

AUGSBURG COLLEGE

Master of Social Work Program

FIELD WORK MANUAL 2014-2015

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

Revised 3/12/2014
© Augsburg College

PREFACE	4
FIELD WORK EDUCATION AND FIELD PLACEMENT	5
FIELD PLACEMENT SETTINGS.....	5
COUNCIL ON SOCIAL WORK EDUCATION STANDARDS	6
FIELD PROGRAM DESCRIPTION	6
Field Instruction Requirements	6
FOUNDATION YEAR (GENERALIST) PLACEMENT	7
CONCENTRATION YEAR PLACEMENT	7
SELECTION OF FIELD SETTINGS AND FIELD INSTRUCTORS	8
Field Setting Criteria	8
Field Instructor Criteria	8
ROLES AND RESPONSIBILITIES.....	9
Student.....	9
Field Instructor (at the agency)	9
Task Supervisor (at the agency) in consultation with Field Instructor.....	10
Field Faculty (field seminar professor)	10
Field Coordinator	10
Field Education Coordinator	10
THE SELECTION OF A FIELD PLACEMENT	12
Overview of Field Placement Selection	12
Field Placement Procedures	12
No Offer of Field Placement	13
EMPLOYER AS FIELD PLACEMENT SITE	14
EVALUATION COMPONENTS.....	15
Evaluation of Student Performance.....	15
Student Evaluation of Field Experience.....	15
Student Evaluation of Field Seminar.....	15
GRADING POLICY	16
PLACEMENT DIFFICULTIES	17
EARLY TERMINATION OF PLACEMENT.....	17

STUDENT GRIEVANCE PROCEDURE.....	17
NON-DISCRIMINATION POLICY	18
SEXUAL HARASSMENT POLICY	18
DUAL RELATIONSHIPS POLICY.....	18
SAFETY POLICY.....	19
OPERATING POLICIES FOR AUGSBURG FIELD PROGRAM.....	20
Holiday and Vacation Time Requirements	20
Transportation and Automobile Insurance	20
Student Stipends.....	21
Professional Liability and Malpractice Insurance.....	21
Criminal Background Checks	21
Field Agency Agreement.....	21
NASW Code of Ethics	21
Field Assignment Form	24
MSW FOUNDATION: Student Learning Agenda and Assessment	25
MSW MCCP: Student Learning Agenda and Assessment.....	38
MSW MCMP: Student Learning Agenda and Assessment.....	51
MSW Dual Degree: Field Placement Learning Assessment Form	65
MSW FIELD GLOSSARY	71

PREFACE

To facilitate the success of the field experience for students, field agencies and field instructors, this manual guides MSW field activities at Augsburg College. 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 Coordinator 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:

Laura Boisen: MSW Field Coordinator
Boisen@augsborg.edu
612-330-1439

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 practica), 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
- Aging/Gerontology
- Alcohol, Drug, or Substance Abuse
- Child Welfare
- Community Planning
- Criminal Justice/Corrections
- 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 Coordinator 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 Coordinator 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 employed at the same agency as the field placement, the Augsburg MSW Field Coordinator must be notified and approve the placement. See the policy on page 13 related to field placements at employment sites.

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 College has developed the following field work requirements for the MSW program.

Field Instruction Requirements

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 and 500 minimum hours second/concentration year students).

Field placements, however, **cannot** begin prior to the beginning of the semester in which the student has registered for field seminar. Students can attend orientation or workshop days prior to the beginning of the semester but cannot begin their social work practice. Orientation/training may count toward hours.

The Council on Social Work Education (CSWE) requires that students receive supervision from a field instructor with an MSW degree from an accredited program plus two years of post-graduate professional practice experience. Social workers in exempt settings for Minnesota social work license do not need a social work license to be a field instructor. However, social workers in positions that require a license under state law must hold a current social work license to be a field instructor. Students must receive a minimum of one hour of supervision per week. CSWE does make provisions for “task supervisors,” who may provide day-to-day supervision and 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 College nor Augsburg students are permitted to provide monetary compensation in exchange for supervision.

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. Special attention is given to perceptions and attitudes that affect certain groups because of race, gender, sexual orientation, disabilities, cultures and class factors.

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 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 one 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. These seminars provide opportunities for advanced, professional experience in a setting that supports the student's chosen concentration. The second year focuses specifically on implementing theory-based strategies for change in both the MCCP and MCMP concentrations. The accompanying integrative field seminar is a half credit course. Students are assigned to the field seminar sections by the field faculty. Students in both concentrations are required to complete a series of written assignments that encourage the linkage of theory and practice. In addition, students are required to complete a practice evaluation in their area of concentration. These projects use case material from their field placements and are completed in the integrative field seminar. Further details about class projects (including the MCMP Summative Project) will be shared in Field Seminar.

SELECTION OF FIELD SETTINGS AND FIELD INSTRUCTORS

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 instructor 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 6 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 Coordinator. The student may not commit to the placement until the MSW Field Coordinator has spoken to the prospective field instructor and reviewed his/her resume and approved the supervision arrangement.

ROLES AND RESPONSIBILITIES

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 Coordinator. Following are the responsibilities of students, field agency and instructor, field faculty, and field coordinator for the field experience:

Student

1. Adhere to the requirements of the Handbook and class syllabi;
2. Attend student field orientation, consult with faculty including MSW Field Coordinator, 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 two classes in the two semester sequence will result in a No Pass 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)

1. Provide student a minimum of one hour field instruction weekly; with permission from MSW Field Coordinator, 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 and Field Faculty in field evaluation visits (minimum of 3 contacts per year);
13. Attend new field instructors' orientation;
14. Keep field faculty informed of any concerns, issues or problems in relation to the student's field experience.

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

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 (field seminar professor)

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.

Field Coordinator

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.

Field Education Coordinator

1. Plan field orientations and CEU workshops for field instructors;
2. Plan and implement the field research program;
3. Plan the field appreciation luncheon;
4. Provide leadership to the IPA (Integrated Practice Advisors) group
5. Provide support to MSW and BSW Field Coordinators as needed.

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 by the MSW or BSW Field Coordinators and/or field faculty.

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 LGSW current 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. Half of the field instruction hours per month must be offered in an individual format – whether by the task an/or the external field instructors.
- 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.

External field instructors will have contact with the MSW Field Coordinator bimonthly and will be invited to all field events, e.g. field orientation, CEH events. The use of external field instructors may vary from year-to-year based on the availability of qualified social workers.

