted materials will be reviewed by an external committee directed by the Associate Provost for Undergraduate Education/Dean of University College. This process ensures equity and due diligence in the admissions process. This review could result in a provisional acceptance or a denial of admission.

Admission for Transfer Students

The Office of the Registrar is responsible for equating and evaluating transfer credits. Individuals may transfer up to 90 credit hours from other colleges and universities. The Director of the BSW Program assists the Office of the Registrar in the evaluation of courses from accredited social work degree programs. If Lincoln University does not have an equivalent course, students receive elective credit on their transcript.

The Social Work Program does not grant social work course credit for life experience or previous work experiences at the BSW level. This policy follows the accreditation standards set forth by the Council on Social Work Education.

Transfer students are required to complete an application for admission to the university and an application for admission to the social work program. Transfer student applicants must meet the social work program admission requirements.

Program Requirements

All social work students are required to complete the university requirements and the general education curriculum as outlined in the undergraduate bulletin. The social work major requires specific courses that also fulfill general education requirements and core major courses. All general education courses required for the major and core major courses must be passed with a C or higher. Students are allowed to repeat a major course once; withdrawals and administrative drops are viewed the same as failing a course. The BSW completion requires 120 credit hours, including forty-five credit hours for the major. Elective hours can be used to meet the total number of hours required for the degree and/or the forty credit hours-upper division course requirements.

Field Practicum Experience

The field practicum experience provides students with the opportunity to engage in the integration of theoretical knowledge with social work practice. Students complete 425 hours of block field placement in an approved field practicum agency. To be eligible for field placement (SW 499), students must have successfully completed the foundation and pre-requisite courses in social work with a C or better. In the fall of their senior year, students complete a field practicum application and enroll in Social Work Practicum Orientation. The field practicum experience is only offered in the Spring Semester.

Student Participation

The social work program values its students and therefore have multiple opportunities for student participation. All students are provided with the opportunity to anonymously evaluate a course at the end of the semester which includes an evaluation of the instructor. The Social Work Advisory Board also has student representatives to allow for feedback and gain student perspective.

Academic Advising

Academic Success Center (0 – 30 credit hours)

First-time freshmen and freshmen transfer students who declare social work as a major are assigned to the designated social work advisor as their freshman advisor in the Academic Success Center and the program director serves as their primary advisor. The program director assists the Academic Success Center with academic planning and

degree mapping for these students to ensure successful matriculation to the application to the major.

Upperclassmen (31 – 120 credit hour)

Students are assigned to a social work faculty member who will serve as their primary advisor and work with the program director to ensure their successful matriculation through their program.

Academic Probation Students (credit hours variable)

Additionally, students on academic probation are also assigned to the designated social work advisor in the Academic Success Center who targeted support to help them succeed and improve their academic standing. These students continue to be advised by their assigned social work faculty advisor, and the program director oversees the retention efforts to ensure successful matriculation through the program.

This structured approach to academic advising ensures that every student receives the personalized attention they need to thrive academically.

Professional Advising

The social work program provides career development support provided to students, aimed at preparing them for post-graduation opportunities in collaboration with university career services.

1. **Career Exploration:** Assist students in identifying potential career paths in social work.
2. **Internship Opportunities:** Facilitate access to relevant internships and field placements.
3. **Professional Skills Development:** Equip students with essential skills for successful practice.
4. **Networking:** Encourage connections with professionals in the field.

Career Development Structure

- Individual Career Advising: Personalized sessions with faculty advisors to discuss career goals and strategies.
- Collaboration with Career Services: Regular workshops on resume writing, interview skills, and job search techniques offered by university career services.
- Job Fairs and Networking Events: Opportunities organized in partnership with career services to connect students with employers and industry professionals.

Responsibilities

Faculty and Career Services Responsibilities

- Provide guidance on career paths and opportunities through collaborative efforts.
- Assist in securing internships and field placements, leveraging career services resources.
- Offer workshops and resources for professional development.

Student Responsibilities

- Engage actively in career advising sessions with faculty and career services.
- Participate in workshops and networking events.
- Take initiative in job searching and professional development.

The Social Work program is committed to supporting students in their career development, ensuring a successful transition post-graduation through collaboration with university career services.

Requirements for the Major and Minor

Major: B.S. in Social Work (BSW)

Students must earn a minimum grade of “C” in these required social work courses: SW 150, SW 250, SW 251, SW 301, SW 310, SW 325, SW 350, SW 401, SW 402, SW 406, SW 499, and SW 499L. In addition, students must earn a minimum grade of “C” in these general education courses required for the major: PSY 101, S/A 201, PSC 203, and MAT 117.

Minor: Social Work

Students must earn a minimum grade of “C” in 18 credit hours of SW which must include, SW 150, SW 250, SW 251, and 9 credits of upper division hours in social work. Minor students are not eligible to enroll in courses that require Admission to the Program.

Course Descriptions

Courses may not be taught every semester. The department head, program director, instructors, and advisors have information about projected course offerings for a semester/year.

SW 150 INTRODUCTION TO SOCIAL WORK (3, fa,sp) This course introduces the social work profession, with an emphasis on the historical development of the profession, social welfare policy and programs, understanding of resources and services, fields of practice, and intervention methods used by social workers. This course emphasizes the importance of social justice and advocacy in the social work profession.

SW 250 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT I (3, fa). Using a person-in-environment perspective, this course focuses on theories of human behavior over the life span and on the development of individuals and families in the context of

biological, social, psychological, spiritual, and cultural components. Pre-requisite SW 150. May take SW 150 simultaneously **if** more than 24 hours are completed.

SW 251 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II (3, sp) Using a person-in-environment perspective, this course focuses on theories that investigate and explain human behavior in the larger ecological and macro contexts. Theories, models, and frameworks evaluating group dynamics, organizational behavior, and communities will be examined. Prerequisites: SW 150. May take SW 150 simultaneously if more than 30 hours are completed.

SW 301 SOCIAL WELFARE POLICY (3, sp). This course engages student in the history and role of U.S. political, economic, and social ideologies that influence social welfare policies and the impact that social policy has on the social work profession. This course examines how the political process influences the identification of social problems and how social welfare policy is used to address social concerns in the United States and globally. Students will develop social justice advocacy skills needed for social workers to influence and advocate for policy development and change on the organizational, community, legislative, and judicial levels. This course is writing intensive. Pre-requisite ENG 102 and Junior Status.

SW 310 INTERCULTURAL COMMUNICATION IN SOCIAL WORK (3, fa) This course is designed to help students develop basic interviewing skills and techniques in social work. This course will provide foundational skills in interviewing so that students can work effectively with individuals, families, and groups from diverse backgrounds. Different techniques and theoretical principles of interviewing will be investigated. This course requires service-learning hours.

SW 325 DIVERSITY INFORMED SOCIAL WORK PRACTICE (3, fa). This course introduces students to a wide range of diverse populations and issues in the United States and globally. It is designed to increase student awareness, knowledge, and understanding of diversity, human rights, social and economic justice, and diversity informed practice. The course examines the effects of oppression, power, and privilege in society and how these influence social and economic justice and service delivery at the micro, mezzo, and macro levels. Pre-requisites SW 150, SW 250, SW 251.

SW 350 SOCIAL WORK RESEARCH METHODS (3, sp). This course examines the various methods of social research, including sampling, data collection, analysis, and focuses on the application of the social research skills needed to practice with individuals, groups, organizations, and communities. Pre-requisites Junior Status Co-requisite MAT 117

SW 401 GENERALIST PRACTICE WITH INDIVIDUALS (3, sp). This practice course is designed to increase student competency in generalist social work practice with an emphasis on understanding the basic theories of social work intervention and problem solving with individuals. The principles and skills for effective case

management are studied and applied. Students will critically examine generalist social work practice with individuals including assessment, engagement, crisis intervention, evaluation, and ethical practice. Pre-requisites 15 SW credit hours, excluding SW 495. Admission to the Social Work Major.

SW 402 GENERALIST PRACTICE WITH GROUPS (3, fa). This practice course examines the theories and knowledge of group work focusing on competency and skill building applicable to a broad range of group activities and group dynamics. Students will critically examine group processes including planning, assessment, facilitation, leadership, evaluation, and ethics needed for diversity informed group practice. Pre-requisites 15 SW credit hours, excluding SW 495. Admission to the Social Work Major.

SW 406 GENERALIST PRACTICE WITH COMMUNITIES AND ORGANIZATIONS (3, fa). This practice course focuses on theories and frameworks for generalist practice in communities and organizations. This course encompasses the knowledge, values, and skills needed for community organizing, leadership development, and engaging in planned change and empowerment in communities and organizations with an emphasis on the impact of globalization on generalist social work practice. Pre-requisites 15 SW credit hours, excluding SW 495. Admission to the Social Work Major.

SW 407 SOCIAL JUSTICE AND ETHICS (3, fa). This course focused on issues of diversity, oppression, and social justice. It prepares the student to better understand marginalized groups that experience discrimination and oppression.

SW 490 FIELD PRACTICUM ORIENTATION (1, fa). This course emphasizes the knowledge, and skills students need to prepare for their practicum experience. Students will learn about professional behaviors, secure agency placement, and begin learning contracts in preparation for practicum. Pre-requisites Admission to the Social Work Major and requires instructor approval.

SW 491/492 DIRECTED READINGS (1-3). Independent research. Pre-requisite requires instructor approval.

SW 495 SPECIAL TOPICS IN SOCIAL WORK (1-3). This course explores contemporary issues in social work practice and provides students with an opportunity to develop knowledge and skills on current social work issues and practice topics. May enroll again as the topic changes.

SW 499 FIELD PRACTICUM EXPERIENCE (9, sp). This course requires students to complete four hundred twenty-five (425) hours of a supervised field practicum in an approved agency. Pre-requisites SW 490, Admission to Field Practicum. Requires instructor approval. Co-requisite SW 499L.

SW 499L FIELD PRACTICUM SEMINAR (3, sp). Students are required to complete specified assignments designed by the instructor, including a capstone

project. Students apply and practice social work knowledge, values, and skills learned in human behavior, policy, social justice, research, ethics, and practice classes and assist students with connecting social work theory with practice. Pre-requisites SW 490, Admission to Field Practicum. Requires instructor approval. Co-requisite SW 499.

Social Work Major Requirements (45 credits):

* Please note that listed courses may not be taught every semester or every year. The department head, program director, instructors, and advisors have information about projected course offerings for a semester/year.		
Course	# of Credits	Offered
SW 150 Introduction to Social Work	3 Credits	Fall/Spring
SW 250 Human Behavior in the Social Environment I	3 Credits	Fall
SW 251 Human Behavior in the Social Environment II	3 Credits	Spring
SW 301 Social Welfare Policy	3 Credits	Spring
SW 310 Intercultural Communication in Social Work	3 Credits	Fall
SW 325 Diversity Informed Social Work Practice	3 Credits	Fall
SW 350 Social Work Research Methods	3 Credits	Spring
SW 401 Generalist Social Work Practice	3 Credits	Spring
SW 402 Social Group Work	3 Credits	Fall
SW 406 Generalist Practice with Communities and Organizations	3 Credits	Fall
SW 490 Field Practicum Orientation	3 Credits	Fall
SW 499 Field Practicum Experience	9 Credits	Spring
SW 499L Field Practicum Seminar	3 Credits	Spring
Total	45 credits	

General Education Requirements

Each student is required to complete forty-two credits of general education requirements outlined by Lincoln University. The following courses represent the Lincoln University general education requirements. They are applicable to the BSW degree. Additionally, students need 42 total credits of general education courses and 40 credits of upper division (300-400 level) courses.

