

Field Work Manual
2009-2010

**Masters of
Social Work
Program**

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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, faculty field liaisons and field agency 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.

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 family practice or program development, policy and administration 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 field experience, or 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 the following areas of practice:

- family and children
- child welfare
- mental health
- crisis intervention
- senior resources
- family social policy
- health and human services
- corrections and probation
- public and independent schools
- youth services
- hospitals
- developmental disabilities
- American Indian family services
- chronic and persistent mental illness
- chemical dependency
- court services
- immigrant, migrant, refugee services
- victims of torture
- faith-based social services
- neighborhood services

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 Accrediting 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 faculty field liaison and field instructor will jointly assess the student's ability and progress, but the faculty field liaison 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 coordinating and monitoring 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 15 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, faculty field liaison and field instructor have the responsibility of negotiating a schedule that will allow the student to complete the required minimum number of hours (420 minimum hours first year and 500 minimum hours concentration year students). The hours must span the length of the field seminars or two trimesters. However, a student may extend field hours past the two trimesters with permission from their field instructor, faculty field liaison and the MSW Field Coordinator. Field placements, however, **cannot** begin prior to the beginning of the trimester in which the student has registered for field seminar. Students can attend orientation or workshop days prior to the beginning of the trimester but cannot begin their social work practice.

An integral part of field experience is the on-campus field seminars, Field Work I and II and Field Work III and IV. These seminars are for-credit courses that meet during the regular class schedule. 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. 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 accompanying integrative field seminar is a full credit course per trimester meeting each class weekend. Students will build practice skills essential to competent generalist practice by taking a skills lab in concert with Field Seminar I. 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.

Objectives for Field Work I and II:

At the end of the course students will be able to:

1. Demonstrate an understanding of human behavior in the social environment theoretical frameworks;
2. Demonstrate an ability to apply the problem-solving process with clients at micro, meso and macro levels of practice;
3. Demonstrate a working knowledge of the field agency and its programs;
4. Exhibit sensitivity to client's race culture/ethnicity, socio-economic class, gender, sexual orientation, and abilities;
5. Demonstrate an ability to apply basic helping skills in working with diverse individuals, families, groups and communities;
6. Demonstrate an awareness of self in regard to personal values and biases as they relate to professional functioning;
7. Demonstrates appropriate use of self in all phases of practice;
8. Demonstrate an ability to communicate professionally both verbally and in writing;
9. Identify and effectively respond to ethical issues in social work practice;
10. Demonstrate an ability to effectively use supervision;
11. Demonstrate an understanding of how to use research in effective practice and policy analysis, and;
12. Demonstrate a beginning capacity to use research skills in evaluating their own practice.

CONCENTRATION YEAR PLACEMENT

Students in their concentration year must satisfactorily complete one field placement (minimum of 500 hours) and Field Work Seminars III and IV during their MSW course of study. Field Work III and IV 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 Family Practice and Program Development and Policy and Administration 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 encourages 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. Assignments in other courses contribute to the final summative project.

Objectives for Field Work III and IV (Program Development, Policy, and Administration)

At the end of the course students will be able to:

1. Demonstrate ability to develop strategies within an agency that enhance client empowerment;
2. Demonstrate the ability to use a variety of appropriate theories and skills related to program development, policy and administration;
3. Demonstrate an understanding of social work values and ethics within an agency;
4. Demonstrate an understanding of an organization as a community, including a working knowledge of the agency, its programs and the community;
5. Demonstrate an understanding of agency barriers, e.g., structural hierarchy, institutional racism, gender biases;
6. Demonstrate an understanding of theoretical constructs with strategies for intervention and change within an agency;
7. In program development, demonstrate the ability to utilize a variety of assessment processes effectively and appropriately;
8. Incorporate research processes and findings in macro social work practice;
9. Demonstrate the appropriate use of the professional use of self;
10. Demonstrate ability to generate creativity within colleagues using traditional and non-traditional approaches;
11. Demonstrate an understanding of the process of developing and changing public policy;
12. Demonstrate cultural competency skills in macro practice social work;
13. Demonstrate advanced skills in program evaluation;
14. Demonstrate knowledge and ability to use supervision effectively in macro practice social work; and,
15. Demonstrate an understanding and application of conflict resolution theories, strategies, and methods in macro practice social work.

Objectives for Field Work III and IV (Family Practice)

At the end of the course students will be able to:

1. Demonstrate knowledge and understanding of a variety of advanced practice theories and models;
2. Apply HBSE theories to an understanding of diverse individuals and families in their social context;
3. Apply one or more advanced practice theories and models;
4. Apply knowledge and understanding of the dynamics of oppression and discrimination to social work practice with diverse individuals, families, and groups;
5. Accurately utilize a variety of assessment processes to effectively discern and implement appropriate social work practice responses at micro, meso, and macro levels;
6. Apply a variety of intervention processes effectively with individuals, families, and groups;
7. Exhibit sensitivity to client's race culture/ethnicity, socio-economic class, gender, sexual orientation, and abilities;
8. Demonstrate an awareness of self in regard to personal values and biases as they relate to professional functioning;
9. Demonstrates appropriate use of self in all phases of practice;
10. Utilize supervision effectively and appropriately;
11. Develop and maintain effective working relationships with colleagues and other professionals;

12. Demonstrate a working knowledge of the student's placement agency, its programs and community;
13. Incorporate research processes and findings in social work family practice in assessment, intervention and evaluation of their own practice;
14. Identify and effectively respond to ethical issues in social work practice.

SUMMATIVE EVALUATION PROJECT

Project Description

All students will apply knowledge and skills from the foundation and concentration curriculum in completing a project designed to study the efficacy of social work designed interventions. Students will be required to conduct an advanced evaluation project during the first two trimesters of their final year.

Projects will be completed in the winter trimester and submitted by the end of the trimester to the Field Seminar instructor. The project must be successfully completed in order to receive a Por passing grade for Integrative Field Seminar IV.

Students interested in completing a thesis will enlist an identified faculty, enroll in a Thesis Seminar Elective in the second year spring trimester, and complete the thesis by the end of the final trimester. The thesis is distinct from a project in that the thesis must include an extensive literature review, implications and discussion and reports on more than a single case.

Objectives for the Summative Project

Students will be able to:

1. Evaluate practice, program, policy, community action, organization, delivery system, or historical events.
2. Empirically measure change processes.
3. Evaluate research findings and apply findings to practice, policy, community action, organization, delivery system, or historical events.
4. Effectively communicate empirically based knowledge.
5. Foster integration of empirically based practice knowledge at the micro, meso and macro levels.
6. Promote development of professional competence so that students have the knowledge and skills to determine the impact of their interventions.

Summative Project Outline

1. Introduction
2. Literature review
3. Background to the client case
4. Description of theory and model being used, including rationale
5. Evaluation method
 - a. Evaluation question
 - b. Design
 - c. Measurement instruments and strategy
 - d. Data analysis
6. Results
7. Discussion and summary

Additional Information:

1. The faculty instructor for Field III and IV serves as project advisor to follow students through evaluation.
2. The final project is to be submitted to the project advisor.
3. The project is due at the end of the winter trimester, with a possible extension to the end of the spring trimester. No grade for Field IV is given until the Summative Project is successfully completed.

SELECTION OF FIELD INSTRUCTION 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(s) with a breadth and depth of experience necessary to engage the theories of social work practice, enhancing the students opportunity for the development of the advanced professional;
4. Must demonstrate the ability to provide students with exposure to cultural, racial, gender, disability, class and sexual orientation diversity among its clients and client issues;
5. Must be free of sanctions imposed by the NASW, and other professional organizations and governmental agencies;
6. Must provide staff as field instructors with sufficient time and resources necessary to perform the required student instruction and supervision of a minimum of 1 hour per week per student;
7. Must provide appropriate student work space and reimbursement for expenses based on a policy that is consistent with the agency's policy for regular employee;
8. Must allow student opportunity to evaluate their practice.

Field Instructor Criteria

Field instructors must have an MSW degree from an accredited program plus two years of post-graduate professional practice experience. The field instructor must be licensed. 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, faculty field liaison and MSW Field Coordinator. Following are the responsibilities of students, field agency and instructor, faculty field liaison 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 learning agenda in consultation with the field instructor and field seminar;
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 2 in the two trimester 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.

Field Instructor (at the agency)

1. Provide student(s) a minimum of one hour individual regular conference time weekly;
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(s) which includes its major functions;
4. Clarify professional liability and insurance coverage for student(s);
5. Define specific student(s) roles and responsibilities within the agency;
6. Assist student(s) 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(s) 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(s) duties and responsibilities of increasing difficulty, challenge and autonomy as appropriate and as student(s) grows in skills, knowledge and practice ability;
10. Facilitate students' 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 Liaison in field evaluation visits;
13. Attend new field instructors' orientation;
14. Keep faculty field liaison informed of any concerns, issues or problems in relation to the student's field experience.

Faculty Field Liaison (field seminar professor)

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

Field Coordinator

1. Develop placement sites;
2. Inform students of placement requirements and assist them in obtaining a placement;
3. Maintain oversight of student placements;
4. Respond to student, field instructor and faculty field liaisons' requests;
5. 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. Recruit members for and convene the Field Advisory Committee annually;
5. Provide support to MSW and BSW Coordinators as needed.

THE SELECTION OF A FIELD PLACEMENT

Students will be provided a list of approved agencies from which they may select a field placement. Should the student consider an agency not on the Augsburg Field Placement list, 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 avoid costly and time-consuming problems. Students will receive written notification of the meeting in the MSW NewsNotes distributed each class weekend.

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, s/he 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. 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 **AGENCY CHOICE FOR MSW STUDENT PLACEMENTS** (distributed at field 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 choice to the agency's choice.
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 form entitled **FIELD PRACTICUM ASSIGNMENT** sheet (see Appendix A). The completion of this sheet 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 trimester in which the student is enrolled in Field Seminar I & II or III & IV.
11. Securing a field placement cannot be insured by the Field Coordinator or the Augsburg's MSW program. If a placement cannot be secured by a student, it may/will affect their 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 students' 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 their 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 Faculty Field Liaison.
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 faculty field liaison 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 agenda which contains the learning objectives. The other two meetings between the student, field instructor and faculty field liaison coincide with the mid-term and final evaluation of the student.

The evaluation of the student is based on the objectives within the learning agenda (see Appendix B), the student field evaluation instrument (see Appendices C, D, E & F for Foundation, Family Practice, Family Practice Dual Degree, and Program Development, Policy & Administration, respectively), and completion of assignments in the field seminar. The Field Evaluation Form 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 objectives have been attained.

Students' Field Evaluation Forms submitted as part of the required field instruction are placed in the student's permanent record and become the property of the social work department of Augsburg College. Student records are open only to the student and to the faculty members for educational purposes. No material may be taken or used from the student's file unless there is written permission from the student.

