

Field Placement Manual

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FIELD PLACEMENT

Introduction

Lincoln University and our Department faculty are pleased to provide you with this information and to welcome you as a partner in our student's educational process. We have developed this material to acquaint you with the university, our department, the course offerings, and our field instruction program.

Field placement internships are required for all human service majors during their senior year. Other department majors can elect to take the course. Students gain practical experience, under supervision, in human service areas including child welfare, substance abuse, criminal justice, mental health, and school-based settings.

The field placement experience is crucial to our student's overall growth and development. By working in various agency settings, the students have the opportunity to begin to apply the learning that has taken place in the classroom. It is our conviction that a broader and perhaps more meaningful educational experience happens when students are exposed to the work environment and situations that require them to use themselves effectively.

Our program design is similar to and based on the philosophy and value system of the Social Work profession. We attempt to instill in our students an understanding of our society and the true value of human worth and dignity. Along with this, we stress the commitment involved in choosing careers related to sociology and human services.

We are most grateful to our field placement agencies and supervisors who assist us in meeting the goals of our program by offering challenging experiences for our students and have them essentially learn by doing. We enthusiastically welcome your participation in helping us to design field experiences for our students that are educationally sound and challenging. We are deeply grateful for your support.

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The University

Lincoln University is a premier, historically Black University that combines the best elements of a liberal arts and science-based undergraduate core curriculum and selected graduate programs to meet the needs of those

living in a highly technological and global society. For more information about Lincoln University, including directions to the campus, the University's Vision, Mission, Philosophy, and Statement of goals, see our Web site at www.lincoln.edu.

Departmental Mission

Our mission is to make it possible for graduates to leave our department confident in their ability to help shape a more humane world by putting their disciplinary knowledge to work in the fields of business, human services, law, government, mass media, and other assignments, or by pursuing graduate studies leading to college teaching careers. The programs housed in the department are all designed to provide students with solid understanding of social processes, social institutions, and the linkages between the individual and the larger social reality. They combine the unique contributions and potential of sociology, anthropology, social work, and criminal justice. We consider one source of our strength to be the multicultural diversity of our department, and we seek every opportunity to expand that strength.

In more specific terms, the mission of the department is to prepare students to shape a better world at a time of rapid social change by imparting disciplinary tools and insights that can:

- Help students recognize and appreciate the concept of multiculturalism and diversity in the global era.
- Provide strong exposure to liberal arts education characterized by emphasis on social science research methods, critical thinking skills, and historical consciousness.
- Help students develop knowledge and skills necessary for successful careers in community agencies, government, private employment, and not-for-profit organizations.

The department offers a major in sociology, anthropology, Human Services, and Criminal justice. Graduates of these programs pursue career opportunities in a wide range of settings, including business, government, social services, and the justice system. These degree programs are also designed to prepare students for graduate studies in such areas as sociology, anthropology, social work, criminal justice, and the law.

Field Placement Course Components

Field placement is a requirement for Human services Majors. Sociology and Criminal Justice majors are strongly encouraged to take field placement as an elective.

We view field instruction as an educationally focused agency placement, which is carefully planned and well supervised. It will provide an opportunity for students to test and experience in actual practice what has been learned in the classroom. Through field placement the student is expected to be exposed to a specific agency program or services. It is expected that students will be guided through supervision to develop and refine the knowledge, attitudes, techniques and skills needed to become a productive practitioner in the process of helping other people.

Our field instruction has three components:

1. **Field Placement** - Lincoln students are placed in agencies for two full days each week.
2. **The Field Instruction Lab Course** - students are required to meet two hours weekly for lectures and class discussion where integration of theory and practice to reinforce learning in the field. Focus is on basic helping concepts as they relate to actual practice situation in which students are involved.
3. **Supervision** - Faculty field instructors fulfill the school's administrative role of relating the student

and his responsibility to the agency. Field instructors have units of approximately ten students each. The field instructor provides education, direction, and visits the agencies and the students in their placements.

The faculty field instructor will be available to review and evaluate with agency supervisors the student's learning in terms of school's educational goals and objectives, as reflected in practice and arrive at a grade for student performance.

Overall Goals and Objectives

1. To provide an opportunity for the integration of classroom learning from the curriculum with direct practical experience.
Students will:
 - Integrate theoretical and conceptual information with experiences in the field.
 - Engage in the ongoing process of observation, practice, and reflection in order to learn from experience.
 - Develop general practice skills related to human service delivery including interviewing techniques, data gathering, assessment, intervention, and record keeping.
2. To develop an understanding of human services agencies, programs, and methods being applied in the field.
 - Describe the organizational structure of the agency.
 - Describe and evaluate the strengths and weaknesses of the agency delivery system.
 - Describe the various professionals and their roles within the agency.
 - Describe the methods of assessment and intervention utilized by the agency.
3. To develop an understanding of the individual as well as the target population served by the agency.
Students will:
 - Utilize the bio-psycho-social information that affects the individual.
 - Describe the theoretical frameworks used to understand the individual.
 - Describe and identify the needs of the culturally diverse individuals served by the agency.
 - Utilize the case study methodology in working with individuals.
4. To develop and demonstrate the professional use of self.
Students will:
 - Demonstrate an understanding and utilization of the characteristics of self-awareness.
 - Demonstrate a working knowledge of the various professional roles necessary in practice.

School Expectations of Agency

1. Students should have a sound basic understanding of the organizational structure of the agency. They should be helped to know and to understand the purpose, function, and full-range of services provided, as well as knowledge of the roles and functions of helping persons in the agency.
2. Learning experiences should be well planned, structured, and task oriented. It is essential for the student to have a concrete task at hand in getting started in the agency. From this, then, would come the more abstract experiences like establishing a relationship with client, assessments, and establishing effective treatment interventions.
3. The supervisor will serve as the professional model in the agency for the student. In the development of the supervisory relationship, it is expected that the student will be helped to become aware of the meaning of professional role and personal self. Students should also be helped to know when and how to use

supervision.

4. It is essential to help the student to make a connection in the field with the reality of human problems and human needs that he/she has been reading about in books and discussing in class.
5. The assignments should help the student learn specific skills and tools in interpersonal relations.
6. The student should be helped to learn and to use the network of social welfare services in the community served by the agency.
7. The agency supervisor is expected to schedule regular conferences with the student to review assignments and to discuss progress. Observation of the student's performance in the agency and what has come out of supervisory conferences should form the basis of a final evaluation of the student.

General Procedure for Field Placement

1. Fieldwork hours should range approximately from 9:00-9:30 A.M. to 4:00- 4:30 P.M. depending on the transportation schedule. Any change or adjustment in hours requested must have agency and school approval.
2. Attendance is required; it has no substitute. Experience can only be gained by participating in fieldwork. The school supports the agency in holding students to responsible behavior. When absence from the agency is necessary due to illness or other valid personal reasons, it is the student's responsibility to notify the department and the agency. The agency is asked to assist us by noting any absences. Responsibility for making up missed sessions, including those missed through illness, is the student's in consultation with the agency supervisor.
3. Where the need emerges, or where an interest has developed, students are encouraged to participate in agency activities held on other than field placement days. The supervisor should feel free, also, to suggest that the student attend significant programs, activities, meetings, etc., if it can be arranged, that might provide an added or different learning experience.
4. The department/university is not in a position to provide transportation to and from agency placements. Students carpool when possible. Public transportation is generally not accessible in the immediate areas surrounding the university.
5. During the regular semesters, the practicum class is an important place to learn what is going on in other student placements, as well as an opportunity to look at common problems, and to share individual concerns.
6. Students are required to complete various assignments and reports related to their field experiences. Students are likely to seek assistance from their agency supervisors and/or other personnel.
7. Reports are due as per the report outline.