General Education Requirements			
Areas	Possible Courses	Total Credits	Complete
Communication: C or above			
Written <i>6 Credit Hours</i>	ENG 101 or ENG 151H	3	
	ENG 102 or ENG 152H	3	
Oral <i>3 Credit Hours</i>	SPT 206 /SPT 207	3	
Total		9	
Math, Life, & Physical Science			
Mathematical Sciences <i>3 Credit Hours</i>	MAT 113, MAT 115, MAT 117* , MAT 121	3	
Natural Sciences <i>7 Credit Hours with lab from two disciplines</i>	BIO 103 & BIO 104L /	3	
	BIO 208 & BIO 209L /	3	
	BIO 150 & BIO 104L / BIO 155 / CHM 101 / CHM 103 & CHM 104L ENV 103 & ENV 104L / PHY 103 & PHY 104L / PHY 105 & PHY 106L / PHY 101 / PHY 201	1	
Total		10	
Social & Behavioral Sciences			
Civics <i>3 Credit Hours</i>	HIS 205 / HIS 206 / PSC 203 / PSC 204 / PSC 203H	3	
<i>6 Credit Hours</i>	ECO 201 / ECO 202	3	
	GEO 200 PSY 101 / PSY 308 PSC 440 / PSC 460 SA 201 / SA 151H SA 202 SOC 301	3	
Total		9	
Humanities and Fine Arts			
<i>9 Credits From two disciplines</i>	ENG 200 / ENG 216 /	3	
	ENG 301H / ENG 207 /	3	
	ENG 208 / ENG 210 / ENG 211 / ENG 320 / ENG 340 PHI 101 / PHI 102 / PHI 201 / PHI 203 / PHI 203H CS 203 ART 100 / ART 200 (Old No: ART 330) / ART 201	3	

	(Old No: ART 331) SPT 209 FRE 102 / FRE 105 / SPA 105 / SPA 205 MUS 200 / MUS 203 / MUS 205 / MUS 299OR / MUS 299B / MUS 299C HIS 101 / HIS 151H / HIS 102 / HIS 152H		
	Total	9	
	Total		
Additional Liberal Education Courses Needed for Core 42			
	Total Must Equal at Least 42		
Institutional Requirements <i>Do not count towards Core 42 but still required for graduation</i>			
International Cultural Diversity 3 Credit Hours	AAS 200, ANT 311, ANT 411, BAD 215, ENG 320, ENG 340, EDU 260, FRE or SPA (Any 3-hour course in French, Spanish, or other modern foreign language), FRE 321, FRE 322, SPA 321, SPA 322, HIS 101, HIS 151H, HIS 102, HIS 152H, NUR 335, PHI 201, PSC 440, PSC 460, S/A 202	3	
	Total	3	
General Education Requirements			
General Education Skills 1 Credit Hour	GE 101: University Seminar	1	
	Total	1	

***Bold lettering indicates social work program pre-requisites**

Field Education

Field education is an important component in the social work curriculum because it provides hands-on training to practice the knowledge, values, and skills needed to perform professional social work. The one semester block placement requires 425 hours of field placement in an approved agency that focuses on the development of direct practice social work knowledge, values, and skills, professional development and

utilization of specific content relative to agency regulations for generalist social work practice. In the field placement, students are provided supervision by a qualified field instructor (See field manual for more information about field instructor qualifications and requirements). In the fall of their senior year, students complete a field practicum application and attend Social Work Practicum Orientation. Additional information is provided by the director of field education in the fall semester.

The LU BSW Program does not grant social work course credit for life and/or work experiences. This policy statement follows CSWE accreditation standards. The field placement is supervised social work practice that has been approved by the university and the director of field education. Students placed in the agencies are afforded the opportunity to actual problem-solving experiences in social work agencies with varying degrees of complexity. In addition, the settings selected for field placement aid the student in making the connection between theory and practice, and it promotes the development of professional practice. Field education is designed and coordinated around the CSWE nine competencies and students are evaluated in their field placement to determine their level of mastery of the nine competencies.

Organizations and Committees

- **Lincoln University Social Work Student Association-** The Lincoln University Social Work Student Association (SWSA) is a student association that provides opportunities for social work majors to prepare to become professional social workers. SWSA enables social work students to socialize with others in the major providing support and cohesion. SWSA organizes meetings and events to provide more information about the profession and to advocate for identified areas needing social change. These learning experiences may include guest speakers and films. It is also an opportunity for social work majors to meet with area professionals, obtaining insights about working with people and issues in the profession. SWSA also has fundraisers each year to help support their activities and community service projects.
- **Phi Alpha Honor Society, Chi Chi Chapter-** The Lincoln University Phi Alpha Honor Society (Phi Alpha), Chi Chi Chapter recognizes students who have attained excellence in scholarship and achievement in social work. Criteria for selection is undergraduate students shall be enrolled in the institution represented by the chapter, have declared a major in social work, have completed 9 semester hours of required social work courses and at least 37.5% of the total hours/credits required for the degree, whichever is later achieved, and rank in the top 35% of their class. Phi Alpha works in conjunction with the Social Work Student Association with activities, events, and service projects both on and off campus.
- **Social Work Advisory Committee-** Members of the community, the social work faculty, and student representatives make up the Advisory Committee. This committee is designed to review program development and curriculum changes. Their role is to offer recommendations and guidance for

the social work program and to provide information about the current changes in the social work field and profession. The committee meets annually.

NASW Code of Ethics

Students are expected to access and adhere to the NASW Code of Ethics

Lincoln University Social Work Program: Student Expectations and Support

As a student in Lincoln University's Social Work Program, you're preparing to become a professional in a field that values integrity, compassion, and service. To help you succeed, we've outlined what's expected academically and professionally, and how we'll support you throughout your journey.

What's Expected of You

Follow the NASW Code of Ethics

As a future social worker, you're expected to act in a way that reflects the values of the profession. This means:

- Treating everyone with dignity and respect.
- Being honest and accountable.
- Using technology responsibly.
- Respecting people's rights and choices.

Act Professionally in All Settings

Whether you're in class, on campus, or at your field site, professionalism matters.

- Always act according to the NASW Code of Ethics. Respect others' choices and maintain professional integrity while following departmental rules.
- Take responsibility for your actions and be honest in all academic and field experiences. Avoid making false statements about others.
- Show up on time, be ready for class, and complete your work on time. Let your instructors know if you need to miss a class and meet all deadlines.
- Treat everyone—students, faculty, staff, and clients—with respect and dignity, following NASW values.
- Use respectful language in all your communications. Avoid gossip and make sure your language is inclusive.
- Keep confidentiality, especially online. Be mindful of personal and professional boundaries and seek help when unsure.
- Reflect on your values and be open to feedback. Address any personal issues that might affect your performance.
- Always act in a way that aligns with the LU Code of Conduct

Maintain Good Academic Standing

To stay in the program, students are required to:

- Earn at least 70% in all general education and program courses.
- Maintain a GPA of 2.25 or higher.

- You can only retake a course once.
- Field practicum courses (SW 490, SW 499L, and SW 499) cannot be repeated—these are one-time opportunities.

This includes:

- Communicating respectfully with classmates, faculty, field instructors, clients, and staff.
- Avoiding gossip and disrespectful behavior.
- Keeping shared or sensitive information confidential.
- Accepting feedback with an open mind and using it to grow.

What Happens if Concerns Come Up

If an academic or professional issue arises, we'll work with you through one of the following:

Student Support Plan

This is a proactive plan when small concerns arise. You'll work with your advisor to:

- Identify areas for growth.
- Set clear goals.
- Get support from faculty.
- Revisit the plan in a few weeks to track progress.

Remediation Plan

If a more serious concern comes up (like ongoing issues in class or field), we'll create a Remediation Plan. This is more structured and may be required to stay in the program.

It includes:

- Specific changes you need to make.
- A timeline and goals.
- Check-ins with your advisor.
- A final review to see if expectations were met.

You may be placed on one or both types of plans concurrently, as they are reviewed and monitored independently. You can contact the program director in writing to request reconsideration of either plan. The program director's decision on the matter is final.

You have the right to decline participation in any support or remediation plan, however, refusal to participate will result in termination from the program.

Important: You will be consulted in the creation of either plan and will have an opportunity to appeal the decisions made to the program director. Please note, you can only get one extension on either type of plan. In field practicum, extensions aren't allowed—you may need to take a temporary “pause” instead.

Field Practicum “Pause” Policy

Sometimes students need to temporarily stop their field placement due to personal, professional, or academic reasons. During a pause:

- You won't complete any fieldwork or hours.
- You'll work with faculty to create a plan for returning.
- Re-entry isn't automatic, you must meet certain conditions and get approval.

What If You Don't Meet Expectations?

If a student consistently doesn't meet academic or professional standards, or shows serious misconduct, they may be terminated from the program or field placement. This decision is never made lightly and includes input from multiple faculty members. If termination is being considered, you will receive a written notice explaining the reasons and next steps.

Due Process for Termination

You have the right to explain your side of the story before any termination decision is made.

1. **Steps in the Process:**
 - a. **Written Notice:** You will be informed in writing about any concerns regarding your performance.
 - b. **Meeting Opportunity:** You will meet with faculty to discuss the situation and present your perspective.
 - c. **Decision Communication:** After the meeting, the program will communicate the final decision.
2. **Appeal Process:** If you disagree with the decision, you can appeal in writing within five business days. Your appeal will be reviewed by the Associate Provost for Undergraduate Education.
3. **Confidentiality:** All discussions regarding termination will be kept private to protect your personal information.

Lincoln University Title IX Non-Discrimination Policy

Lincoln University is committed to providing an environment free from discrimination on the basis of sex, including sexual harassment, in all its education programs and activities. Under Title IX, individuals are protected from harassment in any University-related academic, extracurricular, athletic, and employment programs and activities within the United States.

This policy applies to all administrators, faculty, staff, students, applicants for employment, third-party contractors, and all guests and visitors participating in the University's educational programs and activities. It ensures equal protection and application regardless of sex, gender, sexual orientation, gender identity, or gender expression.

Prohibition of Retaliation

No administrator, faculty member, staff member, student, applicant for employment, third-party contractor, or participant in any University program shall retaliate, intimidate, threaten, coerce, or otherwise discriminate against any individual for exercising their rights or fulfilling their responsibilities under this policy.