Student Evaluation of Field Placement

To provide feedback to both the field instructor and Augsburg's field staff, students are expected to complete an evaluation of their field agency at the end of their placement and after the completion of their final evaluation (see Appendix G). The evaluation of the field agency 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 faculty only.

Student Evaluation of Field Seminar

At the end of each trimester 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 trimester.

GRADING POLICY

Field seminar grades are the responsibility of the faculty field liaison. 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 Assignments reflect an in-depth knowledge and understanding of the course material, present creative or innovative ideas and conceptualizations, utilize extensive use of references that reflect either depth or scope in assembling ideas or concepts and reach a high level of critical analysis. However, the assignment reaches beyond analysis into application, prediction or theorizing. Here the student presents ideas or concepts worthy of further consideration, debate and/or publication.

3.5 Assignments go beyond the minimum requirements of the assignment. The student demonstrates a thorough knowledge and understanding of the topic, draws on a wide range of references effectively, and engages in analysis of the topic that reflects the ability to critique the ideas. The content is best characterized as analytical.

3.0 Meets the minimum requirements for the successful completion of the assignment. The student has sufficiently dealt with the question or purpose of the assignment, demonstrates a minimum knowledge and understanding of the topic and has made adequate use of references. The content of the assignment is best characterized as descriptive.

- | | |
|---|---|
| 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 |
| I | Incomplete grade given in case where student is unable to complete course requirements for reasons beyond the student's control. To receive an incomplete, a student must complete a petition and return it to instructor prior to the end of the course. |

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 faculty field liaison and/or in the field seminar group. If the problem is not resolved to the student's satisfaction, the faculty field liaison should schedule a meeting with the field instructor and student. The faculty field liaison 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 faculty field liaison. 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 Liaison, 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 faculty field liaison, 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 faculty field liaison 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 for information on the College's appeal process at <http://www.augsburg.edu/studentguide>

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 faculty field liaison, 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 H). 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 liaisons 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 liaisons 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, faculty field liaisons, 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. Faculty field liaisons 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, faculty liaisons, 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 faculty field liaisons.
4. The MSW program director will ensure that safety content is included in practice method courses.

Faculty Field Liaison

1. The faculty field liaison supports and reviews student compliance with field agency safety policies through routine and emergency contacts with the field agency and student.
2. The faculty field liaison considers field safety in developing field seminar assignments and discussions, and insures that safety is included on each student's field learning agenda.

3. The faculty field liaison 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 faculty field liaison 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. One possible vendor is via the National Association of Social Workers (1-800-638-8799 or <http://www.nasw.org/>). For students to be covered by Augsburg, they must be registered for a field work seminar and in regular contact with their Faculty Field Liaison. Once the student has received a final grade for 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.

The Health Insurance Portability and Accountability Act of 1996 (HIPAA)

HIPAA is the acronym for the Health Insurance Portability and Accountability Act of 1996. The Centers for Medicare & Medicaid Services (CMS) is responsible for implementing various unrelated provisions of HIPAA, therefore HIPAA may mean different things to different people. Here's a directory of CMS's business activities with regard to HIPAA.

Title I of the Health Insurance Portability and Accountability Act of 1996 (HIPAA) protects health insurance coverage for workers and their families when they change or lose their jobs. Visit this site to find out about pre-existing conditions and portability of health insurance coverage.

The Administrative Simplification provisions of the Health Insurance Portability and Accountability Act of 1996 (HIPAA, Title II) require the Department of Health and Human Services to establish national standards for electronic health care transactions and national identifiers for providers, health plans, and employers. It also addresses the security and privacy of health data. Adopting these standards will improve the efficiency and effectiveness of the nation's health care system by encouraging the widespread use of electronic data interchange in health care.

For more details visit: <http://www.cms.hhs.gov/hipaa/>

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

Augsburg College - MSW Program

FIELD PRACTICUM ASSIGNMENT

Fall 2009 Practicum

Student Name _____ Date: _____

Address _____

Phone (Work) _____ ext. _____ (Home) _____

E-mail _____

To be enrolled in: Field Work I Field Work III
Concentration: Family Practice Program Development, Policy & Administration

My Field Assignment for this year will be:

Agency _____

Address _____

City _____ State _____ Zip _____

Phone _____ ext. _____ (Fax) _____ (E-mail) _____

Are you an employee of this agency? Yes No

Name of Designated Field Supervisor (MSW required):

Field Instructor _____ Phone _____ ext. _____

Placement Start Date: _____ (as agreed to, by you and the field instructor)

Brief description of assignments and tasks (as agreed to with field instructor):

Return to: **Laura Boisen**, Augsburg College, 2211 Riverside Ave-CB 51, Minneapolis, MN 55454 Fax: 612-330-1493
ASAP!

Date Form Received: _____

Date Assignment Confirmed: _____

Appendix B

LEARNING AGENDA

SWK 502 & 503

FIELD WORK I AND II - MSW

I. Basic Information

- A. Student name
- B. Field placement agency name and address
- C. Field Instructor name, title and telephone number

II. Schedule

- A. Days and hours will spend in the field agency
- B. Beginning date of placement
- C. Estimated ending date of placement

IIIA. Objectives for Field Practicum (each objective must be addressed by all students)

Objective 1: To have a working knowledge of the nature of social work as a profession.

- Example Tasks
- a. Attend twice, with Supervisor, State Task Force on Teen Pregnancy.
 - b. Attend National Association of Social Workers Board meeting once, and one Minnesota Social Services Association conference session
 - c. Read four articles from professional journals and discuss with field work instructor
 - d. Follow one social policy bill at the legislature; share information with staff at staff meeting
 - e. Discuss with other agency personnel the professional organizations and conferences that are important to them

Objective 2. To have a working knowledge of the agency, its programs and its social context.

- Example Tasks
- a. Attend and participate in student intern orientation sessions, and read all necessary agency information
 - b. Discuss the program areas with appropriate agency staff
 - c. Develop a flow chart of client movement in and out of the agency
 - d. Attend appropriate staff regular advisory committee and agency board meetings at least once

Objective 3. To utilize human behavior and social environment theories, inter-personal communications and relationship skills in a competent manner.

- Example Tasks
- a. Deliver general casework services to four clients and families in seniors program, discussing process and outcome of work. Present one case in team meeting.
 - b. Co-lead two groups of clients with Field Instructor, and discuss process and outcome of work (teen parenting group and parent education group).
 - c. Present one theory per week and apply to a current agency case with assistance from the Field Instructor.

Objective 4. To develop understanding of the diversity of people by race, gender, sexual orientation, religion/spirituality, ableness and age.

- Example Tasks
- a. Learn the population served by the agency
 - b. Learn whether and how needs differ
 - c. Determine how the agency addresses differing needs and how clients are served accordingly by the agency

Objective 5. To gain insight into issues of oppression and social justice that affect the clients of the agency and how the agency and staff addresses such issues.

- Example Tasks
- a. Discuss with Field Instructor and other agency staff
 - b. Note what issues are addressed at Staff meetings related to social justice and oppression and what action is taken.

Objective 6. To utilize problem-solving approach in practice and identify ways to evaluate direct practice skills.

- Example Tasks
- a. Use the process steps of the problem-solving method in all modes of social work practice assigned in the agency, and discuss the process with field instructor.
 - b. Bring in Compton/Galaway or Hepworth, Rooney & Larson model to agency. Explain it to Field Instructor and apply to a current case.

Objective 7. To demonstrate understanding and respect for professional behavior.

- Example Tasks
- a. Conduct self in accordance with NASW code of ethics. Bring in the code. Discuss specifics and relate to ethical issues of the agency.
 - b. Account for time and effort, and conduct self in a manner prescribed by the sponsoring agency.
 - c. Interview three other professionals in the agency and compare social work code of ethics with their codes. Discuss with them what it means to be a professional.

Objective 8. To demonstrate increasing self-awareness and maturity in personal areas of professional functioning.

- Example Tasks
- a. Develop initiative and independent work by assuming more responsibility for cases over time.
 - b. Reflect on and discuss values, biases, and attitudes related to practice with Field Instructor. Bring in at least two issues per month.
 - c. Express feelings and ideas related to practice with Field Instructor.
 - d. Attend a conference or rally on an issue that challenges me.

IIIB. Objectives for additional individual professional development by the student:

1. To develop self-confidence in the field (example objective).

- Example Tasks
- a. Seek out new challenging projects as appropriate.
 - b. State my opinions clearly and be willing to discuss.
 - c. Ask for positive feedback. State clearly what I think I do well. Seek feedback.

2. To improve my awareness of my values (example objective).

Example Tasks
a. Analyze my biases in my journal and in supervision.
b. Take two activist stands on something I value (write one letter, attend one rally)

3. To have a sense of humor and keep my work in perspective.

Example Tasks
a. Explore my playful side at work; discuss problems with my Field Instructor and co-worker.
b. Recognize my personal struggles and make suggestions for resolutions.

IIIC. Objectives in terms of special skills required by agency (optional):

1. To carry out all aspects of group work.

Example Tasks
a. Recruit group members for teen parents group.
b. Take responsibility for the physical well-being of group members during field trips.
c. Communicate with group members on an individual basis.
d. Communicate with each family of group members at least once a month.
e. Facilitate (or co-facilitate) group.
f. Increase writing skills in preparation of group reports.
g. Complete all necessary forms under the guidelines of the agency.
h. Develop teaching modules for a repeating ten week sequence.

IV. Field Instruction and Guidance

1. Attend supervisory conferences weekly, on Friday, 9-10 A.M.
2. Share information about individuals and groups with supervisor/other social workers.
3. In cooperation with my supervisor, evaluate individual clients and myself.
4. Attend all-staff meetings and center advisory meetings.
5. Attend in-service training sessions presented by agency on a bi-monthly or monthly basis

Student_____

Date:_____

Field Instructor_____

Date:_____

Approved for the College:

Faculty Field Liaison_____

Date:_____

LEARNING AGENDA
SWK 610 and 611 - FIELD WORK III & IV
MSW - ADVANCED FIELD WORK - FAMILY PRACTICE

I. Basic Information

- A. Student name
- B. Agency name, address and phone
- C. Field Instructor name, title, education and telephone number

II. Schedule

- A. Field placement days and hours
- B. Beginning date of placement
- C. Estimated ending date

III. Objectives for Field Practicum *(To be developed by the individual student within each of the following areas)*

Objective 1: [Develop an objective related to social justice]

Use the following to guide the development of tasks to meet the objective:

What do you need to learn about the agency, its mission, its community, the population served, the history, political base, demographics, etc. that allows you to identify and analyze social justice issues?

