Greetings from Louisiana State University School of Social Work,

Thank you for your openness in exploring the possibility of becoming an affiliated agency for internship placement of graduate students in the LSU Masters of Social Work Online Program. New and enthusiastic supervisors and agencies are always welcome! Enclosed you will find information relating to supervising students, potential student activities at internship, information about the MSW Online program and affiliation agreement and liability insurance information. If you have any questions, please feel free to contact the Office of Field Education. We look forward to learning more about your agency, the rich learning opportunities your agency can offer our students and the support our students can offer your agency and clients. Thank you so much for considering our students for potential placement with your agency.

Sincerely,

Traci Lilley, MSW, LCSW-BACS
Associate Director and Director of Field Education

Elizabeth Routon, MSW, LCSW
Assistant Director of Field Education

Sarah Backstrom, MSW, LCSW
Field Education Coordinator

Ashleigh Borgmeyer, MSW, LMSW
Field Education Coordinator
Field Education Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work.

Roles in Field Education

Student

Faculty Liaison

Agency

Field Supervisor

Office of Field Education

Roles

Field Education Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work.

Supervisor Requirements:

✓ MSW degree from an accredited CSWE School of Social Work
✓ Two or more years of post-graduate experience
✓ State licensure with no restrictions as required by the supervisor’s state

Faculty member of the School of Social Work, assigned as Instructor of Record, who is ultimately responsible for assigning grades for students' field work, after consultation with Field Supervisor(s). The Liaison will interact and provide ongoing support to the Field Supervisor(s) and students as well as address any field concerns.

Director of Field Education, Assistant Director of Field Education and Field Education Coordinators work collaboratively to place students in internship. The team is available to the student, Field Supervisor(s) and Faculty Liaison as a support throughout the internship.

Provides opportunities for students to engage with individuals, families, groups, organization and communities to meet the Field Education Competencies; supervision through appropriately experienced and credentialed professionals; orientation and training for student.

Engages with student to provide direct oversight and supervision in the agency as the student interns to meet the Field Education Competencies; available to student for consultation and questions; participates in the training of the student through shadowing opportunities and giving feedback; communicate progress to Faculty Liaison through learning plans, evaluations, and phone meetings.

Present as a professional social work student in the agency setting; take responsibility for submitting documents in the expected time frame; responsible for keeping commitments to agency, Field Supervisor, clients and Faculty Liaison; take initiative in seeking advice and consultation from Field Supervisor and Faculty Liaison; stay in compliance with agency and School of Social Work policies and procedures.
Frequently Asked Questions

Is a LCSW, or state licensing board’s equivalent, required to supervise? A LCSW supervisor is required if the student is providing clinical or therapeutic services to clients at internship. If the placement is not clinical in nature, a MSW with two or more years of post-graduate experience can supervise the student.

Can a student have a task supervisor in addition to the MSW or LCSW supervisor? The student can be supervised by a masters level professional of any mental health discipline for daily task supervision and oversight. If the task supervisor is not a MSW, the student must have a MSW or LCSW supervisor to meet with at least one hour weekly, in-person, for supervision.

What are the responsibilities of the MSW or LCSW supervisor? Provide orientation and training on agency policies and safety procedures as well as shadowing opportunities for services and population served; orient student to the ethics and values of the social work profession; ensure student’s daily tasks are assisting the student to meet competencies of the learning plan; available to student for consult on placement concerns or questions; available for meetings with student’s assigned Faculty Liaison and/or Field Office; work jointly with student to complete learning plan and evaluations required by School of Social Work.

Can students conduct home visits independently? If the student is Foundation, they are not permitted to conduct home visits independently. The School requires that Foundation level students are accompanied by a supervisor or other agency staff to participate in home visits. If the student is Advanced, it is our preference that home visits are conducted with a supervisor or agency staff member; however, if the supervisor has assessed the home for safety, student competency level and client need, the student may go on the home visit independently after extensive shadowing and training opportunities.

Can students provide transportation for clients? No, under no circumstances is any student permitted to provide transportation for clients.