Contact Information

For questions, concerns, or complaints regarding this policy, please contact the Title IX Coordinator:

Shawnda Hayes-Dunnell
Office B-2, Young Hall
820 Chestnut Street
Lincoln University
Jefferson City, Missouri 65101
Phone: 573-681-5495
Email: titleix@lincolnu.edu

Sexual Harassment, Sex Equity and Gender Discrimination Compliant Policy and Procedures

Lincoln University prohibits discrimination on the basis of sex, including sexual harassment, in education programs and activities. Title IX protects individuals from harassment connected to any of the academic, educational, extracurricular, athletic and other programs, activities or employment of schools, within the institutions' jurisdiction. Title IX protects all individuals from sexual harassment by any school employee, student and a nonemployee third party. This policy applies equally to all students and employees regardless of the sex, gender, sexual orientation, gender identity or gender expression of any of the individuals involved. No officer, employee or agent of an institution participating in any program under this title shall retaliate, intimidate, threaten, coerce or otherwise discriminate against any individual for exercising their rights or responsibilities under any provision of this policy.

University Class Attendance Policy

Research confirms that class attendance is an essential part of the educational experience and a requirement for an adequate evaluation of academic progress. Students are expected to attend all lectures, seminars, laboratories, and field work for each registered class and to complete all work assigned by the instructor.

Due to the relationship between class attendance and final course grades, total absences ideally should not exceed twice the number of times a class meets per week.

Examples:

- Courses meeting three times/week: maximum of six absences acceptable.
Courses meeting one time/week: maximum of two absences acceptable.

- The maximum acceptable number of absences in other class formats, i.e., eight-week, four-week summer session, and intersession, should be pro-rated according to the formula above.
- If a student exceeds the maximum number of acceptable absences for a course, the course instructor **may choose to lower the student's grade by one letter or administratively withdraw the student from the course.** The attendance policy must be clearly stated in the syllabus at the beginning of the course. Attendance policies of individual instructors may vary from the guidelines above provided this policy is clearly stated in the syllabus at the beginning of the course.

In addition, course instructors will determine the following and will post it in all syllabi:

- Consequences for coming late and leaving class early
- Make-up policies for course work, quizzes, and exams

University-Approved Absences

Excused absences for university-related activities may be issued only by the president, the vice president for Academic Affairs, or the Dean of Student Affairs. Notification for excused absences will specify student names, the event, and the time covered by the excused absence.

Lincoln University Social Work Program

Field Education Manual

Updated 2024-2025

Field Education

Intent of Field Instruction

Field Education is an integral part of the curriculum for social work education programs. In 2008, the Council on Social Work Education (CSWE) declared field education as the signature pedagogy of social work education in its Educational Policies and Accreditation Standards (EPAS). Field Education integrates theory with practice to prepare students for a career in social work.

The nine competencies provide the base for field practicum education and are also used to measure program and student success. Lincoln University students are required to complete the minimum standard of **425 hours** of field education. This is completed in the spring semester of their senior year.

Field practicum education is crucial for effectively assessing the essential skills, knowledge, values, and cognitive and emotional processes required in professional social work practice. This allows students to integrate theoretical knowledge with practical application. The semester-long experience emphasizes the development of social work skills, professional growth, and the application of agency-specific regulations for generalists, effectively preparing students for generalist social work practice.

Field practicum education offers students the opportunity to practice their skills under the supervision of qualified field instructors. A variety of agencies have been selected and sufficiently evaluated by the social work program faculty for appropriate field placements. Each affiliating agency has identified field instructors to serve the student interns while placed in their agencies.

Field practicum education provides a supportive learning environment where students can develop their professional skills and cultivate their social work knowledge, values, and skills. The Lincoln University Social Work Program partners with agencies throughout Jefferson City and surrounding areas to provide students opportunities to work with individuals, families, groups, organizations, and communities.

The agency's mission, program description, funding sources, client population served, staff size, levels of supervision, and learning opportunities are assessed in relation to the competency-based education framework established by the CSWE. Agency selection criteria include a commitment to serving diverse at-risk populations and promoting economic and social justice while upholding the ethics and values of the profession. The program director, field education director, field instructors, students, and administrators at Lincoln University collaborate closely to enhance this educational process for optimal learning.

Lincoln University Social Work Faculty and Staff

Title	Faculty/Staff	Contact Information
Director of BSW Program Assistant Professor of Social Work	Amber Bell, PhD, MSW	(573) 681-5246 Bella@lincolnu.edu 11 Frank Hall
Director of Field Education Assistant Professor of Social Work	Andrea Reynolds, MSW/LCSW	(573) 681-5219 Reynoldsa@lincolnu.edu 12 Frank Hall
Assistant Professor of Social Work	Ché Wilson, MA, MSW, LMSW	(573)-681-5225 Wilsonc@lincolnu.edu 15 Frank Hall

Important Lincoln University Contacts

Title	Faculty/Staff	Contact Information
Associate Provost for Undergraduate Education	Dr. Saint Rice, Jr.	(573) 681-5472 Rices@lincolnu.edu 206-A Young Hall
Dean, College of Arts and Science	Dr. Sunder Balasubramanian	(573) 681-5138 Balasubramanians@lincolnu.edu 304 Frank Hall
Department Head- Social and Behavioral Science	Vacant	(573) 681-5121 206 Frank Hall
Academic Program Support Specialist	Janae Sutton	(573) 681-5145 Suttonj@lincolnu.edu 206 Frank Hall

Lincoln University Mission Statement

The mission of Lincoln University in Missouri is a historically black, 1890 land grant, public comprehensive institution that provides excellent educational opportunities including theoretical and applied learning experiences to a diverse population within a nurturing student-centered environment.

Social Work Program Mission Statement

Lincoln University's Bachelor of Social Work (BS.SW) Program is dedicated to nurturing future social workers with a socially conscious outlook and a progressive approach grounded in student-centered learning. Using high-impact educational practices, we empower our students to engage in complex social issues and advocate for social, racial, economic, and environmental justice at both local and global levels.

The program equips students for entry-level careers in generalist social work practice and prepares them for graduate education. Grounded in a strong liberal arts foundation

and professional training, it emphasizes a person-in-environment perspective and the profession's dedication to human rights, social justice, and respect for diversity; LU BS.SW nurtures ethical, competent practitioners who are enthusiastic about enhancing the well-being of individual and communities.

Generalist Practice Definition

The program defines generalist practice as “the eclectic knowledge base, professional values, and a wide range of skills to target systems of any size for change within the context of these primary processes:

1. Emphasis on client empowerment
2. Working effectively with organizational structure
3. Utilizing a wide array of professional values
4. Application of critical thinking skills to the planned change process” (Kirst-Ashman, K. K., & Grafton, H. Hull, 2018, p. 2-3).

An important component of generalist social work practice is the professional standards as outlined in the NASW Code of Ethics including the following: service, social justice, dignity and worth of individuals, the importance of human relationships, integrity, and competence (“Code of Ethics: English,” 2017).

Program Core Competencies

The Lincoln University Social Work Program utilizes a competency-based outcome performance approach designed to integrate and apply measurable practice behaviors with the goal of preparing its graduates for generalist practice through the demonstration of the achievement of core competencies. These competencies outlined by the Council on Social Work Education are included in the program. Upon completion of the program students will be able to:

- Competency 1: Demonstrate Ethical and Professional Behavior
- Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
- Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
- Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
- Competency 5: Engage in Policy Practice
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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3. **Confidentiality:** All discussions regarding termination will be kept private to protect your personal information.

Lincoln University Academic Calendar

Students are expected to adhere to the academic calendar. The Lincoln University Academic Calendar can be found on the Lincoln University website.

Field Education Calendar

Activities	Date	Required
Enrollment in SW-490- Social Work Practicum Orientation	Fall Semester	Yes
Field Application Due	Friday of the 5 th week of the fall semester	Yes
Field Instructor/Field Task Supervisor Training	December or January	Yes
Optional field hour start date	First day of registration in the spring semester	No
Spring Semester Starts	See academic calendar	
Initial Site Visit	Completed by the end of the second week of the semester	Yes
Field Learning Plan Due	The second week of the semester	Yes
Last day for candidates to file and pay for degrees	See academic calendar	Yes
Contact with Field Instructors	Ongoing	Yes
Mid-Term Site Visit	Completed by Friday prior to mid-term grades	Yes
Mid-Term Evaluation Due	Friday prior to mid-term grades	Yes
Spring Recess	See academic calendar	No

Assessment week	Last full week of March	Yes
Final Site Visit	As needed	No
Final Evaluation Due	Thursday of final exam week by 5pm	Yes
Spring Semester Ends	See academic calendar	

BSW Curriculum

The social work core curriculum consists of 45 credit hour program of study. The degree requires 120 credit hours for graduation and consists of Liberal Arts foundation courses, professional social work core courses, and electives. Students must receive a grade of C or higher in the core curriculum. In addition to the core curriculum, students must take 9 credit hours of the following: PSY 101, SA 201, MAT 117 and PSC 203.

Social Work Major Requirements (45 credits):		
* Please note that listed courses may not be taught every semester or every year. The department head, program director, instructors, and advisors have information about projected course offerings for a semester/year.		
Course	# of Credits	Offered
SW 150 Introduction to Social Work	3 Credits	Fall/Spring
SW 250 Human Behavior in the Social Environment I	3 Credits	Fall
SW 251 Human Behavior in the Social Environment II	3 Credits	Spring
SW 301 Social Welfare Policy	3 Credits	Spring
SW 310 Intercultural Communication in Social Work	3 Credits	Fall
SW 325 Diversity Informed Social Work Practice	3 Credits	Fall
SW 350 Social Work Research Methods	3 Credits	Spring
SW 401 Generalist Social Work Practice	3 Credits	Spring
SW 402 Social Group Work	3 Credits	Fall
SW 406 Generalist Practice with Communities and Organizations	3 Credits	Fall
SW 490 Social Work Practicum Orientation	3 Credits	Fall
SW 499 Field Practicum Experience	9 Credits	Spring
SW 499L Field Practicum Seminar	3 Credits	Spring
Total	45 credits	

Administrative Responsibilities

The following statements clarify the responsibilities of the social work program, the director of field education, the field instructor, the field preceptor, and the student to help achieve the outcomes of the BSW field education.

Responsibilities of the Social Work Program

- Provide guidelines to students so they can prepare the field education plan; define student educational outcomes, learning activities, and field learning experiences.
- Apply, as effectively as possible, screening criteria to ensure students are adequately prepared and competent to enter field instruction.
- Provide ongoing education for field students
- Provide field orientation for students and field instructors.
- Provide the agency with materials including the BSW field manual.
- Provide the agency with a copy of its standard affiliation agreement.
- Assist the agency in planning an educational program for the student.
- Provide consultation, information, and training to field instructors and other appropriate staff of the agency regarding the development of the student's education plan and evaluation.
- Keep the agency informed about the social work program's policies, curriculum, and administrative changes.
- Work in consultation with the agency to solve student concerns.
- Carry the final responsibility for the administration of the field education program, including decisions which affect the progress of the student, such as grades, credits, and field hours in the agency.