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 Coordinator **prior to the student or field agency making any arrangements or commitments.**

Overview of Field Placement Selection

Students are required to attend the student field orientation prior to selecting a field placement. This session contains valuable information that assists students in avoiding costly and time-consuming problems. Students will receive written notification of the meeting in the MSW NewsNotes via email.

The process for selecting a field placement that begins in the fall of any academic year is completed cooperatively and in conjunction with the University of Minnesota and St. Catherine's Schools of Social Work the previous spring. Because of this, it is important to attend the field orientation and complete the necessary paperwork promptly. Not adhering to the guidelines or timelines may significantly restrict your field placement opportunities.

There are several opportunities throughout the process to consult with the MSW Field Coordinator. If you have questions or concerns, please consult with the MSW Field Coordinator sooner rather than later. Because the faculty person assigned field coordination 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 Coordinator and schedule another time to meet.
2. Attend the spring Field Fair jointly sponsored by the University of Minnesota and Augsburg College if seeking a metropolitan area placement. Students will receive notification of the date, time and place at the field orientation.
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 Coordinator. This step must be taken prior to the student contacting the desired field agency or field instructor.
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 College.
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 and St. Catherine's 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 Coordinator 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 should arrange an appointment with the agencies of interest. Remember, sending a cover letter and resume may be as effective as a telephone call. 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 form entitled **STUDENT CHOICE OF PLACEMENT FORM** (distributed via email after placement orientation) must be completed by the student and returned to the Augsburg MSW Field Coordinator. Shortly after the form's due date, the field directors at Augsburg, the University of Minnesota, and St. Catherine's meet to match the students' agency choices to the agencies' student choices.
8. Once the matches have been made:
 - a) students with a match will be alerted to their field placement assignment via e-mail; OR
 - b) students without a match will receive written notification from the MSW Field Coordinator who will also alert students to agencies that still want students.
9. Once the field instructor, student and MSW Field Coordinator 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 Coordinator and Field Instructor as soon as possible.
10. Field placements must be secured **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 Coordinator 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.

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.

There are plenty of field agency sites in the metropolitan area. Some field agencies are very popular with students and receive dozens of student inquiries and applications. Practically speaking, students with a greater amount of diverse practice and life experience often have the best chance of obtaining the placements they desire. It is recommended students interview at enough agencies to optimize the possibility of a match. The field coordinator 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 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.

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 contract.
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. Student must work one year in the agency prior to requesting a field placement in the setting.
8. 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:
 - 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.

Augsburg College 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 submit a detailed proposal (see student responsibilities above) which shows how each of the criteria will be met.

The proposal must be dated and include the approval signatures of the following:

- Agency Executive Director
- Agency Field Instructor
- Augsburg Field Coordinator

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 Appendix 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 College. 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). The evaluation of the field experience is placed in the agency file in the Augsburg MSW office and is the property of Augsburg's social work program. The agency file may be read by social work field faculty only.

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. The following represents the criteria for grading:

- 4.0 Achieves highest standards of excellence
- 3.5 Achieves above acceptable standards
- 3.0 Meets acceptable standards
- X Given by the instructor to indicate that the 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).
- N No credit; does not meet minimum passing standard; student referred to MSW Director for Level III review.

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 her/his 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. The field faculty should alert the MSW Field Coordinator to the concern and upcoming meeting in writing. 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. If the issue cannot be resolved, the MSW Field Coordinator 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, students and/or field instructors can submit a request for an early termination of placement to the MSW Field Coordinator. This request should describe the reason(s) for the request and the steps taken to resolve the issue. Unless the student has violated the Social Work Code of Ethics, the Field staff 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 Field Faculty, Field Instructor and student. If the student has violated the Social Work Code of Ethics, the MSW Field Coordinator will forward the information to the Chair of the Department for review.

Because the goal of a field internship is the successful completion of a field placement, the student may be required to complete the total number of 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.

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 Coordinator 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 Coordinator 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 Coordinator, the student should bring the grievance directly to the MSW Field Coordinator. If satisfaction is not attained, or if the student is not comfortable bringing it directly to the MSW Field Coordinator, 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 College.

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, MSW 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 College 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.

The Department of Social Work complies with this college policy and has developed its own policy on racial, ethnic and cultural diversity (see Appendix I). 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.

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 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 College.

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 an 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.

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).

To best achieve students' learning goals, avoid conflicts of interest and comply with the NASW Code of Ethics, 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. As stated in the NASW Code, it is the responsibility of the field instructor to establish and maintain appropriate boundaries.

Certainly any form of sexual or close, personal relationship between a field instructor and a student is forbidden. Additionally, field instructors cannot be a family member, personal friend, a former or current client or helping professional to the student. However, there are other examples that field instructors may want to consider, e.g. entering into business or financial arrangement, excessive socializing with the student, etc.

The field faculty or MSW Field Coordinator 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 Coordinator 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 Coordinator has the duty to assess whether a field instructor/student match is appropriate given the prior relationship.

Placements will be avoided if the:

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

MSW Program Director and Field Coordinator

1. The MSW program director and field coordinator will post online, a field safety PowerPoint for prospective field students each fall term. Field faculty and agency supervisors are invited but not required to review this material online.
2. The MSW program director and field coordinator develop a field safety checklist, which is distributed to students, field faculty, and field supervisors via the field manual. This checklist includes minimum safety requirements and recommendations.
3. The MSW field coordinator monitors agency and student compliance with safety related policies in cooperation with the field faculty.
4. 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 considers field safety in developing field seminar assignments and discussions, and insures that safety is included on each student's field learning assessment.
3. The field faculty will discuss any field safety concern or issue with the student, field instructor, and MSW field coordinator.

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 agency develops a post incident safety procedure. This policy is presented to the MSW field coordinator during the agency application process each year.
3. 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.
4. The field supervisor works with individual students as needed to reduce risk.

Student Responsibilities

1. MSW social work students preparing to intern at an approved agency are *required* to review the safety planning PowerPoint in the fall term. Failure to review the PowerPoint may delay participation in the practicum by a full academic year.
2. 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.
3. Students are required to comply with safety policy while at their internship. Failure to comply with safety policy may result in suspension from field.
4. Students are required to bring up safety concerns directly with their field faculty and to participate in safety discussions during the field seminar.

General Recommendations and Considerations

1. This policy will be reviewed periodically by department administration with input from agency staff and student forums. In particular, the MSW Forum will be asked to include review of this policy as a part of their work each academic year.
2. A safety planning workshop for field instructors will be offered periodically through the social work department's ongoing field instructor training series.