Objective 2: [Develop an objective related to knowledge of the agency and community]

Use the following to guide the development of tasks to meet the objective:

What do you need to learn and understand in regards to the agency's structure, programs, mission, laws and regulations, etc.? In what way will you learn this information? How does the community and agency's missions intersect or conflict? What are the resources?

Objective 3: [Develop an objective related to assessment skills]

Use the following to guide the development of tasks to meet the objective:

Identify tasks related to honing your assessment skills. Must be able to demonstrate advanced practice skills in assessment. This should include development in writing assessments as well.

Objective 4: [Develop an objective related to direct practice interventions]

Use the following to guide the development of tasks to meet the objective:

Identify skills and tasks related to advanced family practice. Must be able to identify a theoretical framework and demonstrate corresponding practice methods that are considered standard practice with the population served. This should be specific, skill-based and include writing skills. What practice skills have you begun to master and what skills do you need to develop? This objective must include direct practice evaluation components. In what way are you actively measuring your skill as a practitioner? The theories and skills must demonstrate sensitivity to the issues of race, gender, age, sexual orientation, religion/spirituality, ableness.

Objective 5: [An objective related to personal and professional growth in the social work profession]

Use the following to guide the development of tasks to meet the objective:

Identify growth areas and those areas that are strengths related to self as a practitioner. This should encompass not only practice skills but the awareness of personal biases.

Objective 6: [Develop an objective related to colleagues]

Use the following to guide the development of tasks to meet the objective:

Developing working relationships with colleagues and other professionals in the field agency. What skills will you develop and what tasks will assist specific to teaming?

Objective 7: [Related to field instruction]

Use the following to guide the development of tasks to meet the objective:

How you will use supervision to develop and understand your role and skills as a social worker?

Student_____

Date:_____

Field Instructor_____

Date:_____

Faculty Field Liaison_____

Date:_____

LEARNING AGENDA
SWK 651 & 652- FIELD WORK III & IV
PROGRAM DEVELOPMENT, POLICY AND ADMINISTRATION

I. Basic Information

- A. Student name
- B. Field placement agency, address and phone
- C. Field Instructor name, title, education, and telephone number

II. Schedule

- A. Placement days and hours
- B. Beginning date
- C. Estimated ending date of placement

III. Formal Program Objectives: *(To be developed by the individual student within each of the following areas)*

Objective 1: [Develop an objective related to social justice]

Use the following to guide the development of tasks to meet the objective:

What do you need to learn about the agency, its mission, its community, the population served, the history, political base, demographics, etc that allows you to identify and analyze the pertinent social justice issues?

Objective 2: [Develop an objective related to knowledge of the agency and community]

Use the following to guide the development of tasks to meet the objective:

What do you need to learn and understand in regards to the agency's structure, programs, mission, laws and regulations, etc? How does the community and agency's mission intersect or conflict? What are the resources?

Objective 3: [An objective related to using theory and social work skills in agency practice]

Use the following to guide the development of tasks to meet the objective:

Identify skills and tasks related to practice in program development, policy and administration. Must be able to identify a theoretical framework and corresponding practice methods that are considered standard practice. This objective must also include tasks related to writing skills appropriate to the placement. The theories and skills must demonstrate sensitivity to the issues of race, gender, sexual orientation, religion/spirituality, ableness.

Objective 4: [An objective related to personal and professional growth in the social work profession]

Use the following to guide the development of tasks to meet the objective:

Identify growth areas and those areas that are strengths related to self as a practitioner. This should encompass not only practice skills but the awareness of personal biases.

Objective 5: [Develop an objective related to colleagues]

Use the following to guide the development of tasks to meet the objective:

Developing working relationships with colleagues and other professionals in the field agency. What skills will you develop and what tasks will assist specific to teaming?

Objective 6: [Develop an objective related to field instruction]

Use the following to guide the development of tasks to meet the objective:

How you will use supervision to develop and understand your role and skills as a social worker?

Student _____

Date: _____

Field Instructor _____

Date: _____

Faculty Field Liaison _____

Date: _____

Appendix C

Augsburg College
Department of Social Work
MSW Field Work I & II – Foundation

Evaluation of Student Performance

Student _____

Agency _____

Field Instructor _____

Faculty Liaison _____

Dates of Report _____ / _____

Student's typical weekly schedule _____

I. Instructions

Your careful attention to completing this evaluation form is very much appreciated. Evaluation is a critical part of a student's professional education. It provides an important opportunity for feedback, growth, discussion and educational planning.

For each of the following areas of competence, please indicate which level of performance the student has achieved (unsuitable for the profession, needs more training, ready for practice, and exemplary) by marking the appropriate number in the box to the right. Each level of performance assumes competency in the previous level(s) of performance. For example, "needs more training" assumes that the student has demonstrated competence at the basic level of performance. Likewise, "exemplary" assumes competence at both the basic and proficient levels of performance and assumes student has met the qualifications in the "ready for practice" description. Please mark "NA" if the objective was unable to be observed.

OBJECTIVES – Senior/Foundation

The foundation level placement prepares students to:

1. Possess knowledge of the nature of social work as a profession.
2. Possess knowledge of agency.
3. Utilize human behavior theory and social environment theories in a competent manner.
4. Use the problem solving practice model reflecting the phases of generalist social work practice.
5. Demonstrates the ability to implement effective skills throughout the phases of practice.
6. Demonstrate professional behavior as a social work intern.
7. Demonstrate increasing self-awareness and maturity in professional practice.

Objective 1: Demonstrates knowledge of the nature of social work as a profession.

| Element | Level of Performance | | | | | |
|--|--|---|--|--|-----|-----|
| | (1) Unsuitable for the profession | (2) Needs more training | (3) Ready for practice | (4) Exemplary | Mid | End |
| Identifies differences between social workers and other human service professionals. | Cannot identify differences between social workers and other human service professionals. | Identifies some differences between social workers and other human service professionals but sometimes confuses the distinction. | Consistently identifies differences between social work and other human service professionals. | Identifies a wide range and subtle differences among the human service professions. | | |
| Has explored the profession of social work through professional journal articles, conferences, legislative sessions, professional associations, etc. | Has not explored the social work profession through journal articles, conferences, legislative sessions, professional associations, etc. | Has explored a few social work journal articles, conferences, legislative sessions, professional associations, etc. but does not incorporate these resources into practice. | Has explored many social work resources and incorporates these resources into practice. | Has explored diverse social work resources and consistently incorporates these resources into routine practice. | | |
| Demonstrates application of the six ethical principles in the NASW Code of Ethics. | Is unfamiliar with the six ethical principles in the NASW Code of Ethics. | Is familiar with the six ethical principles in the NASW Code of Ethics but cannot identify ethical issues and dilemmas in practice. | Student demonstrates an understanding of an ethical decision-making framework and can apply that framework to resolution of ethical dilemmas that arise in practice. | Student demonstrates the ability to recognize subtle ethical issues arising in their practice. Student routinely uses one or more ethical decision-making frameworks to resolve ethical dilemmas that arise in practice. | | |
| Demonstrates application of an international code of social work ethics to a case example. | Is unfamiliar with the application of international code of social work ethics. | Is familiar with principles of international code of social work ethics but cannot identify a case example. | Student demonstrates an understanding of international code of social work ethics and can apply to a case example. | Student demonstrates the ability to recognize the international code of social work ethics and routinely uses ethical frameworks in practice. | | |

Objective 2: Working knowledge of the agency and its programs.

| Element | Level of Performance | | | | | |
|--|--|---|--|--|-----|-----|
| | (1) Unsuitable for the profession | (2) Needs more training | (3) Ready for practice | (4) Exemplary | Mid | End |
| Basic knowledge of agency's history, philosophy, purpose, and structure. | Unaware of agency's history, philosophy, purpose, and structure. | Aware of agency's history, philosophy, purpose, and structure but cannot accurately explain agency purpose to clients. | Accurately describes agency's history, philosophy, purpose, and structure. Can explain agency purpose to clients all the time. | Accurately describes agency details and utilizes agency structure, philosophy, history, etc. to improve practice with clients. | | |
| Knowledge of client population. | Has no knowledge of client population. | Knowledgeable of some basic characteristics of client population but cannot distinguish nuances. | Knowledgeable of a range of client population's characteristics. Utilizes this knowledge in practice. | Knowledgeable of a wide range of client populations' characteristics. Utilizes this knowledge to improve practice. | | |
| Knowledge of agency policies, procedures, and programs when serving clients. | Unaware of agency policies, procedures, and programs. | Aware of some of agency's policies, procedures, and programs when serving clients but sometimes becomes confused. | Aware of agency's policies, procedures, and programs and consistently utilizes when serving clients. | Aware of agency's policies, procedures, and programs and consistently utilizes to improve service to clients. | | |
| Represents the agency knowledgeably and in a professional manner to the community. | Does not represent the agency knowledgeably and in a professional manner to the community. | Sometimes represents the agency knowledgeably and presents self professionally in the community. | Represents the agency knowledgeably and in a professional manner to the community. | Represents the agency knowledgeably and in a professional manner to the community. Utilizes to improve service to clients. | | |
| Actively contributes to decision-making and other client-specific interactions with staff members. | Does not engage in client decision-making with staff. | Contributes to decision-making and other client-specific interactions without or sporadically consulting other staff members. | Actively contributes to decision-making and other client-specific interactions with other staff. | Actively contributes to decision making with staff that improves client wellbeing. | | |
| Demonstrates the ability to access agency resources relevant to diverse populations. | Does not seek out resources relevant to diverse client populations. | Sometimes demonstrates the ability to access agency resources relevant to diverse client population. | Frequently demonstrates the ability to access agency resources relevant to diverse client population. | Consistently and accurately demonstrates the ability to access resources relevant to diverse client population. | | |
| Demonstrates ability to consider global and local perspectives related to agency services. | Not aware of local & global perspectives in the context in which services are provided | Inconsistent understanding of local & global perspectives related to service provision. | Can describe local and global implications of service provision. | Can describe and analyze local and global perspectives related to service provision and use to improve practice with clients. | | |

Objective 3: Uses theories of human behavior and social environment in a competent manner.

| Element | Level of Performance | | | | | |
|---|---|---|---|---|-----|-----|
| | (1) Unsuitable for the profession | (2) Needs more training | (3) Ready for practice | (4) Exemplary | Mid | End |
| Can relate life cycle development theories to specific situations. | Is unaware of life cycle development theories as they apply to specific situations. | Confuses life cycle development theories as they apply to specific situations. | Can effectively relate life cycle development theories to specific situations. | Can effectively describe, analyze, and apply life cycle development theories to a variety of specific situations. | | |
| Demonstrates understanding of other theories from supporting coursework (e.g. biology, economics, psychology, sociology). | Demonstrates little understanding of theories from supporting coursework. | Demonstrates some understanding of few theories from supporting coursework. Rarely integrates theories into practice. | Can effectively describe and apply several theories of Human Behavior and the Social Environment (HBSE) to practice. | Effectively utilizes a variety of theories from supporting coursework. | | |
| Comprehends a systems perspective (person-in-environment). | Does not comprehend a systems perspective. | Comprehends a systems perspective. Does not integrate into practice successfully. | Demonstrates an understanding of systems perspective but is inconsistent in application of theory to client situations. | Fully comprehends and utilizes a systems perspective in practice. Uses to improve practice. | | |