Responsibilities of the Director of Field Education

- Coordinate the development of field placement sites that enhance student learning in the BSW Program and evaluate the quality of these placements.
- Establish criteria for the selection of qualified field placement agencies and field instructors.
- Process, review, and assess field agency forms to develop new affiliation agreements and renew current affiliated agencies.
- Develop policies, procedures, and outcomes for field education.
- Develop and maintain resources for the students to become familiar with field placement agencies and client populations.
- Develop and maintain resources for field agencies and instructors to become familiar with the BSW field education program.
- Communicate the field placement process to BSW students, field instructors, and field agencies.
- Inform students of field placement agencies and work cooperatively with students to secure a field placement agency.
- Assist with the planning of the field training for field instructors and students.
- Review and revise the field manual and other forms as needed to ensure adherence to the CSWE standards.
- Work with student issues as appropriate and as indicated in the field manual.
- Implement ongoing evaluation of the field education program to ensure that learning outcomes and competencies are being met and recommend changes as needed.

- Communicate with the BSW Program Director and BSW faculty about field education and work cooperatively to maintain a quality field education program.

Responsibilities of the Agency

- Ensure mission and goals are compatible with the knowledge, values, skills, and ethics of the social work profession and the Lincoln University Social Work Program and social work profession.
- Adhere to the Lincoln University Social Work Program field education policies and procedures, including supervision.
- Provide learning opportunities and activities for social work students that align with the Lincoln University Social Work Program curriculum, the social work competencies, and enhance the student's learning outcomes.
- Provide time for field instructors to attend field training.
- Identify one qualified staff as the student's field instructor or field preceptor, as needed.
- Allow the necessary time for the field instructor to work with and provide the appropriate instructions to the students, including one hour of supervision each week.
- Make the Lincoln University Social Work Program aware of any safety concerns that may arise for students.
- Work collaboratively with the students on research opportunities.

Responsibilities of the Field Instructor

- Meet with students prior to field placement.
- Participate in field training.
- Orient the student to the purpose, policies, and procedures of the agency.
- Provide meaningful opportunities for students to learn professional and direct practice skills including helping to develop the student field education plan.
- Provide support and training to the students.
- Consult with students on course assignments and projects related to the field practicum experience.
- Monitor the progress of the student and complete the field education plan and evaluations.
- Discuss the evaluations with the student.
- Provide a grade recommendation.
- Monitor and verify the number of hours completed by the student.
- Participate in regular meetings with director of field education to discuss student progress.
- Provide feedback to the field education director as needed.
- Assign a field task supervisor as needed.
- Provide a minimum of one-hour supervision each week including consulting with students on assignments, reviewing student performance, progress, and areas of improvement.
- Consult with the faculty and/or field education director as needed.

Responsibilities of the Field Task Supervisor

- Meet with students prior to field placement.

- Participate in field training.
- Orient the student to the purpose, policies, and procedures of the agency.
- Provide meaningful opportunities to learn professional and direct practice skills including the development of the student learning plan
- Provide support to and training for the students.
- Monitor the progress of the student and complete the field education plan and evaluations. Discuss the evaluations with the student.
- Assist with providing a grade recommendation.
- Monitor and verify the number of hours completed by the student.
- Participate in regular meetings to discuss student progress.
- Provide a minimum of one-hour supervision each week including consulting with students on assignments, reviewing student performance, progress, and areas of improvement.
- Consult and provide feedback to the faculty and/or field education director as needed.

Responsibilities of the Student

- Work collaboratively with the field education director to secure a field placement.
- Obtain liability insurance.
- Be familiar with and follow the policies and procedures outlined in the BSW field manual.
- Work cooperatively with the field instructor to schedule weekly field instruction meetings.
- Conduct self in a professional, responsible manner, and keep commitments to the agency field instructor, and field preceptor (if applicable).
- Seek consultation or help from the agency field instructor and field preceptor (if applicable).
- Be familiar with and follow the agency policies and regulations.
- Attend and participate in field orientation.
- Be actively involved in the planning and implementing the outcomes outlined in the field learning education plan and evaluation.
- Communicate educational needs and interests to the agency field instructor and field preceptor (if applicable).
- Actively participate in the completion of the necessary forms for the field placement, including the field education plan, evaluation forms, and other field documents.
- Complete and maintain documentation of the **425** field placement hours required.
- Participate in regular meetings with the faculty instructor to discuss progress and/or concerns.

Field Education Hours

BSW students are required to complete **425 hours** in their field placement during the spring semester of their senior year. It's the student's responsibility to coordinate the

schedule of hours to be spent at the field placement with their identified field instructor. The field education director will make two official visits to the field agency during the semester.

Students are not allowed to work over 40 hours a week. If a student has reason to believe this would be necessary, they will need to obtain written permission from both their field instructor and the field education director prior to completing these hours. Students are permitted one opportunity to successfully complete the field practicum. Repetition of field practicum courses – SW 490, SW 499 L and SW 499 are not allowed.

Admission to Field Practicum Education and Securing a Practicum Placement

1. Criteria for Admission to Practicum Education
 - a. Students must be admitted to the BS. SW program, in good academic and professional standing within the program, and have completed all coursework, except for the field practicum courses.
 - b. Students must be in good academic standing and have a minimum cumulative GPA of 2.25; and
 - c. Students must enroll in SW 490: Field Practicum Orientation during the preceding semester.
2. Only students who meet the above criteria will be admitted to field practicum education; non-compliance with any of the above will be reported to the program director and field education director.
3. Procedures
 - a. A field application is provided to students in SW 490
 - i. The student submits a completed application to the field education director by Friday of the 5th week of the semester.
 - b. Applications are reviewed by the director of field education to determine the following:
 - i. If the student is in good standing with the University regarding the Student Code of Conduct/Office of Conduct and Community Standards
 - ii. If the student is in good standing with the social work program/PBRP
 - iii. Any outstanding responsibilities to the Office of Student Financial Services.
4. Students will be notified via email of their acceptance or denial into field practicum experience within two weeks of the submission deadline. The letter will instruct students on their next steps.

***A student determined not to be in good standing during the admissions process with the university will be denied admission into field practicum experience**

****Application to field practicum experience does not imply admission to practicum placement.**

Procedures for Securing a Practicum Placement

The field education director partners with students to secure practicum placements, guiding them to follow the established procedures and deadlines for meetings, selection

of agency and interviews. Failure to follow procedures and deadlines may delay or prevent securing a practicum placement.

1. Agency Selection

- a. The student will arrange an in-person meeting with the field education director to discuss their interests, specific requests, professional suitability, and any learning needs.
- b. The student and field education director will review approved agency and field placement opportunities.
- c. The field education director will provide the student with contact information for each field placement opportunity via email or in-person.
- d. The director of field education contacts the agencies and provides the name of the student(s) interested in their agency as a potential field placement site.

2. Interview

- a. The student will contact the agencies and schedule an interview. Students are strongly encouraged to interview the agency at their earliest convenience.
 - i. Students should demonstrate professional behavior standards during the agency interview.
 - ii. Students should provide the agency with an updated resume.
- b. The student interviews at the field placement agency and follows up with the field education director.
 - i. The field education director contacts the agency to follow up on their decision regarding student placement.
 - ii. If all parties concur that the agency and students are a good fit and best match, the director of field education will confirm the placement.
 - iii. Students also finalize their placement by completing an assignment in SW 490.
- c. Securing Your Field Practicum Placement
 - i. Placement to be secured no later than the Friday of Week 11 in the Fall Semester.
 - ii. Agency Selection and Interview must be complete before students are allowed to register.
 - iii. Students are encouraged to register during advanced registration.
- d. Challenges in Securing Field Practicum Placement
 - i. If the interview does not result in a field placement, the student will contact the field education director and follow steps in the agency selection and interview processes until a placement is secured.
 - ii. Students may interview with up to **three field placement agencies**. If a suitable match is not found after these interviews, the field education director, program director, and Associate Provost for Undergraduate Education will evaluate the situation as a last resort. These parties will collaborate with the student to develop a personalized plan that assesses interview skills and provides remediation in both interview techniques and professional behavior standards. This personalized plan will also evaluate the interests of the student, learning needs, and

professional suitability. The program is committed to ensuring that the process of securing a field practicum placement is equitable for all students.

- e. Students who are interested in completing their placement **at their employment agency or extended placement** should refer to Special Request Field Placements.

Obtaining a Field Practicum Placement

Field placement agencies are expected to work in conjunction with the social work program to provide a learning experience for students which enhances their social work knowledge, values, and skills. The director of field education approves field placement agencies.

Agencies may contact the director of field education and submit an agency field application to be considered as a field placement site for students. Students may also provide information about a potential practicum placement to the field education director for further exploration. Such circumstances typically involve the student knowing of a new agency that might be a suitable practicum agency. *Students are NOT to reach out to agencies regarding practicum without permission from the director of field education.

Criteria for Selection of Agencies

The field education director actively seeks out field placement agencies throughout the year and takes referrals from students, faculty, and staff to increase placement opportunities. Agencies are welcome to contact the field education director if they are interested in becoming a field placement agency with Lincoln University. All agencies are reviewed and approved by the Director of Field Education.

Field placement agencies must meet the following criteria:

- The agency's mission and goals are compatible with the knowledge, values, skills, and ethics of the social work profession and the Lincoln University Social Work Program.
- The agency contact person will complete the field agency application which provides a written description of the agency, field instructor credentials, including the available opportunities and activities for student learning.
- The agency adheres to the Lincoln University Social Work Program field education policies and procedures, including supervision.
- The agency provides learning opportunities for social work students that align with the Lincoln University Social Work Program curriculum, the NASW Code of Ethics, the nine social work competencies, provide opportunities at all five system levels and enhance student learning.
- The agency provides time for field instructors to attend field training.
- The agency must have one or more staff who meet the qualifications of field instructors.

- The agency allows time for the field instructor to work with and provides the appropriate instructions to the student.
- Agree to the affiliation agreement between the agency and Lincoln University Social Work Program.
- Make the Lincoln University Social Work Program aware of any safety concerns that may arise for students.
- Work collaboratively with the students on research opportunities at all five system levels.

Monitoring and Effectiveness of Agencies

Continuous monitoring and evaluation are achieved through person-to-person, telephone, and email contact between the field education director and the field instructor. Students will complete a student evaluation form for their field agency at the end of their placement. The director of field education will work with the agency to address any areas of concern and will evaluate whether the agency will continue to be used as a field placement. Effectiveness will be based on the following:

- Quality of learning experience and learning opportunities for students.
- Adherence to the social work field education policies and procedures.
- Changes in the agency or personnel that would impact student learning.
- Quality of communication between the agency, student, and school.
- Attendance of field instructors at field training.
- Adherence to the NASW Code of Ethics.

Students and agencies also participate in an initial and mid-term site visit. Visits take place on site at the agency or via Zoom for virtual placements.

Selection of Field Instructors

Field instructors must meet the following criteria:

- Have a BSW and/or an MSW from a CSWE accredited program.
- Two years of post BSW or MSW experience.
- Supervision experienced preferred.
- Be willing and able to meet the field instructor's responsibilities.
- Attend field training offered by the social work program
- Be free of any professional sanctions from NASW or any licensing board.
- Demonstrate commitment to social, economic, and environmental justice.
- Demonstrate commitment to generalist social work practice.
- All agencies are reviewed and approved by the Director of Field Education.