OPERATING POLICIES FOR AUGSBURG FIELD PROGRAM

Holiday and Vacation Time Requirements

It is expected that students will meet the field hour requirements within the allotted time frame. However, because the weekend class schedule is sometimes hectic, many students choose to perform more field hours during vacations - particularly Winter and Spring Breaks. It is recommended that the student and Field Instructor discuss holidays and breaks 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.

Student Stipends

There are a limited number of field agencies that award stipends to MSW graduate students. Some of these vary from year to year. Field placements with stipends are competitive between the three MSW programs in the metropolitan area, i.e. Augsburg College, the University of Minnesota and St. Catherine's.

Professional Liability and Malpractice Insurance

Augsburg College 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 her/his 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 College 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. **Neither** Augsburg College nor the Augsburg College 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.

Field Agency Agreement

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.

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 (see bibliography for Code of Ethics references).

Students may be dismissed from Augsburg's MSW program for violation of college 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.

Appendices

**Field Assignment Form
MSW Field Placement 2014-2015**

Student Information:

Name: _____ Date: _____ Status Fall 2014: 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:

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

AUGSBURG COLLEGE

Department of Social Work

MSW FOUNDATION: Student Learning Agenda and Assessment

Agency _____

Student _____

Field Instructor _____
Name Licensure

Field Faculty _____

Task Supervisor _____
(if applicable)

Field Placement Duration _____

Typical Weekly Schedule _____

This form details ten competency areas that are utilized in social work practice and focuses on an outcomes-based assessment of student competence in each of the ten areas. There are three sections of each learning assessment graph 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 210 hours and final evaluation will be filled out at the end of the placement when the student has completed 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 s/he has reached 210 and 420 hours.

Evidence Key

- A. Field instructor observation
- B. Task supervisor observation
- C. Field faculty observation
- D. Evidence or documentation from attendance (ie. 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 unsuitable for profession; areas of significant concerns
- 2. Basic: Needs more training; student progressing as expected
- 3. Proficient: Ready for practice
- 4. Distinguished: Clearly exceptional

Learning Summary

Student:

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

Field placement has included work with (check all that apply):

	Infants	Children	Adolescents	Adults	Older Adults
Individuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Field Instructor Signature Date

Student Signature Date

Task Supervisor Signature Date

Field Faculty Signature Date

1. Identify as a professional social worker and conduct oneself accordingly

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Advocate for client access to the services of social work				
Practice personal reflection and self-correction to assure continual professional development				
Attend to professional roles and boundaries				
Demonstrate professional demeanor in behavior, appearance, and communication				
Engage in career-long learning				
Use supervision and consultation				

Evidence Key:

A=Field instructor observation
 B=Task supervisor observation
 C= Field faculty observation
 D=Evidence/documentation f/attendance
 E=Discussion of activity in supervision

F=Field course assignment

G=Co-leader of group
 H=Review and analysis of relevant research on the internet
 I=Review of organizational projects by field instructor
 J=Observation by co-workers in the agency setting
 K= Relevant recordings

Evaluation Key:

0=Not yet completed
 1=Unsatisfactory
 2=Basic
 3=Proficient
 4=Distinguished

2. Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Recognize and manage personal values in a way that allows professional values to guide practice				
Make ethical decisions by applying standards of the NASW Code of Ethics ² and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles				
Tolerate ambiguity in resolving ethical conflicts				
Apply strategies of ethical reasoning to arrive at principled decisions				

Evidence Key:

A=Field instructor observation
 B=Task supervisor observation
 C= Field faculty observation
 D=Evidence/documentation f/attendance
 E=Discussion of activity in supervision

F=Field course assignment

G=Co-leader of group
 H=Review and analysis of relevant research on the internet
 I=Review of organizational projects by field instructor
 J=Observation by co-workers in the agency setting
 K= Relevant recordings

Evaluation Key:

0=Not yet completed
 1=Unsatisfactory
 2=Basic
 3=Proficient
 4=Distinguished

3. Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom				
Analyze models of assessment, prevention, intervention, and evaluation				
Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues				

Evidence Key:

A=Field instructor observation
 B=Task supervisor observation
 C= Field faculty observation
 D=Evidence/documentation f/attendance
 E=Discussion of activity in supervision

F=Field course assignment

G=Co-leader of group
 H=Review and analysis of relevant research on the internet
 I=Review of organizational projects by field instructor
 J=Observation by co-workers in the agency setting
 K= Relevant recordings

Evaluation Key:

0=Not yet completed
 1=Unsatisfactory
 2=Basic
 3=Proficient
 4=Distinguished

4. Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate 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.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power				
Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups				
Recognize and communicate their understanding of the importance of difference in shaping life experiences				
View themselves as learners and engage those with whom they work as informants				

Evidence Key:

A=Field instructor observation
 B=Task supervisor observation
 C= Field faculty observation
 D=Evidence/documentation f/attendance
 E=Discussion of activity in supervision

F=Field course assignment

G=Co-leader of group
 H=Review and analysis of relevant research on the internet
 I=Review of organizational projects by field instructor
 J=Observation by co-workers in the agency setting
 K= Relevant recordings

Evaluation Key:

0=Not yet completed
 1=Unsatisfactory
 2=Basic
 3=Proficient
 4=Distinguished

5. Advance human rights and social and economic justice.

Each 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 are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Understand the forms and mechanisms of oppression and discrimination				
Advocate for human rights and social and economic justice				
Engage in practices that advance social and economic justice				

6. Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Use practice experience to inform scientific inquiry				
Use research evidence to inform practice				

Evidence Key:

A=Field instructor observation
 B=Task supervisor observation
 C= Field faculty observation
 D=Evidence/documentation f/attendance
 E=Discussion of activity in supervision

F=Field course assignment

G=Co-leader of group
 H=Review and analysis of relevant research on the internet
 I=Review of organizational projects by field instructor
 J=Observation by co-workers in the agency setting
 K= Relevant recordings

Evaluation Key:

0=Not yet completed
 1=Unsatisfactory
 2=Basic
 3=Proficient
 4=Distinguished

7. Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation				
Critique and apply knowledge to understand person and environment				

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know 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.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Analyze, formulate, and advocate for policies that advance social well-being				
Collaborate with colleagues and clients for effective policy action				

Evidence Key:

A=Field instructor observation
 B=Task supervisor observation
 C= Field faculty observation
 D=Evidence/documentation f/attendance
 E=Discussion of activity in supervision

F=Field course assignment

G=Co-leader of group
 H=Review and analysis of relevant research on the internet
 I=Review of organizational projects by field instructor
 J=Observation by co-workers in the agency setting
 K= Relevant recordings

Evaluation Key:

0=Not yet completed
 1=Unsatisfactory
 2=Basic
 3=Proficient
 4=Distinguished

9. Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services				
Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services				

Evidence Key:

A=Field instructor observation
 B=Task supervisor observation
 C= Field faculty observation
 D=Evidence/documentation f/attendance
 E=Discussion of activity in supervision

F=Field course assignment

G=Co-leader of group
 H=Review and analysis of relevant research on the internet
 I=Review of organizational projects by field instructor
 J=Observation by co-workers in the agency setting
 K= Relevant recordings

Evaluation Key:

0=Not yet completed
 1=Unsatisfactory
 2=Basic
 3=Proficient
 4=Distinguished

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

	Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
				Midterm	Final
10(a) ENGAGEMENT	Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities				
	Use empathy and other interpersonal skills				
	Develop a mutually agreed-on focus of work and desired outcomes				
10(b) ASSESSEMENT	Collect, organize, and interpret client data				
	Assess client strengths and limitations				
	Develop mutually agreed-on intervention goals and objectives				
	Select appropriate intervention strategies				

Competency 10 continues on next page...

Evidence Key:

A=Field instructor observation
 B=Task supervisor observation
 C= Field faculty observation
 D=Evidence/documentation f/attendance
 E=Discussion of activity in supervision

F=Field course assignment

G=Co-leader of group
 H=Review and analysis of relevant research on the internet
 I=Review of organizational projects by field instructor
 J=Observation by co-workers in the agency setting
 K= Relevant recordings

Evaluation Key:

0=Not yet completed
 1=Unsatisfactory
 2=Basic
 3=Proficient
 4=Distinguished

	Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
				Midterm	Final
10(c) INTERVENTION	Initiate actions to achieve organizational goals				
	Implement prevention interventions that enhance client capacities				
	Help clients resolve problems				
	Negotiate, mediate, and advocate for clients				
	Facilitate transitions and endings				
10(d) EVAL	Critically analyze, monitor, and evaluate interventions				
10 (e)TERMINATION	Reflect on the helping process and prepare for ending				
	Plan for closure with ending rituals, or review of changes made				

Evidence Key:

A=Field instructor observation
 B=Task supervisor observation
 C= Field faculty observation
 D=Evidence/documentation f/attendance
 E=Discussion of activity in supervision

F=Field course assignment

G=Co-leader of group
 H=Review and analysis of relevant research on the internet
 I=Review of organizational projects by field instructor
 J=Observation by co-workers in the agency setting
 K= Relevant recordings

Evaluation Key:

0=Not yet completed
 1=Unsatisfactory
 2=Basic
 3=Proficient
 4=Distinguished

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

AUGSBURG COLLEGE

Department of Social Work

MSW MCCP: Student Learning Agenda and Assessment

Agency _____

Student _____

Field Instructor _____
Name Licensure

Field Faculty _____

Task Supervisor _____
(if applicable)

Field Placement Duration _____

Typical Weekly Schedule _____

This form details ten competency areas that are utilized in social work practice and focuses on an outcomes-based assessment of student competence in each of the ten areas. There are three sections of each learning assessment graph 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 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 s/he has 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 (ie. 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 unsuitable for profession; areas of significant concerns
- 2. Basic: Needs more training; student progressing as expected
- 3. Proficient: Ready for practice
- 4. Distinguished: Clearly exceptional

Learning Summary

Student:

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

Field placement has included work with (check all that apply):

	Infants	Children	Adolescents	Adults	Older Adults
Individuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Field Instructor Signature Date

Student Signature Date

Task Supervisor Signature Date

Field Faculty Signature Date

1. Identify as a professional social worker and conduct oneself accordingly

Advanced practitioners in clinical social work recognize the importance of the therapeutic relationship, the person-in-environment and strengths perspectives, the professional use of self with clients, and adherence to ethical guidelines of professional behavior.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Readily identifies as a social work professional, ie. Can identify professional strengths, limitations, and challenges within one's practice				
Can identify professional use of self strengths and issue in working with clients				
Develops, manages, & maintains therapeutic relationships with clients within the person-in-environment and strengths perspectives				
Understands the need for and appropriately uses clinical social work field instruction and consultation				

Evidence Key:

- A=Field instructor observation
- B=Task supervisor observation
- C= Field faculty observation
- D=Evidence/documentation f/attendance
- E=Discussion of activity in supervision

F=Field course assignment

- G=Co-leader of group
- H=Review and analysis of relevant research on the internet
- I=Review of organizational projects by field instructor
- J=Observation by co-workers in the agency setting
- K= Relevant recordings

Evaluation Key:

- 0=Not yet completed
- 1=Unsatisfactory
- 2=Basic
- 3=Proficient
- 4=Distinguished

2. Apply social work ethical principles to guide professional practice.

Advanced practitioners in clinical social work are knowledgeable about ethical issues, legal parameters, and shifting societal mores that affect the therapeutic relationship.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Appropriately applies ethical decision-making framework and/or ethical dilemma screen related to issues in their clinical social work practice				
Appropriately applies strategies of ethical reasoning to address the use of technology in clinical practice and its effect on client rights				
Identifies and uses knowledge of relationship dynamics, including power differentials				
Recognizes and manages personal biases as they affect the therapeutic relationship in the service of the clients' well-being.				

Evidence Key:

A=Field instructor observation
 B=Task supervisor observation
 C= Field faculty observation
 D=Evidence/documentation f/attendance
 E=Discussion of activity in supervision

F=Field course assignment

G=Co-leader of group
 H=Review and analysis of relevant research on the internet
 I=Review of organizational projects by field instructor
 J=Observation by co-workers in the agency setting
 K= Relevant recordings

Evaluation Key:

0=Not yet completed
 1=Unsatisfactory
 2=Basic
 3=Proficient
 4=Distinguished

3. Apply critical thinking to inform and communicate professional judgments.

Advanced practitioners understand and differentiate the strengths and limitations of multiple practice theories and methods, clinical processes, and technical tools, including differential diagnosis. They deconstruct theories and methods to evaluate how they relate to clients and client systems within their environmental context. They regularly question and reflect on their own assumptions and consider how these might affect practice.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Engages in reflective practice				
Identifies and articulates clients' strengths and vulnerabilities				
Evaluates, selects, and implements appropriate multidimensional assessment, diagnostic, intervention, and practice evaluation tools				
Evaluates the strengths and weaknesses of multiple theoretical perspectives and differentially applies them to client situations				
Appropriately and effectively communicates professional judgments to other social workers and to professionals from other disciplines, in both verbal and written format				

