AUGSBURG
UNIVERSITY

**Master of Social Work
Program**

**FIELD WORK
MANUAL**

2022-2023

**2211 RIVERSIDE AVENUE, CB 51
MINNEAPOLIS, MN 55454
Main office (612) 330-1189
FAX (612) 330-1493**

Revised 02/14/2022
© Augsburg University

PREFACE

To facilitate the success of the field experience for students, field agencies and field instructors, this manual guides MSW field activities at Augsburg University. Students, field faculty, and agency field instructors are invited to review this manual. It should answer most questions pertaining to field placements and will guide the MSW Field Director and the MSW Program Director in making decisions. Included in this manual are policies and procedures related to the Field Placement, as well as relevant forms that have been approved by the Department of Social Work Faculty.

CONTACT INFORMATION:

Erin Sugrue, PhD, LICSW
MSW Field Director
sugrue@augsburg.edu
612.330.1551

FIELD WORK EDUCATION AND FIELD PLACEMENT

Social work education is not merely classroom based. Through the field experience, we expect that students will be able to demonstrate their aptitude in bridging theory and practice. The foundation of students' practice includes:

- Ethical, competent, professional practice
- Problem solving within a systems framework and strengths perspective
- Use of advanced practice theories in Multi-Cultural Clinical Practice (MCCP) or Multi-Cultural Macro Practice (MCMP) settings
- Evaluation of the effectiveness of practice activities
- An understanding of, and respect for, diverse peoples and cultures
- Responsibility and service to the broader community in the interest of social justice
- A commitment to oppose oppression.

We recognize that the field placement (sometimes called the field practice), in combination with the field work integrative seminars, is the arena for the application of this philosophy. It is our belief that the collaborative efforts between the student, the field agency, and the MSW program are essential.

FIELD PLACEMENT SETTINGS

Field placements are not only the basis for sound social work curriculum, but also are long-remembered. The primary goal of the field faculty at Augsburg is the success of each student in a stimulating and challenging field placement. Our current list of approved field sites includes agencies in areas of practice such as:

- Administration
- Advocacy
- Aging/Gerontology
- Alcohol, Drug, or Substance Abuse
- Child Welfare
- Community Organizing
- Community Planning
- Developmental Disabilities
- Domestic Violence or Crisis Intervention
- Family Services
- Group Services
- Health
- Housing Services
- International (Immigrants, Refugees)
- Mental Health of Community Mental Health
- Military Social Work
- Program Evaluation
- Public Assistance/Public Welfare
- Occupational
- Rehabilitation
- School Social Work
- Social Policy
- Other

COUNCIL ON SOCIAL WORK EDUCATION STANDARDS

All activities related to field instruction, like other parts of an MSW education, are governed and monitored by standards established by the Council on Social Work Education (CSWE). The following criteria that guide field placements at Augsburg were developed to adhere to CSWE's Accreditation Standards.

1. The MSW program's Field Director will facilitate the placement of a student in a field agency. The field placement must have a clearly designed educational experience for the student.

2. The MSW Field Director and the field agency shall engage jointly in selecting field instructors.

3. The field faculty and field instructor will jointly assess the student's ability and progress, but the field faculty will assume responsibility for final decisions on educational matters including final grading.

4. The field placement must provide a qualified social work field instructor who has adequate time for student supervision and adheres to Augsburg's curriculum requirements.

5. The field agency agrees to provide appropriate space, supplies and facilities for the student.

6. The field agency and field instructor must clearly differentiate between expectations for employees and learning assignments for students.

7. The MSW program is responsible for assigning field faculty to teach the field seminars, visit the field agencies, and coordinate and monitor the field learning assignments.

8. If the student is seeking a field placement in their current place of employment, this process must be started (and approved by the MSW Field Director) prior to starting the field placement. Students interested in exploring this possibility should schedule an appointment with the Augsburg MSW Field Director.

FIELD PROGRAM DESCRIPTION

In an attempt to ensure a quality and successful placement and to adhere to the Council on Social Work Education requirements, the social work department at Augsburg University has developed the following field work requirements for the MSW program.

Field Instruction Requirements

Field Placement Schedule, Duration, & Hours:
Field placements occur concurrently with field seminar instruction. In this way, theory and practice learned in the classroom will be applied and reinforced in the field. The student, field faculty, and field instructor have the responsibility of negotiating a schedule that will allow the student to complete the required minimum number of hours and length of placement.
- **420 minimum hours first/foundation year students**
- **500 minimum hours second/concentration year students**.
- **Augsburg students may not intern more than 24 hours per week**. In this way, students are able to fully avail themselves of the student role and academic responsibilities.
- **Orientation/training may count toward required field hours.**
- **Field placements may not start prior to August 29, 2022.**
- **Field placements may not end prior to April 14, 2023**

Supervision:
The Council on Social Work Education (CSWE) accreditation standards (EPAS, 2015; see M2.2.9) requires that **students receive supervision from a field instructor with an MSW degree from a CSWE-accredited program and have two years of post-graduate social work practice experience**. Social workers in exempt settings for Minnesota social work license do not need a social work license to be a field instructor. Per the Board of Social Work (BOSW), social workers in positions that require a license under state law must hold a current social work license to be a field instructor.
- **Field instructors may hold an LGSW, LISW, or an LICSW to supervise MSW interns**. An LICSW is NOT required in order to supervise clinical concentration placements.
- Students must receive a minimum of **one hour of supervision per week**.
- Task supervisors, who provide day-to-day supervision but are not licensed social workers, may provide up to **two hours of field instruction in a 4-week period**. The other two hours must be provided by the field instructor.
- Both the MSW field instructor and the task supervisor should participate in the student's evaluation process and sign off on the evaluation document.
- Neither Augsburg University nor Augsburg students are permitted to provide monetary compensation in exchange for supervision.

Field Seminars:
An integral part of field experience is the on-campus field seminars. These seminars are for-credit courses that meet in-class and online throughout the semester. They integrate theories,

knowledge and skills learned in the classroom through discussion of issues encountered in the field experience.

Students cannot be exempted from a field practicum because of prior life or social work-related experience. There are no exceptions. Students who wish to transfer field instruction credits from an accredited graduate school program from another college or university must make the request in writing to the MSW Program Director of the Social Work Department.

FOUNDATION YEAR (GENERALIST) PLACEMENT

The foundation year placement **(minimum of 420 hours)** is a generalist placement that must last from September to the end of April (or the end of the second semester) and can extend into Summer Session I. Such a placement allows the student to utilize the problem-solving approach to systematically intervene with individuals, families, or groups, drawing upon a range of theories while maintaining a focus on both private issues and social justice concerns. The student's awareness and respect for professional ethics and active identification with the profession of social work will be enlarged through the field seminars. This group experience also provides mutual support for the field experience among its members, critical for the professional life of social workers. As with all courses, these seminars are required of students for graduation.

CONCENTRATION YEAR PLACEMENT

Students in their concentration year must satisfactorily complete a field placement (**minimum of 500 hours**) and their field seminars. The field placement must last from September to the end of April, and can extend into Summer Session I. Concentration year field seminars provide opportunities for advanced, professional experience in a setting that supports the student's chosen concentration. The concentration year focuses specifically on implementing theory-based strategies for change in both the MCCP and MCMP concentrations. Students in both concentrations are required to complete a series of written assignments that encourage the linkage of theory and practice.

DUAL TRACK MSW/LADC PLACEMENT

Students who are pursuing the dual MSW/LADC are required to complete a dual placement (**minimum of 880 hours**) during their concentration year. The field placement begins in late August or early September and will extend into Summer Session I or II. The first 500 hours of this placement count for both their MSW and LADC required internship hours. The final 380 hours are required for the LADC only. During the first 500 hours of the dual placement, the student must engage in activities that meet both the requirements of the MSW clinical field placement and the LADC internship and receive supervision from both a licensed social work (LGSW, LISW, or LICSW) and an LADC. During the final 380 hours of the placement, the student is only required to receive supervision from an LADC. Supervision may be provided by a single

supervisor who holds both a social work license and an LADC or by two supervisors, one holding the social work license and one the LADC.

<h1 style="text-align:center">SELECTION OF FIELD SETTINGS AND FIELD INSTRUCTORS</h1>

Field Setting Criteria:

1.   Must have a sound community reputation and a responsible administration, an active commitment to social justice and social change, and provide services related to the needs of its service community

2.   Must provide evidence of willingness and capacity to provide for an advanced student placement in terms of physical resources, receptivity of staff to student learning and growth, and the designated field instructor must be qualified per the field instructor criteria

3.   Must conceive of the student placement in a manner sufficient to provide the student with a breadth and depth of experience necessary to engage the theories of social work practice, enhancing the student's opportunity for the development of the advanced professional

4.   Must demonstrate the ability to provide students with exposure to cultural, racial, gender, disability, class and sexual orientation diversity among its clients and client issues

5.   Must be free of sanctions imposed by the NASW, and other professional organizations and governmental agencies

6.   Must provide staff as field instructors with sufficient time and resources necessary to perform the required student instruction and supervision of a minimum of 1 hour per week per student

7.   Must provide appropriate student work space and reimbursement for expenses based on a policy that is consistent with the agency's policy for regular employee

8.   Must allow student opportunity to evaluate their practice

Field Instructor Criteria

Field instructors must have an MSW degree from an accredited program plus two years of post-graduate professional practice experience. The field instructor must be licensed. (Refer to page 7 for more information.) The field instructor must demonstrate a positive identification and commitment to the values of the social work profession and an appreciation for a graduate social work education. The field instructor must evidence competence in their practice skills sufficient to support their role as field instructor. The field agency must make an adjustment in the work assignments of the field instructor to allow for sufficient time for the tasks of a field instructor.

In rare instances, the requirement of an MSW degree from an accredited program may be waived for the field instructor - particularly when the agency is serving a diverse new

population, developing a new area of social work practice, located in a rural area, or the field instructor was licensed by the Minnesota Social Work Licensing Board through the grandparent clause. In such cases, field instructors with advanced degrees in related fields may be approved by the MSW Field Director. The student may not commit to the placement until the MSW Field Director has spoken to the prospective field instructor and reviewed their resume and approved the supervision arrangement.

Field Student Placement with External Field Instructors

Some students may be placed in an agency that does not have a qualified field instructor. In this case, students may be assigned an on-site task supervisor and an external field instructor, i.e. a field instructor that is not a regular or contracted employee by the field agency. These external field instructors are recruited and assigned by the MSW Field Director.

For a field student to be assigned an external field instructor, several requirements must be met.

1) The appropriate administrative staff at the field agency and the task supervisor must agree to the external field instructor.
2) The external field instructor must have the requisite knowledge, experience and licensure of agency-based field instructors. Thus, in the MSW program the external field instructor must have at least a current LGSW social work license and have two-years post-MSW experience.
3) The external field instructor must meet with the field student at least one hour per two weeks.
4) Finally, the external field instructor must be involved in the initial, mid-term and final meetings with the student, the task supervisor and the field faculty liaison.

<h1 style="text-align:center">ROLES AND RESPONSIBILITIES</h1>

The field agency provides the contextual learning environment for students.   The student learning experience is a collaborative effort with the student, field instructor, field faculty, and MSW Field Director. Following are the responsibilities of students, field agency and instructor, field faculty, and Field Director for the field experience:

Student responsibilities:

1. Adhere to the requirements of the Handbook and class syllabi
2. Attend student field orientation, consult with faculty, including MSW Field Director, in process of decision-making regarding selection of a potential field setting, interview with potential field instructors regarding the placement, and submit appropriate paperwork
3. Develop a Student Learning Agenda and Assessment form in consultation with the field instructor and field faculty
4. Adhere to the principles and ethics of the social work profession, as well as the policies and procedures of the agency
5. Follow through on all assignments of the agency, demonstrating appropriate initiative and requesting assistance when needed
6. Attend the field work seminars, completing assignments in a timely manner, respecting and participating actively, responsibly and with confidentiality (missing more than three classes in the two-semester yearlong sequence will result in a failing grade)
7. Seek feedback on professional actions and judgments from field instructor, co-workers, and peers
8. Evaluate the agency and the field seminar at the end of the placement
9. **Make a copy of the "Student Evaluation of Field Experience" and the " Student Learning Agenda and Assessment " for own records prior to submitting originals to field faculty**

Field Instructor (at the agency) responsibilities:

1. Provide student a minimum of one-hour field instruction weekly; with permission from MSW Field Director, a task supervisor can assume two hours of field instruction per four-week period
2. Arrange for agency to provide for student's office space, desk space, necessary privacy for interviewing, adequate recording facilities, mileage and other incidental job-connected expenses consistent with agency policy for regular employees
3. Provide an overview orientation of the agency to the student which includes its major functions
4. Clarify professional liability and insurance coverage for student
5. Define specific student roles and responsibilities within the agency
6. Assist student in becoming a part of the agency including attendance at and participation in staff, board, and community meetings
7. Share knowledge and teach skills necessary for student to carry out duties of the position, and supervise completion of assignments according to agency and professional standards
8. Facilitate the development of the student's ability to link theory to practice

9. Provide student with duties and responsibilities of increasing difficulty, challenge and autonomy as appropriate and as student grows in skills, knowledge and practice ability
10. Facilitate student's evaluation of their practice
11. Evaluate student's abilities and progress, recommend a grade, and verify completion of student hours in the field
12. Participate with student, field supervisor, task supervisor (if relevant), and field faculty in field evaluation visits (initial, mid-year, and final visits).
13. Participate with student and field faculty in in-person field evaluation visits (minimum of 3 contacts per year; the initial field visit must be in person – the mid-term visit may be virtual/by phone, if needed for adjunct faculty)
14. Attend new field instructors' orientation
15. Keep field faculty informed of any concerns, issues or problems in relation to the student's field experience
16. In the event that field supervisors need to conduct **remote supervision**, please keep in mind the need to use HIPAA compliant software to maintain client confidentiality during supervision. Currently, Skype, Google Hangouts, and FaceTime are not considered to be HIPAA compliant. Unless an organization has purchased an add-on to ensure compliance with HIPAA, Zoom is not HIPAA compliant. HIPAA approved platforms include the following:
    - [Zoom for Healthcare](#)
    - [RingCentral for Healthcare](#)
    - [GoTo for Healthcare](#)
    - [VSee](#)
    - [doxy.me](#)
    - [SimplePractice Telehealth](#)
    - [Thera-LINK](#)

Task Supervisor (at the agency) in consultation with Field Instructor responsibilities:

1. Can provide two hours of supervision per four-week period
2. Conduct work with student per field instructor's guidance. This work might include:
   a. Provide overview orientation of the agency to the student which includes its major functions
   b. Define specific student roles and responsibilities within the agency
   c. Assist student in becoming a part of the agency including attendance at and participation in staff, board, and community meetings
   d. Share knowledge and teach skills necessary for student to carry out duties of the position, and supervise completion of assignments according to agency and professional standards
   e. Facilitate the development of the student's ability to link theory to practice
   f. Provide student with duties and responsibilities of increasing difficulty, challenge and autonomy as appropriate and as student grows in skills, knowledge and practice ability
   g. Facilitate student's evaluation of their practice
   h. Keep field instructor and/or field faculty informed of any concerns, issues or problems in relation to the student's field experience

Field Faculty (Augsburg field seminar professor) responsibilities:

1. Confer with field instructor and student at the field agency at least three times per two semesters, to establish learning assessment and conduct mid-term and final student evaluations
2. Review objectives for the field learning assessment ensuring that it reflects theories and methods presented in the classroom & addresses the development of advanced social work practice skills
3. Conduct field seminar classes
4. Be available to field students and field instructors for consultation
5. Assign and grade field seminar assignments
6. Assign field grades

Augsburg MSW Field Director responsibilities:

1. Develop and approve placement sites per CSWE accreditation standards and the NASW Code of Ethics
2. Inform students of placement requirements and assist them in obtaining a placement
3. Approve or deny students' placements per CSWE standards and the NASW *Code of Ethics*
4. Maintain oversight of student placements
5. Respond to student, field instructor, and field faculty's requests
6. Maintain updated field materials
7. Hosts the field appreciation luncheon
8. Plans field orientation programing
9. Plan and provide educational opportunities (CEU workshops) to field instructors

Augsburg Social Work Program Coordinator (field assistant) responsibilities:

1. Coordinate details for field orientations, field appreciation lunch, and CEU workshops
2. Co-hosts and coordinates Field Fair
3. Maintains IPT (Intern Placement Database) & troubleshoots IPT login issues.
4. Maintains student learning agenda recordkeeping & troubleshoots Google Doc technology issues.
5. Maintains records for subsequent year agency MERC grants.
6. Provide support to MSW Field Director and Field Program as needed

THE SELECTION OF A FIELD PLACEMENT

Students will be provided a list of approved agencies from which they may select a field placement. Should the student consider an agency not on the Augsburg list of field placements, the student's proposed placement must be discussed with the MSW Field Director **prior to the student or field agency making any arrangements or commitments**. The MSW Field Director will approve of all potential MSW field sties.

Overview of Field Placement Selection

The process for selecting a field placement for any academic year (Fall semester through Spring semester) is completed in the previous Spring semester. This process is completed in collaboration with the Twin Cities consortium (University of Minnesota, the University of St. Thomas, St. Catherine University, and Saint Mary's University). In this consortium, all of the area schools work together using the same field placement timeline. It is imperative that all students respect this timeline, as not doing so reflects poorly on Augsburg as an institution.

Students are required to attend a field orientation prior to beginning the field placement search process. The field orientation contains valuable information that assists students in avoiding costly and time-consuming problems. It is important for students to attend a field orientation and complete all necessary paperwork promptly during the spring months prior to the academic year in which they will be doing their field internship. Not adhering to the guidelines or timelines may significantly restrict your field placement opportunities. Any information or news sent to students during the summer prior to a student's field placement will be communicated to students via *augsburg.edu* emails.

The dates of the Metro and Non-Metro Field Orientations are shared via *augsburg.edu* email, and/or in the admission confirmation letters sent to new MSW students. The dates of these orientations are also posted on the IPT website and MSW Resource Board in Moodle.

There are several opportunities throughout the process to consult with the MSW Field Director. If you have questions or concerns, please consult with the MSW Field Director sooner rather than later. Because the faculty person assigned MSW Field Director duties has other teaching and academic responsibilities, they may not be able to respond at a moment's notice.

Field Placement Procedures

1.   Attend the student field orientation session. If the student cannot attend, it is the student's responsibility to alert the MSW Field Director and schedule another time to meet.

2.   Attend the on-line spring Field Fair jointly sponsored by the University of Minnesota, the University of St. Thomas, the University of St. Catherine, and Saint Mary's University of MN, if seeking a metro area placement (metro is defined as all agencies within Anoka, Dakota, Hennepin, Ramsey and Washington counties). Students will receive notification of the date and time of the field fair and instructions on how to access the agency information sessions.

3. Consult approved list of MSW field placements for Augsburg students found through online database, IPT (www.runipt.com). If the agencies on the list do not meet the student's needs and/or the student has another possible placement idea, contact the MSW Field Director. _This step must be taken prior_ to the student contacting the desired field agency or field instructor. **Students are responsible for obtaining their IPT log in information, as they will need this throughout the field placement process**.

4. Students should select agencies to interview that will support their personal and professional goals. Second year students must select a field placement within their concentration. Students should relate to the field agencies in a conscientious manner as they are not only representing themselves, but Augsburg University.

5. Arrange an interview with the field placement supervisor. Note that field placement interviews for fall are held in conjunction with the University of Minnesota, the University of St. Thomas, St. Catherine University, and Saint Mary's University of Minnesota in the prior spring. **There are restrictions on what dates contact can begin and end with field agencies.** Students will receive information from the MSW Field Director alerting them to the interview date span. Field agencies are aware of these guidelines and not adhering to them may adversely affect the student's chances of acceptance since field agencies have asked for these date restrictions to limit their inconvenience.

6. Students are responsible to arrange interviews with agencies of interest, **but this should NOT occur before the agreed upon dates per the Twin Cities consortium (please note that these dates are set annually)**. A contact person for each agency is listed in IPT. It is important to follow the directions as listed in IPT on how to contact the agency. All agencies list their preferred method of contact and many agencies do not want phone calls and/or do not want students to directly contact potential field instructors. Most agencies prefer an emailed cover letter and resume. An interview with the potential field instructor might include: 1) student and field instructor expectations; 2) specific student assignments and tasks in the field placement; 3) time commitment and possible schedule; 4) amount and type of supervision by the field instructor; and 5) how well the placement can support the student's professional growth and development.

7. Once all interview(s) have been completed, the Google form entitled **STUDENT CHOICE OF PLACEMENT FORM** (distributed via email after placement orientation) must be completed**.** Shortly after the form's due date, the field directors in the Twin Cities consortium meet to match the students' agency choices to the agencies' student choices based on rank order, respectively.

8. Once the matches have been made:
   a) Students **with a match** will be alerted to their field placement assignment via their augsburg.edu e-mail;

b) Students **without a match** will be alerted via their Augsburg.edu email and notified of additional agencies that they can interview with.

9.   Once the field instructor, student and MSW Field Director have agreed to a field placement, all students are required to complete the Field Assignment Form (Appendix A). The completion of this form will formalize the student's intent to accept a field placement at the particular field agency. If problems arise and the student cannot adhere to this agreement, the student must contact the Augsburg MSW Field Director and Field Instructor as soon as possible.

10. Field placements must be secured **by July 31st,** prior to the beginning of the semester in which the student is enrolled in Field Seminar.

11. Securing a field placement cannot be ensured by the Field Director or Augsburg's MSW program. If a placement cannot be secured by a student, it may/will affect the student's continuation in the MSW program.

12. Once a field placement has been accepted, this is an agreement/contract for the entire academic year. ***Students cannot change their field placement mid-year.***

Although this process may seem cumbersome, experience shows that following these procedures and adhering to pertinent dates makes the student's life less harried, the placement process more enjoyable, and enhances the student's chances of securing an educationally sound placement.

It is recommended that students interview at enough agencies to optimize the possibility of a match. The MSW Field Director does not, and cannot, guarantee a particular agency or placement type. In any given year, a student may not get placed at a preferred site.

No Offer of Field Placement

Field agencies have the right to refuse a student based on a criminal background check. If a student is not offered a placement at any agency, the student will be referred to the MSW Director. A student cannot obtain the MSW degree without completion of the requisite number of field hours at an approved field placement site.

EMPLOYER AS FIELD PLACEMENT SITE

One of the goals of the Augsburg MSW Program is to offer the student a graduate experience that broadens their knowledge-base and breadth of experience. To achieve this goal, we **strongly** *recommend students choose field placements at* **agencies other than one in which they may be an employee**. That said, some students wish to be placed at their agency of employment. The following guidelines have been adopted to facilitate this circumstance *prior* to the start of a field placement.

Agency responsibilities:

1.   Agency to provide educationally focused learning opportunities, roles and responsibilities that are different from the student's regular job.
2.   Student's assignments must differ from those associated with employment.
3.   Student must be given time from regular work duties to meet requirements of learning agenda.
4.   Evaluation of student's field practicum is the responsibility of Agency Field Instructor and Field Faculty.
5.   Evaluation of student's performance as agency employee is responsibility of agency administration.
6.   Agency Field Instructor (one who supervises and evaluates practicum) must not be a peer, a close, personal friend and must be someone other than workplace supervisor (one who evaluates work performance).
7.   Agency and field instructor are expected to meet the same criteria as is laid out in the MSW Field Work Manual.

Student responsibilities:

1.   To submit a signed proposal which includes the following:
    a)   A current job description and a description of roles and responsibilities during the proposed internship
    b)   Names of current employment supervisor and proposed field instructor
    c)   Current employment hours and proposed internship hours
    d)   Address of employment and internship locations
    e)   Description of population served in employment and field placement;
    f)   A declaration (and reassurance) that clients served in employment are different than those served in the internship (to minimize the potential for a conflict of interest, NASW *Code of Ethics* 1.06f)

Augsburg University responsibilities:

1.   To monitor and evaluate practicum to maintain focused learning contract.
2.   Ongoing clarification regarding differences between work and practicum assignments.

If you wish to have your place of employment be the same as your field work placement, you must complete a detailed application (per the responsibilities above) which shows how each of

the criteria will be met. This application must be discussed, reviewed, and approved by the MSW Field Director. ***Applications will only be considered prior to the start of (not during) the academic year.*** The employer as field placement site application may be found in Appendix H.

EVALUATION COMPONENTS

Evaluation of Student Performance

At its best, the evaluation of the student is an ongoing and dynamic process wherein the student and field instructor meet regularly for feedback and analysis of the student's practice. The field faculty has regular contact with the student in the field seminar and has formal contact with the student and field instructor three times. Although other activities may take place, the primary goal of the first meeting is to formalize the learning assessment, which contains the learning objectives. The other two meetings between the student, field instructor and field faculty coincide with the mid-term and final evaluation of the student.

The evaluation of the student is based on the practice behaviors within the Student Learning Agenda and Assessment (see Appendices B, C, & D) and completion of assignments in the field seminar. The Student Learning Agenda and Assessment provides feedback from the field instructor, in consultation with the student, regarding how well the student has done by the end of the term and to what degree the practice behaviors have been demonstrated.

This form is submitted as part of the required field instruction, is placed in the student's permanent record, and becomes the property of the social work department of Augsburg University. **We cannot ensure that these documents will be accessible for all students, thus students should keep a copy for themselves, in addition to the original collected by the field faculty**. Student records are open only to the student and to the faculty members for educational purposes. Records may be used to verify details of placements when inquiries are made by the Board of Social Work Licensing. No material may be taken or used from the student's file unless there is written permission from the student.

Student Evaluation of Field Experience

To provide feedback to both the field instructor (if the student chooses to share) and Augsburg's field staff, students are expected to complete an evaluation of their field experience at the end of their placement and after the completion of their final evaluation (see Appendix F).

Student Evaluation of Field Seminar

At the end of each semester course, evaluations of the field seminar are available to the students on-line. Students are asked to evaluate the field seminar and instructor. The student responses regarding the field seminar and instructor are aggregated and distributed to the Chair of the Social Work Department and the individual field faculty for review in the next semester.

GRADING POLICY

Field seminar grades are the responsibility of the field faculty. Field instructors complete an evaluation form for each student at the mid-point and end of field placement on which they recommend a pass or no credit grade. The field faculty then takes the field instructor's recommendation into consideration in determining the student's final grade. The final grades for the field seminars are based upon the numeric grade earned in the field seminar course and successful completion of the field practicum. Effective Fall 2017, Augsburg University changed from a numeric to a +/- letter (A-F) grading system. The following, subject to change, represents the criteria for grading:

A = 96-100

A- = 92-95.99

B+ = 88-91.99

B = 84-87.99

B- = 80-83.99

Everything below 80 (B-) is considered a failing grade.

N   No credit; does not meet minimum passing standard; student referred to MSW Director for Level III review.

W   Grade given when course is dropped

I   Incomplete grade given in case where student is unable to complete course requirements for reasons beyond the student's control. Must complete by end of the following term.

X   Given by the instructor to indicate that the study (Field Placement or Independent Study) is extended. A final grade will be issued at the end of the term in which the work is completed and evaluated (but not longer than one year from the term in which the X was given).

PLACEMENT DIFFICULTIES

If a problem develops in the field placement, the student and field instructor are encouraged to speak to each other regarding the concerns. If the student does not feel comfortable speaking to their field instructor, the concern should be raised with the field faculty and/or in the field seminar group. If the problem is not resolved to the student's satisfaction, the field faculty should schedule a meeting with the field instructor and student. At the meeting, a plan regarding how to resolve the issue should be devised, written out and approved by the field instructor, student, and field faculty. ***The field faculty should alert the MSW Field Director regarding any field concerns via email***.

If the issue cannot be resolved, the MSW Field Director will become involved. A student **may not** discontinue a placement without following the above steps unless the concern is sexual harassment or discrimination. In that case, the field manual steps for those issues should be followed (see those sections below).

EARLY TERMINATION OF PLACEMENT

If field placement difficulties cannot be resolved, the student and field faculty **should immediately notify the MSW Field Director**. If a request is made to terminate a placement, this request should describe the reason(s) for the request and the steps taken to resolve the issue. Unless the student has violated the NASW *Code of Ethics*, the MSW Field Director will review the request and communicate one of two decisions to the agency and student: 1) the student can seek a new placement; or 2) efforts to resolve the problem will be continued with the MSW Field Director, field faculty, field supervisor, and student. If the student has violated the *Code of Ethics*, the MSW Field Director will forward the information to the Chair of the Department for review.

In the rare event that a new field placement can be secured, the student may be required to complete the total number of hours (required in a given year), or a significant number of additional hours, at the new placement. Thus, **students should not assume that they can credit the hours spent in the terminated field placement to the next**.

If a placement is terminated, there is no guarantee that a new field placement can be secured for the remainder of the academic year. **In these cases, students will need to withdraw from their field seminar and will have to wait until the next academic year to seek a new placement**.

STUDENT GRIEVANCE PROCEDURE

1. In the case of dissatisfaction related to field supervision or behavior of field colleagues, the student has the right and responsibility to bring the grievance directly to the field faculty, who is to give proper consideration of the matter and to involve the MSW Field Director as appropriate. The student may also wish to consult with her or his academic advisor.

2. If the grievance is not resolved to the satisfaction of the student, with the help of the academic advisor, she or he may present the grievance directly to the MSW Director and the MSW Field Director who then will confer with the student and the field faculty and the field instructor. The student has the right to invite a representative to participate in the conference.

3. If a grievance is between a student and the MSW Field Director, the student should bring the grievance directly to the MSW Field Director. If satisfaction is not attained, or if the student is not comfortable bringing it directly to the MSW Field Director, the student may bring the grievance to the MSW Program Director. If satisfaction is still not attained, the student may bring the grievance to the Social Work Department Chair.

4. If after exhausting the above remedies the matter has not been resolved, the final recourse available to the student is to take the matter to the Dean of Students at Augsburg University.

See the Augsburg Student Guide (http://www.augsburg.edu/studentguide) for information on the appeal process. If a student is considering filing a formal grievance related to field supervision or behavior of field colleagues, the student should discuss their concerns first with their field faculty and the MSW Field Director. Some examples of disputes that might be salient to field are: 1) awarding a grade inconsistent with a student's performance; 2) faculty frequently late or missing class without mutually agreeable rescheduling; 3) failure to provide a syllabus or course objectives; 4) failing to schedule or keep field appointments.

NON-DISCRIMINATION POLICY

It is the policy of Augsburg University not to discriminate on the basis of race, creed, religion, sexual or affectional preference, national or ethnic origin, age, marital status, sex, status with regard to public assistance, or disability as required by Title IX of the 1972 Education Amendments or Section 504 of the Rehabilitation Act of 1973, as amended, in its admissions policies, education programs, activities and employment practices. This commitment extends to the selection of field sites. Field agencies are expected to not tolerate any form of discrimination by any agency employee or representative of the student.

DISABILITY ACCOMMODATION POLICY

Students who have ADHD, a mental health disability, a learning disability, a physical/sensory impairment, a chronic health condition, are on the autism spectrum, or have another disability, can consult with the Augsburg CLASS Office to explore reasonable accommodations and

support for your field placement experience. Below is the procedure for requesting MSW Field Placement Accommodations:

1. A CLASS Disability Specialist will work with the student to determine reasonable accommodations.
2. The Disability Specialist will consult with the MSW Field Director as needed.
3. The Disability Specialist will email the accommodation letter to the MSW Field Director.
4. The MSW Field Director will email the accommodation letter to the Field Supervisor and the Field Faculty and copy the Disability Specialist and student.
5. The MSW Field Director, Disability Specialist, Field Faculty, and Field Supervisor, and student will work together to fine-tune reasonable accommodations at the internship site.
6. The Field Supervisor, Field Faculty, MSW Field Director, and/or the student should contact the Disability Specialist if concerns arise about the provision of accommodations at any time during the internship.

SEXUAL HARASSMENT POLICY

Augsburg University has adopted a Sexual Harassment Policy which is delineated in the Student Guide. The Student Guide outlines the policy, how to recognize a sexual harassment situation, options for resolving the situation and ways to confront the situation, as well as a sexual harassment reporting process.

While Augsburg has an official policy, it is recommended that agencies in which students are placed also have policies and procedures that apply to students. It should not be assumed by the Field Instructor that policies and procedures that apply to employees will necessarily apply to students.

Agencies in which Augsburg students are placed shall not tolerate any form of sexual harassment of students by any agency employee or representative. Augsburg faculty and staff are obligated to report allegations of sexual harassment to an Investigating Office at Augsburg University.

Although definitions of sexual harassment can be broad, a person commits sexual harassment when s/he:
- subjects a student to unwanted sexual attention; or
- attempts to coerce a student into a sexual relationship; or
- indicates that sexual favors are a condition for participation in a practicum; or
- indicates that sexual favors may enter into the performance evaluation; or
- engages in conduct of a sexual nature which has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating, hostile, or offensive working or learning environment.

Sexual Misconduct, Required Reporting, and Title IX

Augsburg University is committed to combating sexual misconduct. As a result, you should know that University faculty and staff members are required to report any instances of sexual misconduct, including harassment and sexual violence, that are directly reported to them or of which they are made aware, to the University's Title IX Coordinator so that the student may be provided appropriate resources, support options and reporting options.

There are two important exceptions to this requirement:
1. There are confidential resources in the Center for Wellness and Counseling (CWC) and Campus Ministry who do not have this reporting responsibility and can maintain confidentiality. More information can be found on page 15 of the Sexual Misconduct Policy: http://inside.augsburg.edu/studentaffairs/harassment-and-sexual-harassment-reporting-form/
2. An important exception to the reporting requirement exists for academic work. Disclosures about sexual misconduct that are shared as part of an academic project, classroom discussion, or course assignment, are not required to be disclosed to the University's Title IX office.

If you have questions or concerns you are encouraged to contact Katie Bishop, Augsburg University's Title IX Coordinator, at 612-330-1117 or bishopc@augsburg.edu.

DUAL RELATIONSHIPS POLICY

> *Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.*
> (Standard 3.02(d), NASW *Code of Ethics, 2017*).

To best achieve students' learning goals, avoid conflicts of interest and comply with the NASW *Code of Ethics* 1.06 (f)(h), field instructors should not enter into dual relationships with field students that could compromise the student's development or an objective assessment of the student's work (3.02 (d) and 3.06 (c) NASW *Code of Ethics*). As stated in the NASW Code of Ethics, it is the responsibility of the field instructor to establish and maintain appropriate boundaries. Dual relationships in the context of research or evaluation should also be avoided (5.02 (p) NASW *Code of Ethics*).

Any form of sexual or close, personal relationship between a field instructor and a student is forbidden (NASW *Code of Ethics* 1.09). **Additionally, field instructors cannot be a family member, personal friend, a former or current client or helping professional to the student**.

The field faculty or MSW Field Director are available for consultation if the field instructor or student has questions about the boundaries of their relationship. Furthermore, it is the

responsibility of the field instructor to notify the field faculty or MSW Field Director if a dual relationship develops and replacement or other alternatives need to be considered.

When the placement occurs, the student and proposed field instructor have the duty to disclose whether there has been an existing relationship and the nature of it. The MSW Field Director has the duty to assess whether a field instructor/student match is appropriate given the prior relationship.

Placements will be avoided in the following situations:

1. Supervision is to be provided by a family member, friend, former or current client or helping professional
2. Field instruction is to be provided by current supervisor at the employment site
3. Student was formerly employed at the agency
4. Field instructor supervised the student in a previous employment or field placement
5. Placement is in an agency where the student or family member is or has been a client
6. Placement is deemed by the MSW Field Director to not be appropriate

SAFETY POLICY

Student safety during the field practicum is a foundational requirement in which the social work department, field agency, and student all share responsibility. The Department of Social Work has developed field safety policies that anticipate risk and require planning and preparation by the MSW Program Director and Field Director, field faculty, agency field instructors/task supervisors, and students. We outline the specific responsibilities for each party below.

MSW Program Director and MSW Field Director:

1. The MSW Program Director and MSW Field Director develop a field safety checklist, which is distributed to students, field faculty, and field supervisors via the field manual and is included in the MSW Learning Agreement & Agenda. This checklist includes minimum safety requirements and recommendations.
2. The MSW Field Director monitors agency and student compliance with safety related policies in cooperation with the field faculty.
3. The MSW Program Director will ensure that safety content is included in practice method courses.

Field Faculty:

1. The field faculty supports and reviews student compliance with field agency safety policies through routine and emergency contacts with the field agency and student.
2. The field faculty will discuss any field safety concern or issue with the student, field instructor, and MSW Field Director.

Agency responsibilities:

1. The field agency maintains a safe working environment for field interns and must follow minimum safety standards as defined by the field safety checklist.
2. The field instructor and other field agency staff present and discuss all agency safety policies with students during their orientation. Safety discussions should be held regularly during the practicum.
3. The field instructor works with individual students as needed to reduce risk.

Student responsibilities:

1. MSW social work students will review the Safety Checklist in their Learning Agenda with their field instructor. The Safety Checklist should be signed by the student and field instructor by the Learning Agenda due date.
2. Students are required to comply with safety policies while at their internship. Failure to comply with safety policies may result in suspension from field.

3.   Students are required to bring up safety concerns directly with their field faculty and to participate in safety discussions during the field seminar.

Safety Policies Regarding the COVID-19 Pandemic:

1. Students and agencies are required to comply with any executive orders issued by Governor Walz, as it relates to COVID-19 precautions, as well as follow recommended guidelines issued by the Center for Disease Control and the Minnesota Department of Health.

2. As the conditions of COVID-19 continue to evolve, the MSW Field Director will send out updated COVID-19 safety policies to all field agencies and students at the beginning of the Fall 2022 academic school year.

3. Augsburg University Department of Social Work COVID-19 safety policies are considered to be minimum requirements for all field placements. All MSW interns are required to follow any additional agency-specific COVID-19 safety policies and protocols.

4. Students who have concerns about their agency's COVID-19 safety policies and protocols, the implementation and adherence to such policies and protocols, or their own health and well-being are directed to raise their concerns with their field instructor, task supervisor (if applicable), and their field faculty member. <u>Students are not required to disclose any private health information when expressing their concerns</u>. If necessary, the MSW Field Director may be contacted to assist in addressing and resolving the concerns. Additionally, if any student interns are not complying with their agencies' COVID-19 safety policies and protocols, the Augsburg field faculty member and MSW Field Director should be notified.

<center>**OPERATING POLICIES FOR AUGSBURG FIELD PROGRAM**</center>

Paid Field Placements

The Augsburg Social Work Department <u>welcomes field agencies to provide students with paid stipends as part of their internship</u>.