Alternate Field Instructors

Ideally, a student is placed in an agency that has an employee with a BSW/MSW and two years post-graduation experience. However, this may not always be the case and an alternative is required. Students may be placed in an agency with an identified field task supervisor. A field task supervisor is an identified person at the agency that will

meet with the student and oversee the student in their field placement. If possible, the student and director of field education should try to identify a BSW either in or out of the agency who is available to provide additional consultation for the student during their field placement. The director of field education will work with the students to coordinate this process. Students without a BSW/MSW field instructor will meet for one hour of supervision with designated social work faculty. The director of field education will approve the field task supervisor to ensure quality learning for the student. The director of field education will approve and provide continuous monitoring of the field task supervisor to ensure quality learning for the student.

Field Training

The Lincoln University Social Work Program requires field instructors, students, and task supervisors to attend the field training. This training provides information about the BSW Program, the curriculum, competencies, and other topics or issues related to field education.

All students and new field instructors are required to attend training provided by the social work program. The training date and format is set each year by the Director of Field Education.

Supervision

Students, field instructors, and/or field task supervisors are required to meet at least one hour for supervision each week. Supervision is defined by the National Association of Social Workers (2013) as both a helping and educational relationship between supervisors and their supervisees to allow supervisees to become better acquainted with and execute social work theory, standardized knowledge, skills, competency, and applicable ethical content in the practice setting. When possible, students will be supervised by qualified BSW/MSW employees of their field practicum agency. When this is not possible, students will participate in group supervision provided by a designated social work faculty. Supervision is provided separately from field seminar instruction.

Field Education Plan and Evaluation

The field education plan and evaluation are required for all students to help them identify learning activities for their field placement. The field education plan is completed in collaboration with the field instructor and task supervisor (if applicable). The field education plan provides documentation that clearly summarizes the learning activities, outcomes, and expectations between the agency, school, and students and provides a framework for evaluation.

The field education plan is flexible and outlines the learning outcomes for the student's field placement and helps guide the student's learning experience. The student and the field instructor will determine learning activities that assist the student in demonstrating achievement of the nine competencies. Students should set short-term and long-term

outcomes on their plan. The field education plan should be reviewed periodically and revised during the scheduled meeting time with the field instructor. This will help with continued professional development and monitoring of the learning outcomes. The field education plan can be any length, if it is completed and thorough. Both the student and the field instructor must sign the field education plan. The final copy of the field education plan must be provided to the director of field education.

Field Evaluation Procedures

An evaluation of the student is completed by the field instructor at mid-semester and at the end of the semester. The evaluation is based on the student's progress on the learning outcomes through the identified learning activities. The evaluation process should be a collaborative process between the field instructor and student. Evaluation is a learning opportunity to identify strengths and areas for improvement. The field education plan should be reviewed and modified based on the evaluation process. Students are provided the opportunity at the end of the semester to complete a Field Assessment Survey in which they provide feedback regarding their agency field instructors and agency settings.

Grading

Students will receive a Satisfactory or Unsatisfactory grade for field placement. The grade will be based on the students' evaluations. The director of field education or the instructor of SW 499 works in conjunction with the field instructor and task supervisor to determine the grade. The instructor of SW 499 will be responsible for the final grade. Students are required to pass SW 499L to pass SW 499. Non-participation, non-professionalism, academic integrity issues or poor application of knowledge, skills, values and competencies are all evaluated by the assignments provided in SW 499L. Students are permitted one opportunity to successfully complete the field practicum. Repeating the field practicum courses SW 490, SW 499 L and SW 499 is not permitted.

Personal Safety Guidelines and Concerns

Students are responsible for obtaining any clearances required by a practicum placement agency. At times, the agency will obtain the necessary clearances for the student. The cost of obtaining any required clearance is the student's responsibility; some agencies may cover these costs, depending on their policies. There are instances where the student may be liable for additional agency fees, physical examinations and proof of vaccinations may also be required in some instances. When the student is the party responsible for obtaining the required clearance, it is their responsibility to submit the documentation to the field instructor or staff member identified by the agency. This must occur before the student begins their field practicum. Failure to submit required clearances by the due date typically will prevent the student from beginning the field placement, a decision that rests with the field practicum agency.

The field education director will work with the agency to determine any safety risks that may be involved with field placement prior to student placement. The field instructor will notify the student regarding the agency policies about safety. Students and the field instructor will identify any safety concerns and address these on the student learning plan.

The safety of students in the field is of prime importance to the social work program and to field agencies. It is imperative that students feel safe to carry out their responsibilities in the field. If safety concerns arise for a student, it is important that the student discuss these safety concerns with their field instructor. If, after gathering information to realistically assess the situation and to learn how to provide appropriate protection, the student still does not feel safe to carry out assignments, s/he is encouraged to renegotiate those assignments with the help of the field instructor. When appropriate, s/he should also consult the field education director for assistance. The social work program strongly encourages students and agencies notify the faculty liaison when there are safety incidents that impact students in the field.

Health

Students are strongly encouraged to have health insurance because of the risk of accidental injury or serious illness requiring medical treatment. Lincoln University is not responsible for accidents or injuries that a student may incur during their field placement. Student immunizations should be up-to-date, and students should consider a TB skin test and a Hepatitis B vaccine. Students should contact their field instructor to discuss the risk of TB and Hepatitis B as well as other potential health risks that they may be involved with during field placement.

Students are required to adhere to the health policies and procedures of their field placement agency.

Liability Insurance

Lincoln University BSW students are required to purchase liability insurance. Proof of liability insurance must be given to the director of field education prior to the start of their field placement. Students will be provided with options for purchasing liability insurance in SW 490.

Students should contact their field instructor or the field education director when questions arise on how to handle ethical dilemmas, on whether interventions are appropriate, or in cases where students feel they do not have adequate knowledge to deal with a situation.

Confidentiality

Students should adhere to the NASW Code of Ethics as it pertains to their field placement. Students are also required to familiarize and adhere to their agency's policy on confidentiality including but not limited to documentation, client records, informed consents, and releases of information. Students must also follow all applicable state and federal laws and regulations including HIPPA privacy standards, related to confidentiality.

Students must sign a Student Field Agreement during SW490 which will remain in effect during SW 499/499L.

Students must maintain confidentiality in discussions about clients during SW 499L, ensuring that client identities are protected in all conversations and assignments.

Social Media Guidelines

Use of social media (Facebook, Twitter, YouTube, Blogs, SMS/Texting, Instagram, Skype, Facetime etc.) are increasing in the profession of social work. It is important that students understand that the same ethical standards apply in the virtual world as in the physical world and that they are aware of the ethical implications of their behavior in social media. The following guidelines will be followed in Lincoln University's social work field placement:

- Adhere to the agency's policy on use of social media including but not limited to the use of Facebook as a professional tool and "friending" current and/or past clients.
- Refrain from online searches about your clients and/or posting pictures on any social media.
- Adhere to the agency's policy on giving out your personal contact information including your cell phone and email address to current and past clients.
- Always maintain confidentiality of clients.
- Take precautions to ensure confidentiality when sending emails or any information via the Internet.
- Adhere from referring to your field agency, clients, and other internship related activities on any social media.
- Be aware of how you are representing the social work profession, Lincoln University, and the social work program on social media.
- There are no restrictions that preclude a client from doing an online search of you.

Remember that once information is posted or available in cyber space, it is there permanently.

Mandatory Reporting

Social work students involved in field education are classified as mandated reporters and must follow Missouri state laws about mandatory reporting. Students should become familiar with the laws in the state in which they are assigned. Students who suspect abuse or neglect should immediately report the suspicious activity to the field instructor. With the field instructor's guidance, a determination must be made regarding the reporting of the activity to the appropriate investigative or law enforcement agency. Questions on this matter arising in the process of field education should be directed to the field instructor or the Director of Field Education.

Criminal Background Checks

Field placement requires a criminal background check. Instructions on obtaining will be provided in SW 490. Lincoln University does not provide, certify, or pay for screening and/or criminal background checks. Students are responsible for these fees and the student should complete any required screening or background checks prior to starting their field placements.

Driver's License and Transportation

Many field placement agencies are increasingly community-based and require transportation for home visits, meetings, and outreach. Students are encouraged to have a valid driver's license and a vehicle in good working condition to ensure they can successfully complete their field placement.

Lack of transportation will not be considered a valid reason for not fulfilling placement requirements. Lincoln University and the Social Work Program do not provide vehicles or transportation for field placements.

Conflict of Interest/Dual Relationships

Conflicts of interests, dual relationships, and previous experiences have the potential to impact a student in field placement. It is important that the Director of Field Education be made aware of this information in order to make an informed decision about the best field placement for students. It is the student's responsibility to notify the Director of Field Education who will work with the student around these issues.

Car Insurance

Many field agencies require the use of an automobile for providing services such as home visits and multidisciplinary team meetings. Missouri law requires that all motor vehicles and owners maintain some type of motor vehicle liability insurance coverage. The program recommends that students contact their insurance company to clearly understand their car insurance policy as it relates to field placement.

Holidays and Inclement Weather

Students may follow all university holidays. Holidays are published on the university academic calendar located on the university website.

In case of inclement weather, students should follow the university ruling. Students should use professional judgment regarding weather.

Religious Holidays

Students should notify the field instructor when they will be absent from their field placement to observe a religious holiday. The student will need to make up the field hours missed.

Sick Leave

Students are responsible for notifying their field instructor and/or task supervisor if they are sick or ill at their earliest convenience. Students will take the initiative to cancel and reschedule appointments and/or meetings. Students will need to make up any hours missed at their field placement in a timely manner. Make up hours should be determined by the field instructor, task supervisor, if applicable, and student.

Dress Code

Students are expected to follow the agency dress code. Students should dress professionally and modestly as they are not only representing themselves but also the agency, the social work program, and Lincoln University.

Change of Placement

Change of placement/termination of field placement prior to the end of the semester may be necessary at times. Change of placement or termination may be initiated by the student, agency, program, or the university. If concerns arise in placement, the need to change or terminate will be discussed with the student, the field instructor, and the director of field education. The program director and the chair will be included if necessary.

If appropriate, before changes or termination, a plan to remedy difficulties will be put together and will include an outline of expectations and timeline for remediation of the concerns. All parties should agree to the terms of the plan. If a plan cannot be agreed upon, the person initiating the termination must submit in writing outlining the reason(s) for a termination to the director of field education. In these circumstances the decision to terminate a student from placement will be made by the director of field education in consultation with the program director. Students are permitted one opportunity to successfully complete the field practicum. Repetition of field practicum courses SW 490, SW 499 L and SW 499 is not allowed.

Students are not permitted to change or terminate placements without the permission of the director of field education.

If a field instructor initiates termination of placement, the director of field education will decide the next course of action which could include filing a formal complaint, plan or remedy, terminating a student from placement, or change of placement.