Objective 4: Uses the problem solving practice model reflecting the phases of generalist social work practice.

| Element | Level of Performance | | | | | |
|-------------------------------------|--|--|---|---|-----|-----|
| | (1) Unsuitable for the profession | (2) Needs more training | (3) Ready for practice | (4) Exemplary | Mid | End |
| Engagement skills | Cannot demonstrate effective engagement skills most of the time. | Can demonstrate effective engagement skills some of the time. Has difficulty utilizing engagement skills appropriate in specific situations. | Demonstrates effective engagement skills in practice. | Consistently demonstrates effective engagement skills in client situations, correctly identifies specific skills for a variety of situations. | | |
| Assessment skills | Cannot demonstrate effective assessment skills most of the time. | Can demonstrate assessment skills some of the time. Has difficulty identifying when assessment skills are appropriate. | Demonstrates effective assessment skills in practice. | Consistently demonstrates effective assessment skills in client situations, correctly identifies specific skills for a variety of situations. | | |
| Goal-setting and contracting skills | Cannot demonstrate effective goal-setting and contracting skills most of the time. | Can demonstrate effective goal-setting and contracting skills some of the time. Has difficulty identifying when goal-setting and contracting skills are appropriate. | Demonstrates effective goal-setting and contracting skills in practice. | Consistently demonstrates effective goal-setting and contracting skills in client situations, correctly identifies specific skills for a variety of situations. | | |
| Intervention skills | Cannot demonstrate effective intervention skills most of the time. | Can demonstrate effective intervention skills some of the time. Has difficulty identifying when intervention skills are appropriate. | Demonstrates effective intervention skills in practice. | Consistently demonstrates effective intervention skills in client situations, correctly identifies specific skills for a variety of situations. | | |
| Evaluation skills | Cannot demonstrate effective evaluation skills most of the time. | Can demonstrate effective evaluation skills some of the time. Has difficulty identifying when evaluation skills are appropriate. | Demonstrates effective evaluation skills in practice. | Consistently demonstrates effective evaluation skills in client situations, correctly identifies specific skills for a variety of situations. | | |
| Termination skills | Cannot demonstrate effective termination skills most of the time. | Can demonstrate effective termination skills some of the time. Has difficulty identifying when termination skills are appropriate. | Demonstrates effective termination skills in practice. | Consistently demonstrates effective termination skills in client situations, correctly identifies specific skills for a variety of situations. | | |

Objective 5: Demonstrates the ability to implement effective skills throughout the phases of practice.

| Element | Level of Performance | | | | | |
|--|---|---|--|--|-----|-----|
| | (1)Unsuitable for the profession | (2) Needs more training | (3) Ready for practice | (4) Exemplary | Mid | End |
| Demonstrates sensitivity, warmth, and acceptance of others and their feelings. | Rarely demonstrates sensitivity, warmth, and acceptance of others and their feelings. | Unsure of appropriate methods to display sensitivity, warmth, and acceptance of others and their feelings. | Demonstrates frequent sensitivity, warmth, and acceptance of others and their feelings. | Frequently demonstrates appropriate use of sensitivity, warmth, and acceptance of others and their feelings. | | |
| Appropriately uses self-disclosure. | Inappropriately uses high levels of personal self-disclosure. | Is unsure of appropriate use of self-disclosure. | Appropriately uses self-disclosure. | Appropriately and effectively utilizes and can distinguish between the two types of self-disclosure. | | |
| Communicates clearly. | Communicates inappropriately and/or in a confusing manner on a consistent basis. | Communicates frequently in a confusing manner. | Communicates clearly and frequently. | Communicates clearly in an effective and frequent manner. | | |
| Demonstrates the ability to use empathetic responses with clients. | Does not have the ability to use empathetic responses with clients. | Is occasionally able to use empathetic responses with clients. Responds to client message but may omit feelings or facts. | Frequently is able to use verbal and nonverbal empathetic responses with clients. | Frequently and effectively uses empathetic responses with clients using verbal and nonverbal responses that enhance client self-awareness and reflect emotional nuances. | | |
| Demonstrates ability to listen in a thoughtful and non-judgmental manner. | Lacks the ability to listen in a thoughtful and/or nonjudgmental manner. | Inconsistently listens thoughtfully but lacks ability to listen in a nonjudgmental manner. May show occasional judgment. | Frequently able to listen thoughtfully and in a nonjudgmental manner | Frequently demonstrates ability to listen thoughtfully and in a nonjudgmental manner. Uses these skills to enhance client-practitioner relationship. | | |
| Demonstrates strengths-based approaches when working with clients. | Does not work from strengths-based approaches when working with clients. | Infrequently demonstrates strengths-based approaches when working with clients. | Frequently demonstrates strengths-based approaches when working with clients. | Frequently and effectively demonstrates strengths-based approaches when working with clients. | | |
| Is able to demonstrate elements of culturally competent practice. | Rarely demonstrates culturally competent practice. | Infrequently demonstrates culturally competent practice. | Frequently able to demonstrate elements of culturally competent practice. | Frequently and effectively able to demonstrate elements of culturally competent practice. | | |
| Is able to demonstrate elements of social justice social work when working with clients. | Rarely demonstrates elements of social justice social work when working with clients. | Infrequently able to demonstrate elements of social justice social work when working with clients. | Frequently able to demonstrate elements of social justice social work when working with clients. | Frequently and effectively able to demonstrate elements of culturally competent practice, including differentiating individual and group-based differences. | | |

Objective 5: Demonstrates the ability to implement effective skills throughout the phases of practice (continued).

| Element | Level of Performance | | | | | |
|--|--|---|---|---|-----|-----|
| | (1) Unsuitable for the profession | (2) Needs more training | (3) Ready for practice | (4) Exemplary | Mid | End |
| Demonstrates acceptance and respect for individual, group, and community differences. | Does not demonstrate acceptance and respect for individual, group, and community differences. | Infrequently able to demonstrate acceptance and respect for individual, group, and community differences. | Frequently demonstrates acceptance and respect for individual, group and community differences. | Frequently and effectively demonstrates acceptance and respect for individual, group, and community differences. | | |
| Demonstrates ability to use ethical decision-making processes. | Does not demonstrate the ability to use ethical decision making processes or to identify ethical issues. | Infrequently able to use ethical decision-making processes. | Frequently demonstrates ability to use ethical decision-making processes. | Frequently and effectively demonstrates ability to use ethical decision-making processes. | | |
| Demonstrates ability to utilize policy practice skills in at least one case situation. | Does not demonstrate the ability to utilize policy practice skills. | Infrequently able to utilize policy practice skills in at least on case situation. | Frequently demonstrates ability to utilize policy practice skills in at least one case situation. | Frequently and effectively demonstrates ability to utilize policy practice skills in at least one case situation. | | |
| Facilitates the client in taking the lead in the social work process when appropriate. | Cannot facilitate the client in taking the lead in the social work process when appropriate. | Facilitates the client in taking the lead in the social work process inappropriately. | Frequently facilitates the client in taking the lead in the social work process when appropriate. | Frequently and effectively facilitates the client in taking the lead in the social work process when appropriate. | | |

Objective 6: Demonstrates professional behavior as a social work intern.

| Element | Level of Performance | | | | | |
|---|---|---|---|--|-----|-----|
| | (1) Unsuitable for the profession | (2) Needs more training | (3) Ready for practice | (4) Exemplary | Mid | End |
| Seeks feedback and incorporates suggestions into practice. | Does not plan or seek out feedback from supervisor or other work colleagues or does not follow suggestions. Assumes passive role. | Sometimes seeks feedback from supervisors and incorporates feedback into practice. May be overly dependent on constant supervision. | Engaged in the supervision process. Regularly seeks feedback and incorporates suggestions into practice. | Engaged in the supervision process. Integrates research findings and academic readings in discussion. Seeks feedback and incorporates suggestions into practice. | | |
| Questions assignments and methodologies, policies, or practices that seem unclear or inappropriate. | Does not question assignments and methodologies, policies, or practices that seem unclear or inappropriate. | Questions assignments and methodologies, policies, or practices that seem unclear or inappropriate but does not make changes in practice. | Regularly questions assignments and methodologies, policies, or practices that seem unclear or inappropriate. | Regularly questions assignments and methodologies, policies, or practices that seem unclear or inappropriate and effectively adjusts in practice. | | |
| Demonstrates ability to form and maintain professional relationships with a wide range of people. | Does not form professional relationships with a wide range of people. | Sometimes forms and maintains professional relationships with a wide range of people. | Forms and maintains professional relationships with a wide range of people. | Forms and maintains professional relationships with a wide range of people. Takes on networking responsibility (i.e. attending trainings) and uses relationships to improve practice. | | |
| Demonstrates sensitivity to ethnic, cultural, diversity issues. | Demonstrates little knowledge of different cultures and ethnicities. Does not make connections between cultural influences and performance. | Demonstrates confused understanding of different cultures and ethnicities and makes inaccurate connections between cultural influences and performance. | Displays knowledge of the diverse cultures of clients' served and general work environment. Demonstrates understanding of the cultural influences on clients' behavior and success. | Regularly incorporates accurate knowledge of clients' cultures into the selection of theory, model and strategies used by the social worker. | | |
| Demonstrates awareness of areas of conflict between own values and those of others. | Does not recognize potential conflict between personal values and those of others. | Sometimes demonstrates awareness of areas of conflict between own values and those of others. | Demonstrates an awareness of areas of conflict between own values and those of others. | Recognizes personal values and synthesizes other value sets. Consistently demonstrates awareness of areas of conflict between own values and those of others and utilizes to improve practice. | | |

Objective 6: Demonstrates professional behavior as a social work intern (continued).

| Element | Level of Performance | | | | | |
|--|--|---|--|---|-----|-----|
| | (1) Unsuitable for the profession | (2) Needs more training | (3) Ready for practice | (4) Exemplary | Mid | End |
| Demonstrates creativity in working on new projects. | Demonstrates no creativity in working on new projects. | Demonstrates minimal creativity on new projects. Sometimes relies heavily on supervisor guidance. | Demonstrates creativity in working on new projects within supervision requirements. | Consistently demonstrates creativity in working on new projects within supervision requirements. Goes above & beyond of what is expected. | | |
| Negotiates in new or unpredictable situations. | Does not adapt to new or unpredictable situations. Does not seek advice from supervisor. | Sometimes negotiates in new and unpredictable situations. | Adapts quickly to new or unpredictable situations. Asks appropriate guidance from supervisor. | Adapts quickly to new or unpredictable situations. Incorporates lessons learned from situations in later practice. | | |
| Demonstrates balance in personal and professional lives. | Does not keep work issues at the office. Brings personal issues to the workplace. | Sometimes demonstrates balance between personal and professional lives. Shows or exhibits a personal rather than professional involvement in work issues. | Demonstrates an appropriate balance of professional and personal lives. Has developed coping mechanisms to maintain balance. | Consistently demonstrates balance in personal and professional lives and is able to apply this to improve practice and work context. | | |

Objective 7: Demonstrates increasing self-awareness and maturity in professional practice.

| Element | Level of Performance | | | | | |
|---|---|--|--|--|-----|-----|
| | (1) Unsuitable for the profession | (2) Needs more training | (3) Ready for practice | (4) Exemplary | Mid | End |
| Takes responsibility for her or his own learning process. | Does not develop meaningful learning objectives. Does not integrate learning objectives into practice. | Developed learning objectives, which are used as guide for internship activities. Does not make significant progress on achieving goals. | Develops and implements learning objectives that reflect micro, mezzo, and macro concerns in the practice setting. Completes learning objectives in professional manner. | Actively cites learning agenda and agreed upon learning goals. Advances learning throughout the semester and is able to review and revise learning objectives given the dynamic nature of the internship. | | |
| Takes initiative and responsibility for work activities. | Does not take independent action and frequently waits for or does not follow supervisor's directions. Does not take responsibility for work activities. | Does not feel comfortable or hesitates to act independently of supervisor's directions. Takes minimal responsibility for assigned tasks. | Is able to work independently and successfully to accomplish appropriate tasks without supervision. | Is able to function successfully independent of supervision. Takes direction well and follows through on assigned tasks. Appropriately asks for additional responsibility when appropriate. | | |
| Identifies and analyzes personal values, attitudes, and biases. | Does not identify and analyze personal values, attitudes and biases. | Student occasionally demonstrates awareness of his or her own values, beliefs, biases and experiences. | Student demonstrates an awareness of the impact of personal values, attitudes and biases on work with clients and within agency. | Student routinely uses their awareness of self during interventions with clients, colleagues, supervisors, and other stakeholders. Is effective in working with clients who have different values and attitudes. | | |
| Demonstrates awareness of individual differences within and between groups and communities. | Does not demonstrate an awareness of individual differences within and between groups and communities. | Sometimes demonstrates awareness of individual differences within and between groups and communities. | Student demonstrates an awareness of individual differences within and between groups and communities. | Student demonstrates awareness of individual difference within and between groups and communities and is effective in working with clients who are different than themselves. | | |
| Demonstrates acceptance and respect for individual, group, and community differences. | Does not demonstrate acceptance and respect for individual, group, and community differences. | Sometimes demonstrates acceptance of individual, group, and community differences. | Student demonstrates acceptance and respect for individual, group, and community differences. | Student demonstrates acceptance and respect for individual, group, and community difference and is effective in working with clients who are different than themselves. | | |

OVERALL EVALUATION: STUDENT AS PRACTITIONER

MSW Field Work I & II – Foundation

MID-TERM

Please indicate your overall evaluation of the student as practitioner by circling the word below that best describes the student. In your comments, please consider unique student characteristics, special student strengths or particular difficulties as a practitioner, and any unusual circumstances.

Poor

Marginal

Satisfactory

Very Good

Exceptional

Comments:

OVERALL EVALUATION: STUDENT AS PRACTITIONER
MSW Field Work I & II – Foundation

END-TERM

Please indicate your overall evaluation of the student as practitioner by circling the word below that best describes the student. In your comments, please consider unique student characteristics, special student strengths or particular difficulties as a practitioner, and any unusual circumstances.

- Poor** **Marginal** **Satisfactory** **Very Good** **Exceptional**

Comments:

Augsburg College
Department of Social Work
Field work I & II – MSW Foundation

MID-TERM

Additional Comments:

I recommend the following grade:

Pass
 No Credit

Field Instructor Signature Date

Student Signature Date

Field Faculty Signature Date

Augsburg College
Department of Social Work
Field work I & II – MSW Foundation

END-TERM

Additional Comments:

I verify that the student has completed 480 hours:

Yes
 No

I recommend the following grade:

Pass
 No Credit

Field Instructor Signature

Date

Student Signature

Date

Field Faculty Signature

Date

Appendix D

Augsburg College
Department of Social Work
MSW Field Work III & IV – FAMILY PRACTICE

Evaluation of Student Performance

Student _____

Agency _____

Field Instructor _____

Faculty Liaison _____

Dates of Report _____ / _____

Student's typical weekly schedule _____

Instructions

Your careful attention to completing this evaluation form is very much appreciated. Evaluation is a critical part of a student's professional education. It provides an important opportunity for feedback, growth, discussion and educational planning.

For each of the following areas of competence, please indicate which level of performance the student has achieved (unsatisfactory, basic, proficient, or distinguished) by marking in the appropriate box. Each level of performance assumes competency in the previous level(s) of performance. For example, "proficient" assumes that the student has demonstrated competence at the basic level of performance. Likewise, "distinguished" assumes competence at both the basic and proficient levels of performance.

OBJECTIVES – Family Practice

1. Demonstrate knowledge and have the ability to apply a variety of theories and models across the phases of practice.
2. Identify and effectively respond to ethical issues in social work practice.
3. Demonstrate an appropriate use of self in all phases of practice.
4. Demonstrate effectiveness in the "student as learner" role.
5. Demonstrate effectiveness in "student as member of agency" role.
6. Demonstrate the ability to implement effective skills throughout the phases of practice, i.e., engagement, assessment, intervention, evaluation and termination.
7. Demonstrate Cultural Competence.

Objective 1: Demonstrate knowledge and have the ability to apply a variety of theories and models across the phases of practice.

| Element | Level of Performance | | | | Mid | End |
|--------------------------------------|---|---|--|---|-----|-----|
| | (1) Unsatisfactory | (2) Basic | (3) Proficient | (4) Distinguished | | |
| Knowledge of theory | Student exhibits little interest in theoretical understanding of client cases. Understanding of theory is absent or incomplete. | Student exhibits interest in theoretical understanding of client cases. Student demonstrates the ability to apply appropriate HBSE and practice theory. | Student demonstrates the ability to integrate an appropriate and coherent HBSE and practice theory. | Students demonstrate the ability to integrate an appropriate and coherent HBSE and practice theories at a high level of understanding, e.g. are students able to apply theoretical concepts to an in-depth explanation of a case situation. | | |
| Application of practice model | Student exhibits little interest in identifying appropriate and coherent practice models. | Student identifies and applies appropriate practice model. | Student demonstrates the ability to apply an appropriate and coherent practice model. Student can evaluate their use of the model. | Student can apply and evaluate the chosen model and has the ability to modify the practice approach. | | |

Objective 2: Identify and effectively respond to ethical issues in social work practice.

| Element | Level of Performance | | | | Mid | End |
|-------------------------|---|---|--|--|-----|-----|
| | (1) Unsatisfactory | (2) Basic | (3) Proficient | (4) Distinguished | | |
| Ethical dilemmas | Student cannot identify ethical dilemmas in practice. | Student can identify ethical dilemmas and presents them in supervision. | Student demonstrates an understanding of an ethical decision-making framework and can apply that framework to resolution of ethical dilemmas that arise in their practice. | Student demonstrates the ability to recognize subtle ethical issues arising in their practice. Student routinely uses one or more ethical decision-making frameworks to resolve ethical dilemmas that arise in their practice. | | |

Objective 3: Demonstrate an appropriate use of self in all phases of practice.

| Element | Level of Performance | | | | Mid | End |
|---|--|---|--|--|-----|-----|
| | (1) Unsatisfactory | (2) Basic | (3) Proficient | (4) Distinguished | | |
| Knowledge of self, i.e. awareness of own values, beliefs and experiences | Student demonstrates a lack of self-awareness. | Student demonstrates awareness of their own values, beliefs and experiences. | Student demonstrates an awareness of the impact of self on work with clients. | Student routinely uses their awareness of self during interventions with clients. | | |
| Use of self | Student lacks an understanding of the concept "use of self." Student fails to address use of self issues in supervision. | Student demonstrates an understanding of the concept "use of self." Student discusses use of self in supervision. Student refrains from inappropriate use of self-disclosure. | Student applies an understanding of use of self to their work with clients and routinely discusses it in supervision. Student demonstrates an understanding of the appropriate use of self-disclosure. | Student routinely uses their understanding of use of self during interventions with clients. | | |

Objective 4: Demonstrate effectiveness in the "student as learner" role.

| Element | Level of Performance | | | | Mid | End |
|--------------------------------------|---|--|---|--|-----|-----|
| | (1) Unsatisfactory | (2) Basic | (3) Proficient | (4) Distinguished | | |
| Use of supervision | Does not plan supervision time. Irregular attendance. Assumes passive role. | Attends all scheduled supervision meetings and brings agenda items. Student relies on verbal reporting of client contact to present their practice in supervision. | Engaged in the supervision process. Brings in cases, questions for review and discussion. Integrates research findings and academic readings in discussion. Student uses opportunities for more direct observation of their practice, e.g. observation, audiotaping or videotaping. | Meets all other levels and periodically monitors progress of social work self through direct practice evaluation and reflections on use of self. Student uses opportunities for direct observation of their practice on a regular basis. | | |
| Student's learning objectives | Fails to develop meaningful learning objectives. Does not integrate learning objectives into placement. Does not take leadership role in creating objectives. | Develop learning objectives which are used as guide for internship activities. Completes established learning objectives. | Develops and implements learning objectives that reflect not just micro practice learning but identifies mezzo and macro concerns in the setting. Completes learning established objectives in professional manner. | The ability to review and revise learning objectives given the dynamic nature of the internship and the opportunities for learning. | | |

Objective 5: Demonstrate effectiveness in "student as member of agency" role.