If a field agency wants to provide a student with financial compensation for their internship in the form of an employee contract, they must obtain approval from the MSW Field Director before making this offer to a student.

Regardless of the type of financial compensation that a student receives, <u>their roles as students and learners should take precedence</u>. They must continue to have access to their weekly supervision and their learning goals (as stipulated on their learning agenda) must continue to be addressed and prioritized.

Holiday and Vacation Time Requirements

Augsburg University has a semester break from late-December to mid-January and a week-long spring break during March. Students are permitted to attend their internship during their breaks, but it is not required by the Social Work Department. **It is recommended that the student and field Instructor discuss expectations for field hours during holidays and breaks at the start of the fall semester to prevent any misunderstandings regarding the student's field work schedule.**

Transportation and Automobile Insurance

Transportation to and from the field setting is the responsibility of the student. Many settings require access to a vehicle. The student is responsible for furnishing the car as well as any transportation costs incurred to and from the field agency. Likewise, the student is expected to carry personal automobile insurance coverage. The student's personal insurance coverage is the primary coverage in the event that a student has an auto accident during the course of practicum responsibilities.

We recommend that students do not transport clients in their personal vehicle due to liability concerns. Should students disregard this recommendation, they should check with the field placement agency and their personal auto insurance carrier regarding their coverage should they have an accident with a client in their car. Students should not assume the liability associated with client transport will be covered by the agency or their personal auto insurance - particularly if the agency did not specifically authorize the client transport.

Professional Liability and Malpractice Insurance

Augsburg University has professional liability insurance for MSW students while performing their duties in a field placement. **However, students must purchase additional liability and malpractice insurance.** This relatively inexpensive insurance assures the student of a personal attorney looking out for their interest should a lawsuit arise. Possible vendors include the

National Association of Social Workers (1-800-638-8799, http://www.naswdc.org/) or American Professional Agency (http://www.americanprofessional.com/socialwork/). For students to be covered by Augsburg, they must be registered for a field work seminar and in regular contact with their Field Faculty. Once the student has received a final grade for field, the student is no longer covered by the Augsburg University professional liability insurance.

Criminal Background Checks

Many field agencies require a criminal background check prior to accepting or allowing the student to begin a field placement. Field agencies have the right to refuse a student placement based on the results of a criminal background check. A few agencies ask the student to pay for the background check. **If an agency requires a background check, it is the student's responsibility to get it completed, allowing for at least 3 to 4 weeks prior to field placement start date.** The field assistant can assist students in accessing the information and forms they will need to get their background checks completed. **Neither Augsburg University nor the Augsburg University Department of Social Work conducts criminal background checks in relation to students**. Students should be aware that criminal background checks are completed on all who apply for social work licensure.

Pre-Clinical Training Immunizations (also referred to as "onboarding")

Many agencies are beginning to require students to submit immunization records, including proof of influenza vaccinations, TDap, TB and other medical clearance. It is the student's responsibility to get the needed vaccinations and submit proof if required and/or if audited later by the field agency.

NASW *Code of Ethics*

The National Association of Social Workers' Code of Ethics sets forth values, principles and standards to guide social work conduct and practice. All social workers **and social work students**, regardless of their professional function, setting or the population served are governed by the Code. The Code serves as a guide in decision-making and conduct when ethical issues arise.

The Code delineates standards in six areas: 1) social workers' ethical responsibilities to clients; 2) social workers' ethical responsibilities to colleagues; 3) social workers' ethical responsibilities in practice settings; 4) social workers' ethical responsibilities as professionals; 5) social workers' ethical responsibilities to the social work profession, and; 6) social workers' ethical responsibilities to the broader society. Augsburg social work students, faculty, and field instructors are expected to familiarize themselves with the Code of Ethics and must adhere to its standards (https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English).

Students may be dismissed from Augsburg's MSW program for violation of University policy (as published in the Student Guide) and/or violation of the NASW Code of Ethics. Dismissal would occur only after established procedures were followed.

Agency Property

Many agencies will provide the field student with keys, fobs and/or identification tags. The student is responsible to turn in these materials at the end of the placement (included placements that are terminated mid-year) and is responsible for any costs associated with damaged or lost objects. If these objects are lost, the student should notify the agency and their field faculty instructor as soon as possible.
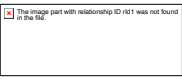
Field Assignment Form
MSW Field Placement 2022-2023

Student Information:

Name: _____   Date: _____

Status Fall 2021: ☐ Foundation   ☐ MCCP   ☐ MCMP

Address: _____   City:_____   State:_____

Zip:_____

Phone 1: _____   Phone 2: _____

Email: _____

My Field Assignment for this year:

Agency Name:

_____

Address: _____   City:_____   State:_____

Zip:_____

Phone: _____   Fax: _____

Website: _____

Are you an employee of this agency?   ☐ Yes   ☐ No

Placement Start Date *(as agreed to by student and Field Instructor)*:

_____

Field Instructor (licensed MSW required):

Name: _____

Degree, Licensure _____
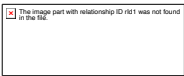
Phone: _____

Email: _____

Task Supervisor (if applicable):

Name: _____

Degree, Licensure _____

Phone: _____

Email: _____

Agency Contact (if applicable):

Name: _____

Title_____

Phone: _____

Email: _____

Brief description of assignments/tasks, as agreed to with Field Instructor: *(Attach additional pages as necessary)*

Please check one:

☐ Administration	☐ Aging/Gerontology	☐ Alcohol, Drug, or Substance Abuse
☐ Child Welfare	☐ Criminal Justice/Corrections.	☐ Developmental Disabilities
☐ Community Planning	☐ Family Services	☐ Domestic Violence or Crisis Intervention
☐ Group Services	☐ Health	☐ Housing Services
☐ Military Social Work	☐ Program Evaluation	☐ International (Immigrants, Refugees)
☐ Occupational	☐ Rehabilitation	☐ Mental Health or Community Mental Health
☐ School Social Work	☐ Social Policy	☐ Public Assistance/Public Welfare
☐ Other		

Department of Social Work

NOTE: This is an example of a student learning agenda from previous year

MSW FOUNDATION: Student Learning Agenda and Assessment

Agency _____

Field Instructor _____
        Name

Task Supervisor _____
        (if applicable)

Student _____

Field Faculty _____
        Licensure

Field Placement Duration _____

Typical Weekly Schedule _____

This form is designed to evaluate student internship performance related to the nine competency areas identified by the Council on Social Work Education (CSWE). For each practice behavior in the nine competency areas, students must successfully complete an observable task or activity that demonstrates their mastery. There are three sections of each learning assessment graph that must be completed:

- **Agency Task/Activity**: This column will be created in the beginning of the field placement by the student in consultation with the field instructor to develop appropriate "agency tasks/activities" that will demonstrate the associated "learning behaviors."

- **Evidence**: This column will be completed by the field instructor, in consultation with the student, and indicate who will evaluate the practice behavior. At the mid-term evaluation, some squares of the evidence column can be left empty (if a student has not yet demonstrated those practice behaviors), but the entire evidence column should be filled out at the final evaluation. Thus, the evidence column may be a work in progress that is partially completed at mid-term and finished at final evaluation. The field instructor will use the "Evidence Key" to fill out the column with letters.

Department of Social Work

NOTE: This is an example of a student learning agenda from previous year

- **Evaluation**: These two columns will be completed by the field instructor at the mid-term and final evaluations. The mid-term evaluation occurs when a student has completed approximately 210 hours and final evaluation will be filled out at the end of the placement when the student has completed a minimum of 420 hours. The field instructor will use the "Evaluation Key" to fill out the column with numbers. It is the student's responsibility to notify the field instructor when they have reached the mid and final point of the placement.

Evidence Key

A. Field instructor observation
B. Task supervisor observation
C. Field faculty observation
D. Evidence or documentation from attendance (e.g. meeting agenda, workshop materials)
E. Discussion of activity in field supervision meeting
F. Field course assignment
G. Co-leader of group
H. Review and analysis of relevant research on the internet
I. Review of agency projects by the field instructor
J. Observation by co-workers in the agency setting
K. Relevant recordings

Evaluation Key

1. Not yet completed.
2. Unsatisfactory: May be significant areas of concern or skills have not yet emerged as would be expected.
3. Basic: At an emerging or inconsistent level of competence.
4. Proficient: Ready for practice and consistently demonstrates adequate and sufficient competence.
5. Distinguished: Practice demonstrates higher than expected level of competence.

NOTE: This is an example of a student learning agenda from previous year

Learning Summary

Student:

Write a brief, one paragraph summary of field placement roles and responsibilities, including primary client issues.

NOTE: This is an example of a student learning agenda from previous year

Competency 1. Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand ethical decision-making frameworks ad how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal affective reactions that influence their professional judgement and behavior. Social workers can understand the profession's history, mission, roles and responsibilities and recognize the importance of life-long learning so they are committed to continually updating their skills. Finally, social workers understand emerging ethical practice areas such as technology.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Make ethical decisions by applying the standards of NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research and additional codes of ethics as appropriate in context;				
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.				
Demonstrate professional demeanor in 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. | | | |

Competency 2. Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including, but not limited to, age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.				
Present themselves as learners and engage clients and constituencies as experts of their own experiences.				

Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.			

Competency 3. Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need, social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights and responsibilities are distributed equitably and that civil, political, environmental, economic, social and cultural human rights are protected.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.				
Engage in practices that advance social, economic, and environmental justice.				

NOTE: This is an example of a student learning agenda from previous year

Competency 4. Engage in Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	**Final**
Use practice experience to inform scientific inquiry and research				
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and				
Use and translate research evidence to inform and improve practice, policy, and service delivery.				