Termination from placement is a serious offense and can lead to termination from the Lincoln University Social Work Program.

A student who is terminated from a placement will work with the director of field education to find another placement if appropriate.

Reasons for change or termination of placement may include but are not limited to the following:

- Inability of organization to provide adequate learning activities for students
- Significant changes in the organization, such as administrative structure or turnover of staff
- Change in expectations or opportunities than those originally established, such as requiring travel etc.
- Inadequate resources to support student learning, such as space or supervision
- Irreconcilable personality, incompatible ideological or other significant differences between field instructor and student. These must be documented and corroborated by the social work faculty and/or director of field education.

Special Request for Field Placements

At Employment Agency

It is recommended that social work students do their student placements in an agency where they are not employed. Student field placements are opportunities for a learning experience for students in a new environment. It may also be difficult for the student to differentiate between the expectations of employment and those of a student intern. Placement within an employment system may also impact the student's ability to perform an objective program evaluation and to evaluate agency policy and procedure impartially.

To ensure that clear educational objectives and outcomes are met, all requests from students about a field practicum in their place of employment must be discussed and approved in advance by the director of field education. In all cases the following criteria shall be met:

1. The field instructor must meet the requirements for a field instructor and adhere to the Lincoln University Social Work Program's policies and procedures.
2. The field instructor cannot have any authority over the student's employment status.
3. The student should be reassigned to a different program or department where possible.
4. The field instructor and the agency supervisor must agree that the field practicum will not impact the student's employment evaluation.

5. The employment agency must be able to provide new learning assignments and tasks for the field placement hours documented in the education plan of a student which are different than the work responsibilities of a student and directly linked to the competencies.
6. It is the student's responsibility to provide evidence that confusion between the student role and the employee role will not occur.
7. Supervision for field is distinctively different from employment supervision, even if/when provided by the same supervisor. Field supervision must occur for one hour each week.
8. Should the student become unemployed by the agency for any reason, the student will work directly with the Director of Field Education to determine continuation of field education as appropriate.

Students will submit an Employment Placement Application to the Director of Field Education at least four to six weeks prior to the start of the field placement so that the request can be reviewed. Students will be informed of a decision via email.

The Director of Field Education will have the final say about student placements. Employment placements will be reviewed periodically to determine progress and student's overall placement experience.

Extended Placement

At Lincoln University, we understand that students in the Bachelor of Social Work program may face challenges that make it difficult to complete their field placement within the standard time frame. In such cases, students can apply for an extended placement, which allows additional time to complete their required hours and learning outcomes. Extensions may be granted for a variety of reasons, including personal or family health issues, learning needs, unexpected changes at the placement agency, or other significant life circumstances.

To apply for an extended placement, students must submit a written request to the Director of Field Education explaining the situation and providing any relevant documentation, such as a medical certificate. Requests must be received by the date listed in the academic calendar for withdrawing from a 16-week course. The Director of Field Education will then contact the student's field agency to determine if an extended placement is feasible at the agency or not. Students will receive a letter with the outcome of the extended placement request within seven business of the request meeting.

Students will receive an Incomplete ("I") for the course/s and follow the university policy for Incomplete Coursework.

Only one extension is allowed and extended placements must still meet the 425 total required placement hours.

University Policies and Procedures

University policies and procedures can be found in the Social Work Program Handbook and/or the Lincoln University website.

Appendix A: Field Education Plan and Evaluation

Lincoln University Social Work Program Field Education Plan and Evaluation

Date:	
Student Name:	
Field Instructor:	

Please briefly describe the agency safety plan as discussed with student:

Field Education

Field education is an integral part of the curriculum for the BSW Program. The Council on Social Work Education (2008) designated field education as the signature pedagogy that integrates theory with practice to prepare students for a career in social work. The nine competencies provide the base for field education and are also used to measure program and student success. The field of education provides a supportive learning environment where students can develop their professional skills and cultivate their social work knowledge, values, and skills.

Field Education Plan and Evaluation

The field education plan provides a structure in which the field instructor and the student evaluate the student's achievement of social work competencies. The student and the field instructor determine learning activities that assist the student in demonstrating achievement of all the competencies. The field instructor and the student should complete the field learning plan within the first two weeks of the student's field placement. The field instructor and the student should discuss potential learning opportunities and use these to identify tasks, evaluation methods, and anticipated date completed for the learning outcomes. All competencies must have identified learning outcomes that are addressed and evaluated.

The mid-term and final evaluations are based on the student's progress on the learning outcomes through the identified learning activities. The evaluation process should be a collaborative process between the field instructor and student. Evaluation is a learning opportunity to identify strengths and areas for improvement and provides a method for

communicating the results of the student's achievement of the competencies to the Lincoln University Social Work Program.

The evaluation must be completed during the mid-semester and near the end of the student's field placement.

Identify learning activities for each competency and learning outcomes that can be measured and evaluated. Use the following scale to rate the student's performance. Please write the number in the appropriate box below and make comments as needed. Only one score is needed for each practice behavior. A composite score for each competency is also required.

Evaluation Scale		
1	Not met	Does not meet professional expectations
2	Limited	Demonstrates limited understanding of the skills/practice behaviors and shows some ability to implement them into practice. Is not fully proficient
3	Competent	Demonstrates a sufficient understanding of the skills/practice behaviors and can implement and integrate them into practice most of the time. Meets expectations.
4	*Excels	Demonstrates consistent and effective implementation and integration of skills/practice behaviors in practice; exceeds professional expectations.
*Only to be utilized in the final evaluation		

Competency 1: Demonstrate Ethical and Professional Behavior				
Practice Behaviors	Learning Activities	Date Complete	Midterm	Final
Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context; The Nine Social Work Competencies 2022 Educational Policy and Accreditation Standards				
Demonstrate professional behavior; appearance; and oral, written, and electronic communication				
Use technology ethically and appropriately to facilitate practice outcomes				

Use supervision and consultation to guide professional judgment and behavior.				
Composite Score				
Midterm Comments:				
Final Comments:				

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice				
Practice Behaviors	Learning Activities	Date Complete	Midterm	Final
Advocate for human rights at the individual, family, group, organizational, and community system levels				
Engage in practices that advance human rights to promote social, racial, economic, and environmental justice				
Composite Score				
Midterm Comments:				
Final Comments:				

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice				
Practice Behaviors	Learning Activities	Date Complete	Midterm	Final
Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels				
Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences				
Composite Score				

Midterm Comments:
Final Comments:

Competency 4: Engage in Practice-informed Research and Research-informed Practice				
Practice Behaviors	Learning Activities	Date Complete	Midterm	Final
Apply research findings to inform and improve practice, policy, and programs				
Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work				
Composite Score				
Midterm Comments:				
Final Comments:				

Competency 5: Engage in Policy Practice				
Practice Behaviors	Learning Activities	Date Complete	Midterm	Final
Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services				
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice				
Composite Score				
Midterm Comments:				
Final Comments:				

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
--

Practice Behaviors	Learning Activities	Date Complete	Midterm	Final
Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies				
Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies				
Composite Score				
Midterm Comments:				
Final Comments:				

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities				
Practice Behaviors	Learning Activities	Date Complete	Midterm	Final
Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies				
Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan				
Composite Score				
Midterm Comments:				
Final Comments:				

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities				
Practice Behaviors	Learning Activities	Date Complete	Midterm	Final
Engage with clients and constituencies to critically choose and implement culturally responsive,				

evidence-informed interventions to achieve client and constituency goals				
Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies				
Composite Score				
Midterm Comments:				
Final Comments:				

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities				
Practice Behaviors	Learning Activities	Date Complete	Midterm	Final
Select and use culturally responsive methods for evaluation of outcomes				
Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities				
Composite Score				
Midterm Comments:				
Final Comments:				

Mid-Semester: Overall, this student performed at the following level in their field instruction.

- ☐ Not competent
 ☐ Competent
☐ Limited competency
 ☐ Excels

Recommended Grade: ☐ A ☐ B ☐ C ☐ D ☐ F

Signatures	Date:
Student:	
Field Instructor:	

End of Semester: Overall, this student performed at the following level in their field instruction

- ☐ Not competent
 ☐ Competent
☐ Limited competency
 ☐ Excels

Recommended Grade: ☐ A ☐ B ☐ C ☐ D ☐ F

Signatures	Date:
Student:	
Field Instructor:	

Appendix B: Agency Application

**Lincoln University
Agency Field Application
820 Chestnut Street
Jefferson City, MO 65101**

Agency Information:		
Agency Name:	Hours of Operation:	
Program Name:	County:	
Address:	Website:	
City:	Office:	Fax:
State:	Zip:	
Contact Person:		
Coordinator/Contact Person:	Title:	
Phone:	Email:	
Cell:		
Will you be the field instructor? ☐ Yes ☐ No		
Field Instructor Information:		
Name:	Title:	
Address:	Office:	Cell:
City:	Email:	Fax:
State:	Zip:	
☐ Full time employee ☐ Part time ☐ Contracted employee:		
Work Schedule: Preceptor (if applicable):		
Preceptor (if applicable):		
Name:	Title:	
Address:	Office:	Cell:
City:	Email:	Fax:

State:	Zip:	
Work schedule:		

Indicate primary type of service participants served:			
☐ Children	☐ Adolescents	☐ Transitional Age Youth	☐ Families
☐ Adults	☐ Women	☐ Men	☐ Immigrants
☐ Lesbian, Gay, Bisexual, Transgender	☐ Older Adults	☐ Other (please specify)	
Indicate type of placement provided:			
☐ Administration	☐ Advocacy	☐ Case Management	
☐ Clinical Services	☐ Community Organizing	☐ Direct Practice	
Agency Classification:			
☐ Public	☐ Not-for profit	☐ For profit	☐ Other:
Primary Sources of Funding:			
☐ Private	☐ Public	☐ Private Grants/Contracts	☐ Public Grants/Contracts
☐ Insurance	☐ Fees	☐ Other:	
Indicate primary area of service:			
☐ Adolescents	☐ Child Welfare	☐ Corrections	☐ Developmental Disabilities
☐ Domestic Violence	☐ Early intervention (0-5 years)	☐ Elderly	☐ Foster care
☐ HIV/AIDS	☐ Homeless	☐ Hospice	☐ International
☐ LGBTQ	☐ Medical/Health	☐ Mental Health	☐ Policy
☐ School	☐ Substance Abuse	☐ Veterans/Military	☐ Employment
☐ Behavioral Health	☐ Housing	☐ Families	☐ Vocational Rehabilitation

