

## AGENCY APPLICATION

Date \_\_\_\_\_

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

Address of Agency \_\_\_\_\_

City, State, Zip code \_\_\_\_\_

County \_\_\_\_\_

Agency Phone \_\_\_\_\_ Email \_\_\_\_\_

If this is a School placement, please include the District Office information:  
(District Name & Number, Address, City, County, State, Zip code, and Phone number)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Agency is doing business as a (check one)

- |  |  |
|--|--|
| <input type="checkbox"/> Individual                    | <input type="checkbox"/> Real Estate Agent                                   |
| <input type="checkbox"/> Sole Proprietorship           | <input type="checkbox"/> Government Entity                                   |
| <input type="checkbox"/> Partnership                   | <input type="checkbox"/> Tax Exempt Organization (ICR 501{a} only)           |
| <input type="checkbox"/> Corporation                   | <input type="checkbox"/> Trust or Estate                                     |
| <input type="checkbox"/> Not-for-Profit Corporation    | <input type="checkbox"/> Medical & Health Care Services Provider Corporation |
| <input type="checkbox"/> Limited Liability Corporation |  |

Service Areas:

Indicate primary Service area(s). Assign "1" to major area of service, then "2", etc. Number only those which apply. If there are several primary service areas, assign all 1's.

- |   |  |
|---|--|
| <input type="checkbox"/> men's issues               | <input type="checkbox"/> health and illness        |
| <input type="checkbox"/> women's issues             | <input type="checkbox"/> adult protective services |
| <input type="checkbox"/> chemical and alcohol abuse | <input type="checkbox"/> financial assistance      |
| <input type="checkbox"/> child protective services  | <input type="checkbox"/> mental health             |
| <input type="checkbox"/> adoption and foster care   | <input type="checkbox"/> handicaps, disabilities   |
| <input type="checkbox"/> aging                      | <input type="checkbox"/> mental retardation        |
| <input type="checkbox"/> corrections                | <input type="checkbox"/> gender issues             |
| <input type="checkbox"/> schools                    | <input type="checkbox"/> vocational Services       |
|   | <input type="checkbox"/> other (please explain)    |

Population Groups

Indicate which groups are served. Assign "1" to primary clientele, then "2", etc. Number only those which apply. If there are several primary populations, assign all 1's.

- |                                       |   |
|---------------------------------------|---|
| <input type="checkbox"/> children     | <input type="checkbox"/> families                     |
| <input type="checkbox"/> adolescents  | <input type="checkbox"/> women                        |
| <input type="checkbox"/> young adults | <input type="checkbox"/> men                          |
| <input type="checkbox"/> mid years    | <input type="checkbox"/> if no primary group, explain |

\_\_\_\_\_ old adults \_\_\_\_\_

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Provision of Services:

Check all of the following that describe the services in this setting. Assign "1" to the service on which the social work intern spends most of his/her time, then "2", etc. Number only those that apply.

- \_\_\_\_\_ direct work with clients – individually, in groups, in families
  - \_\_\_\_\_ work with community resources in direct provision of services
  - \_\_\_\_\_ work with community resources in developing and improving the service rather than direct service provision
  - \_\_\_\_\_ providing concrete services such as food, clothing, etc
  - \_\_\_\_\_ advocacy
  - \_\_\_\_\_ prevention
  - \_\_\_\_\_ helping clients obtain concrete services such as food clothing, etc
  - \_\_\_\_\_ program development
  - \_\_\_\_\_ program evaluation
  - \_\_\_\_\_ research
  - \_\_\_\_\_ consultation to persons or organizations outside the setting
  - \_\_\_\_\_ fund raising/grant writing
  - \_\_\_\_\_ staff development, training of professionals or para professionals, and continuing education
  - \_\_\_\_\_ other, explain \_\_\_\_\_
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Opportunities for students in this setting

Each setting offers a unique set of learning opportunities. In order for us to have an accurate profile of a particular setting, please complete the following by checking the items according to the instructions for each section.

Check all of the following that apply; number in order, with "1" the most frequently worked with, then "2", etc.

Interventions: Does your social work student work with

- \_\_\_\_\_ individuals                      \_\_\_\_\_ groups
- \_\_\_\_\_ families                              \_\_\_\_\_ organizations
- \_\_\_\_\_ communities

Check all of the following items that apply. Assign "1" to the item on which your social work students spend most time, then "2", etc.

- \_\_\_\_\_ visit clients at their homes
  - \_\_\_\_\_ see clients in agency setting
  - \_\_\_\_\_ work with community groups outside agency setting
  - \_\_\_\_\_ work with community groups in agency setting
  - \_\_\_\_\_ spend time at other relevant settings, such as child welfare workers at a court hearing
  - \_\_\_\_\_ writing reports
  - \_\_\_\_\_ other; explain \_\_\_\_\_
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Check all of the following that apply. Number in order with "1" the most frequent, then "2" etc.

- \_\_\_\_\_ as a member of a professional multi-disciplinary team
- \_\_\_\_\_ jointly with other relevant persons, such as other social workers, para professionals, volunteers
- \_\_\_\_\_ singly

There are opportunities in this agency for learning about policy through (check all that apply):

- staff meetings around interventions with clients
- staff meetings dealing with agency and work issues
- board meetings
- committee work
- other; explain \_\_\_\_\_

The client population served in this agency is composed of diverse racial, cultural and economic groups to the following (check only one):

- under 25%
- between 25% and 75%
- over 75%

Which best describes the work-time arrangements in your agency? (Check only one):

- traditional "8-hour day" scheduling, Mon-Fri., rarely needed other than these times
- primarily assignment is regular hours, occasional work on evenings and weekends
- in addition to regular hours, occasional work on evenings and weekends
- in addition to regular hours, planned work on some evenings
- in addition to regular hours, planned work on some weekends

explain: \_\_\_\_\_

Can you accommodate a student who needs weekend or evening hours?

- yes                       no

Do you offer financial assistance to students?     yes                       no

If yes, describe: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What total number of students from Jane Addams College of Social Work can your agency accommodate?

\_\_\_\_\_ Total number

Indicate number of students preferred at each level

- \_\_\_\_\_ MSW --1<sup>st</sup> Level
- \_\_\_\_\_ MSW – 2<sup>nd</sup> Level

Please indicate to the best of your knowledge at present, who you are recommending to serve as field instructor(s) for this academic year. Put an "N" beside those who are new to field teaching.

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Additional:

In order to capture a more complete sense of your agency, please write on a separate sheet a brief narrative covering any unique feature of your agency important to field instruction, highlighting your philosophy and values, your primary purpose or function, and any preference for specific interventive approaches. If you have particular requirements of a student covered in the above, please describe. Please comment on the types of learning opportunities available for students. Add anything relevant to your agency not covered above.