Competency 5. Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers not only understand their role in policy development and implementation within their micro, mezzo, and macro levels but they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social,

NOTE: This is an example of a student learning agenda from previous year

cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.				
Assess how social welfare and economic policies impact the delivery of and access to social services				
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.				

Competency 6. Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social worker values the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective

NOTE: This is an example of a student learning agenda from previous year

reactions may impact their ability to effectively engage with diverse clients, constituencies, and other professionals as appropriate.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.				
Use empathy, reflections, and interpersonal skills to effectively engage diverse clients and constituencies.				

Competency 7. Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

NOTE: This is an example of a student learning agenda from previous year

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.				
Apply 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.				
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.				
Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.				

NOTE: This is an example of a student learning agenda from previous year

Competency 8. Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.				
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.				
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.				

Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.			
Facilitate effective transitions and endings that advance mutually agreed-on goals.			

Competency 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluation of outcomes and practice effectiveness.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Select and use appropriate methods for evaluation of outcomes.				
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.				

NOTE: This is an example of a student learning agenda from previous year

Critically analyze, monitor, and evaluate intervention and program processes and outcomes.		
Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.		

MID-TERM

Comments:

I verify that the student has successfully completed 210 hours:

_____ Yes   _____ No

I recommend the following grade:

_____ Pass   _____ No Credit

Field Instructor Signature	Date
Task Supervisor Signature (if applicable)	Date
Student Signature	Date
Field Faculty Signature	Date

FINAL

Comments:

I verify that the student has successfully completed 420 hours:

_____ Yes   _____ No

I recommend the following grade:

_____ Pass   _____ No Credit

Field Instructor Signature	Date
Task Supervisor Signature (if applicable)	Date
Student Signature	Date
Field Faculty Signature	Date

Department of Social Work

MSW Multicultural Clinical Practice Concentration (MCCP)

Student Learning Agenda and Assessment

Agency _____

Field Instructor _____   Student _____
          Name

Task Supervisor _____   Field Faculty _____
     (if applicable)   Licensure   Field Placement Duration _____

Typical Weekly Schedule _____

This form is designed to evaluate student internship performance related to the nine competency areas identified by the Council on Social Work Education (CSWE). For each practice behavior in the nine competency areas, students must successfully complete an observable task or activity that demonstrates their mastery. There are three sections of each learning assessment graph that must be completed:

- **Agency Task/Activity:** This column will be created in the beginning of the field placement by the student in consultation with the field instructor to develop appropriate "agency tasks/activities" that will demonstrate the associated "learning behaviors."

- **Evidence:** This column will be completed by the field instructor, in consultation with the student, and indicate who will evaluate the practice behavior. At the mid-term evaluation, some squares of the evidence column can be left empty (if a student has not yet demonstrated those practice behaviors), but the entire evidence column should be filled out at the final evaluation. Thus, the evidence column may be a work in progress that is partially completed at mid-term and finished at final evaluation. The field instructor will use the "Evidence Key" to complete the column with letters.

NOTE: This is an example of a student learning agenda from previous year

Department of Social Work

Evaluation: This evaluation column will be completed by the field instructor at the mid-term and final evaluations. The mid-term evaluation occurs when a student has completed approximately 250 hours and final evaluation will be completed at the end of the placement when the student has completed a minimum of 500 hours. The field instructor will use the "Evaluation Key" to fill out the column with numbers. It is the student's responsibility to notify the field instructor when they have reached the mid- and final point of the placement.

Evidence Key

A. Field instructor observation
B. Task supervisor observation
C. Field faculty observation
D. Evidence or documentation from attendance (e.g. meeting agenda, workshop materials)
E. Discussion of activity in field supervision meeting
F. Field course assignment
G. Co-leader of group
H. Review and analysis of relevant research on the internet
I. Review of agency projects by the field instructor
J. Observation by co-workers in the agency setting
L. Relevant recordings

Evaluation Key

0: Not yet completed
1: Unsatisfactory: May be significant areas of concern or skills have not yet emerged as would be expected.
2: Basic: At an emerging or inconsistent level of competence.
3: Proficient: Ready for practice and consistently demonstrates adequate and sufficient competence.
4: Distinguished: Practice demonstrates higher than expected level of competence.

NOTE: This is an example of a student learning agenda from previous year

(ACTUAL 2019-2020 STUDENT LEARNING AGENDAS AND ASSESSMENTS TO BE REVISED DURING SUMMER OF 2019)

Learning Summary

Student:

Write a brief, one paragraph summary of field placement roles and responsibilities, including primary client issues.

Field Instructor Signature Date	Student Signature Date
Task Supervisor Signature Date	Field Faculty Signature Date

NOTE: This is an example of a student learning agenda from previous year

Competency 1. Demonstrate Ethical and Professional Behavior

Advanced practice clinical social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure their practice is relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Makes appropriate ethical decisions by applying the standards of NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making and/or ethical dilemma screens, ethical conduct of research and additional codes of ethics in their clinical social work practice.				
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.				
Reconcile personal values in a way that allows professional values to guide clinical practice.				

NOTE: This is an example of a student learning agenda from previous year

		Evaluation	
		Midterm	Final
Demonstrate professional demeanor in 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.			

Competency 2. Engage Diversity and Difference in Practice
Advanced clinical social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Apply and communicate understanding of the importance of diversity and difference in				

NOTE: This is an example of a student learning agenda from previous year

shaping life experiences in practice at the micro, mezzo, and macro levels.			
Present themselves as learners and engage clients and constituencies as experts of their own experiences.			
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.			
Engage with, and ensure participation of, diverse and marginalized clients by accommodating multilingual and non- literate needs, gender and racial power dynamics, and access for disabilities.			

Competency 3. Advance Human Rights and Social, Economic, and Environmental Justice

Advanced practitioners in clinical social work understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand

NOTE: This is an example of a student learning agenda from previous year

strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.				
Engage in practices that advances social, economic, and environmental justice.				
Integrates knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment.				

Competency 4. Engage in Practice-informed Research and Research-informed Practice

Advanced clinical social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

NOTE: This is an example of a student learning agenda from previous year

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Use practice experience and the evidence- based practice process, to inform clinical practice.				
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings related to the client population being served.				
Use research methodology to evaluate clinical practice effectiveness and/or outcomes.				

Competency 5. Engage in Policy Practice

Advanced practitioners in clinical social work understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Identify specific social policies at the local, state, and/or federal level that impact the well-being, service delivery, and access to				

NOTE: This is an example of a student learning agenda from previous year

services of clients at the internship.

Apply critical thinking and integrate sound practice-based evidence in advocating for policies that advance social, economic and environmental well-being.		
Actively engage in the policy arena on behalf of client interests or in a collaborative manner, to formulate policies and/or programs that improve the effectiveness of services.		

Competency 6. Engage with Individuals, Families, Groups, Organizations, and Communities
Clinical social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Clinical social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Clinical social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Clinical social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	**Final**
Apply culturally-sensitive human behavior theory and practice				

NOTE: This is an example of a student learning agenda from previous year

theory to understand client situations.			
Apply culturally-sensitive practice models to effectively intervene with clients.			
Uses culturally-sensitive skills to effectively engage diverse clients and constituencies.			
Can identify professional uses of self's variables, strengths, and issues in working with diverse clients and constituencies.			

Competency 7. Assess Individuals, Families, Groups, Organizations, and Communities

Advanced clinical social workers understand assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse groups, organizations, and communities. Advanced clinical social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including groups, organizations, and communities. Advanced multicultural clinical practice social workers understand methods of assessment with diverse constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Advanced clinical practice social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Apply bio-psycho-social-spiritual theories and diagnostic classification systems to formulate culturally appropriate, comprehensive assessments.				

NOTE: This is an example of a student learning agenda from previous year

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.				
Select appropriate intervention strategies based on a multicultural-informed assessment, research knowledge, and values and preferences of clients and constituencies.				

Competency 8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Advanced clinical practice social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse groups, organizations, and communities. These social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including groups, organizations, and communities. Advanced clinical practice social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with various constituencies. Advanced clinical practice social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve constituency goals. Advanced clinical practice social workers value the importance of inter- professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter- professional, and inter- organizational collaboration.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Demonstrate the ability to develop a culturally responsive therapeutic relationship.				

NOTE: This is an example of a student learning agenda from previous year

Critically choose and implement culturally appropriate interventions to achieve practice goals and enhance capacities of clients and constituencies.			
Apply knowledge of human behavior and the social environment (large theory), practice theory, and practice models in a coherent and culturally appropriate manner.			
Demonstrates an ability to effectively integrate and/or use diagnostic information in the therapeutic process.			
Demonstrates the ability to develop inter- professional collaborations to achieve best practice outcomes.			
Demonstrate and ability to negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.			
Facilitate effective transitions and endings that advance mutually agreed-on goals.			

NOTE: This is an example of a student learning agenda from previous year

Competency 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Advanced clinical practice social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse groups, organizations, and communities. Advanced clinical practice social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Advanced clinical practice social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Advanced clinical practice social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Identify culturally-sensitive ways to measure the effectiveness of clinical practice intervention strategies and interventions.				
Apply culturally-sensitive and appropriate methods to evaluate outcomes with some clientele.				
Aggregate and illustrate the level of client success in a manner that both practitioner and client understand the effectiveness of their work together.				
Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.				

MID-TERM

Comments:

I verify that the student has successfully completed 250 hours:

_____ Yes   _____ No

I recommend the following grade:

_____ Pass   _____ No Credit

Field Instructor Signature	Date
Task Supervisor Signature (if applicable)	Date
Student Signature	Date
Field Faculty Signature	Date

FINAL

Comments:

I verify that the student has successfully completed 500 hours:

_____ Yes   _____ No

I recommend the following grade:

_____ Pass   _____ No Credit

i.

Field Instructor Signature	Date
Task Supervisor Signature (if applicable)	Date
Student Signature	Date
Field Faculty Signature	Date

NOTE: This is an example of a student learning agenda from previous year

Department of Social Work

MSW Multicultural Macro Practice Concentration (MCMP)

Student Learning Agenda and Assessment

Agency _____

Field Instructor _____   Student _____
                  Name

Task Supervisor _____   Field Faculty _____
                  Licensure

(if applicable)   Field Placement Duration _____

Typical Weekly Schedule _____

This form details nine competency areas utilized in social work practice. This outcomes-based assessment of student competence is focused on nine areas. There are three sections of each learning assessment that must be filled out:

- **Agency Task/Activity:** This column will be jointly filled out in the beginning of the field placement by the student and the field instructor who will work together to come up with "agency tasks/activities" that will demonstrate the associated "learning behaviors."

- **Evidence:** This column will be filled out by the field instructor during the mid-term and final evaluations. At the mid-term evaluation, some squares of the evidence column can be left empty (if a student has not yet demonstrated those practice behaviors), but the entire evidence column should be filled out after final evaluation. This means that the evidence column will be a

work in progress that is partially completed at mid-term and finished at final evaluation. The field instructor will use the "Evidence Key" to fill out the column with letters.

- **Evaluation**: These two columns will be filled out by the field instructor during mid-term and final evaluations. Mid-term will be filled out half way through the field placement when a student has completed at least 250 hours and final evaluation will be filled out at the end of the placement when the student has completed 500 hours. The field instructor will use the "Evaluation Key" to fill out the column with numbers. It is the student's responsibility to notify the field instructor when they have reached 250 and 500 hours.

Evidence Key

A. Field instructor observation
B. Task supervisor observation
C. Field faculty observation
D. Evidence or documentation from attendance (i.e., meeting agenda, workshop materials)
E. Discussion of activity in field supervision meeting
F. Field course assignment
G. Co-leader of group
H. Review and analysis of relevant research on the internet
I. Review of agency projects by the field instructor
J. Observation by co-workers in the agency setting
K. Relevant recordings

Evaluation Key

0: Not yet completed
1: Unsatisfactory: May be significant areas of concern or skills have not yet emerged as would be expected.
2: Basic: At an emerging or inconsistent level of competence.
3: Proficient: Ready for practice and consistently demonstrates adequate and sufficient competence.
4: Distinguished: Practice demonstrates higher than expected level of competence.

NOTE: This is an example of a student learning agenda from previous year

Competency 1. Demonstrate Ethical and Professional Behavior

Advanced practitioners in multicultural macro social work recognize the historical roots of social work in community and organizational practice, the importance of professional conduct, the professional use of self within communities and organizational settings, and adherence to ethical guidelines of professional behavior. Advanced multicultural macro practice social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Advanced practitioners in multicultural macro social work are knowledgeable about ethical issues, legal parameters, and social justice and recognize that complex systems can generate conflicting priorities and ambiguities that require professional value-based judgments. Advanced multicultural macro practice social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Advanced multicultural macro practice social workers also understand the role of other professions when engaged in inter-professional teams. They recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. They also understand emerging forms of technology and the ethical use of technology in social work practice.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
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 practice context.				
Use reflection and self-regulation to manage personal values and				

NOTE: This is an example of a student learning agenda from previous year

maintain professionalism in practice situations. Reconcile personal values in a way that allows professional values to guide advanced macro practice.		
Demonstrate professional demeanor in behavior, appearance and oral, written and electronic communication.		
Use technology ethically and appropriately to facilitate practice and program outcomes.		
Use supervision and consultation to develop ethical advanced macro practice.		
Advance effective and efficient social service delivery and access to resources in organizations and communities.		

Competency 2. Engage Diversity and Difference in Practice

Advanced multicultural macro social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Advanced multicultural macro practice social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. They also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's

NOTE: This is an example of a student learning agenda from previous year

structures and values, including social, economic, political, and cultural exclusion's, may oppress, marginalize, alienate, or create privilege and power.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the mezzo and macro levels.				
Present themselves as learners and engage clients and constituencies as experts of their own experiences.				
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.				
Engage with and ensure participation of diverse and marginalized community and organizational constituents by identifying and accommodating multilingual and non-literate needs, gender power dynamics, and access for disabilities in assessing, planning, and				

NOTE: This is an example of a student learning agenda from previous year

implementing macro interventions.		
In conducting agency policy, student applies appropriate process to hear all perspectives with respect.		

Competency 3. Advance human rights and social, economic and environmental justice

Advanced practitioners in multicultural macro social work understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Advanced multicultural macro practice social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. They understand strategies designed to eliminate oppressive structural barriers to ensure that social and economic goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Understand the potentially challenging effects of economic, social, and cultural factors in client systems.				
Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.				

NOTE: This is an example of a student learning agenda from previous year

| Lead in practices that advance social, economic, and environmental justice. | | | |
| Advance specific strategies in local, national or international arenas to eliminate social, economic, and environmental injustice within communities, organizations, institutions or society. | | | |

Competency 4. Engage in Research-informed Practice and Practice-informed Research

Advanced multicultural macro practice social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Advanced multicultural macro practice social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. They understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. They integrate members of communities and organizations in the process and locations of macro system intervene.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Engage in research process and practice to develop and complete summative project using project management skills.				

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Advance research that is participatory and inclusive of the community and organizational constituencies with whom one practices (summative project).				
Use and translate research evidence to inform and improve practice. Communicate findings of summative project professionally.				
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.				

Competency 5. Engage in Policy Practice

Advanced practitioners in multicultural macro social work understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. They understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Advanced multicultural macro practice social workers understand their role in policy development and implementation within their practice settings at the mezzo and macro levels and they actively engage in policy practice to effect change within those settings. They recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

NOTE: This is an example of a student learning agenda from previous year

Competency 6. Engage with Individuals, Families, Groups, Organizations, and Communities

Advanced multicultural macro practice social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Advanced multicultural macro practice social workers value the importance of human relationships, understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with constituencies, including groups, organizations, and communities. Advanced multicultural macro practice social workers understand strategies to engage diverse constituencies to advance practice and program effectiveness. Advanced multicultural macro practice social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. They value principles of relationship-building and inter- professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with constituencies.				
Use empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies.				
Develop a respectful, mutually agreed- on focus of work and desired outcomes in collaborative, advanced macro practice.				

NOTE: This is an example of a student learning agenda from previous year

Competency 7. Assess Groups, Organizations, and Communities

Advanced multicultural macro social workers understand assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse groups, organizations, and communities. Advanced multicultural macro social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including groups, organizations, and communities. Advanced multicultural macro practice social workers understand methods of assessment with diverse constituencies to advance practice effectiveness. They recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Advanced multicultural macro practice social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation in advanced macro social work practice. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from constituencies.				
In the field agency, assess and analyze stakeholders as social systems with understanding of person and environment.				

NOTE: This is an example of a student learning agenda from previous year

Recommend, evaluate and lead interventions that enhance the connectivity of persons to the communities and organizations that improve their lives.		
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges with constituencies.		

Competency 8. Intervene with Groups, Organizations, and Communities

Advanced multicultural macro practice social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse groups, organizations, and communities. These social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including groups, organizations, and communities. Advanced multicultural macro practice social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with various constituencies. Advanced multicultural macro practice social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve constituency goals. Advanced multicultural macro practice social workers value the importance of inter- professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter- professional, and inter-organizational collaboration.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Lead efforts, with specific steps, to impact organizational goals.				

NOTE: This is an example of a student learning agenda from previous year

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Use collaboration skills to implement interventions that enhance organizational and community capacities.				
Use client strengths in developing organizational change efforts.				
Use cultural sensitivity in macro practice interventions.				
Select appropriate intervention strategies with organizations or communities, using participatory methods as appropriate for advanced macro practice.				

Competency 9. Evaluate Practice with Groups, Organizations, and Communities
Advanced multicultural macro practice social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse groups, organizations, and communities. Advanced multicultural macro practice social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Advanced multicultural macro practice social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Advanced multicultural macro practice social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Critically analyze, monitor, and evaluate advanced macro practice intervention strategies and interventions.				

NOTE: This is an example of a student learning agenda from previous year

Disseminate both positive and ineffective outcomes of evidence-informed interventions to help understand when and why interventions hinder or improve human wellbeing.		
Use appropriate skills when working with team members, including respectful interaction and observation of appropriate boundaries.		
Use advanced oral and written communication skills upon project completion.		

Comments:

MID-TERM

I verify that the student has successfully completed 250 hours:

_____ Yes   _____ No

I recommend the following grade:

_____ Pass   _____ No Credit

_____
Field Instructor Signature   Date

_____
Task Supervisor Signature (if applicable)   Date

_____
Student Signature   Date

_____
Field Faculty Signature   Date

Comments:

I verify that the student has successfully completed 500 hours:

_____ Yes   _____ No

I recommend the following grade:

_____ Pass   _____ No Credit

_____
Field Instructor Signature   Date

_____
Task Supervisor Signature (if applicable)   Date

_____
Student Signature   Date

_____
Field Faculty Signature   Date

FINAL

Student Evaluation of Field Experience
Masters of Social Work Program
2022-2023

Student Name _____

Student Email _____@augsburg.edu   **Phone**_____

Agency Name _____

Agency Address _____

Field Instructor _____

Email_____   **Phone**_____

This evaluation form is to be completed by student at the conclusion of a field placement.

Given below are questions relevant to your field placement setting and your field supervisor. Please consider each question carefully and then rate your field placement setting and field instructor on every item by entering the number that corresponds to your assessment.

The ratings are as follows:
 1 – Poor, Unacceptable   3 – Acceptable   5 – Outstanding
 2 – Fair, Needs Improvement   4 – Very Good

THE FIELD WORK AGENCY:
1. Made valuable special learning opportunities within the agency, e.g., staff conferences, workshops, consultations.   _____
2. Made available special learning opportunities external to the agency, e.g., workshops, seminars, conference sessions held in the community.   _____
3. Provided administrative and logical support for your field placement, e.g., desk, telephone, support services.   _____
4. Provided good learning opportunities with clients and programs.   _____
5. Provided appropriate orientation experiences that were beneficial to you as a student.   _____
6. Provided opportunities for learning that would likely not be available if you were an employee.   _____
7. Provided an atmosphere where you felt acknowledged and accepted as a student social worker (i.e., education needs considered, included in appropriate meetings, etc.).   _____
8. Provided knowledge and/or helped you develop in the following areas:

- Knowledge and understanding of agency (history, philosophy, policies, procedures; organizational structure and programs which determine and affect the provision of services.). _____
- Knowledge of community within which social services exist. _____
- Knowledge of the community resources (i.e., social services, health, economic, educational, legal and other services and assistance) and their relationship to agency services. _____

The ratings are as follows:

| 1 – Poor, Unacceptable | 3 – Acceptable | 5 – Outstanding |
| 2 – Fair, Needs Improvement | 4 – Very Good | |

THE FIELD INSTRUCTOR:

1. Helped structure and organize my field experience. _____
2. Provided appropriate assignments (number, type and range). _____
3. Was available and accessible for supervision and consultation on a regular and consistent basis. _____
4. Handled constructively conflicts or differences between the two of you. _____
5. Provided an atmosphere where you felt able to offer criticism regarding assignments and learning experiences. _____
6. Provided an atmosphere where you felt comfortable and safe to discuss your feelings, bias, concerns, etc _____
7. Provided constructive criticism and evaluation. _____
8. Provided support when needed _____
9. Provided a good professional role model _____
10. Was able to teach you or help you develop in the following areas:
    - knowledge, attitude, and skills in the development and management of professional relationships – in relation to self, colleagues, and supervisor. _____
    - assessment, understanding, and sensitivity to client, group, system in their situation. _____
    - application of values to field practice. _____
    - application of theory and knowledge to field practice. _____
    - application of practice concepts and approaches to your field practice. _____
    - application of content on oppressed and disadvantaged client populations, e.g., ethnic and racial minorities, women, persons with disabilities, older persons, victims of violence, and others as appropriate. _____
    - development of sensitivity and commitment to the issues of diversity. _____
    - development of sensitivity and awareness of your values, attitudes, biases and prejudices. _____

SUMMARY RATINGS & OTHER ITEMS
1. Overall, how would you assess the quality of this field placement setting?   _____
2. Overall, how would you assess the ability of your field work supervisor?   _____
3. What are the strengths of this graduate field placement?

4. What are the limitations of this graduate field placement?

5. If there were any particular problems or concerns <u>for you</u> in this field placement, please describe.

6. What was the best aspect of this field placement for you?

7. Would you recommend this field placement setting to other graduate students?
(Please explain your answer.)

8. Was Augsburg's Department of Social Work supportive in helping with any problems you had concerning your graduate field placement? (Please explain your answer.)

Student Field Safety Checklist

_____   Read agency safety policies and procedures

_____   Discuss agency safety policies and procedures with field instructor

_____   Discussion with field instructor should address the following safety considerations:

a. Elements of *social work best practices* that apply to agency and their relationship to personal safety. A few examples of best practice that can influence safety include respectful communication with client including a respectful greeting, honoring client's personal space, honoring client's household space when on a home visit, explaining purpose of meeting to alleviate client anxiety, listening to client story without interruption, demonstrating empathy throughout meeting, appropriate professional dress. There are many more elements of social work best practice that apply to personal safety. Interns are responsible for learning these as they improve their social work practice skills through course of field placement.
b. Building safety, including offices, waiting rooms, closets, hallways, interview rooms, bathrooms, etc.
c. Parking lot safety – walking to and from car, lighting, hours of access, bus stops, etc.
d. Security during agency closing and opening. Who closes the office at night? Are there differences between closing when it is dark and closing during daylight hours?
e. Non-violence policy.
f. Sexual harassment policy.
g. Gun and weapon policy.
h. Check-in and check-out procedures.
i. Safety on home visit procedures.
j. Transportation policy. *Augsburg recommends students not transport clients unless necessary. If necessary, Augsburg recommends students check with agency to see if agency covers student's transportation insurance, or student must check with personal insurance company to see if they are covered.*
k. Property damage policy.
l. Emergency procedures (e.g. panic alarms, security cameras, or other building safety devices).
m. Restraint procedures. *Augsburg does not allow interns to routinely restrain clients.* If restraint is an expected part of the internship placement, full training in its use must be provided by the agency. The agency must have malpractice liability policies in place that cover restraint.
n. Universal precautions or CPR. If placement is in a medical setting and if agency employees receive training in universal precautions and/or CPR, interns must also receive this training.
o. Post-incident procedures. Interns are expected to report any unsafe incidents to agency staff and to know when, where, what, how, and to whom they should report.

Signatures

_____   _____
Student   Date

_____   _____
Field Instructor   Date

_____   _____
Task Supervisor (if applicable)   Date

MSW FIELD GLOSSARY

Agency Contact
The person at an agency who is in contact with Augsburg staff to help set up the field practicum, but is not involved with the supervision of student. (Not all agencies have an agency contact.)

Field Faculty
Augsburg faculty member who teaches a field seminar course and maintains open communication with their students' field instructors.

Field Experience
Sometimes called the field placement or field practicum, this is the experience a student has at an agency while completing the required hours of social work practice (somewhat like an internship).

Field Instructor
A licensed social worker who provides a social work student with one hour of supervision per week for the duration of the practicum. A field instructor for an MSW student must be a social worker who meets state licensing laws, holds an MSW degree from an accredited program, and has at least two years of post-graduate experience. (If there is no staff on site who meets these requirements, exceptions for a "task supervisor" can occasionally be made.)

Field Manual
Manual that explains the policies, procedures, and forms that are significant to the field practicum experience. This manual is distributed to all field instructors/task supervisors (either electronically or in hard copy) and is to be kept on file at all field agencies for reference. It is available to students and field instructors through the field education website. Students can also access the manual through Moodle.

Field Seminar
The course that a social work student takes to complement the field experience during the time at their field agency.

Student Learning Agenda and Assessment
A form jointly completed by the student and field instructor in the beginning of the field practicum to establish roles and responsibilities of student. This form is later used as an evaluation instrument for mid and final term evaluations.

Student Evaluation of Field Experience
This form is an evaluation of a field practicum site and the field instructor/task supervisor. It is filled out by a student at the end of the year, once the field hours have been completed. The form is turned in to the student's faculty field liaison/field seminar instructor.

Task Supervisor
An On-site staff member who is responsible for partial supervision of a social work student for the duration of the practicum. In the case that there is no staff member on site who meets the licensure, degree, and experience requirements, a staff member with a related degree may be approved by the Augsburg Field Director to be a task supervisor. The agency still must have an identified field instructor with the required credentials, but this can be a person outside the agency who is responsible for partial supervision in concurrence with the task supervisor.

Augsburg University
MSW Employment Contract Application
*Note: Before completing this application, please review the employer as field placement site criteria in the MSW Field Manual.

Student name:

Student status (please check all that apply):

Foundation   **MCCP**   **MCMP**   **Advanced standing**

Have you been employed at the proposed employment site for more than one year (check one)?   Yes   No

> **If yes, what was your employment start date?**

> **If you answered no to this question, *you are not eligible to apply to have your employer as a field placement site.***

Current Employment Agency

Name of agency/employer:

Employer address/location:

Employment position:

Employer department/program:

Employment supervisor 1:   **Title:**

> **Work phone:**   **E-mail:**

Employment supervisor 2:   **Title:**

> **Work phone:**   **E-mail:**

Job overview and job roles: (you may also attach job description to this application, if available)

Population served:

Proposed Employment Site Internship

Internship position:

Internship program/department:

Internship address/location (*Note: If possible, a separate location and work space are preferred***):**

       Is this the same location as your current employment? (check one)

        Yes   **No**

       If yes, please indicate how you will separate your employment position from your proposed internship?

       If no, please indicate the internship location/address:

Proposed task supervisor (if relevant**):**   **Title:**

       Work phone: **E-mail:**

Proposed field instructor (*Note: field supervisor must have a minimum LGSW license and a minimum of 2 years post-MSW experience***)**   **Title:**

       Work phone: **E-mail:**

       Proposed field instructor's social work license (check one):
       LGSW   **LCSW**   **LICSW**

Internship overview and internship roles: (please also attach an intern description to this application, if available**)**

Population served for internship: (*Note: The population served in your proposed placement should NOT be the same as the population served in your employment position. Thus, you must include a declaration (and reassurance) that the clients served in employment site are different than those served in the internship (o minimize the potential for a conflict of interest per the NASW Code of Ethics 1.06f)*)

Proposed Employer and Intern Schedule

(Note: Your employment and internship should not overlap. You should also have a minimum of a 30 minute break between the end of your employment hours and the start of your internship to allow you to transition roles.)

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total Weekly Hours
Internship	Time:	Time:	Time:	Time:	Time:	Time:	Time:	
	Hours:	Hours:	Hours:	Hours:	Hours:	Hours:	Hours:	
Employment Position	Time:	Time:	Time:	Time:	Time:	Time:	Time:	
	Hours:	Hours:	Hours:	Hours:	Hours:	Hours:	Hours:	

Signature Page

Note: Please wait to obtain signatures until after the MSW Field Director has approved this application.

_____   _____
Student Name   **Date**

_____
Signature

Agency Executive Director:

_____   _____
Name and credentials   **Date**

_____
Signature

Agency Field Instructor:

_____   _____
Name, Title, and Credentials   **Date**

_____
Signature

Augsburg MSW Field Director:

_____   _____
Name, Title, and Credentials   **Date**

_____
Signature