☐ Dual Diagnosis	☐ Immigrants or refugees	☐ Other:	☐ Other:
Agency Practice Modalities: Please check all the learning opportunities that students may have at your agency:			
Work with children:	☐ Yes ☐ No	Community organization/advocacy:	☐ Yes ☐ No
Work with families:	☐ Yes ☐ No	Program development:	☐ Yes ☐ No
Work with groups:	☐ Yes ☐ No	Administration	☐ Yes ☐ No
Crisis Intervention:	☐ Yes ☐ No	Marketing/community relations:	☐ Yes ☐ No
Multi-professional meetings:	☐ Yes ☐ No	Fundraising:	☐ Yes ☐ No
Short term treatment:	☐ Yes ☐ No	Grant writing:	☐ Yes ☐ No
Long term treatment (12+):	☐ Yes ☐ No	Planning:	☐ Yes ☐ No
Case management:	☐ Yes ☐ No	Legislative/policy development:	☐ Yes ☐ No
Rehabilitation:	☐ Yes ☐ No	Working with the courts:	☐ Yes ☐ No
Agency Technology and Interest Access			
Does the field instructor have access to a computer?			☐ Yes ☐ No
Does the field instructor have access to a web browser?			☐ Yes ☐ No
Does the field instructor have access to a camera for video conferencing?			☐ Yes ☐ No
Is the field instructor and/or agency willing to utilize video conferencing?			☐ Yes ☐ No
Does the field instructor have access to programs for video conferencing, such as Skype?			☐ Yes ☐ No
Will the student have access to the agency network to video conference?			☐ Yes ☐ No
Student Information			

Please indicate how many students your agency will accept?		Number:
Special Considerations		
Does your agency have multiple locations?		☐ Yes ☐ No
If so, please list the locations:		
Agency offers a stipend.		☐ Yes ☐ No
Is car needed during placement?		☐ Yes ☐ No
Is agency accessible by public transportation?		☐ Yes ☐ No
Does agency provide:	☐ Reimbursement for mileage	
	☐ Reimbursement for meals	
Are home visits required?		☐ Yes ☐ No
<i>If yes, please explain purpose:</i>		
Are there any special language considerations?		☐ Yes ☐ No
<i>If yes, please explain:</i>		
Are there any safety considerations for the student to be aware of?		☐ Yes ☐ No
<i>Please explain:</i>		
Are there any special skills preferred by the agency?		☐ Yes ☐ No
<i>Please explain:</i>		
Evening practicum hours are:	☐ Available ☐ Optional ☐ Required ☐ Not Available	
Weekend practicum hours are:	☐ Available ☐ Optional ☐ Required ☐ Not Available	
Does the agency require any of the following?		☐ Yes ☐ No
☐ Background check	☐ Fingerprinting	☐ Physical Exam
☐ TB Skin Test	☐ Training/Orientation If so, when is this offered?	☐ Other Please specify:
Is there a cost to the student for any of the above requirements?		☐ Yes ☐ No
<i>If so, please indicate which one and the cost?</i>		

Field Instructor Profile					
Please provide the following information to assist Lincoln University Social Work Program field placement approval process. Please send the application to the following: Lincoln University Social Work Program, 820 Chestnut St., Jefferson City, MO 65101 Attention: Mrs. Andrea Reynolds. If you have questions call 573-681-5246.					
Today's Date:					
Field Instructor Name:					
Address:		Office:		Cell:	
City:		County:		Fax:	
State:		Zip:			
Current Position:			Email:		
Length of Service:			Preferred mode of communication: ☐ Cell ☐ Office ☐ Email		
Agency:					
Work Schedule:					
Field Instructor Professional Background					
BSW School:			Year:		
MSW School:			Year:		
Is the field instructor licensed? ☐ Yes ☐ No			Type: Year:		
Total years of BSW experience:			Total years of MSW experience:		
Please list additional trainings and/or certificates:					
Has the field instructor ever received any disciplinary actions? ☐ Yes ☐ No If so, please explain.					
Please check all the areas of practice expertise:					
☐ Individuals	☐ Families	☐ Groups	☐ Organizations	☐ Communities	☐ Other:
Supervision:					
Years of supervisory experience:			Years of experience supervising student placements:		

Is the field instructor currently supervising? If yes, who?		☐ Yes ☐ No
Would the field instructor consider using group supervision?		☐ Yes ☐ No
Describe field instructor supervision style: OBJ:		
Field Preceptor Profile, if applicable		
Will a field preceptor be involved in the supervision of the student?		☐ Yes ☐ No
Field Preceptor Name: OBJ:		
Current Position:	Office:	Cell:
Email: OBJ:	County:	Fax:
Length of Service:	Preferred mode of communication:	
	☐ Cell	☐ Office ☐ Email
Work Schedule:		
Preceptor Professional Background		
Degree(s):		
Total years of experience:		
Are you licensed? ☐ Yes ☐ No	Type: Year:	
Please list additional trainings and/or certificates: OBJ:		
Has the preceptor received any disciplinary actions? ☐ Yes ☐ No If so, please explain.		
Years of supervisory experience:	Years of experience supervising student placements:	
Preceptor supervision style:		
In what manner will the field preceptor interact with the student?		
Signature and Title of Agency Representative:		
Today's Date:		

***Field Instructors are required to submit a copy of their current resume.**

Appendix C: Affiliation Agreement

Affiliation Agreement Between the Field Practicum Agency and Lincoln University Social Work Program

The objective of this agreement is to provide social work students at Lincoln University with supervised field practicum placements in preparation for professional social work practice. The following agreement shall begin on _____ and shall automatically renew with the placement of a student within a three-year period.

Lincoln University Social Work Program

1. Agrees to provide guidelines to students so they can prepare the field education plan; define student educational outcomes, learning activities, and field learning experiences.
2. Agrees to provide apply, as effectively as possible, screening criteria to ensure students are adequately prepared and competent to enter field instruction.
3. Agrees to provide field orientation for students and field instructors including information on competencies and practice behaviors.
4. Agrees to provide the agency with the necessary forms and materials including the BSW field manual.
5. Agrees to assist the agency in planning an educational program for the student.
6. Agrees to provide ongoing consultation, information, and training to field instructors and other appropriate staff of the agency regarding the development of the student's education plan and evaluation.
7. Agrees to keep the agency informed about the social work program's policies, curriculum, and administrative changes.
8. Agrees to work in consultation with the agency to problem solve student concerns.
9. Agrees that the director of field education is responsible for the administration of the field education program, including decisions which affect the progress of the student, such as grades, credits, and field hours in the agency.
10. Agrees that student field placements and terminations shall not be considered final until the educational plan (known as the Field Learning Plan and Evaluation) has been fully reviewed by the program, the agency, and the student. Every effort shall be made to reach a joint agreement.
11. Agrees to work in consultation with the agency to resolve student issues as appropriate and as indicated in the field manual.

Field Practicum Agency

1. Agrees to provide field education placements for students from the Lincoln University Social Work Program. The number of students shall be mutually agreed upon and shall be dependent on the needs of the Social Work Program and the ability of the agency to accommodate and provide a meaningful educational experience.

2. Agrees and understands that the student field practicum is a learning experience. As a result, the student shall not be used in the place of professional staff.
3. Agrees to adhere to the Lincoln University Social Work Program field education policies and procedures, including providing 425 hours of field practicum experience for students, supervision, and time for field instructors to attend field training.
4. Agrees to not discriminate based on race, sex, gender identification, sexual orientation, creed, religion, cultural heritage, age, disability or military status
5. Agrees to provide learning opportunities at all five system levels and activities for social work students that align with the Lincoln University Social Work Program curriculum, the nine social work competencies, the profession of social work and that enhance the student's learning outcomes.
6. Agrees to identify one qualified staff as the student's field instructor or field preceptor.
7. Agrees to allow the field instructor or field preceptor to have the necessary time to work with and provide the appropriate instruction to the student including one hour of supervision each week.
8. Agrees to make the Lincoln University Social Work Program and the student aware of any safety concerns that may arise in field placement.
9. Agrees to work cooperatively and collaboratively with the Lincoln University Social Work Program to implement the field education program and to continue to assess the nature and quality of field instruction.
10. Agrees to consult with the director of field education and the social work program prior to any arrangements for financial exchange such as a stipend or other remuneration related to the student's efforts during the field experience.
11. Agrees to consult with the director of field education prior to seeking the withdrawal of any student from placement and agrees to share all information clarifying the basis for such withdrawal.
12. Agrees to provide ongoing evaluation of student progress and complete a written competency evaluation based on criteria established by the Lincoln University Social Work Program.
13. Agrees to introduce and orient the student to the agency's mission, structure, policies, and procedures, including those specific policies that must be adhered to and those which dictate information that need to be reported immediately to the field instructor or other agency representative.

Signature

This agreement shall continue until review or termination by either party

Lincoln University	
Program Name: Social Work	Date:
Print Name: Andrea Reynolds	Title: Director of Field Education
Signature:	

Agency	
Agency Name:	Date:
Print Name:	Title:
Signature:	

Appendix D: Student Field Application

**Student Field Application
Lincoln University
820 Chestnut Street
Jefferson City, MO 65101**

The Director of Field Education coordinates field placements for all students and is responsible for securing field education opportunities for students. The process for field placements begins in the fall semester prior to the student starting field in the spring. This application is submitted to the Director of Field Education.

The Application Process

Only students who have been accepted into the BSW program can apply for field placement. Students will submit a completed application to the director of field education. After students submit their application, they may schedule an interview with Mrs. Andrea Reynolds, Director of Field Education at (573) 681-5219. It is recommended that applications may be submitted via email.

A completed application includes:

- Field application form
- Current resume
- Current transcript
- Photocopy of driver's license
- Signed acknowledgement of risks form
- Signed field agreement form

**BSW Field Application
Lincoln University
820 Chestnut Street
Jefferson City, MO 65101**

Name:		Date:	
Address:			
Lincoln Email:			
Cell Phone:			
Other Phone:			
Student ID:			
Information			
Do you have a valid driver's license?	☐ Yes ☐ No		
What mode of transportation will you be using in your field placement?	☐ Bus ☐ Car ☐ None ☐ Other, please specify		
Are you bilingual? ☐ Yes ☐ No	Proficiency level ☐ Beginner ☐ Intermediate ☐ Advanced		