| Element | Level of Performance | | | | Mid | End |
|---|--|---|--|--|-----|-----|
| | (1) Unsatisfactory | (2) Basic | (3) Proficient | (4) Distinguished | | |
| Relationships with colleagues and peers | Does not engage with team. Acts in an unprofessional manner with colleagues and peers per the NASW Code of Ethics. | Familiar with team members and their roles. Participates in team activities delineated by the learning agenda and field instructor. | Engage in team activities. Respected member of team- e.g. offers opinion, insights. Lead some team activity e.g. case review | Leads team in activity. e.g. staffings. Brings up issues that could be seen as controversial in appropriate, respectful manner. Establishes self as competent team member even given student role. Opinions sought out by team members. Actively engages in team activity. | | |
| Knowledge of the field agency and its programs | Unaware of field agency programs, culture, funding sources, mission, etc.. | Aware of agency's mission, programs, culture, funding sources etc. Can explain agency information to clients. | Can identify and understand agency's larger context, i.e. familiarity with the systems that impact the agency's client population. | Demonstrate the ability to collaborate with representatives of systems that impact the agency's client population. | | |
| Knowledge of policies affecting the field agency and its clientele | Unaware of policy, rules, and legislation that regulate the field agency and its clientele | Knowledge of pertinent legislation, policies, rules and regulations that affect agency's clientele | Can apply the knowledge in ways that enhance client functioning. | Participate in practice activities to effect change at the macro level. | | |

Objective 6: Demonstrate the ability to implement effective skills throughout the phases of practice, i.e., engagement, assessment, intervention, evaluation and termination.

| Element | Level of Performance | | | | Mid | End |
|--|--|---|---|--|-----|-----|
| | (1) Unsatisfactory | (2) Basic | (3) Proficient | (4) Distinguished | | |
| Engagement skills | Cannot demonstrate effective engagement skills most of the time | Can identify appropriate skills in this phase of practice. Can demonstrate basic engagement skills with clients and is effective in the use of these skills. | Reflects knowledge base in demonstration of skills as well as can identify rationale for use of specific skill. | Integrates research & readings in their understanding of skills. Can apply skills coherent with identified theory and model. Can consistently evaluate effectiveness of chosen approach. | | |
| Assessment skills | Cannot demonstrate effective assessment skills most of the time. | Can identify appropriate skills in this phase of practice. Can demonstrate basic assessment skills with clients. Is effective in the use of these skills. | Reflects knowledge base in demonstration of skills as well as can identify rationale for use of specific skill. | Integrates research & readings in their understanding of skills. Can apply skills coherent with identified theory and model. Can consistently evaluate effectiveness of chosen approach. | | |
| Goal-setting and contracting skills | Cannot demonstrate effective goal setting and contracting skills most of the time. | Can identify appropriate skills in this phase of practice. Can demonstrate basic goal setting and contracting skills with clients. Is effective in the use of these skills. | Reflects knowledge base in demonstration of skills as well as can identify rationale for use of specific skill. | Integrates research & readings in their understanding of skills. Can apply skills coherent with identified theory and model. Can consistently evaluate effectiveness of chosen approach. | | |
| Intervention skills | Cannot demonstrate effective intervention skills most of the time. | Can identify appropriate skills in this phase of practice. Can demonstrate intervention skills with clients. Is effective in the use of these skills. | Reflects knowledge base in demonstration of skills as well as can identify rationale for use of specific skill. | Integrates research & readings in their understanding of skills. Can apply skills coherent with identified theory and model. Can consistently evaluate effectiveness of chosen approach. | | |

| Element | (1) Unsatisfactory | (2) Basic | (3) Proficient | (4) Distinguished | Mid | End |
|---------------------------|---|--|---|--|------------|------------|
| Evaluation skills | Cannot demonstrate effective evaluation skills most of the time. | Can identify appropriate skills in this phase of practice. Can demonstrate evaluation skills. Is effective in the use of these skills. | Reflects knowledge base in demonstration of skills as well as can identify rationale for use of specific skill. | Integrates research & readings in their understanding of skills. Can apply skills coherent with identified theory and model. Can consistently evaluate effectiveness of chosen approach. | | |
| Termination skills | Cannot demonstrate effective termination skills most of the time. | Can identify appropriate skills in this phase of practice. Can demonstrate termination skills with clients. Is effective in the use of these skills. | Reflects knowledge base in demonstration of skills as well as can identify rationale for use of specific skill. | Integrates research & readings in their understanding of skills. Can apply skills coherent with identified theory and model. Can consistently evaluate effectiveness of chosen approach. | | |

Objective 7: Demonstrate Cultural Competence.

| Element | Level of Performance | | | | Mid | End |
|---|---|--|--|---|-----|-----|
| | (1) Unsatisfactory | (2) Basic | (3) Proficient | (4) Distinguished | | |
| Awareness of own culture | Student is unfamiliar with own cultural background & demonstrates little or no awareness of the relationship between their own culture and client outcomes. | Demonstrates some knowledge of own cultural background and acknowledges that background can have an impact on social work practice and client success. | Demonstrate thorough understanding of own personal cultural background and clearly describe specific examples of how background impacts social work practice. | Demonstrates ongoing exploration of her/his personal culture and actively seeks out input from cultural guides to assist in understanding the impact of her/his personal culture on practice. | | |
| Knowledge of Clients' cultures | Demonstrates little knowledge of clients' cultures and fails to make connections between cultural influences and clients' performance. | Displays a general understanding of clients' cultural backgrounds and can occasionally describe examples of cultural influences on clients' behaviors and success. | Displays accurate knowledge of the diverse cultures of clients served and consistently demonstrates understanding of the cultural influences on clients' behavior and success. | Regularly incorporates accurate knowledge of clients' cultures into the selection of theory, model and strategies used by the social worker. | | |
| Patterns of cultural interaction | Demonstrates little interest or ability to seek alternative strategies based on the diverse cultures of the clients. | Acknowledges the importance of creating alternative strategies based on the culture of the clients, but finds it difficult to describe concrete instances of having done so. | Accurately describes a few instances when her/his cultural assumptions and expectations have helped or hindered the success of clients from different cultures. | Can consistently describe and regularly implements alternative interaction strategies based on accurate knowledge of clients' cultures. | | |

OVERALL EVALUATION: STUDENT AS PRACTITIONER

MSW Field Work III & IV – FAMILY PRACTICE

MID-TERM

Please indicate your overall evaluation of the student as practitioner by circling the word below that best describes the student. In your comments, please consider unique student characteristics, special student strengths or particular difficulties as a practitioner, and any unusual circumstances.

Poor

Marginal

Satisfactory

Very Good

Exceptional

Comments:

**OVERALL EVALUATION: STUDENT AS PRACTITIONER
MSW Field Work III & IV – FAMILY PRACTICE**

END-TERM

Please indicate your overall evaluation of the student as practitioner by circling the word below that best describes the student. In your comments, please consider unique student characteristics, special student strengths or particular difficulties as a practitioner, and any unusual circumstances.

Poor

Marginal

Satisfactory

Very Good

Exceptional

Comments:

Augsburg College
Department of Social Work
Field work III & IV – Family Practice

MID-TERM

Additional Comments:

I recommend the following grade:

Pass
 No Credit

Field Instructor Signature

Date

Student Signature

Date

Field Faculty Signature

Date

Augsburg College
Department of Social Work
Field work III & IV – Family Practice

END-TERM

Additional Comments:

I verify that the student has completed 480 hours:

Yes
 No

I recommend the following grade:

Pass
 No Credit

Field Instructor Signature

Date

Student Signature

Date

Field Faculty Signature

Date

Appendix E

Augsburg College
Department of Social Work
MSW Field Work III & IV – PDPA

Evaluation of Student Performance

Student _____

Agency _____

Field Instructor _____

Faculty Liaison _____

Dates of Report _____ / _____

Student's typical weekly schedule _____

I. Instructions

Your careful attention to completing this evaluation form is very much appreciated. Evaluation is a critical part of a student's professional education. It provides an important opportunity for feedback, growth, discussion and educational planning.

For each of the following areas of competence, please indicate which level of performance the student has achieved (unsatisfactory, basic, proficient, or distinguished) by marking the appropriate number in the box to the right. Each level of performance assumes competency in the previous level(s) of performance. For example, "proficient" assumes that the student has demonstrated competence at the basic level of performance. Likewise, "distinguished" assumes competence at both the basic and proficient levels of performance.

OBJECTIVES – Program Development, Policy and Administration

The Program Development, Policy and Administration concentration prepares students who can:

1. Demonstrate an understanding of macro practice social work including: analysis, development, implementation, and evaluation of organizations, communities, and policies.
2. Demonstrate skills in macro practice social work including: program planning, implementation and evaluation; community organization; and policy practice.
3. Demonstrate an understanding and application of theories and principles of social and economic justice within macro practice social work.
4. Demonstrate an understanding of organizational theories, ethics and values, and the implications and application of these on the internal structure and operation of social service agencies.
5. Demonstrate an understanding of and ability to apply theories, ethics and values, strategies and methods for working effectively within the external environment including other service agencies, legislative and policy making bodies, regulatory and advocacy agencies, community organizations and the public.
6. Demonstrate an understanding of the problem-solving model, informed by the strengths, empowerment and social constructionist perspectives, and its application to macro practice social work.
7. Demonstrate an understanding of social, economic, health, political, demographic, educational, historical and legal systems as they impact upon macro practice social work within the local, national and global context.
8. Demonstrate an understanding of the theories of diversity, inequality and cultural competence in a global context, and their contribution to macro practice social work.
9. Demonstrate the professional use of self in the application of the values and ethical base of the social work profession in macro practice social work.
10. Demonstrate the understanding of theories, strategies and methods of effective leadership in organizations, communities and policy.
11. Demonstrate an understanding and application of conflict resolution theories, strategies and methods in macro practice social work.
12. Demonstrate cultural competency skills in macro practice social work.
13. Demonstrate advanced skills in program evaluation.
14. Demonstrate knowledge and ability to use supervision effectively in macro practice social work.

Objective 1: Demonstrate the ability to use theory related to program development, policy and administration.

| Element | Level of Performance | | | | Mid | End |
|--|--|---|---|---|-----|-----|
| | (1) Unsatisfactory | (2) Basic | (3) Proficient | (4) Distinguished | | |
| Knowledge of theory re: strategies for intervention and change. | Student exhibits little interest in theoretical understanding of strategies for intervention and change within an agency. Understanding of theory is absent or incomplete. | Student exhibits interest in theoretical understanding for intervention and change within an agency. Student demonstrates the ability to apply appropriate theory. | Student demonstrates the ability to integrate an appropriate and coherent theory for intervention and change within an agency. | Student demonstrates the ability to integrate an appropriate and coherent theory for intervention and change within an agency at a high level of understanding, e.g. is student able to apply theoretical concepts to an in-depth explanation of a change scenario? | | |
| Knowledge of theory re: client empowerment. | Student exhibits little interest in theories related to client empowerment. | Student exhibits interest in theoretical understanding for theories related to client empowerment. Student demonstrates the ability to apply appropriate theory. | Student demonstrates the ability to integrate an appropriate and coherent theory for intervention and change within an agency. | Student demonstrates the ability to integrate an appropriate and coherent theory for client empowerment within an agency at a high level of understanding, e.g. is student able to apply theoretical concepts to an in-depth explanation of client empowerment? | | |
| Knowledge of theory re: social and economic justice | Student exhibits little interest in theories related to social and economic justice. | Student exhibits interest in theoretical understanding for theories related to social and economic justice. Student demonstrates the ability to apply appropriate theory. | Student demonstrates the ability to integrate an appropriate and coherent theory for intervention and change within an agency. | Student demonstrates the ability to integrate an appropriate and coherent theory for social and economic justice within an agency at a high level of understanding, e.g. is student able to apply theoretical concepts to an in-depth explanation of social and economic justice? | | |
| Knowledge of theory re: process of developing and changing public policy. | Student exhibits little interest in theories related to public policy development and/or change. | Student exhibits interest in theoretical understanding related to public policy development or change. Student demonstrates the ability to apply appropriate theory. | Student demonstrates the ability to integrate an appropriate and coherent theory for developing or changing public policy within an agency. | Student demonstrates the ability to integrate an appropriate and coherent theory for developing or changing public policy within an agency at a high level of understanding, e.g., is student able to apply theoretical concepts to an in-depth explanation of public policy development and/or change? | | |

| | | | | | | |
|---|--|--|--|---|--|--|
| Knowledge of theory re: program development. | Student exhibits little interest in theories related to program development. | Student exhibits interest in theoretical understanding related to program development. Student demonstrates the ability to apply appropriate theory. | Student demonstrates the ability to integrate an appropriate and coherent theory for program development. | Student demonstrates the ability to integrate an appropriate and coherent theory for program development within an agency at a high level of understanding, e.g., is student able apply theoretical concepts to an in-depth explanation of program development. | | |
| Knowledge of theory re: program evaluation | Student exhibits little interest in theories related to program evaluation. | Student exhibits interest in theoretical understanding related to program evaluation. Student demonstrates the ability to apply appropriate theory. | Student demonstrates the ability to integrate an appropriate and coherent theory for program evaluation. | Student demonstrates the ability to integrate an appropriate and coherent theory for program evaluation within an agency at a high level of understanding, e.g., is student able to apply theoretical concepts to an in-depth explanation of program evaluation? | | |
| Knowledge of theory re: leadership. | Student exhibits little interest in theories related to leadership. | Student exhibits interest in theoretical understanding related to leadership. Student demonstrates the ability to apply appropriate theory. | Student demonstrates the ability to integrate an appropriate and coherent theory for leadership within an agency. | Student demonstrates the ability to integrate an appropriate and coherent theory for leadership within an agency at a high level of understanding, e.g., is student able to apply theoretical concepts to an in-depth explanation of leadership? | | |
| Knowledge of theory re: collaboration with the external environment. | Student exhibits little interest in theories related to collaboration. | Student exhibits interest in theoretical understanding related to collaboration with the external environment. Student demonstrates the ability to apply appropriate theory. | Student demonstrates the ability to integrate an appropriate and coherent theory for collaboration with the external environment within an agency. | Student demonstrates the ability to integrate an appropriate and coherent theory for collaboration with the external environment at a high level of understanding, e.g., is student able to apply theoretical concepts to an in-depth explanation of collaboration with the external environment? | | |
| Knowledge of theory re: conflict resolution. | Student exhibits little interest in theories related to conflict resolution. | Student exhibits interest in theoretical understanding related to conflict resolution. Student demonstrates the ability to apply appropriate theory. | Student demonstrates the ability to integrate an appropriate and coherent theory for conflict resolution within an agency. | Student demonstrates the ability to integrate an appropriate and coherent theory for conflict resolution within an agency at a high level of understanding, e.g., is student able to apply theoretical concepts to an in-depth explanation of conflict resolution? | | |

Objective 2: Demonstrate the professional use of self in the application of the values and ethical base of the social work profession in macro practice social work.

| Element | Level of Performance | | | | Mid | End |
|---|--|--|--|--|-----|-----|
| | (1) Unsatisfactory | (2) Basic | (3) Proficient | (4) Distinguished | | |
| Ethical dilemmas in practice. | Student cannot identify ethical dilemmas in <u>practice</u> . | Student can identify ethical dilemmas and presents them in supervision. | Student demonstrates an understanding of an ethical decision-making framework and can apply that framework to resolution of ethical dilemmas that arise in their practice. | Student demonstrates the ability to recognize subtle ethical issues arising in their practice. Student routinely uses one or more ethical decision-making frameworks to resolve ethical dilemmas that arise in their practice. | | |
| Ethical dilemmas in organizations. | Student cannot identify ethical dilemmas in <u>organizations</u> . | Student can identify ethical dilemmas and presents them in supervision. | Student demonstrates an understanding of an ethical decision-making framework and can apply that framework to resolution of ethical dilemmas that arise within their agency or organization. | Student demonstrates the ability to recognize subtle ethical issues arising in their organization or agency. Student routinely uses one or more ethical decision-making frameworks to address ethical dilemmas that arise in their organization or agency. | | |
| Knowledge of self, i.e. awareness of own values, beliefs and experiences | Student demonstrates a lack of self-awareness. | Student demonstrates awareness of their own values, beliefs and experiences. | Student demonstrates an awareness of the impact of self on work with clients and within agency. | Student routinely uses their awareness of self during interventions with clients, colleagues, supervisors and other stakeholders. | | |

| | | | | | | |
|--------------------|--|---|--|---|--|--|
| Use of self | Student lacks an understanding of the concept "use of self." Student fails to address use of self issues in supervision. | Student demonstrates an understanding of the concept "use of self." Student discusses use of self in supervision. Student refrains from inappropriate use of self-disclosure. | Student applies an understanding of use of self to their work with clients and other stakeholders. Student routinely discusses it in supervision. Student demonstrates an understanding of the appropriate use of self-disclosure. | Student routinely uses their understanding of use of self during interventions with clients, colleagues, supervisors, and other stakeholders. | | |
|--------------------|--|---|--|---|--|--|

Objective 3: Demonstrate knowledge and ability to use supervision effectively in macro practice social work.

| Element | Level of Performance | | | | Mid | End |
|--------------------------------------|---|---|---|--|-----|-----|
| | (1) Unsatisfactory | (2) Basic | (3) Proficient | (4) Distinguished | | |
| Use of supervision | Does not plan supervision time. Irregular attendance. Assumes passive role. | Attends all scheduled supervision meetings and brings agenda items. Student relies on verbal reporting of macro practice activities to present their practice in supervision. | Engaged in the supervision process. Brings in scenarios, questions for review and discussion. Integrates research findings and academic readings in discussion. Student uses opportunities for more direct observation of their practice, e.g. observation. | Meets all other levels and periodically monitors progress of social work self through evaluation and reflections on use of self. Student uses opportunities for direct observation of their practice on a regular basis. | | |
| Student's learning objectives | Fails to develop meaningful learning objectives. Does not integrate learning objectives into placement. Does not take leadership role in creating objectives. | Develop learning objectives which are used as guide for internship activities. Completes established learning objectives. | Develops and implements learning objectives that reflect mezzo and macro learning in the setting. Completes learning established objectives in professional manner. | The ability to review and revise learning objectives given the dynamic nature of the internship and the opportunities for learning. | | |

Objective 4: Demonstrate effectiveness in "student as member of agency" role.

| Element | Level of Performance | | | | Mid | End |
|---|--|---|--|--|-----|-----|
| | (1) Unsatisfactory | (2) Basic | (3) Proficient | (4) Distinguished | | |
| Relationships with colleagues and peers | Does not engage with team. Acts in an unprofessional manner with colleagues and peers per the NASW Code of Ethics. | Familiar with team members and their roles. Participates in team activities delineated by the learning agenda and field instructor. | Engages in team activities. Respected member of team- e.g. offers opinion, insights. Leads some team activity e.g. case review. | Leads team in activity. Brings up issues that could be seen as controversial in appropriate, respectful manner. Establishes self as competent team member even given student role. Opinions sought out by team members. Actively engages in team activity. | | |
| Knowledge of the field agency and its programs | Unaware of field agency programs, culture, funding sources, mission, etc.. | Aware of agency's mission, programs, culture, funding sources etc. Can explain agency information to clients. | Can identify and understand agency's larger context, i.e. familiarity with the systems that impact the agency's client population. | Demonstrate the ability to collaborate with representatives of systems that impact the agency's client population. | | |
| Knowledge of policies affecting the field agency and its clientele | Unaware of policy, rules, and legislation that regulate the field agency and its clientele. | Knowledge of pertinent legislation, policies, rules and regulations that affect agency's clientele. | Can apply the knowledge in ways that enhance client functioning. | Participate in practice activities to effect change at the macro level. | | |

Objective 5: Demonstrate the ability to implement effective skills in program development, policy and administration.

| Element | Level of Performance | | | | Mid | End |
|--|---|---|---|--|-----|-----|
| | (1) Unsatisfactory | (2) Basic | (3) Proficient | (4) Distinguished | | |
| In macro practice, able to apply problem-solving model | Cannot demonstrate effective problem-solving skills most of the time. | Can identify appropriate skills in this area of macro practice. Can demonstrate basic problem-solving skills. | Reflects knowledge base in demonstration of skills as well as can identify rationale for use of specific skill. | Integrates research & readings in their understanding of skills. Can apply skills coherent with problem-solving model. | | |
| In program development, demonstrate the ability to utilize a variety of assessment processes effectively and appropriately. | Cannot demonstrate effective assessment skills most of the time. | Can identify appropriate skills in this area of macro practice. Can demonstrate basic assessment skills. | Reflects knowledge base in demonstration of skills as well as can identify rationale for use of specific skill. | Integrates research & readings in their understanding of skills. Can apply skills coherent with identified theory and model. Can consistently evaluate effectiveness of chosen approach. | | |
| In policy development, demonstrate the ability to utilize a variety of assessment processes effectively and appropriately. | Cannot demonstrate effective assessment skills most of the time. | Can identify appropriate skills in this phase of practice. Can demonstrate basic assessment skills with clients. Is effective in the use of these skills. | Reflects knowledge base in demonstration of skills as well as can identify rationale for use of specific skill. | Integrates research & readings in their understanding of skills. Can apply skills coherent with identified theory and model. Can consistently evaluate effectiveness of chosen approach. | | |
| Demonstrate advanced skills in conflict resolution. | Cannot demonstrate effective conflict resolution skills most of the time. | Can identify appropriate skills in this conflict resolution. Can demonstrate basic conflict resolution skills with colleagues. Is effective in the use of these skills. | Reflects knowledge base in demonstration of skills as well as can identify rationale for use of specific skill. | Integrates research & readings in their understanding of skills. Can apply skills coherent with identified theory and model. Can consistently evaluate effectiveness of chosen approach. | | |
| Demonstrate advanced skills in leadership. | Cannot demonstrate effective leadership skills most of the time. | Can identify appropriate skills in this leadership. Can demonstrate leadership skills and is effective in the use of these skills. | Reflects knowledge base in demonstration of skills as well as can identify rationale for use of specific skill. | Integrates research & readings in their understanding of skills. Can apply skills coherent with identified theory and model. Can consistently evaluate effectiveness of chosen approach. | | |

| | | | | | | |
|---|--|--|---|--|--|--|
| Demonstrate advanced skills in program evaluation. | Cannot demonstrate effective evaluation skills most of the time. | Can identify appropriate skills in this phase of macro practice. Can demonstrate evaluation skills. Is effective in the use of these skills. | Reflects knowledge base in demonstration of skills as well as can identify rationale for use of specific skill. | Integrates research & readings in their understanding of skills. Can apply skills coherent with identified theory and model. Can consistently evaluate effectiveness of chosen approach. | | |
| Demonstrate advanced skills to work in groups within agency. | Cannot demonstrate effective group skills most of the time. | Can identify appropriate skills in work within groups. Can demonstrate skills with colleagues and is effective in the use of these skills. | Reflects knowledge base in demonstration of skills as well as can identify rationale for use of specific skill. | Integrates research & readings in their understanding of skills. Can apply skills coherent with identified theory and model. Can consistently evaluate effectiveness of chosen approach. | | |