Are there required trainings for supervisors? Does the School offer CEUs? There are not required trainings for supervisors. Field supervisors will receive information about program requirements, field manual, learning plans and evaluations via email from the Office of Field Education. CEUs on the topics of self-care, supervision, technology and ethics will be available to current field supervisors.

What are the benefits of having a MSW intern? The School’s goal for students in internship is that they learn social work practice skills while adding to the richness of services offered at the agency. The reciprocity of training and supporting future social work practitioners is very meaningful.

What schedule formats can students complete internship? Students can select either a Block Format (approximately 40 hours/4-5 days weekly over a 4 month period) or Single Format (16-18 hours/2 days weekly over an 8 month period).

Thank you for taking the time to review this information and consider our student. We appreciate your openness to supporting student educational experiences and look forward to the opportunity to work with you in the future. Should you choose to further explore this opportunity, please see the following documents: Field Education Competencies, Memorandum of Understanding with accompanying Certificate of Insurance, Agency Information Form and Student Interview Form.

Please contact the Office of Field Education with any questions.
Goals for Foundation and Advanced Level MSW Students

**Foundation**: Students learn the practice perspectives and frameworks associated with generalist practice—for example, systems perspective, psychosocial, strengths-based and problem-solving approaches. Foundation internship is designed to expose students to the entire field of social work and to the methods of direct work with clients and indirect work with larger systems. Specific tasks are as follows:

- Learn and incorporate social work values and ethics
- Become familiar with responsibilities to clients, agencies, community and profession
- Grasp overall knowledge of the human services delivery system
- Develop beginning skills in problem-solving and decision-making

The above tasks are accomplished through interaction with agency personnel and through observing, analyzing and participating in the activities of the agency delivery service and policy-making systems.

**Advanced**: Students build on the knowledge base created through the Foundation internship to obtain in-depth, specialized practice experience. The Advanced level academic curriculum builds, refines and deepens the practice perspectives and frameworks taught in the Foundation curriculum. Specific tasks are as follows:

- Apply and integrate advanced direct practice theories and skills offered in academic courses
- Cultivate unique style of practice
- Increase the ability to function independently
- Deepen and extend knowledge of the community and skills in program planning, policy formulation, research and evaluation

In summary, after completion of the Advanced internship students must be able to demonstrate mastery of knowledge and skills required to utilize the agency and community resources, policies, networks, and regulations in the process of effecting change with or on the behalf of clients; work to change or challenge systems if necessary to further clients’ interests; be committed advocates of change for client systems and to have high standards of professional decorum and ethical behavior.
**FIELD EDUCATION DEVELOPMENTAL COMPETENCIES CONTINUUM**  
*Adapted from the Council on Social Work Education*

Complete competency requirements can be found in the field manual

The field education competencies for all four required field courses are developed on a skill continuum, and represent a range of skills from foundation knowledge to advance competency to prepare students for master level direct social work practice. The progression is based on a competency developmental model beginning with Pre-Competence (SW7007) then Emerging Competence (SW7008) to Competence (SW7502) and finally Advanced Competence (SW7503) in the following nine major competency areas outlined by Council on Social Work Education CSWE (2015):

“Client” may be defined as individual, family, group, or community.

<table>
<thead>
<tr>
<th><strong>FOUNDATION</strong></th>
<th><strong>ADVANCED</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SW7007/7008</strong></td>
<td><strong>SW7502/SW7503</strong></td>
</tr>
<tr>
<td>The field internship sequence exposes students to a wide variety of social work experiences and allows them to integrate and apply academic coursework in a field setting under the guidance and direction of a field supervisor. The Foundation Internship I and Foundation Internship II courses establish a beginning practice frame of reference for a range of practice fields and settings. They provide practical field experience in developing beginning competence to work with various size systems, individual, family, group, organizations, and communities as well as reinforce the student’s self-identification with the profession. SWSW7007 affords the opportunity for students to develop skills and knowledge to support the programs foundation generalist focus.</td>
<td>The advanced internship sequence expands and deepens the students’ knowledge and professional abilities with respect to the theoretical perspectives, empirical evidence, and practice methods and skills necessary to provide direct social work services to diverse client populations within a range of human service agencies. Building upon the overall framework for direct practice developed in the first year Foundation courses, students will be oriented to a broad range of fields of practice for students to develop mastery of the skills, knowledge and values for advanced competency in agency settings. Advanced Internship I and Advanced Internship II afford the opportunity to prepare graduates to deliver highly professionalized, culturally competent social work services to diverse client populations within a range of practice fields and settings.</td>
</tr>
</tbody>
</table>