Evidence Key:

A=Field instructor observation
 B=Task supervisor observation
 C= Field faculty observation
 D=Evidence/documentation f/attendance
 E=Discussion of activity in supervision

F=Field course assignment

G=Co-leader of group
 H=Review and analysis of relevant research on the internet
 I=Review of organizational projects by field instructor
 J=Observation by co-workers in the agency setting
 K= Relevant recordings

Evaluation Key:

0=Not yet completed
 1=Unsatisfactory
 2=Basic
 3=Proficient
 4=Distinguished

4. Engage diversity and difference in practice.

Advanced practitioners are knowledgeable about many forms of diversity and difference and how these influence the therapeutic relationship and clients' presenting issues. Advanced practitioners are knowledgeable about the ways in which various dimensions of diversity affect (a) explanations of illness, (b) help-seeking behaviors, and (c) healing practices (Cal-SWEC, 2006). Advanced practitioners are cultural beings and understand how clinical practice choices can be culture-bound.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Researches and applies knowledge of diverse populations to enhance client wellbeing				
Works effectively with diverse populations				
Identifies and uses practitioner/client differences from a strengths perspective				

5. Advance human rights and social and economic justice.

Advanced practitioners in clinical social work understand the potentially challenging effects of economic, social, and cultural factors in the lives of clients and client systems. Advanced practitioners understand the stigma and shame associated with disorders, diagnoses, and help-seeking behaviors across diverse populations. They also understand strategies for advancing human rights and social and economic justice in domestic and global contexts.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Uses knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention				
Advocates at multiple levels for mental health parity and reduction of health disparities for diverse populations.				

Evidence Key:

A=Field instructor observation
 B=Task supervisor observation
 C= Field faculty observation
 D=Evidence/documentation f/attendance
 E=Discussion of activity in supervision

F=Field course assignment

G=Co-leader of group
 H=Review and analysis of relevant research on the internet
 I=Review of organizational projects by field instructor
 J=Observation by co-workers in the agency setting
 K= Relevant recordings

Evaluation Key:

0=Not yet completed
 1=Unsatisfactory
 2=Basic
 3=Proficient
 4=Distinguished

6. Engage in research-informed practice and practice-informed research.

Advanced clinical practitioners are knowledgeable about evidence-based interventions, best practices, and the evidence-based research process.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Uses the evidence-based practice process in clinical assessment and intervention with clients				
Participates in the generation of new clinical knowledge, through the use of research-informed practice and reflective practice				
Uses research methodology to evaluate clinical practice effectiveness and/or outcomes.				

Evidence Key:

A=Field instructor observation
 B=Task supervisor observation
 C= Field faculty observation
 D=Evidence/documentation f/attendance
 E=Discussion of activity in supervision

F=Field course assignment

G=Co-leader of group
 H=Review and analysis of relevant research on the internet
 I=Review of organizational projects by field instructor
 J=Observation by co-workers in the agency setting
 K= Relevant recordings

Evaluation Key:

0=Not yet completed
 1=Unsatisfactory
 2=Basic
 3=Proficient
 4=Distinguished

7. Apply knowledge of human behavior and the social environment.

Advanced practitioners understand how to synthesize and differentially apply the theories of human behavior and the social environment (biological, developmental, psychological, social, cultural, and spiritual). They are familiar with diagnostic classification systems used in the formulation of a comprehensive assessment. Advanced practitioners understand how sociocultural contexts influence definitions of psychopathology. They have a working knowledge of psychotropic medications that are typically used in the treatment of mental health disorders, including expected results and side effects.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Synthesizes and differentially applies theories of human behavior and the social environment to guide clinical practice				
Uses bio-psycho-social-spiritual theories and diagnostic classification systems in formulation of comprehensive assessments				
Consults with medical and other professionals, as needed, to confirm diagnosis and/or to monitor medication in the treatment process				
Identifies agency policies/practices which may interfere with effectively working with vulnerable and/or minority clients				

Evidence Key:

A=Field instructor observation
 B=Task supervisor observation
 C= Field faculty observation
 D=Evidence/documentation f/attendance
 E=Discussion of activity in supervision

F=Field course assignment

G=Co-leader of group
 H=Review and analysis of relevant research on the internet
 I=Review of organizational projects by field instructor
 J=Observation by co-workers in the agency setting
 K= Relevant recordings

Evaluation Key:

0=Not yet completed
 1=Unsatisfactory
 2=Basic
 3=Proficient
 4=Distinguished

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Advanced practitioners in clinical social work recognize the connection between clients, practice, and both public and organizational policy. Advanced practitioners have knowledge about factors that influence the development of legislation, policies, program services, and funding at all system levels. They have knowledge of advocacy methods that contribute to effective policies that promote social and economic well-being.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Communicates to stakeholders the implication of policies and policy change in the lives of clients				
Uses evidence-based practice and practice-based evidence in advocacy for policies that advance social and economic well-being				
Advocates with and informs administrators and legislators to influence policies that impact clients and service				

9. Respond to contexts that shape practice.

Advanced practitioners in clinical social work are knowledgeable about how relational, organizational, and community systems may impact clients. They anticipate and react to evolving cultural, technological, geographical, political, legal, economic, and environmental contexts. They encourage clients to effect changes within these contexts.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Assesses the quality of clients' interactions within their social contexts				
Develops intervention plans to accomplish systemic change				
Works collaboratively with others to effect systemic change that is sustainable				

Evidence Key:

A=Field instructor observation
 B=Task supervisor observation
 C= Field faculty observation
 D=Evidence/documentation f/attendance
 E=Discussion of activity in supervision

F=Field course assignment

G=Co-leader of group
 H=Review and analysis of relevant research on the internet
 I=Review of organizational projects by field instructor
 J=Observation by co-workers in the agency setting
 K= Relevant recordings

Evaluation Key:

0=Not yet completed
 1=Unsatisfactory
 2=Basic
 3=Proficient
 4=Distinguished

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Clinical social work practice involves the dynamic, interactive, and reciprocal processes of therapeutic engagement, multidimensional assessment, clinical intervention, and practice evaluation at multiple levels. Advanced practitioners share a theoretically informed knowledge base so as to effectively practice with individuals, families, and groups. Clinical practice knowledge includes understanding and implementing practice theories (models, metaperspectives, strategies, techniques, and approaches); evaluating treatment outcomes and practice effectiveness.

	Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
				Midterm	Final
10(a) ENGAGEMENT	Develops a culturally responsive therapeutic relationship				
	Attends to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance;				
	Establishes a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes				
10(b) ASSESSMENT	Uses multidimensional bio-psycho-social-spiritual assessment tools				
	Accurately assesses clients' readiness for change				
	Assesses client coping strategies to reinforce and improve adaptation to life situations, circumstances, and events				
	Selects and modifies appropriate intervention strategies based on continuous clinical assessment				
	Demonstrates an ability to develop differential and diagnoses and/or use diagnostic information in the therapeutic process				

Evidence Key:

A=Field instructor observation
 B=Task supervisor observation
 C= Field faculty observation
 D=Evidence/documentation f/attendance
 E=Discussion of activity in supervision

F=Field course assignment

G=Co-leader of group
 H=Review and analysis of relevant research on the internet
 I=Review of organizational projects by field instructor
 J=Observation by co-workers in the agency setting
 K= Relevant recordings

Evaluation Key:

0=Not yet completed
 1=Unsatisfactory
 2=Basic
 3=Proficient
 4=Distinguished

10(c) INTERVENTION	Critically evaluates, selects, and applies best practices and evidence-based interventions				
	Demonstrates the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed				
	Collaborates with other professionals to coordinate treatment interventions				
10(d) EVALUATION	Contributes to the theoretical knowledge base of the social work profession through practice-based research				
	Makes accurate interpretations of information gathered (analysis/monitoring) to inform practice				
	Uses clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions.				
10 (e) TERMINATION	Reflect on the helping process and prepare for ending				
	Plan for closure with ending rituals, or review of changes made				
	Use appropriate skills when working with team members, including respectful interaction and observation of appropriate boundaries.				

Evidence Key:

- A=Field instructor observation
- B=Task supervisor observation
- C= Field faculty observation
- D=Evidence/documentation f/attendance
- E=Discussion of activity in supervision

F=Field course assignment

- G=Co-leader of group
- H=Review and analysis of relevant research on the internet
- I=Review of organizational projects by field instructor
- J=Observation by co-workers in the agency setting
- K= Relevant recordings

Evaluation Key:

- 0=Not yet completed
- 1=Unsatisfactory
- 2=Basic
- 3=Proficient
- 4=Distinguished

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

Field Instructor Signature

Date

Task Supervisor Signature (if applicable)

Date

Student Signature

Date

Field Faculty Signature

Date

AUGSBURG COLLEGE

Department of Social Work

MSW MCMP: Student Learning Agenda and Assessment

Agency _____

Student _____

Field Instructor _____
Name Licensure

Field Faculty _____

Task Supervisor _____
(if applicable)

Field Placement Duration _____

Typical Weekly Schedule _____

This form details ten competency areas that are utilized in social work practice and focuses on an outcomes-based assessment of student competence in each of the ten areas. There are three sections of each learning assessment graph 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 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 s/he has 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 observed
- 1. Unsatisfactory: May be unsuitable for profession; areas of significant concerns
- 2. Basic: Needs more training; student progressing as expected
- 3. Proficient: Ready for practice
- 4. Distinguished: Clearly exceptional

1. Identify as a professional social worker and conduct oneself accordingly

Advanced practitioners in 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.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Integrate the legacy of social work macro practice with communities and organizations by ensuring access to social work services for all eligible.				
Develop and use reflective practice skills, including the professional use of self.				
Examine and perform appropriate roles and boundaries of the advanced macro practitioner.				
Demonstrate professional demeanor in behavior, appearance, and communication.				
Engage in career-long learning as applied to the advanced macro practitioner.				
Use supervision and consultation to develop ethical advanced macro practice.				
Willingly accept feedback and proactively address constructive criticism.				

Evidence Key:

A=Field instructor observation
 B=Task supervisor observation
 C= Field faculty observation
 D=Evidence/documentation f/attendance
 E=Discussion of activity in supervision

F=Field course assignment

G=Co-leader of group
 H=Review and analysis of relevant research on the internet
 I=Review of organizational projects by field instructor
 J=Observation by co-workers in the agency setting
 K= Relevant recordings

Evaluation Key:

0=Not observed
 1=Unsatisfactory
 2=Basic
 3=Proficient
 4=Distinguished

2. Apply social work ethical principles to guide professional practice.

Advanced practitioners in 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.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Reconcile personal values in a way that allows professional values to guide advanced macro practice.				
Conceptualize conflicting priorities and ambiguities that require professional value based judgments in macro social work practice.				
Apply relevant Codes of Ethics and strategies of ethical and legal reasoning to arrive at principled decisions to promote human rights and social justice				
Advance effective and efficient social service delivery and access to resources in organizations and communities.				

Evidence Key:

A=Field instructor observation
 B=Task supervisor observation
 C= Field faculty observation
 D=Evidence/documentation f/attendance
 E=Discussion of activity in supervision

F=Field course assignment

G=Co-leader of group
 H=Review and analysis of relevant research on the internet
 I=Review of organizational projects by field instructor
 J=Observation by co-workers in the agency setting
 K= Relevant recordings

Evaluation Key:

0=Not observed
 1=Unsatisfactory
 2=Basic
 3=Proficient
 4=Distinguished

3. Apply critical thinking to inform and communicate professional judgments.

Advanced macro practitioners understand and differentiate the strengths and limitations of multiple practice theories and methods. They are able to use logical, scientific and reasoned frameworks for analysis and synthesis toward intervention. They deconstruct theories and methods to evaluate how they relate to clients and client systems within their environmental context. They regularly question and reflect on their own assumptions and consider how these might affect practice. They are able to respond flexibly to environmental demands.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Understand and differentiate the strengths and limitations of multiple macro practice theories and methods.				
Conceptualize political and systemic issues within the field agency and environment; demonstrate the ability to see the “big picture.”				
Demonstrate self-directed, effective and tone-appropriate oral and written communication in macro social work practice.				
Inform and engage diverse constituents in critical community and organizational analysis and problem-solving.				
Demonstrate task-oriented leadership.				
Use critical thinking skills to plan and implement the student summative project.				
Respond flexibly to unanticipated needs or demands of agency, clientele or environment.				

Evidence Key:

A=Field instructor observation
 B=Task supervisor observation
 C= Field faculty observation
 D=Evidence/documentation f/attendance
 E=Discussion of activity in supervision

F=Field course assignment

G=Co-leader of group
 H=Review and analysis of relevant research on the internet
 I=Review of organizational projects by field instructor
 J=Observation by co-workers in the agency setting
 K= Relevant recordings

Evaluation Key:

0=Not observed
 1=Unsatisfactory
 2=Basic
 3=Proficient
 4=Distinguished

4. Engage diversity and difference in practice.

Advanced macro practitioners are knowledgeable about many forms of diversity and difference and how these influence programs, policies and social issues. Advanced practitioners are knowledgeable about the ways in which various dimensions of diversity affect advanced macro practice. Advanced practitioners are cultural beings and understand how macro practice choices can be culture-bound.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Recognize the many forms of diversity and difference and how these influence programs, policies and social issues as they relate to the field agency.				
Understand how various dimensions of own diversity affect advanced macro practice.				
Utilize strengths of differing life experiences to build inclusive communities and multicultural organizations.				
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 implementing macro interventions.				
In conducting agency policy, student applies appropriate process to hear all perspectives with respect.				

Evidence Key:

A=Field instructor observation
 B=Task supervisor observation
 C= Field faculty observation
 D=Evidence/documentation f/attendance
 E=Discussion of activity in supervision

F=Field course assignment

G=Co-leader of group
 H=Review and analysis of relevant research on the internet
 I=Review of organizational projects by field instructor
 J=Observation by co-workers in the agency setting
 K= Relevant recordings

Evaluation Key:

0=Not observed
 1=Unsatisfactory
 2=Basic
 3=Proficient
 4=Distinguished

5. Advance human rights and social and economic justice.

Advanced practitioners in macro social work understand the potentially challenging effects of economic, social, and cultural factors in client systems. They also understand strategies for advancing human rights and social and economic justice in domestic and global contexts. Social Workers in macro practice are knowledgeable of the global interconnections of oppression, and theories and strategies to promote social justice and human rights.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Understand the potentially challenging effects of economic, social, and cultural factors in client systems.				
Lead in the quest for human rights and social and economic justice, individually and collectively.				
Advance specific strategies in local, national or international arenas to eliminate social, economic and environmental injustice within communities, organizations, institutions or society.				

Evidence Key:

A=Field instructor observation
 B=Task supervisor observation
 C= Field faculty observation
 D=Evidence/documentation f/attendance
 E=Discussion of activity in supervision

F=Field course assignment

G=Co-leader of group
 H=Review and analysis of relevant research on the internet
 I=Review of organizational projects by field instructor
 J=Observation by co-workers in the agency setting
 K= Relevant recordings

Evaluation Key:

0=Not observed
 1=Unsatisfactory
 2=Basic
 3=Proficient
 4=Distinguished

6. Engage in research-informed practice and practice-informed research.

Advanced macro practitioners are knowledgeable about evidence-based interventions, qualitative and quantitative research processes, best practices, and the evidence-based research process. They integrate members of communities and organizations in the process and outcome evaluations of macro system interventions.

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.				
Advance research that is participatory and inclusive of the community and organizational constituencies with whom one practices (summative project).				
Communicate findings of summative project professionally.				

Evidence Key:

A=Field instructor observation
 B=Task supervisor observation
 C= Field faculty observation
 D=Evidence/documentation f/attendance
 E=Discussion of activity in supervision

F=Field course assignment

G=Co-leader of group

H=Review and analysis of relevant research on the internet

I=Review of organizational projects by field instructor

J=Observation by co-workers in the agency setting

K= Relevant recordings

Evaluation Key:

0=Not observed

1=Unsatisfactory

2=Basic

3=Proficient

4=Distinguished

7. Apply knowledge of human behavior and the social environment.

Advanced practitioners understand how to synthesize and differentially apply the theories of human behavior and the social environment. They recognize the central importance of human relationships and utilize the interconnection between people and place, between people and the micro and macro systems of which they are a part, and relationships of people with the social systems they have created, to respond to human needs. They appreciate the unique dimensions that cultural, environmental, urban and rural contexts bring to communities and organizations and those engaged in these macro systems.

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.				
In the field agency, assess and analyze stakeholders as social systems with understanding of person and environment.				
Recommend, evaluate and lead interventions that enhance the connectivity of persons to the communities and organizations that improve their lives.				

Evidence Key:

A=Field instructor observation
 B=Task supervisor observation
 C= Field faculty observation
 D=Evidence/documentation f/attendance
 E=Discussion of activity in supervision

F=Field course assignment

G=Co-leader of group
 H=Review and analysis of relevant research on the internet
 I=Review of organizational projects by field instructor
 J=Observation by co-workers in the agency setting
 K= Relevant recordings

Evaluation Key:

0=Not observed
 1=Unsatisfactory
 2=Basic
 3=Proficient
 4=Distinguished

8. Engage in policy practice to advance social and economic wellbeing and to deliver effective social work services.

Advanced practitioners in macro social work recognize the connection between clients, practice, and both public and organizational policy. Advanced practitioners have knowledge about factors that influence the development of legislation, policies, program services, and funding at all system levels. They have knowledge of advocacy methods that contribute to effective policies that promote social and economic wellbeing.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Analyze policies from historical, current and global perspectives with particular understanding of the role of social, economic and political forces on policy formulation.				
Actively engage in the policy arena on behalf of community and organizational interests, working in collaborative efforts to formulate policies that improve the effectiveness of social services and the wellbeing of people, especially the most vulnerable.				
Demonstrate advocacy skills in policy work that may involve risk-taking as a function of leadership.				

Evidence Key:

A=Field instructor observation
 B=Task supervisor observation
 C= Field faculty observation
 D=Evidence/documentation f/attendance
 E=Discussion of activity in supervision

F=Field course assignment

G=Co-leader of group
 H=Review and analysis of relevant research on the internet
 I=Review of organizational projects by field instructor
 J=Observation by co-workers in the agency setting
 K= Relevant recordings

Evaluation Key:

0=Not observed
 1=Unsatisfactory
 2=Basic
 3=Proficient
 4=Distinguished

9. Respond to contexts that shape practice.

Advanced practitioners in macro social work are knowledgeable about how relational, organizational, and community systems may impact clients. They anticipate and react to evolving cultural, technological, geographical, political, legal, economic, and environmental contexts. They encourage organizations and communities to affect changes within these contexts.

Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
			Midterm	Final
Understand and demonstrate the importance of collegial relationships and the impact of the student behavior on the agency.				
Provide leadership in organizations and communities for effective, ethical interventions that improve the wellbeing of organizations and communities.				
Anticipate and react to evolving cultural, technological, geographical, political, legal, economic and environmental contexts.				

Evidence Key:

A=Field instructor observation
 B=Task supervisor observation
 C= Field faculty observation
 D=Evidence/documentation f/attendance
 E=Discussion of activity in supervision

F=Field course assignment

G=Co-leader of group

H=Review and analysis of relevant research on the internet

I=Review of organizational projects by field instructor

J=Observation by co-workers in the agency setting

K= Relevant recordings

Evaluation Key:

0=Not observed

1=Unsatisfactory

2=Basic

3=Proficient

4=Distinguished

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Macro social work practice involves the dynamic, interactive, and reciprocal processes of assessment, intervention and evaluation with organizations and communities and the groups, families and individuals that are a part of those macro systems. Advanced macro practitioners understand participatory methods and the importance of the worth and dignity of persons in all engagement, assessment, intervention and evaluation efforts.

	Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
				Midterm	Final
10(a) ENGAGEMENT	In a self-directed manner, substantively and effectively prepare for action in advanced macro practice.				
	Use empathy and other culturally appropriate interpersonal skills in engaging in advanced macro practice.				
	Develop a respectful, mutually agreed-on focus of work and desired outcomes in collaborative, advanced macro practice.				
10(b) ASSESSEMENT	Collect, organize, and interpret data in advanced macro practice.				
	Assess strengths and limitations of organizations or communities.				
	Develop mutually agreed-on intervention goals and objectives with organizations or communities.				
	Select appropriate intervention strategies with organizations or communities, using participatory methods as appropriate for advanced macro practice.				

Evidence Key:

A=Field instructor observation
 B=Task supervisor observation
 C= Field faculty observation
 D=Evidence/documentation f/attendance
 E=Discussion of activity in supervision

F=Field course assignment

G=Co-leader of group
 H=Review and analysis of relevant research on the internet
 I=Review of organizational projects by field instructor
 J=Observation by co-workers in the agency setting
 K= Relevant recordings

Evaluation Key:

0=Not observed
 1=Unsatisfactory
 2=Basic
 3=Proficient
 4=Distinguished

	Practice Behavior	Agency Task/Activity	Evidence	Evaluation	
				Midterm	Final
10(c) INTERVENTION	Lead efforts, with specific steps, to impact organizational goals.				
	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.				
10(d) EVALUATION	Critically analyze, monitor, and evaluate advanced macro practice intervention strategies and interventions.				
	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.				

Evidence Key:

A=Field instructor observation
 B=Task supervisor observation
 C= Field faculty observation
 D=Evidence/documentation f/attendance
 E=Discussion of activity in supervision

F=Field course assignment

G=Co-leader of group
 H=Review and analysis of relevant research on the internet
 I=Review of organizational projects by field instructor
 J=Observation by co-workers in the agency setting
 K= Relevant recordings

Evaluation Key:

0=Not observed
 1=Unsatisfactory
 2=Basic
 3=Proficient
 4=Distinguished

AUGSBURG COLLEGE
Department of Social Work

MSW Dual Degree: Field Placement Learning Assessment Form

LEARNING ASSESSMENT

*The Dual Degree Learning Assessment will be given to students in their field seminar class. Please contact your field seminar instructor for more information.

AUGSBURG COLLEGE

Student Evaluation of Field Experience
 Masters of Social Work Program
 2013 – 2014

Student Name _____

Student Email _____@augsborg.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 read each question carefully and then rate your field placement setting and field instructor on every item with 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 her/his 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 for you 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.)

Appendix G

CENTRAL FOCUS ON DIVERSITY

The Social Work Department agreed on the following “Statement on Racial, Ethnic, and Cultural Diversity” in February, 1993:

Our goal is to make this Department a place where cultural competence can grow and where racism and oppression will wither. We are committed to appreciating variations in racial, ethnic, and cultural backgrounds and in class, gender, age, physical and mental ability, religion, and sexual orientation. We see the differences among ourselves -- faculty, staff, and students -- as strengths and resources for us to tap. Welcoming diversity and understanding how we differ and what we share in common are first steps in our lifelong pursuit of ethnically sensitive and culturally competent social work education and practice. We are committed, also, to increasing the diversity of department resources by:

- Promoting affirmative action in hiring;
- Actively seeking training and renewal in ethnically sensitive practice for faculty, staff and field supervisors and students;
- Expanding and enriching our BSW and MSW curricula with readings, media and guest presentation which reflect the broad spectrum of human cultures;
- Advocating on behalf of oppressed groups in our communities;
- Serving on communities and task forces working to solve the problems of racism, hatred, and discrimination;
- Lobbying for legislation and policies intended to make our society more just; treating each other with respect and holding each other accountable to challenge racism; and
- Supporting each other in our efforts to become more ethnically sensitive and culturally competent.

Thus, we recognize that appreciation of differences as strengths and creative resources is a necessary, but not sufficient step in building a just community. Onto our willingness to learn about and to understand other cultures and other points of view, we consciously and vigorously add our determination to point out and to fight racism and other forms of oppression toward people. In our local region oppression has been especially evident in the disproportionate number of women and children who are poor, in the disproportionate number of children of color who are placed out of their homes, in the disproportionate number of older women of color who are without adequate housing or health care, in the disproportionate number of men of color in correctional facilities, in the recent rise in verbal harassment and violent attacks on women and gay and lesbian people, in the increase of anti-Semitic acts and cross-burnings, and in the still-limited number of staff and students of color serving in our social services agencies. To prepare faculty, staff and students to recognize oppression, discrimination, and both covert and overt racism on individual and institutional levels, we will include anti-racism content and skills in each course.

We are committed to address our own issues of racism through honest, direct dialogue with each other, through continuing scholarship, through reading, writing and participating in workshops, retreats, and cultural events and through listening to others -- students, practitioners, representatives from community and users of social work services whose ethnic or cultural backgrounds differ from our own. Further, we are concentrating on increasing awareness of assumed or presumed privilege based on membership in a group that historically has oppressed others in Minnesota.

The goal of these initiatives is to offer each faculty member, staff and student in our Program a supportive climate and substantial information upon which to build ethnically sensitive and culturally competent practice so that we each can grow as human beings and combat racism effectively together. Each student is required to develop skills in helping clients from diverse backgrounds. The Department has traditional ties to global studies and some faculty and students have experience and knowledge in international social work. This skill development will join efforts to achieve social justice world-wide.

(Retyped verbatim from MSW Handbook)

Appendix H

Student Field Safety Checklist

_____ Incorporate safety into Objective II of Learning assessment (knowledge of agency)

_____ Read agency safety policies and procedures

_____ Discuss agency safety policies and procedures with field instructor

_____ Return signed safety checklist to field seminar instructor

_____ Discussion with field instructor must 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

Please return a signed safety checklist to your Field Faculty before mid-semester of the fall term.

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 his/her 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 his/her 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 Coordinator 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.