If yes, which language(s).		
Are you willing to accept a field placement that has hours outside of the normal workday?	☐ Yes ☐ No	
Are you planning on working during your field placement? If yes, please indicate days and number of hours.	☐ Yes ☐ No	
Are you planning to be involved in extracurricular activities, either on or off campus? If yes, please list:	☐ Yes ☐ No	
Are you requesting any accommodation under the Americans with Disabilities Act of 1990 at your field placement? If yes, please submit a copy of your accommodation letter to the Director of Field Education.	☐ Yes ☐ No	
Have you had <u>any</u> legal involvement, other than a minor traffic offense, including but not limited to the following:	☐ Drug or alcohol ☐ Tax Fraud ☐ Shoplifting ☐ Loan fraud ☐ Check fraud ☐ Other ☐ Verbal Threats/Assault ☐ Physical Threats/Assault	
Have you ever been convicted of a felony? If yes, please explain:	☐ Yes ☐ No	
Access to Technology		
Do you have access to a computer?		☐ Yes ☐ No
If yes, what operating system you are using?	☐ OS X 10.9 ☐ OS X 10.8 ☐ Mac OS X 10.7 ☐ Mac OS X 10.6 ☐ Mac OS X 10.5	☐ Windows 8 ☐ Windows 7 ☐ Windows Vista ☐ Windows XP
Do you have access to a camera for video conferencing?		☐ Yes ☐ No
Are you willing to utilize video conferencing software available through Lincoln University?		☐ Yes ☐ No
Do you have access to programs for video conferencing, such as Skype?		☐ Yes ☐ No
Do you have access to the following? ☐ Google Docs ☐ Java ☐ Cloud ☐ Dropbox ☐ Moodle ☐ Face Time ☐ Smart Phone ☐ iPhone ☐ Tablet ☐ iPad ☐ Laptop ☐ Nook/Kindle		
How proficient in technology are you?	☐ Basic: includes Microsoft Office	☐ Advanced includes Web

		creation and management
Conflict of Interest/Dual Relationships		
Conflicts of interests, dual relationships, and previous experiences have the potential to impact a student in field placement. It is important that the Director of Field Education be made aware of this information in order to make an informed decision about the best field placement for students. It is the student's responsibility to notify the Director of Field Education who will work with the student around these issues.		
Are you or a close family member receiving (or have received) services from an agency that may potentially be a field placement for you?	☐ Yes	☐ No
Do you have any family members or close friends employed by any agencies that may potentially be a field placement for you?	☐ Yes	☐ No
Are there any significant issues that may affect your functioning at your field placement, such as a death in the family, a recent major life event, and etc.?	☐ Yes	☐ No
Are there any other issues that may affect your performance at your field placement?	☐ Yes	☐ No

Areas of Interest		
☐ Abuse and Neglect	☐ Developmental Disabilities	☐ LGBTQA
☐ Adoption	☐ Domestic Violence	☐ Maternal and Child Health
☐ Advocacy	☐ Employment and/or Unemployment	☐ Parenting
☐ Aging	☐ Family Relationships and Treatment	☐ Parole/Probation
☐ Aids & HIV	☐ Foster Care	☐ Physical Disabilities
☐ Alzheimer's/Dementia	☐ Health Care	☐ Poverty
☐ Behavioral Health	☐ Homelessness	☐ Pregnancy
☐ Child Abuse	☐ Housing	☐ Schools
☐ Child Welfare	☐ Immigration and/or Refugee Issues	☐ Social Justice
☐ Child Protection	☐ Infant Mental Health	☐ Substance Use Disorder
☐ Community Development	☐ International	☐ Suicide Prevention
☐ Corrections	☐ Juvenile Delinquency	☐ Teen Pregnancy/Parenting
☐ Crime Victims	☐ Learning Disabilities	☐ Veterans/Military
☐ Death & Dying	☐ Legislative Issues	☐ Vocational Rehabilitation
Population Preference		

☐ Adolescents	☐ Immigrants/Refugees	☐ Transitional Age Youth
☐ Aging	☐ Individuals	☐ Veterans
☐ Children	☐ Infants/Neonatal	☐ Women
☐ Communities	☐ LGBT	☐ Young Adults
☐ Couples/Partners	☐ Men	☐ No Preference
☐ Families	☐ Mid-life Adults	☐ Other
☐ Groups	☐ Organizations	
Practice/Skill Areas		
☐ Advocacy	☐ Fundraising	☐ Program Development
☐ Assessment & Evaluation	☐ Grant Writing	☐ Rehabilitation
☐ Administration	☐ Legislative/Policy Development	☐ Short Term Treatment
☐ Budgeting	☐ Long Term Treatment (12+)	☐ Work with Children
☐ Case Management	☐ Marketing/community relations	☐ Working with the Courts
☐ Community Development	☐ Multi-professional meetings	☐ Work with Families
☐ Community Outreach	☐ Needs Assessment	☐ Work with Groups
☐ Crisis Intervention	☐ Planning	☐ Work with Individuals
☐ Discharge Planning	☐ Prevention Work	☐ Other
My signature signifies that all the information on this application is truthful and valid. I understand that providing incomplete and/or false information can make me ineligible for a field placement.		
Date	Student Signature:	
Checklist: Please review to make sure your application is completed		
Completed Application	☐ Yes	☐ No
Copy of Current Resume	☐ Yes	☐ No
Photocopy of Driver's License	☐ Yes	☐ No
Signed Acknowledgement of Risks	☐ Yes	☐ No
Signed Student Field Agreement	☐ Yes	☐ No

Lincoln University
820 Chestnut Street
Jefferson City, MO 65101
Student Field Agreement

Please read the following agreement carefully before signing. You will be held responsible for all of these elements. This agreement needs to be signed and each item initialed before you will be eligible to interview and enter your field placement.

As a student applicant for the field placement, I agree to the following:

- _____ Act professionally and ethically.
- _____ Adhere to the Lincoln University Student Code of Conduct.
- _____ Follow the policies and procedures of the field placement agency.
- _____ Authorize the Department of Social Work faculty and Director of Field Education to discuss my learning needs, progress, concerns, and/or other relevant information with other faculty members, Field Instructors, Field Preceptors and/or any other agency contacts person as deemed necessary.
- _____ Disclose fully and honestly information requested by the Director of Field Education.
- _____ Understand that the field placement agency, social work faculty, or I have the right to request reassessment of my suitability to continue in the field.
- _____ Read the Lincoln University Social Work Program BSW Field Manual and be responsible for understanding the information it contains. I will be familiar with all the guidelines, policies, and procedures including but not limited to the following:
 - Securing a field placement
 - Field education requirements
 - Evaluation
 - Field expectations

My signature signifies I agree to the above responsibilities and will adhere to the field policies and procedures. I understand that any violations may result in my removal from my field placement and may impact my ability to complete my BSW program.	
Date	Student Signature:
Date	Director of Field Education Signature:

Lincoln University
820 Chestnut Street
Jefferson City, MO 65101
Acknowledgement of Risks

This information is intended to inform you of potential liability and safety risks that go along with field placement. It is important that you have knowledge about potential hazards, so that you can prepare yourself to minimize these risks. These risks can be minimized with acknowledgement and preparation. It is your responsibility to discuss the policies and procedures of your agency with your field instructor. You will follow your agency's safety precautions to minimize risks to yourself. You are encouraged to develop a safety plan in accordance with your agency policies and procedures.

LIABILITY INSURANCE

Students are required to carry professional liability insurance and will not be allowed to start their field placement until they show proof of insurance. Coverage is available through the NASW Student Professional Liability Insurance Program for a fee. Students may purchase this insurance through NASW at 705 1 Street NE, Suite 700, Washington, DC 20002-4241, <http://www.naswdc.org/>. The Director of Field Education can help with this process. Students are strongly encouraged to start this process early because it may take time to obtain insurance.

AUTOMOBILE INSURANCE AND ACCESS TO A VEHICLE

Many field placements require the use of an automobile for providing services such as home visits and multidisciplinary team meetings. It is highly recommended that the student contacts their insurance company to clearly understand their car insurance policy as it relates to use of your vehicle in field placement. Your insurance company will help provide you with a clear understanding of your coverage. You are encouraged to use agency vehicles as much as possible. The faculty recommends that you not use your personal vehicle to transport clients. Students should also have a valid driver's license before field placement.

HEALTH INSURANCE AND IMMUNIZATIONS

You are strongly encouraged to have health insurance because of the risk of accidental injury or serious illness requiring medical treatment. Lincoln University is not responsible for accidents or injuries that you may incur during their field placement.

Your immunizations should be up-to-date, and you should consider a TB skin test and a Hepatitis B vaccine. You need to contact your Field Instructor to discuss the risk of TB and Hepatitis B as well as other potential health risks that they may be involved with during field placement. You should use universal precautions to prevent the risk of exposure to HIV-AIDS, other blood borne pathogens, and/or any other infections. Please note, some settings will require you to update your immunizations and/or take a TB skin test.

PERSONAL SAFETY

It is important for students to understand that there is a potential risk to your personal safety due to hostile clients, home visits, and/or other situations that may impact your personal safety. When issues of personal safety or the safety of others is a concern, you should discuss this concern with your Field Instructor who should assist them with taking the best course of action. You should minimize the risk to your personal safety. It is acceptable to ask your field instructor or other staff member to be available, accompany, and/or participate when you feel unsafe or uncomfortable. If your personal safety is threatened or they are injured during placement, you will report the incident to the Field Instructor and to the Director of Field Education as soon as possible. If the student is unable to make a report, someone should contact the Director of Field Education.

Students should discuss personal safety risk with their Field Instructor and be knowledgeable of the agency's policy and procedures regarding these issues.

ADDITIONAL AGENCY REQUIREMENTS

Some agencies may have additional requirements, such as a background check or a drug screen. You should ask your agency during the interview process about any additional screening needed. You will be required to pay for this yourself if the agency does not pick up the cost. You will be required to meet the agency requirements before field placement.

I have read the above items and understand that the field practicum does present some risks for me as a student. I understand that not all risks can be prevented. I agree to assume these risks are beyond the control of the university faculty and staff.

I also understand that careful and prudent choices can minimize these risks. I recognize that it is my responsibility to review, understand, and follow the field placement agency policies and practices regarding the risk in field placement. I represent that I am otherwise capable, with or without accommodation, of participating in this field practicum and voluntarily agree to assume all responsibility for any harm which may occur to me while engaging in the field placement.

My signature signifies that I have read, understand, and agree to all the information on this form.	
Date	Student Signature:
	Printed Name of Student:
Date	Director of Field Education Signature:

Appendix E: Employment Placement Application

Employment Placement Application

Student name:

Email:

Phone number:

Semester(s) for proposed field placement:

Agency:

Proposed begin date:

Proposed end date:

Schedule

Work (hours/specific days in which dept):

Internship (hours/specific days in which dept):

Payment arrangement

It is the social work program's expectation that the student and agency will have clarified and differentiated the students' educational and employment responsibilities and related remuneration. These discussions are strictly between the student/employee and the supervisor/agency; director of field education and/or faculty liaisons are not to be involved.

Dual roles

It is the social work program's expectation that the student and agency will have discussed potential dual roles and established communication channels for managing potential conflicts between the role of student learner and that of employee. The director of field education and/or faculty liaisons may provide appropriate guidance and consultation regarding dual roles.

Accrediting requirements

The agency agrees to abide by the Council on Social Work Education (CSWE)'s specific guidelines for placing a student in an internship with their employer. Those guidelines state that the agency agrees to:

Place the student in a role/capacity that engages in social work practice and is separate from their role as an employee.

Provide supervision that is separate from the student's supervision as an employee (e.g., different supervisors for each role); and

Keep separate and apart the hours, duties and roles of internship and employment without overlapping, during the student's scheduled internship hours.

Current Employment responsibilities

Employment (Agency/Department):

Employment supervisor (Name, title, email address, phone):
Employee title (current):
Employment responsibilities:

Proposed internship responsibilities

Agency/Department:
Proposed field instructor (Name, title, degree, email address):
Proposed internship responsibilities:

How the roles and responsibilities of
the current employment and proposed internship differ.
(Be sure and address supervisory chain, client population and location.)

Ways to protect the student's role as learner:

Signed by student:

Signed by field instructor:

Signed by employment supervisor:

Signed by the director of field education: