

AUGSBURG COLLEGE

Bachelor of Social Work Program



FIELD WORK MANUAL 2010-2011

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Department of Social Work Mission

To develop social work professionals for practice which promotes social justice and empowerment towards the well-being of people in a diverse and global society.

Department Goals

1. Students will demonstrate social work practice competencies applying holistic, multi-cultural, and global perspectives to their professional practice.
2. Students will demonstrate social work practice competencies that encourage personal, social, political and economic empowerment with systems of all sizes.
3. Students will demonstrate policy practice competencies promoting human rights and well-being in addition to social and economic justice in the local, national, and global context.
4. Students will demonstrate systematic application of professional ethics, commitment to social work values, and applied knowledge of other national codes of social work ethics and declarations of values.
5. Students will integrate Liberal Arts values, knowledge and skills with Social Work professional values, knowledge, and skills.
6. Provide students with traditional and non-traditional access to social work education and to prepare students for continuing advanced education, graduate and post-graduate in social work or related fields.

Preface

The Baccalaureate of Social Work (BSW) program prepares students for generalist social work practice. The BSW major builds on the liberal arts foundation at Augsburg College, gives vitality to the college's motto of preparing future leaders for service and emphasizes the value of creating an intentionally diverse community. The Department of Social Work actively promotes diversity within its student and faculty populations, across the graduate and undergraduate curriculum, and in its partnerships with community field practicum agencies.

Your social work practicum takes learning in the classroom and applies it concretely to the lives of people. Through your field experience, you as students will be able to apply academic learning to the daily experience of clients, families, communities and agencies. We expect you to learn:

- 1) To apply principles of ethical, competent professional practice
- 2) To apply a framework for generalist social work practice
- 3) To utilize problem solving methods, ecological and systems frameworks and a strengths perspective
- 4) To understand oneself in the context of diverse groups
- 5) To understand and respect diverse peoples and cultures
- 6) To work with people from diverse groups
- 7) To be responsible for service to the broader community in the interest of social justice
- 8) To build competencies in micro, meso, and macro social work practice

We recognize the practicum and the practicum seminars as essential learning laboratories for emerging social work professionals. Collaborative efforts between you, the field supervisor and the department faculty are essential. With this collaboration you will develop essential social work knowledge, values and skills. We look forward to working together as you progress through your social work practicum.

Note from the field coordinator ...

Your social work practicum is at the center of the BSW curriculum. The field practicum is also an experience that will substantially mark your unique style as a professional social worker. You will have the opportunity to work with thoughtful and experienced professional social workers dedicated to developing your professional competence and success. This manual is designed to be an important source of information as you progress through your field practicum. It is designed to answer many of your questions, prepare you for what's next, and support your learning. Included in this manual are policies and procedures, field agency guidelines, and relevant forms for you and your field instructor or field supervisor. If you have questions, please call me at 612.330.1506 or email to gerten@augsborg.edu. I try to maintain an "open door" policy and am frequently in the office.

I welcome your comments on how to make this manual better, clearer, and more accessible for future BSW students. Thanks.

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Generalist Social Work Practice

The BSW major is a professional course of study nested in the liberal arts and designed to support your development of social work professional values, knowledge and skills. When you graduate with a BSW degree from Augsburg College, you will be prepared for entry-level generalist social work practice. It is very important that as you progress in the program you develop a full understanding of and ability to follow the generalist social work practice model.

Augsburg's generalist social work practice definition:

Augsburg College social work faculty, students, and graduates dedicate ourselves to helping those who are most in need, who are most vulnerable, and whose social and economic welfare is most threatened. To that end, our faculty has defined generalist social work practice as a model of helping based on the eco-systems perspective using problem-solving strategies and practice skills requiring a strengths perspective and cultural competency to serve individuals, families, groups, organizations or communities. This model emphasizes respect for client self-determination and the use of client strengths with empowerment as an expected client system outcome. This practice model provides a framework for assessment, intervention, and change at multiple levels from personal to global. The dual goals of Augsburg's generalist practice model are to address private troubles and to address the public issues that underlie them, especially poverty, oppression, and injustice. To meet these dual goals, Augsburg students become skilled in direct practice as well as policy practice.

In the classroom and in the field, we apply the generalist practice model to the wide range of difficulties people face with awareness of both assets and vulnerabilities. The generalist model of social work practice assists practitioners in establishing collaborative relationships with people who use our services and other constituents. Students learn a sequential and collaborative process for identifying strengths and stresses, mutually setting goals, negotiating tasks, searching for an array of possible solutions and resources, implementing a plan of action, watching for barriers or by-passes, evaluating how helpful the work has actually been, and adjusting the plan or agreement to better reach client goals. Issues related to the setting of practice, whether public or private, large agency or small, are commonly explored within the generalist practice model because it does not presume a particular setting or specialty. Finally, a generalist practitioner will use investigation and research skills to inform and improve practice. Augsburg's generalist practice model is both individual and contextual, both local and global, both personal and social. Our practice model assumes that clients experience strengths and barriers, failures and successes. In the end clients can marshal their strengths while taking formative action towards their goals.

BSW Field Practicum Description

Central to your social work education is the field practicum, which may also be called a field internship. Active involvement in your two years of practicum will foster integrated learning of the generalist social work practice curriculum. Each practicum experience includes supervised work in a social work agency (commonly called the “field agency”) that is accompanied by a weekly field practicum seminar. The practicum seminar allows you to reflect on and integrate your current field experiences. In seminar you will join social work theory with social work practice in the context of your own practicum experience.

In preparation for a professional career in social work, you are required to learn specific domains of knowledge, sets of skills, and the values and ethics of the profession. Taking advantage of your practicum will offer you the opportunity to apply generalist knowledge to specific individuals, families, groups or communities. You will be expected to develop practice skills in engagement, assessment, planning, intervention, and evaluation. You will learn social change strategies, program evaluation, and skills to influence and analyze social policy. Finally, you will learn how diversity and inequality impact you, your clients, the agency, and the larger community and society, and you will develop the cultural competence skills needed to work with diverse people and cultures. You will develop these competencies under the guidance of your practicum instructor, as well as within your practicum seminar and social work curriculum. Your learning will be complex and challenging, but also exciting and rewarding.

Junior year

Once you have been accepted as a candidate in the social work major you are eligible for the junior practicum. The practicum placement process includes a student interview at one or more selected field agencies early in the fall term in the context of the field seminar. Students attend a field fair during the first week of class in which they have an opportunity to meet selected field instructors. Following the field fair, students request two or three agencies that match their interest areas and rank order their choices. Students are assigned an agency based on their ranked choices and agency availability. The placement will begin in mid September. In the junior program more than one student may be assigned to each agency. We feel that junior students' learning needs are best served in this format.

As a junior you will learn social worker roles and responsibilities, agency services and operating methods, and will begin to deliver agency services. Students are required to work a total of 240 hours in the junior year, approximately 120 in each semester. When selecting your junior placement, you should remember that your senior placement will need to be in a different agency.

Senior year

This is your final year in training as a professional generalist BSW social worker. Your practicum begins in September and ends at the completion of spring semester. Students are required to work a minimum of 120 hours in the fall term and 120 hours in the spring term. Upon completing this practicum, you will be expected to demonstrate an ability to use individual, group, family and community problem-solving methods that are sensitive to the strengths and diversity of each client system. You will be expected to maintain sound professional judgments with growing professional self-assurance and independence. You will also use supervision appropriately, apply professional ethics in your practice, and actively identify with the profession of social work. This practicum will be the beginning of lifelong professional development over the course of your entire social work career.

Practicum seminar

In both years, you will meet weekly with a small group of your peers and a social work faculty member (who is also your field liaison) in a practicum seminar. There are two goals for the seminar. The first is to provide a skills lab which will connect to your methods courses and the second is to promote reflection on your curriculum learning and practicum experience. Each semester the skills lab will be an extension of your methods course. For example, when you are taking methods with individuals you will then practice interviewing and assessment skills in the skills lab. When you are taking methods with groups and families you will practice group and family skills in the lab. The second goal is to promote reflection by using a support and problem solving group seminar format. Reflection will be promoted through the use of tools as journaling, and interpersonal reflection and learning through mutual support, discussion and case presentation. These methods combine to create an integrative process through which you apply coursework knowledge to practicum experience. You will be expected to apply, modify, or accommodate your coursework knowledge to your practicum experience. The give and take of experiential learning helps you integrate professional skills, behaviors and values. Your learning in the practicum and seminar is *experiential*. That is, it consists of repeated and varied cycles of experience, new information and knowledge, and reflection. This learning will include critical analysis and discussion, action, evaluation and celebration. While not easy experiential learning is exciting and challenging!

Building Competencies in your Practicum and Seminar

Competencies are the core of your learning agenda. They are global statements used to describe clusters of practice behaviors that are both specific and measurable. Ten competencies have been determined by the Council of Social Work Education as being the core of social work practice. If a student is able to demonstrate competency in each area then they are ready to practice as a social worker. The department has determined 10 field competencies for juniors and seniors. Every student uses the same field competencies. In your learning agenda you will establish practice behaviors under each competency that will specify the tasks and activities you will complete in order to achieve competency. While competencies are uniform, the practice behaviors should be individualized for each placement.

As is true with any social work class, your practicum seminar will include course objectives. These learning objectives are addressed within the context of the seminar itself. You are not required to include these in your learning contract, but we expect that the practicum competencies and the course objectives will overlap. To provide a complete picture of the learning goals and objectives associated with the total field experience (including both the placement and the accompanying seminar) the seminar course objectives for each year are included below. An example of a learning contract is included at the end of this manual.

BSW field competencies– All competencies required for every student

- Intern identifies as a professional social worker and conducts himself/herself accordingly.
- Intern applies social work ethical principles to guide his or her professional practice.
- Intern applies critical thinking to inform and communicate professional judgments.
- Intern engages diversity and difference in practice.
- Intern advances human rights and social and economic justice.
- Intern engages in research-informed practice and practice-informed research.
- Intern applies knowledge of human behavior and the social environment.
- Intern engages in policy practice to advance social and economic well-being and to deliver effective social work services.
- Intern responds to contexts that shape practice.
- Intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities.

Field seminar course objectives

For *Juniors* enrolled in SWK 307-Field I and SWK 317-Field II, the student will be able:

- To learn to develop effective field learning agendas.
- To learn to use supervisory relationships to examine values and performance competence.
- To promote gradual entry into direct practice.
- To incorporate theories of human behavior and the social environment into practice settings.
- To examine issues for women, people of color, oppressed groups and other special populations in relation to practice.
- To develop a personal/professional support system.
- To develop competence in the engagement and contact phases of the problem-solving process.
- To apply skills in the analysis and action phases of the problem solving process.
- To demonstrate understanding of social work values of confidentiality, social justice and client self-determination.
- To examine and critique the NASW Code of Ethics.

For *Seniors* enrolled in SWK 407-Field III and SWK 417-Field IV, the student will be able to:

- To promote student self-awareness of her/his own vocation and its relationship to professional interests, areas of strength, and areas for personal and professional development.
- To develop and use a personal/professional support system.
- To promote student awareness of the impact of personal and external concerns on professional work.
- To continue to promote entry into direct and macro practice social work.
- To continue to use supervisory relationships to examine values and performance competence; to broaden these relationships to develop interpretive competence.
- To promote competence in the full process of strengths-based problem solving with special emphasis upon the analysis and action phases, the client contact and contract phases, and to promote gradual entry into action-intervention phase.
- To apply and analyze human behavior and the social environment content to analyze behavioral, and humanistic processes, and to develop interpreting ability.

- To further examine diversity issues (e.g., race, culture, gender, class, religion, differing physical abilities, sexual orientation, age) in relation to direct and macro practice.
- To understand the dynamics of oppression and discrimination in society, their effects on individual and family life, and their role in the shaping and maintenance of social welfare policies and services.
- To examine personal values, attitudes and biases and how these influence client and agency systems and integrate this knowledge into professional values and ethics consistent with the NASW Code of Ethics.
- To promote student awareness of research and social policy issues in individual social work practice; to utilize evidence-based practice in the context of social work field placement.
- To learn to develop effective field learning agendas.

Selection of a field agency and an instructor

It is the sole responsibility of the field coordinator to recruit and screen the field agency and agency supervisor for the field practicum. The following are criteria used as guidelines in selecting agencies and practicum supervisors. If you are interested in having an agency evaluated and agency personnel recruited please note the following criteria. Please notify the field practicum coordinator prior to officially contacting an agency in which you are interested. The coordinator will follow through with contacting and screening the agency.

Criteria for field agency

The prospective field agency 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;
- Be able to provide social work professional staff as field instructors with sufficient time and resources necessary to provide the required student instruction and supervision. The minimum required supervision is one hour per week per student.
- Be able to provide evidence of willingness and capacity to provide for a student intern placement in terms of physical resources, receptivity of staff to student learning and growth, and qualified field instructor staff.
- Be able to provide students with a breadth and depth of experience necessary to apply the theories of social work practice, enhancing students' opportunity to develop in the social work professional role;
- Demonstrate the ability to provide students with exposure to and awareness of diversity (e.g., cultural, racial, gender, sexual orientation, disability, class, religion, and national origin) among its clients and client issues, and among its staff; demonstrate a commitment to non-discrimination;
- Be able to provide appropriate student workspace and reimbursement for expenses based on a policy that is consistent with the agency's policy for paid employees;
- Be free of sanctions imposed by the NASW and other professional organizations and governmental agencies;
- Be willing to work with the student intern on classroom assignments using the agency as laboratory.

Criteria for field instructor appointment

Qualified field instructors will have a minimum of a BSW degree from an accredited program plus three years of post-graduate professional practice experience and be a licensed social worker at the LSW or higher. Field instructors who do not have a BSW degree must be licensed at the LISW level. Field instructors with an MSW plus two years post-MSW practice experience are qualified to supervise BSW practicum students. In addition, field instructors will demonstrate a positive identification with the social work profession, a commitment to social work's values and ethics, and competence and maturity in their practice skills. Field agencies must adjust field instructor tasks to allow time to complete the following required supervisory tasks:

- Instruct and supervise students in regular meetings, averaging one hour per week;
- Evaluate the student's abilities and progress through the use of the field learning contract and field evaluation instrument;
- Mentor students as they work to integrate social work theories with their practice;
- Participate in field evaluation visits with the student and the faculty field liaison;

- Attend workshops for field instructors provided by the Augsburg social work department;
- Inform the faculty field liaison and the BSW Field Coordinator of any concerns related to the student's field experience;
- Maintain a working knowledge of Augsburg's policies and procedures relating to the field practicum. All relevant policies are found in this field manual.

In some instances, the requirement of a BSW or MSW degree from an accredited program may be waived for the field instructor - particularly when the agency is serving a unique or critical population, developing a new area of social work practice, or located in a rural area. In such cases, field instructors with degrees in related fields may be approved by the BSW Field Coordinator. Such instructors are known as "task supervisors." Placements utilizing a task supervisor also require an official "field instructor" who has the required credentials listed above. The field instructor must meet with student, task supervisor and faculty liaison at least three times a year as a minimum: 1) to participate in determining and signing the field agenda during an early fall semester meeting, 2) to participate in evaluating the student's fall semester learning, and 3) to participate in the final end-of-year evaluation. The field instructor must agree to be available to both student and task supervisor on an as-needed basis, and to the faculty liaison as needed. While the task supervisor provides the routine and regular supervision, the field instructor is the official person of record in signing the learning contract and student evaluations.

Roles and responsibilities

The field agency provides the opportunity to apply your coursework learning, skills and abilities to actual social work practice. The practicum instructor has responsibility to provide a well guided practice experience, and to supervise and support the development of your skills and abilities as necessary. In addition, your practicum work involves collaboration among you, the student, your field instructor, the field agency, faculty liaison, and the BSW field coordinator. Your field learning agenda and field evaluation are direct evidence of this collaboration. The responsibilities of each party are outlined below.

Student Responsibilities:

- Know and follow the expectations, policies, and procedures of this handbook, your practicum agency, and your course syllabi.
- Attend BSW orientations for juniors and seniors
- Select a potential field agency from the approved list following the procedures specified for juniors and seniors in this manual.
- Develop a learning contract in consultation with the field instructor, and task supervisor if applicable, and field liaison.
- Follow through on all agency and seminar assignments.
- Complete your learning agenda practice behaviors and modify, delete, or add practice behaviors while under the direct supervision of your field practicum instructor, and task supervisor if applicable.
- Attend the field practicum seminars weekly and complete assignments in a timely manner.
- Seek support, information, and evaluation from your practicum instructor, task supervisor if applicable, practicum liaison, co-workers, and seminar peers.
- Evaluate your agency and field practicum seminar at the end of your practicum placement.
- Complete a minimum of 120 hours each term (240 hours total per year); these hours are to be directly related to your practicum assignments.
- Know and follow social work department safety policy.

Agency Field Instructor Responsibilities:

- Provide the student intern with regular supervision time of not less than 1 hour per week. Junior students may receive group supervision in addition to individual supervision.
- Provide the student intern with an orientation to the agency and community and facilitate integration into the agency. A successful orientation facilitates the student's professional completion of the required practicum work.

- Collaborate with the student to define the intern roles in the agency.
- Assign increasingly difficult and challenging, developmentally appropriate duties through the placement.
- Model skills and provide knowledge needed to carry out social work duties.
- Supervise the student intern's developing skills and integration of theory and knowledge.
- Evaluate the student intern's abilities, strengths, and deficits in skills, values and knowledge. Use the practicum learning agenda to facilitate this evaluation.
- Maintain an open and current flow of information with the field liaison and field coordinator.
- If applicable, collaborate with task supervisor as specified in this manual.
- Know and follow social work department safety policy.

Agency Task Supervisor Responsibilities (if applicable):

- In the absence of a qualified field instructor with social work credentials, and with explicit permission of BSW field coordinator, provide the routine supervision normally provided by the field instructor
- Participate in establishing the student learning agenda and evaluating student learning in collaboration with field instructor, field liaison and student.
- Know and follow social work department safety policy.

Augsburg Faculty Field Liaison Responsibilities:

- Conduct field practicum seminars with students, using the course syllabi as the outline and guideline for learning within the seminar format.
- Maintain contact with the field practicum instructor and monitor progress toward the successful completion of the student's learning agenda.
- Provide support as conflicts arise within the practicum experience that cannot be worked through using the supervision available at the practicum agency.
- Meet face to face three times during the student's field experience with the field practicum instructor, and task supervisor if applicable, and student.
- Know and follow social work department safety policy.

Augsburg Field Coordinator Responsibilities:

- Recruit qualified agencies and field supervisors, maintain a list of qualified agencies, and make the list available to social work students.
- Continually monitor the quality of practicum experiences for students and to make decisions regarding the addition, continuation, or deletion of practicum agencies.
- Determine when task supervisors may be appropriate as specified in this manual
- Monitor and maintain the BSW field manual and make it available to all BSW students.
- Conduct workshops and orientations for field instructors.
- Monitor and update field competencies for students in their field experience.
- Support faculty liaisons in their work with students and agencies.
- Support and monitor the progress of BSW students through their 240 hours of practicum work each year.
- Establish and monitor safety policy and revise as needed, in collaboration with the BSW program director.

Agency Administration Responsibilities:

- Provide student interns with well trained and highly skilled field instructors, and task supervisors if applicable
- Provide student interns with appropriate physical space to facilitate learning and complete the required learning tasks.
- Provide resources as available that will facilitate the student's learning and participation within the agency (e.g., support for conferences or training workshops).
- Provide a safe working environment for student interns.

Augsburg Practicum Seminar Responsibilities:

- Bring together students from a variety of field practicum sites with the goal to deepen each student's understanding of the breadth and variety of services within social work.
- Provide a skills lab for one class session a week that links to the methods course being taught that semester.
- Provide a supportive problem solving group format for one class session a week.
- Improve students' practice skills in a collegial group process.
- Help students integrate coursework with the applied practicum work utilizing experiential learning processes.
- Develop a complex understanding of diverse communities and special populations.
- Provide an opportunity to discuss and monitor safety within the placement.

Safety

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 BSW program director and field coordinator, faculty field liaisons, agency field instructors/task supervisors, and students. We outline the specific responsibilities for each party below.

- BSW Program Director and Field Coordinator
 - The BSW program director and field coordinator design and conduct a field safety workshop for field students each fall term.
 - The BSW program director and field coordinator develop a field safety checklist, which is distributed to students, faculty liaisons, and field supervisors and is included in the field manual. This checklist includes safety requirements and recommendations.
 - The BSW field coordinator monitors agency and student compliance with safety related policies in cooperation with the faculty field liaisons.
- Faculty Field Liaison
 - The faculty field liaison supports and reviews student compliance with field agency safety policies through routine and emergency contacts with the field agency and student.
 - The faculty field liaison considers field safety in developing field seminar assignments and discussions, and insures that safety is included on each student's field learning agenda.
 - The faculty field liaison will discuss any field safety concern or issue with the student, field instructor, and BSW field coordinator.
- Agency Responsibilities
 - The field agency maintains a safe working environment for field interns and must follow minimum safety standards as defined by the field safety checklist.
 - The field agency develops a post incident safety procedure.
 - The field supervisor and other field agency staff present and discuss all agency safety policies with students during their orientation, including the post incident safety procedure. Safety discussions should be held regularly during the practicum.
 - The field supervisor works with individual students as needed to reduce risk.
- Student Responsibilities
 - **Students will agree, as a requirement of candidacy, to abide by the Field Safety Policy**
 - BSW social work students preparing to intern at an approved agency are required to attend the safety planning workshop in the fall term. Failure to attend may delay participation in the practicum by a full academic year.
 - Students are required to review and discuss Augsburg's safety checklist and post incident planning with their field supervisors and task supervisor as part of agency orientation.
 - Students are required to include safety as part of their learning agenda.

- Students are required to comply with safety policy while at their internship. Failure to comply with safety policy may result in suspension from field.
- Students are required to bring up safety concerns directly with their faculty field liaison and to participate in safety discussions during the field seminar.
- General Recommendations and Considerations
 - This policy will be reviewed periodically by department administration with input from agency staff and student forums. In particular, the BSW Forum will be asked to include review of this policy as a part of their work each academic year.
 - A safety planning workshop for field instructors will be offered periodically through the social work department's ongoing field instructor training series.

Locating an Agency and Securing a Field Placement: Guide for Students

Juniors:

The beginning point in your search for a suitable field agency is with a thorough reading of this manual. You will be able to answer a majority of common questions with a thoughtful reading of this text. Note that your assignment to a field placement is contingent upon successful admission into the social work program. Please refer to your BSW student manual for a step by step guide to the application for social work candidacy.

The junior field practicum is a unique approach to field training that may involve both group and individual supervision at the field site in conjunction with the field seminar. You will meet the supervisors during a field fair that occurs during the first week of fall semester. At that time you will be able to learn about the agencies and ask questions about their services, field opportunities and procedures. You will be asked to rank your top selections for the junior practicum. The field coordinator will make an initial match between you and one of your selected field agencies and notify you immediately. You will then contact the agency and complete a personal interview. If both student and agency agree that this setting is a good fit, you will notify the field coordinator of your placement by submitting the BSW Practicum Agency Assignment form (See appendix C). **Your field placement is not finalized until this form is received.** Remember, your practicum is a required and vital part of becoming a competent social worker. You will be expected to place a high priority upon making arrangements to complete your practicum hours by the end of spring semester.

Seniors

As with the junior practicum the essential beginning point is with a thorough reading of this manual. You will be able to answer a majority of common questions with a thoughtful reading of this text.

You will begin looking for the senior internship during your junior spring 2010 term. Take time to review the approved agencies listed on the agency list. This is available to you in electronic (sent to you at your official Augsburg email) format by April. Once you have identified one or more likely areas of practice, look over the list of agencies within each practice category to consider geography, services and possible scheduling needs. On rare occasions students will be able to arrange an internship at the same agency at which they are currently employed. If you are interested in this rare exception, please refer to appendix D for information and guidelines.

At this point of your search you will no doubt have found one or more agencies to interview. Prepare your thoughts ahead of time; consider a range of possible interview dates and special needs (e.g., work scheduling, etc.) If you are able to secure agency promotional material, read it thoroughly. Read the agency website thoroughly. These will provide a clearer understanding of the prospective agency. Be flexible in negotiating an interview time, striving to attain an appointment as soon as possible. NOTE: At least three different social work programs utilize metro area social service agencies for field placements, with all students seeking placements at about the same times. So, you must be proactive in securing your internship. Do not delay.

Think of your interview as an employment interview. Come prepared mentally and physically. Think through possible questions such as, “What do you expect from an internship at this agency? What duties will interns perform?” Remember also that interns are a vital part of many agencies, and the prospective supervisor is eager to recruit competent practicum interns. Dress appropriately. This generally means choosing attire that is a bit more formal than you would expect to wear during an ordinary workday in that agency. Send a resume ahead of time or bring it to the interview as required by the agency. Consult with Augsburg’s Center for Service Work and Learning (612-330-1148) for more ideas about resumes.

During the interview be alert to issues of respect and diversity, and indications of the agency’s genuine interest in your skill and knowledge development. Feel free to discuss agency philosophy and practice models. Remember to discuss in a curious fashion; do not confront or criticize information you are hearing during your interview. If strong conflicts of values emerge during your interview, consider if you may have difficult value conflicts during your practicum.

Follow through with each interview. Contact your first agency choice and determine if it will accept you as a field intern next fall. Establish an initial beginning date and time during the first week of the fall semester. Finally, fill out the **BSW Practicum Agency Assignment form** (Appendix C) and submit to Annette Gerten by email attachment (gerten@augsborg.edu) or by paper into the social work office. (*NOTE: Your placement is not finalized until this form is received.*) As a courtesy to the agencies you did not choose, write a brief card or letter simply stating your gratitude for the interview and that you have secured a favorable practicum site at another agency. Writing thank you notes following interviews is an important part of professional practice.

Evaluations

The BSW program utilizes several different evaluation measures. Three specifically relate to the field program. These include both junior and senior evaluations of student learning and performance (Appendix E), and the student evaluation of field practicum experience (Appendix F).

The junior and senior evaluations provide a way to formally assess your progress in the field. The learning agenda includes space for the student and supervisor to evaluate student progress in each of the competencies. The evaluation process is the same in both years. After the completion of 120 hours, you and your field instructor (and task supervisor if applicable) will assess your progress on your learning agenda noting areas of strengths and weaknesses. Then you and your field instructor (or task supervisor) will meet together to compare your assessments, noting and discussing areas of agreement and difference. This meeting is very important since it provides an opportunity for you and your supervisor to discuss your work carefully. Following this meeting, the field liaison will visit the agency and meet with student and field instructor to formally review the student’s learning. Both you and your supervisor should note what practice behaviors have been completed and what practice behaviors need to be started, practiced or deepened.

Your grade for field seminar is determined by your mid-term evaluation on your learning agenda, and your field seminar course assignments. Grading guidelines are in the syllabus. You must pass the internship in order to pass the field seminar course. Your field seminar instructor, who is also your field liaison, is officially responsible for your final field grade.

The student’s evaluation of the field practicum is very important for the BSW field program. This evaluation helps the BSW field coordinator to determine if agencies continue to be suitable places for student learning. At the end of your field placement, you will be asked to complete an agency evaluation form (Appendix F). Completing this evaluation will help future students and we thank you in advance for being attentive to this form.

The college will provide an opportunity for you to evaluate your field seminar just as you would do for any other class. This evaluation provides essential feedback to the professor and program and once again we thank you in advance for thoughtfully sharing your views.

Additional Policies and Procedures for Augsburg's Field Program

Non-Sanctioned Field Sites

The selection of a field site that is either not currently approved by the social work department for BSW assignments or is a place of employment (see Appendix D) should be viewed as exceptional cases. Please refer to the appropriate sections in this manual for guidelines and application information.

Non-Academic Experience as College Credit

No academic credit is given for life or job experience as a substitute for field practicum work and concurrent credit.

Fulfilling SWK 307 AND SWK 100 Hours at the Same Agency

Students who are taking SWK 307 concurrently with SWK 100 may use their SWK 307 site to meet the SWK 100 requirements. They will, however, have to be at the site an additional 40 hours—to separately cover the SWK 100 hours apart from the SWK 307 requirement of 240 hours. SWK 307 students will have to be aware that they will have to start at the site in keeping with the SWK 100 timetable. Students must complete different tasks and assignments for their service learning hours than they do for their internship and have a different field instructor than their service learning supervisor. Grades for SWK 307 and SWK 100 will be determined separately by the field instructor and service learning supervisor. Students who are paid employees at a Service-Learning site and who want to use that same site to meet the SWK 100 40 hour requirement must discuss their plan with the BSW Field Coordinator or the BSW Program Director.

Learning Agenda Format for SWK 307/317 and SWK 407/417

The Junior learning agenda and the Senior learning agenda are the same. Students at each level are expected to learn competencies in each of the 10 defined areas.

Agency fieldwork provides direct practice experience for students to acquire knowledge and skill outcomes / results from the activities in which they participate toward the fulfillment of the Augsburg BSW Field Work Objectives. Students -- depending on their own particular capacities, as well as the uniqueness of their agency settings -- will acquire these outcomes by way of a variety of activities made available to them by their agencies.

Both Junior and Senior students will specify the behavioral tasks in which they will engage at the agency under 10 specified competency areas. Students will create a 'learning agenda' which will then guide their work at the field site.

During field visits – attended by the student, agency supervisor and faculty supervisor – it is required that students review their learning agenda with copies having been given to everyone in attendance three days in advance of the meeting. Documentation of hours completed is required. A minimum of three visits will be conducted, with additional visits as required by student's learning needs or agency request.

Grading Policy

Field seminar grades are a combination of pass/no pass and traditional grading methods and are the responsibility of the faculty field liaison. The evaluation of student learning and performance in the internship by the field instructor is pass/no pass and advisory to the faculty field liaison, who assigns the final course grade after reviewing both internship and seminar work. The faculty field liaison uses traditional grades in evaluating seminar course assignments. The field liaison will also verify that suitable progress is being made on completing the required field hours (240 each year). How field hours are recorded should be mutually determined by liaison, field instructor and student at the onset of each placement. The field instructor's signature signifies that the student has adequately completed the required number of hours. Consult the syllabus for detailed grading procedures.

Placement Difficulties

If a work related problem develops in a field placement, the student and field instructor are encouraged to discuss their concerns with each other. If the student does not feel comfortable speaking to her/his field instructor, the concern should be raised with the faculty field liaison or in the field seminar group as soon as possible. If after attempts to resolve the problem or clarify the misunderstanding, the problem is not resolved to the student's satisfaction, the faculty liaison will conduct a meeting with the field instructor and student. The faculty liaison will alert the BSW field coordinator to the concern and upcoming meeting. At the meeting, a plan regarding how to resolve the issue will be created and approved by the student, the field instructor, and faculty liaison. If after these new attempts to resolve the problem or clarify the misunderstanding, the problem or issue persists, the faculty liaison will inform the BSW field coordinator who will address this issue. A student may not discontinue a placement without following these steps unless the concern is sexual harassment or discrimination. In these situations, working directly with the field liaison and field coordinator is advised. The faculty will follow college policies on sexual harassment and discrimination.

Early Termination of Placement

If field placement difficulties cannot be resolved, students and/or field instructors will submit a written request for early termination of placement to the BSW field coordinator. This request will describe the reason(s) for the request and outline the steps taken to resolve the issues. All placement terminations must be requested in writing and requests sent to the field coordinator. Unless the student has violated the state rules of licensure, the field coordinator will review the request and communicate one of two decisions to the liaison, agency and student: 1) the student can seek a new placement; or 2) efforts to resolve the problem will be continued with the Faculty Field Liaison, field instructor and student. If the student has violated state rules of licensure, the BSW field coordinator will forward this information to the BSW director for review.

Because the goal of the field internship is the successful completion of a field placement, the student may be required to complete the total number of hours at a new field placement. Students should not assume that they can credit hours spent in the previous field placement to the next placement.

Non-Discrimination Policy

Augsburg College does not discriminate on the basis of race, creed, national or ethnic origin, age, marital status, gender, sexual orientation or disability. The Department of Social Work complies with this college policy and has developed its own policy on social, ethnic and cultural diversity. 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.

The Augsburg Social Work Department is committed to appreciating variations in racial, ethnic and cultural backgrounds, as well as class, gender, age, physical and mental ability, religion and sexual orientation.

Sexual Harassment Policy

Augsburg College 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 and confronting 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.

The following is an excerpt from the Sexual Harassment policy as stated in the student guide and dated July 20, 1992:

In its effort to create a work environment for all employees and a study environment for all students that are fair and free of coercion, the College has adopted the following policy:

- 9) Unwelcome behavior or actions that emphasize the sexuality or sexual identity of a person in the Augsburg community in a manner which prevents or impairs that person's enjoyment of educational and employment benefits, climate or opportunities is prohibited
- 10) submission to such conduct is made either explicitly or implicitly as a term of condition of an individual's employment; or
- 11) submission to or rejection of such conduct by an individual is used as the basis for academic and/or employment decision affecting such individuals; or
- 12) such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance or creating an intimidation, hostile or offensive environment. (student manual)

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 College.

Although definitions of sexual harassment can be broad, a person commits sexual harassment when s/he:

- 13) subjects a student to unwanted sexual attention; or
- 14) attempts to coerce a student into a sexual relationship; or
- 15) indicates that sexual favors are a condition for participation in a practicum; or
- 16) indicates that sexual favors may enter into the performance evaluation; or
- 17) 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.

Student Grievance

If a student is considering filing a formal grievance related to field supervision or behavior of field colleagues, the student is advised to first follow the steps outlined in the policy for *Placement Difficulties* on page 17 of this manual. If the student is dissatisfied with the outcome of this process, with the help of the academic advisor, (s)he should ask that the BSW Coordinator convene a meeting among the BSW field coordinator, BSW program director, faculty liaison, and academic advisor. The student may choose to include another faculty member to mediate this meeting or the academic advisor may do so. Following this meeting, the student grievance may be resolved and recorded in writing to the BSW program director and chair of the Department of Social Work. Should the grievance not be resolved, the student and academic advisor will report to the chair of the Department of Social Work and, if necessary, the Academic Dean and formal grievance procedures will apply.

The Augsburg Student Guide contains the Grievance Policy and Procedure and should be consulted if a student feels a dispute has not been settled to his or her satisfaction with faculty or staff. Access information about grievance process is at www.augsburg.edu/studentguide. The Student Guide defines a grievance "as dissatisfaction occurring when a student feels or thinks that any conduct or condition affecting her/him is unjust, inequitable, or creates unnecessary hardship" (p. 196). 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.

In summary, the student is encouraged to meet with the faculty or staff member first to discuss the problem and attempt to resolve it. If a solution cannot be reached, or the student prefers not to confer with the faculty or staff member, the student is encouraged to discuss the problem with the department chair in an attempt to resolve the problem. If after discussion with the chair, the grievance is not resolved to the student's satisfaction, the student should contact the Academic Dean. If these formal procedures do not resolve the problem to the satisfaction of the student, a more formal conciliation procedure is available and outlined in material available from the Associate Dean of Student Affairs.

Field Calendar Adjustments and Holiday/Vacation Time Requirements

It is expected that students will meet the field hour requirements within the allotted time frame and during Augsburg's regular semester calendar. However, for a variety of reasons some students will either be required by the agency or choose to perform more field hours during vacations or outside of Augsburg's official semester calendar. For example, students working in K – 12 school settings are frequently asked to remain in placement until the end of the school year even if later than Augsburg's school year. Or, in residency based field agencies such as group homes or hospitals, field students are frequently asked to work during Augsburg's vacations. Also, some students prefer to plan extra hours during semester breaks. For any reason, if a placement is scheduled to occur outside of Augsburg's normal academic calendar the student and field instructor must sign an agreement specifying the anticipated hours at the outset of the placement. The field liaison must be aware of this plan. If non-standard hours requests arise later in the placement, these should be noted by student, field instructor, and field liaison. The student is responsible for negotiating smaller amounts of time off with her/his field instructor.

Transportation and Automobile Insurance

Transportation to and from the field setting is the responsibility of the student. Many settings require that students have access to a vehicle. The student is responsible for furnishing the vehicle, 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 choose to 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 that 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 College has professional liability insurance for BSW students while performing their duties in a field placement. For students to be covered by Augsburg, they must be registered for a field work seminar and in regular contact with their Faculty Field Liaison. Once the student has received a final grade for fieldwork, the student is no longer covered by the Augsburg College professional liability insurance. The Social Work department requires that the students purchase individual professional liability and malpractice insurance. One possible vendor is through the National Association of Social Workers (<https://www.socialworkers.org>). You must first be a paid member of NASW to qualify for this benefit. Student insurance rates through NASW are considerably less expensive than the regular rate even when considering the additional cost of student membership with NASW. You will be expected to provide evidence of professional liability insurance prior to starting your practicum.

Field Agency Agreement

Some practicum agencies will require an official field agency agreement to be signed by both the practicum agency and officials at the college. The social work department does have a field agency agreement that is available upon request. The areas covered within the agreement include: 1) duties of the college; 2) duties of the field agency; and, 3) duties of the student.

Criminal Background Checks

Many field agencies require a criminal background check prior to accepting or allowing students to begin a field placement. A few agencies ask the student to pay for the background check. Neither Augsburg College nor the Augsburg social work program conducts criminal background checks on students. Students should be aware that criminal background checks are completed on all who apply for social work licensure. An additional policy on felonies and social work will be distributed during the fall semester.

Appendices

- Appendix A Guidelines for Field Learning Agenda
- Appendix B Field Learning Agenda
- Appendix C Field Agency Assignment Form
- Appendix D Employer as Field Practicum Agency
- Appendix E Junior Field Evaluation
- Appendix F Senior Field Evaluation
- Appendix G Student Evaluation of Field Practicum Experience
- Appendix H NASW Code of Ethics: Overview
- Appendix I Safety Checklist
- Appendix J Student Monthly Timesheet

A. Guidelines for Field Learning Agenda

- After you and your field instructor have read and conferred about material in this manual, please develop a draft field learning agenda in consultation with your field instructor and Faculty Field Liaison. Use the accompanying outline. Submit a draft to your faculty liaison for comments prior to agreeing to its final form.
- The learning agenda is organized into ten competency areas. "Competence is a standardized requirement for an individual to properly perform a specific job. It encompasses a combination of knowledge, skills, and behaviors utilized to improve performance. More generally, competence is the state quality of being adequately or well qualified, having the ability to perform a specific role." Tailor your learning agenda to your specific internship by figuring out what knowledge, skills, and behaviors you will need to gain in order to meet the minimum level of competency in each area. For example, if your internship is at Edina Care you will need to learn how to use the geriatric depression scale and be able to demonstrate competency in using this instrument to contribute to the initial client assessment process at intake.
- In each competency area you are encouraged to develop tasks related to your individual learning and skill needs. For example, you could consider such questions as:
 - What knowledge do I want to gain from interning at this agency?
 - What behavioral practice skills do I want to develop?
 - In what areas do I need to grow as a professional?
 - How can I most effectively use supervision?
 - What tasks or practice behaviors can I engage in at this agency in order to achieve competence?
- You and your Field Instructor should carefully consider whether there is any special orientation or training that is necessary before performing the practice behaviors required by the agency. Is a particular method, technique, or style practiced at your practicum agency? If so, figure out what an experienced worker is required to accomplish and work backwards to figure out what specific practice behaviors you will include on your learning agenda.
- Indicate clearly on the learning agenda the practice behaviors under each competency that have been selected for you.
- Evaluation will be ongoing, with a formal evaluation conducted at the end of each term. The final evaluation for the College will be the responsibility of the faculty field liaison and the written evaluation is advisory for that purpose.

B. Field Learning Agenda

NOTE: Field learning agenda should be typed and a draft copy submitted to Faculty Field Liaison for approval. Once finalized, the student, field instructor, task supervisor if required, and Faculty Field Liaison should each keep signed copies.

I. Background information

- A. Student: Name, contact info (telephone, email), and field seminar course number
- B. Agency: Name, complete address with zip code, email, and type(s) of service given.
- C. Field Instructor's name, title, telephone, email
Education (Indicate degree and major)
Previous human service experience (years)
Professional association membership (types)

II. Field internship schedule

- A. Day and hours each week.
- B. Beginning date; anticipated end date
NOTE: Non-standard field hours outside of Augsburg's academic calendar should be explicitly specified and agreed upon by student, field instructor (task supervisor), and liaison.
- C. Make-up plans if starting late or expecting a deficiency in the annual 240 field hours

III. Field competencies and practice behaviors defined by the student and field supervisor.

- A. BSW field competencies required of all students. Secondly, individualized practice behaviors need to be included.
 - Competency # 1. Intern identifies as a professional social worker and conducts himself/herself accordingly.
 - Competency # 2. Intern applies social work ethical principles to guide his or her professional practice.
 - Competency # 3. Intern applies critical thinking to inform and communicate professional judgments.
 - Competency #4. Intern engages diversity and difference in practice.
 - Competency #5. Intern advances human rights and social and economic justice.
 - Competency #6. Intern engages in research-informed practice and practice-informed research.
 - Competency #7. Intern applies knowledge of human behavior and the social environment.
 - Competency #8. Intern engages in policy practice to advance social and economic well-being and to deliver effective social work services.
 - Competency #9. Intern responds to contexts that shape practice.
 - Competency #10: Intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities.

Signatures and date: Student, Field Instructor, Task Supervisor if applicable, faculty field liaison.

Field Learning Agenda: Junior/Senior**Student**

Name	Phone	Email
Street Address	City	State Zip

Agency

Name	Phone	Website
Street Address	City	State Zip

Field Instructor

Name	Phone	Email
Title	Degree/Major	Licensure
Yrs of Human Service Experience	Professional Association Membership (types)	

Task Supervisor (if applicable)

Name	Phone	Email
Title	Degree/Major	Licensure
Yrs of Human Service Experience	Professional Association Membership (types)	

Internship Schedule

Dates	to	Days & Hours	Hours/Wk
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Field Learning Agenda: Field Competencies and Practice Behaviors

Instructions for rating interns:

The standard by which an intern is to be compared is that of a new beginning-level social worker. Comments may be made under any competency statement. The 10 competencies specified in this evaluation form are those established by our national accrediting organization, the Council on Social Work Education.

In each area, please rate the student using the following criteria:

- N/A Not applicable, as the intern has not had the opportunity to demonstrate competence in this area.
- 1** The intern has not met the expectations in this area.
(Student has engaged in behaviors infrequently and/or ineffectively.)
- 2** The intern has not yet met the expectations in this area, but gives an indication s/he will do so in the near future.
- 3** The intern has met the expectations for interns in this area.
(Student has engaged in behaviors frequently and/or effectively.)
- 4** The intern is functioning above expectations for interns in this area.
- 5** The intern has excelled in this area.
(Student has engaged in behaviors consistently and proficiently.)

Sample Competency:

Competency #: Description of competency as defined by the Council on Social Work Education		<i>Evaluation</i>	
		<i>Midterm</i>	<i>Final</i>
<i>First behavior demonstrating competency</i>	<i>Tasks involved in developing behavior one</i>	#	#
<i>Second behavior demonstrating competency</i>	<i>Tasks involved in developing behavior two</i>	#	#
<i>Third behavior demonstrating competency</i>	<i>Tasks involved in developing behavior three</i>	#	#

Competency 1: Intern identifies as a professional social worker and conducts himself/herself accordingly		Evaluation	
		Midterm	Final
Behavior 1	Tasks:		
Behavior 2	Tasks:		
Behavior 3	Tasks:		

Competency 2: Intern applies social work ethical principles to guide his or her professional practice.		Evaluation	
		Midterm	Final
Behavior 1	Tasks:		
Behavior 2	Tasks:		
Behavior 3	Tasks:		

Competency 3: Intern applies critical thinking to inform and communicate professional judgments.		Evaluation	
		Midterm	Final
Behavior 1	Tasks:		
Behavior 2	Tasks:		
Behavior 3	Tasks:		

Competency 4: Intern engages diversity and difference in practice.		Evaluation	
		Midterm	Final
Behavior 1	Tasks:		
Behavior 2	Tasks:		
Behavior 3	Tasks:		

Competency 5: Intern advances human rights and social and economic justice.		Evaluation	
		Midterm	Final
Behavior 1	Tasks:		
Behavior 2	Tasks:		
Behavior 3	Tasks:		

Competency 6: Intern engages in research-informed practice and practice-informed research.		Evaluation	
		Midterm	Final
Behavior 1	Tasks:		
Behavior 2	Tasks:		
Behavior 3	Tasks:		

Competency 7: Intern applies knowledge of human behavior and the social environment.		Evaluation	
		Midterm	Final
Behavior 1	Tasks:		
Behavior 2	Tasks:		
Behavior 3	Tasks:		

Competency 8: Intern engages in policy practice to advance social and economic well-being and to deliver effective social work services.		Evaluation	
		Midterm	Final
Behavior 1	Tasks:		
Behavior 2	Tasks:		
Behavior 3	Tasks:		

Competency 9: Intern responds to contexts that shape practice.		Evaluation	
		Midterm	Final
Behavior 1	Tasks:		
Behavior 2	Tasks:		
Behavior 3	Tasks:		

Competency 10: Intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities.		Evaluation	
		Midterm	Final
Behavior 1	Tasks:		
Behavior 2	Tasks:		
Behavior 3	Tasks:		

Comments (optional):

Learning Agenda Established:

Student: _____

Date: _____

Field Instructor: _____

Date: _____

Faculty Field Liaison: _____

Date: _____

Midterm Evaluation:

Student: _____

Date: _____

Field Instructor: _____

Date: _____

Faculty Field Liaison: _____

Date: _____

Final Evaluation:

Student: _____

Date: _____

Field Instructor: _____

Date: _____

Faculty Field Liaison: _____

Date: _____

C. BSW Field Practicum Assignment Form

Fall 2010 Practicum

Student Name: _____ **Date:** _____

Address: _____

City, State, Zip: _____

Phone: _____ Cell Home Work _____ Cell Home Work _____ Cell Home Work

Email: _____

Your status: Junior Senior

My Field Assignment for this year:

Agency Name: _____

Address: _____

City, State, Zip: _____

Phone: _____ **FAX:** _____

Are you an employee of this agency? Yes No

Designated Field Instructor Info (BSW required):

Field Instructor Name: _____

Licensure: _____ **Degree:** _____

Phone: _____ **Email:** _____

Agency Field Liaison or Task Supervisor Info (if applicable):

Field Liaison or Task Supervisor (please circle one) Name: _____

Phone: _____ **Email:** _____

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

Brief description of assignments and tasks (as agreed to with Field Instructor):

Attach additional pages as necessary.

D. Employer as Field Placement Agency

One of the goals of the Augsburg BSW Program is to offer students an experience that broadens their knowledge and breadth of experience. To achieve this goal, we recommend that 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 employ. The following guidelines have been adopted to facilitate this circumstance.

Agency responsibilities:

- 18) Provide educationally focused learning opportunities different from student’s regular job.
- 19) Assignments must differ from those associated with employment.
- 20) Student must be given time from regular work duties to meet learning contract tasks
- 21) Evaluation of student’s field practicum is the responsibility of Agency Field Instructor and Faculty Field Liaison.
- 22) Evaluation of student’s performance as agency employee is the responsibility of agency administration.
- 23) Agency Field Instructor (one who evaluates practicum) must not be a peer and must be someone other than workplace supervisor (one who evaluates work performance).
- 24) Student must work 1 year in the agency prior to requesting a field placement in the setting.
- 25) Agency is expected to meet the same criteria as is laid out in the BSW Field Work Manual.

Student responsibilities:

- 26) Submit a signed proposal to complete practicum in place of employment prior to the beginning of the field work placement.
- 27) Submit a proposal detailing plans to meet practicum requirements with a beginning learning contract.
- 28) Complete on-going log and written assignments as assigned by the Faculty Field Liaison.

Augsburg College responsibilities:

- a. Monitor and evaluate practicum to maintain focused learning contract.
- b. Continually clarify 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 submit a detailed proposal which shows how each of the criteria will be met.

The proposal must include the approval signatures of the following:

Agency Executive Director	Date
Agency Field Instructor	Date
Augsburg Faculty Field Liaison	Date
Augsburg Field Coordinator	Date

AUGSBURG COLLEGE

E. Generalist Social Work Practice: Evaluation of Student Performance

Bachelor of Social Work Program

2010 – 2011

Student Name _____ Agency _____

Field Instructor _____

Task Supervisor (if applicable) _____

Augsburg Faculty Liaison _____

Midterm Evaluation Date _____ Endterm Evaluation Date _____

Instructions for rating interns:

The standard by which an intern is to be compared is that of a new beginning-level social worker. Comments may be made under any competency statement. The 10 competencies specified in this evaluation form are those established by our national accrediting organization, the Council on Social Work Education.

In each area, please rate the student using the following criteria:

- N/A** Not applicable, as the intern has not had the opportunity to demonstrate competence in this area.
- 1** The intern has not met the expectations in this area.
(Student has engaged in behaviors infrequently and/or ineffectively.)
- 2** The intern has not yet met the expectations in this area, but gives an indication s/he will do so in the near future.
- 3** The intern has met the expectations for interns in this area.
(Student has engaged in behaviors frequently and/or effectively.)
- 4** The intern is functioning above expectations for interns in this area.
- 5** The intern has excelled in this area.
(Student has engaged in behaviors consistently and proficiently.)

Competency #1. Intern identifies as a professional social worker and conducts himself/herself accordingly.

The student...

- 1.1 Advocates well for client access to the services of social work.
- 1.2 Practices personal reflection & self-correction to assure continual professional development.
- 1.3 Attends well to professional roles & boundaries.
- 1.4 Demonstrates professional demeanor in behavior.
- 1.5 Demonstrates professional demeanor in appearance.
- 1.6 Demonstrates professional demeanor in communication.
- 1.7 Values a commitment to career-long learning.
- 1.8 Uses supervision and consultation effectively.

Comments:

mid	end

Competency #2. Intern applies social work ethical principles to guide his or her professional practice:

The student...

- 2.1 Employs the ethical standards of the profession.
- 2.2 Demonstrates understanding of the laws relevant to social work.
- 2.3 Abides by the laws relevant to social work.
- 2.4 Utilizes professional values as a guide to practice (therefore managing personal values).
- 2.5 Tolerates ambiguity in resolving ethical conflicts.
- 2.6 Applies strategies of ethical reasoning to arrive at principled decisions.

Comments:

mid	end

Competency #3. Intern applies critical thinking to inform and communicate professional judgments.

The student...

- 3.1 Synthesizes multiple sources of knowledge including practice knowledge & wisdom with research-based knowledge.
- 3.2 Analyzes different models of assessment, prevention, intervention, & evaluation.

mid	end

The student demonstrates effective ORAL communication in working with:

- 3.3 Individuals
- 3.4 Families
- 3.5 Groups
- 3.6 Organizations
- 3.7 Communities
- 3.8 Colleagues

mid	end

The student demonstrates effective WRITTEN communication in working with:

- 3.9 Individuals
- 3.10 Families
- 3.11 Groups
- 3.12 Organizations
- 3.13 Communities
- 3.14 Colleagues

mid	end

Comments:

Competency #4. Intern engages diversity and difference in practice.

The student...

- 4.1 Treats clients with respect and dignity.
- 4.2 Demonstrates respect for clients who differ by such factors as age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.
- 4.3 Practices in a way that demonstrates recognition of the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
- 4.4 Articulates sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups of people.
- 4.5 Articulates his/her understanding of the importance of difference in shaping life experiences.
- 4.6 Views himself/herself as a learner and engages those with whom he/she works as informants.

mid	end

Comments:

Competency #5. Intern advances human rights and social and economic justice.

The student...

	mid	end
5.1 Identifies forms and mechanisms of oppression and discrimination.		
5.2 Recognizes the global interconnectedness of oppression.		
5.3 Advocates for human rights and social and economic justice.		
5.4 Engages in practices that advance social and economic justice.		

Comments:

Competency #6. Intern engages in research-informed practice and practice-informed research.

The student...

	mid	end
6.1 Applies practice experience to inform scientific inquiry (i.e., research and/or assessment).		
6.2 Demonstrates skill in using research findings to improve practice (including policy and social service delivery).		
6.3 Employs evidence-based interventions.		

Comments:

Competency #7. Intern applies knowledge of human behavior and the social environment.

The student...

	mid	end
7.1 Utilizes conceptual frameworks about human behavior across the life course to guide assessment.		
7.2 Utilizes conceptual frameworks about human behavior across the life course to guide interventions.		
7.3 Utilizes conceptual frameworks about human behavior across the life course to guide evaluation.		
7.4 Synthesizes knowledge to understand the transaction between the person-and-environment.		

Comments:

Competency #8. Intern engages in policy practice to advance social and economic well-being and to deliver effective social work services.

The student...

- 8.1 Analyzes policies that advance social well-being.
- 8.2 Formulates policies that advance social well-being.
- 8.3 Advocates for policies that advance social well-being.
- 8.4 Collaborates with colleagues for effective policy action.
- 8.5 Collaborates with clients/consumers for effective policy action.

Comments:

mid	end

Competency #9. Intern responds to contexts that shape practice.

The student...

- 9.1 Is skilled at discovering, appraising, and attending to changing locales, populations, scientific and technological developments, and emerging societal trends in order to provide relevant services.
- 9.2 Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Comments:

mid	end

Competency #10. Intern engages, assess, intervenes and evaluates with individuals, families, groups, organizations, and communities.

The student...

- 10.1 Effectively prepares for action with clients/consumers (including those who are individuals, families groups, organizations or communities).
- 10.2 Effectively utilizes empathy and other interpersonal skills with clients/consumers.
- 10.3 Develops a mutually agreed-upon focus of work and desired outcomes with clients/consumers.
- 10.4 Demonstrates ability to collect, organize, and interpret client/consumer data.
- 10.5 Assesses client/consumer strengths and limitations.
- 10.6 Develops mutually agreed-upon intervention goals and objectives with clients/consumers.
- 10.7 Selects appropriate intervention strategies.
- 10.8 Implements prevention interventions that enhance client/consumer capacities.

mid	end

- 10.9 Assists clients/consumers in resolving problems.
- 10.10 Negotiates, as appropriate, with clients.
- 10.11 Mediates, as appropriate with (and on behalf of) clients/consumers.
- 10.12 Advocates, as appropriate with (and on behalf of) clients/consumers.
- 10.13 Facilitates transitions, as appropriate, with (and on behalf of) clients/consumers.
- 10.14 Facilitates endings, as appropriate, with (and on behalf of) clients/consumers.

Comments:

Please leave any general comments here.

AUGSBURG COLLEGE

F. Student Evaluation of Field Practicum Experience Bachelor of Social Work Program 2010 – 2011

Student Name _____ **Phone** _____

Student Email _____ @augsborg.edu

Supervisor Name _____ **Agency** _____

Agency Address _____

Agency Phone _____ **Supervisor Email** _____

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

I. THE FIELD PRACTICUM INSTRUCTOR

1. Provided regular supervision time of not less than ½ hour per visit. _____
2. Provided the necessary orientation to the agency. _____
3. Facilitated my integration into the agency. _____
4. Worked in collaboration with me in defining my roles within the practicum agency. _____
5. Assigned developmentally appropriate duties and responsibilities of increasing difficulty and challenge throughout the practicum term. _____
6. Modeled skills and provided knowledge necessary to carry out my social work duties. _____
7. Identified my developing social work knowledge and skills. _____
8. Evaluated fairly my practice abilities, strengths, and deficits. _____
9. Maintained an open and current flow of information with the field liaison. _____
10. Provided knowledge and/or helped me develop in the following areas:
 - a. Knowledge of agency (e.g., history, philosophy, procedures, etc.) _____
 - b. Knowledge of community _____
 - c. Knowledge of community resources _____

The ratings are as follows:

1 – Poor, Unacceptable

3 – Acceptable

5 – Outstanding

2 – Fair, Needs Improvement

4 – Very Good

II. THE FIELD WORK AGENCY

1. Provided administrative and logistical support for your field placement.
(i.e., desk, telephone, support services) _____
2. Provided good learning opportunities working with clients and programs. _____
3. Provided appropriate orientation experiences that were beneficial to you as a
social work intern. _____
4. Provided opportunities for learning that would likely not be available if you were
an employee. _____
5. Provided an atmosphere where you felt acknowledged and accepted as a student
social worker.
(i.e., education needs considered, included in appropriate meetings, etc.) _____

G. NASW Code of Ethics

Overview

The NASW Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. This Code includes four sections. The first section, "Preamble," summarizes the social work profession's mission and core values. The second section, "Purpose of the NASW Code of Ethics," provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice. The third section, "Ethical Principles," presents broad ethical principles, based on social work's core values, that inform social work practice. The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

Core values

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

H. Student Field Safety Checklist

_____ Read agency safety policies and procedures

_____ Discuss agency safety policies and procedures with field instructor on ongoing basis during placement

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

- Elements of *social work best practices* that apply to agency and their relationship to personal safety. A few examples of best practice that might 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.
- Knowledge of neighborhood through agency orientation.
- Building safety, including offices, waiting rooms, closets, hallways, interview rooms, bathrooms, etc.
- Parking lot safety – walking to and from car, lighting, hours of access, bus stops, etc.
- 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?
- Non-violence policy.
- Sexual harassment policy.
- Gun and weapon policy.
- Check-in and check-out procedures.
- Safety on home visit procedures.
- 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.*
- Property damage policy.
- Emergency procedures (e.g. panic alarms, security cameras, or other building safety devices).
- 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.
- 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.
- 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

I. Student Monthly Timesheet

Student: _____ Agency: _____ Month/Yr: _____

Date	Day of Week	In	Out	Hours
1				
2				
3				
4				
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29				
30				
31				
Total				

Intern Signature

Date

Supervisor Signature

Date