### I. Demonstrate Ethical and Professional Behavior Competency

- Ability to make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
- Ability to use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- Ability to demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
- Develop skills in using technology ethically and appropriately to facilitate practice outcomes
- Uses supervision and consultation to guide professional judgment and behavior

### II. Engage Diversity and Difference in Practice Competency

- Ability apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
- Student presents themselves as learners and engage clients and constituencies as experts of their own experiences
- Ability to apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

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

- Ability to apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
- Student engages in practices that advance social, economic, and environmental justice

### IV. Engage In Practice-informed Research and Research-informed Practice Competency

- Student uses practice experience and theory to inform scientific inquiry and research
- Ability to apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- Student uses and translates research evidence to inform and improve practice, policy, and service delivery

### V. Engage in Policy Practice Competency

- Ability to identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
- Ability to assess how social welfare and economic policies impact the delivery of and access to social services
- Ability to apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

<table>
<thead>
<tr>
<th>VI. Engage with Individuals, Families, Groups, Organizations, and Communities Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Student can apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</td>
</tr>
<tr>
<td>- Ability to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VII. Assess Individuals, Families, Groups, Organizations, and Communities Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Ability to collect and organize data, and apply critical thinking to interpret information from clients and constituencies</td>
</tr>
<tr>
<td>- Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies</td>
</tr>
<tr>
<td>- Ability to develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</td>
</tr>
<tr>
<td>- Ability to select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VIII. Intervene with Individuals, Families, Groups, Organizations, and Communities Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Ability to critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</td>
</tr>
<tr>
<td>- Ability to apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</td>
</tr>
<tr>
<td>- Ability to use inter-professional collaboration as appropriate to achieve beneficial practice outcomes</td>
</tr>
<tr>
<td>- Ability to negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies</td>
</tr>
<tr>
<td>- Ability to facilitate effective transitions and endings that advance mutually agreed-on goals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IX. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Ability to select and use appropriate methods for evaluation of outcomes</td>
</tr>
<tr>
<td>- Ability to apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</td>
</tr>
<tr>
<td>- Ability to critically analyze, monitor, and evaluate intervention and program processes and outcomes</td>
</tr>
<tr>
<td>- Ability to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels</td>
</tr>
</tbody>
</table>
I. IDENTIFYING INFORMATION:

Date: ______________________________

Agency: ____________________________________________________________________________

Address: ____________________________________________________________________________

Phone #: _______________________________ Website: ________________________________________

Director of Agency: _______________________________ E-mail: ________________________________

Social Work Supervisor: _______________________________ E-mail: ______________________________

State SW Credential and License # (if applicable): ____________________________________________

II. SERVICES AND PROGRAMS:

A. Agency description:

B. Internship tasks and responsibilities:

C. Supervision (provide structure of supervision available to students):

______________________________________
Signature            Date
INTERNERSHIP ACCEPTANCE FORM

TO:

FROM: Traci Lilley, LCSW, Associate Director and Director of Field Education
Elizabeth K. Routon, LCSW, Assistant Director of Field Education and Child Welfare Coordinator
Sarah Backstrom, LCSW, Field Education Coordinator
Ashleigh Borgmeyer, LMSW, Field Education Coordinator

STUDENT:

COURSE: □ Foundation I (SW7007= 240 Hour)  □ Foundation II (SW7008= 240 hours)
□ Advanced I (SW7502= 240 Hours)  □ Advanced II (SW7503= 240 hours)

Fall ____Spring ____Summer ____ = 480 hours

Please complete the attached Interview Form on the back of this sheet before indicating below what decision your agency has made in regards to the above-mentioned student. Please sign form and forward it to the Field Office by faxing or mailing. Please contact the Field Office if you have any questions or concerns.

_____________ NO, The agency cannot accept the above named student at this time due to insufficient placement slots, or current agency changes/transition. Comment:_____________
_______________________________________________________________
_______________________________________________________________

PLACEMENT INTERVIEW FORM

Date of Interview: ______________

Please evaluate the extent to which the student exhibited the following professional attitudes and behaviors:

<table>
<thead>
<tr>
<th>ITEM</th>
<th>1 Not Done at All</th>
<th>2 Minimally Done</th>
<th>3 Done in an Acceptable Manner</th>
<th>4 Very well Done</th>
<th>5 Done in a superior manner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student was appropriately attired for work in this agency.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Student maintained appropriate eye contact throughout interview.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. Student used appropriate verbal skills throughout interview.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Student demonstrated appropriate nonverbal behavior throughout interview.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. Student articulated goals and interests of agency.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. Student demonstrated awareness and appreciation of diversity of issues.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. Student demonstrated tolerance of and sensitivity to diverse persons and viewpoints.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Louisiana State University School of Social Work**
**Field Internship Office**

**INTERNSHIP ACCEPTANCE FORM (continued)**

**STUDENT:**

__________ **YES**, Our agency will accept and offer a field placement to the above named student.

**LCSW Supervisor:** ______________________________________________________________

Address: _____________________________________________________________

Phone #:____________________________ Email:__________________________

**Task Supervisor (if different than LCSW):** __________________________________________

Address:_______________________________________________________________

Phone #:____________________________ Email:__________________________

**Comments:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

__________ **NO**, Our agency will not accept the above named student because I have concerns about the attitudes and/or behaviors exhibited by this student during the interview process. Please see the completed Interview Form. I understand that the Field Office will share this information with the student.

**Comments:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

_________________________      __________________
Signature                     Date
MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is entered into by and between the Board of Supervisors of Louisiana State University and Agricultural and Mechanical College, herein represented by the Vice Chancellor for Finance and Administrative Services and CFO of Louisiana State University and Agricultural and Mechanical College, and on behalf of the LSU School of Social Work, Baton Rouge, Louisiana, hereinafter referred to as “University,” and __________________________, hereinafter referred to as “Agency.”

It is agreed by the aforesaid parties to be of mutual interest and advantage that the students enrolled in the School of Social Work are given the opportunity for and benefit of practical learning experiences provided by the Agency.

The aforesaid therefore understands that:

I. The Agency agrees to:

1. Provide a planned, supervised program of internship experience which is mutually acceptable to both the University and the Agency.
2. Maintain complete records and reports on each student’s performance and provide written evaluations of each student’s performance to the University at mid-semester and at the end of each semester.
3. Request the University to engage in a joint evaluation of any student whose performance is questionable, whose personal characteristics seem to prevent desirable relationships within the Agency, or whose health status becomes a detriment to the student’s successful completion of the internship.
4. On reasonable request, to permit the inspection of the Agency facilities, services available for internship experience, student records, and such other items pertaining to the Agency program by the University.
5. Designate the name and professional credentials of the person(s) to be responsible for the supervision of interns.
6. Assign an internship supervisor who shall be a person mutually agreeable to the University and the Agency and who shall meet all of the qualifications and requirements to be an internship supervisor of the School of Social Work.
7. Immediately notify the University in writing of any change or proposed changes in the program.
8. Agency shall maintain professional and general liability insurance and workers compensation insurance with the amount of not less than $1,000,000 per occurrence during the term of this Agreement. Proof of insurance shall be provided upon request.

II. The University agrees to:

1. Send the name of each student as soon as possible before the beginning date of the internship.
2. Supply, with the student’s permission, any additional information required by the Agency prior to the arrival of the student.
3. Assign to the Agency only those students who have satisfactorily completed the prerequisite didactic portion of the curriculum.
4. Make available faculty members to discuss with the designee of the Agency the assignment to be assumed by the student in the internship program.
5. Comply with all established policies and practices of the Agency as such policies and practices are made known to the University. The University further agrees that students will be subject to all rules and regulations pertaining to regular employees of the Agency.
6. Notify all participating students that their appearance and performance on duty will be commensurate at all times with the position that they are preparing to assume.
7. University shall maintain general and professional liability insurance and workers compensation coverage in the amount of not less than $1,000,000 per occurrence during the term of this Agreement.
III. It is mutually agreed that:

1. To the extent required by law, the University and the Agency will indemnify, defend and hold each other harmless for and against any and all losses, damages, expenses, or other liabilities including attorneys’ fees, court costs, and related costs of defense, arising from or in any way connected with claims for personal injury, death, property damage or contractual liability that may be asserted against the University or the Agency by any party(ies), which arise or allegedly rise out of action, inaction, or breach by their own employee, student, agent, or representative while in the conduct of the training program or clinical experience.

2. The Agency will assess no fees to the University or students for the use of the Agency’s resources in connection with this training program.

3. The following are the responsibilities of the student(s):
   - Provide and maintain personal health insurance.
   - Follow the administrative policies of the Agency, including confidentiality policies, personnel practices, formal protocol, etc.
   - Provide his/her personal transportation and living arrangements.
   - Report to the Agency on time and follow all established rules and regulations during regularly scheduled operating hours of the agency.
   - Abide by the NASW Code of Ethics.
   - Abide by the Code of Student Conduct, the Graduate School Policies and Regulations, the School of Social Work Handbook, Field Internship Manual and the LSU School of Social Work Bulletin as they relate to professional behavior in field internships.

IV. Terms of Agreement:

1. Either party hereto may, upon giving sixty (60) days written notice, terminate this Memorandum.

2. Revisions to this Memorandum become effective upon approval of the parties hereto through written communication from both parties.

3. This Memorandum shall be interpreted and governed in accordance with the laws of the State of Louisiana. The venue of any action brought with regards to this Memorandum shall be the Nineteenth Judicial District Court, East Baton Rouge Parish, State of Louisiana.

4. The University and Agency shall comply with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and Title II of the Older Americans Amendments of 1975, and all related regulations, and assure that they do not, and will not, discriminate against any person on the basis of race, color, sex, creed, national origin, age or handicap under any program or activity receiving Federal financial assistance. Nothing in this agreement is intended to be contrary to State or Federal laws. In the event of conflict between terms of this agreement and any applicable State or Federal law, that State or Federal law will supersede the terms of this agreement. In the event of conflict between State and Federal laws, Federal laws will govern.

5. Periodic reviews of programs and policies will be conducted under the auspices of the Louisiana State University's Office of Academic Affairs.
6. University acknowledges Agency may/may not be a covered entity under HIPAA. University acknowledges that
the students participating in educational/clinical experiences on the premises of the Agency ("Covered Entity") are
considered "workforce" under HIPPA regulations. It is understood that the Covered Entity will train University
students on its Privacy policies and procedures prior to exposure to Protected Health Information, as defined by
HIPAA regulations. University expects its students to adhere to the Privacy policies and procedures of the Covered
Entity. Should there be any breach of the Covered Entity's Privacy policies and procedures by the student, the
Covered Entity must notify the University faculty for disciplinary action of the student.

7. This Memorandum of Affiliation shall commence on ____________ and shall continue through
_________________. The Memorandum will automatically renew for one additional year unless otherwise
terminated.

BOARD OF SUPERVISORS OF
LOUISIANA STATE UNIVERSITY AND
AGRICULTURAL AND MECHANICAL COLLEGE

AGENCY:

____________________________________  __________________________________
Daniel T. Layzell             Date   Agency Administrator/Director         Date
Executive Vice President for Finance and
Administration & CFO

Recommended By:

____________________________________        _____________________________________
Wesley Church, PhD     Date     Agency Field Supervisor        Date
Director, School of Social Work

_____________________________________
Traci F. Lilley, LCSW       Date
Associate Director & Director of Field Education

This Memorandum of Understanding should be signed and dated by each Agency director
and/or authorized representative and returned to:
Field Office
School of Social Work
Louisiana State University
311 Huey P. Long Fieldhouse
Baton Rouge, LA  70803

MOU Page 3