Objective 6: Demonstrate cultural competency skills in macro practice social work.

| Element | Level of Performance | | | | Mid | End |
|---|--|--|--|---|-----|-----|
| | (1) Unsatisfactory | (2) Basic | (3) Proficient | (4) Distinguished | | |
| Awareness of own culture | Student is unfamiliar with own cultural background & demonstrates little or no awareness of the relationship between their own culture and client outcomes and agency cultural competence. | Demonstrates some knowledge of own cultural background but unable to understand how his or her own culture affects client outcome or field agency's cultural competence. | Demonstrate thorough understanding of own personal cultural background and clearly describe specific examples of how background impacts social work practice with clients or agency. | Demonstrates ongoing exploration of her/his personal culture and actively seeks out input from cultural guides to assist in understanding the impact of her/his personal culture on practice with clients or to improve agency's cultural competence. | | |
| Knowledge of clients' cultures | Demonstrates little knowledge of clients' cultures and fails to make connections between cultural influences and clients' performance. | Displays a general understanding of clients' cultural backgrounds and can occasionally describe examples of cultural influences on clients' behaviors and success. | Displays accurate knowledge of the diverse cultures of clients served and consistently demonstrates understanding of the cultural influences on clients' behavior and success. | Regularly incorporates accurate knowledge of clients' cultures into the selection of theory, model and strategies used by the social worker. | | |
| Theory of diversity, culture and inequality | Student is unaware of theories of culture and does not recognize their importance. | Aware but unable to apply culture theory in social work. | Able to apply theories of culture in social work most of the time. | Able to synthesize use of culture theory to practice culturally competent social work. | | |
| Use of law and policy that affects delivery of multicultural services, e.g., affirmative action, equal opportunity | Student is unaware of how law and policy affect multicultural service. | Is aware of but unable to apply law and policy affecting multicultural service. | Able to apply law and policy most of the time to understand and deliver multicultural service. | Student is able to utilize relevant law and policy to improve multicultural service across the agency. | | |
| Institutions and culture | Student is unaware of how institutions reflect, assimilate, and perpetuate cultural attributes & inequality. | Aware but unable to understand how institutions reflect, assimilate and perpetuate cultural attributes and inequality. | Able to understand how institutions reflect, assimilate and perpetuate cultural attributes and inequality. | Able to utilize skills to influence how institutions reflect, assimilate and perpetuate cultural attributes to improve equality. | | |

OVERALL EVALUATION: STUDENT AS PRACTITIONER

MSW Field Work III & IV-PDPA

MID-TERM

Please indicate your overall evaluation of the student as practitioner by circling the word below that best describes the student. In your comments, please consider unique student characteristics, special student strengths or particular difficulties as a practitioner, and any unusual circumstances.

Poor

Marginal

Satisfactory

Very Good

Exceptional

Comments:

OVERALL EVALUATION: STUDENT AS PRACTITIONER

MSW Field Work III & IV-PDPA

END-TERM

Please indicate your overall evaluation of the student as practitioner by circling the word below that best describes the student. In your comments, please consider unique student characteristics, special student strengths or particular difficulties as a practitioner, and any unusual circumstances.

Poor

Marginal

Satisfactory

Very Good

Exceptional

Comments:

**Augsburg College
Department of Social Work
Field work III & IV – PDPA**

MID-TERM

Additional Comments:

I recommend the following grade:

Pass
 No Credit

Field Instructor Signature Date

Student Signature Date

Field Faculty Signature Date

**Augsburg College
Department of Social Work
Field work III & IV – PDPA**

END-TERM

Additional Comments:

I verify that the student has completed 480 hours:

Yes
 No

I recommend the following grade:

Pass
 No Credit

Field Instructor Signature

Date

Student Signature

Date

Field Faculty Signature

Date

Appendix F

Augsburg College
Department of Social Work
MSW Field Work III & IV – DUAL DEGREE/MSW PROGRAM

Evaluation of Student Performance

Student _____

Agency _____

Field Instructor _____

Faculty Liaison _____

Dates of Report _____ / _____

Student's typical weekly schedule _____

I. Instructions

Your careful attention to completing this evaluation form is very much appreciated. Evaluation is a critical part of a student's professional education. It provides an important opportunity for feedback, growth, discussion and educational planning.

For each evaluation period, please rate a student on every item by entering the number that corresponds to your assessment of the student's demonstrated performance in the space to the right of each item.

The ratings are as follows:

- N/O = You or other supervisors have not observed behaviors demonstrating item of evaluation.
- 1 = Student has engaged in behaviors demonstrating item of evaluation infrequently or less than 10% of the time he/she is able to demonstrate knowledge or skill.
- 3 = Student has engaged in behaviors demonstrating item of evaluation nearly 50% of the time he/she is able to demonstrate knowledge or skill.
- 5 = Student has engaged in behaviors demonstrating item of evaluation frequently or more than 90% of the time he/she is able to demonstrate knowledge or skill.

MSW Field Work III & IV – DUAL DEGREE

OBJECTIVE 1. To have an understanding of Advanced Generalist social work practice with families in their diverse forms.

| Knowledge/Skills/Values | 1 st Term | | | | | | 2 nd Term | | | | | |
|---|---------------------------------|---|--------------------------|---|----------------------------------|-----|---------------------------------|---|--------------------------|---|----------------------------------|-----|
| | Almost Never (less than 10%) | | Sometimes (about 50%) | | Almost Always (more than 90%) | | Almost Never (less than 10%) | | Sometimes (about 50%) | | Almost Always (more than 90%) | |
| The student... | | | | | | | | | | | | |
| 1) Is able to conceptualize problems from a theoretical viewpoint. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 2) Demonstrates knowledge of theories re: human growth and development, personality and/or others appropriate to setting. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 3) Demonstrates knowledge of practice models appropriate for setting and population served. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 4) Conceptualizes agency-related issues based on an understanding of the social, economic and political justice context. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 5) Is familiar with most current information and knowledge available related to practice setting. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 6) Demonstrates familiarity with the NASW Code of Ethics. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 7) Others | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |

MSW Field Work III & IV – DUAL DEGREE

OBJECTIVE 2. To have a working knowledge of the agency, its programs and community.

| Knowledge/Skills/Values | 1 st Term | | | | | | 2 nd Term | | | | | |
|--|---------------------------------|---|--------------------------|---|----------------------------------|-----|---------------------------------|---|--------------------------|---|----------------------------------|-----|
| | Almost Never (less than 10%) | | Sometimes (about 50%) | | Almost Always (more than 90%) | | Almost Never (less than 10%) | | Sometimes (about 50%) | | Almost Always (more than 90%) | |
| The student... | | | | | | | | | | | | |
| 1) Is aware of the agency's history, mission, programs, policies, procedures, staffing, population served, and demographics. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 2) Can critically analyze the strengths and limitations of agency's programs, policies and procedures. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 3) Understands the role of the agency in relation to community, state, federal, and international policies and laws. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 4) Complies with the agency's documentation and record keeping. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 5) Understands institutional racism and other forms and systems of oppression related to the agency. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 6) Is familiar with the client outcomes and other evaluation results regarding client service efficacy. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 7) Others | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |

MSW Field Work III & IV – DUAL DEGREE

OBJECTIVE 3. Utilizes a variety of assessment processes effectively and appropriately.

| Knowledge/Skills/Values | 1 st Term | | | | | | 2 nd Term | | | | | |
|---|---------------------------------|---|--------------------------|---|----------------------------------|-----|---------------------------------|---|--------------------------|---|----------------------------------|-----|
| | Almost Never (less than 10%) | | Sometimes (about 50%) | | Almost Always (more than 90%) | | Almost Never (less than 10%) | | Sometimes (about 50%) | | Almost Always (more than 90%) | |
| The student... | | | | | | | | | | | | |
| 1) Demonstrates the ability to gather relevant assessment information. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 2) Conducts assessment interviews in an effective and efficient manner, i.e., goal oriented manner. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 3) Has the ability to draw appropriate conclusions from the assessment data. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 4) Can distinguish between facts, inferences, speculations and hypotheses. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 5) Has the ability to identify and justify a theoretical framework appropriate to the population served and concerns. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 6) Has the ability to identify and justify the use of an appropriate practice model. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 7) Has the ability to use a range of techniques to complete assessment process. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 8) Demonstrates respect for how the client sees and feels about the problem and what the client wants to change. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 9) Demonstrates appropriate use of the self in assessment process. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |

MSW Field Work III & IV – DUAL DEGREE

OBJECTIVE 3. Continues...

| Knowledge/Skills/Values | 1 st Term | | | | | | 2 nd Term | | | | | |
|---|---------------------------------|---|--------------------------|---|----------------------------------|-----|---------------------------------|---|--------------------------|---|----------------------------------|-----|
| | Almost Never (less than 10%) | | Sometimes (about 50%) | | Almost Always (more than 90%) | | Almost Never (less than 10%) | | Sometimes (about 50%) | | Almost Always (more than 90%) | |
| The student... | | | | | | | | | | | | |
| 10) Exhibits sensitivity and respect in regards to race, culture/ethnicity, class and gender throughout assessment process. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 11) Has the ability to document accurately and respectfully. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 12) Has the ability to document in a timely manner (within the agency standards). | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 13) Provides service within the scope of student's education and training and in consultation with field instructor. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 14) Adheres to NASW Code of Ethics, e.g., informed consent, appropriate boundaries with clients, etc. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 15) Others | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |

MSW Field Work III & IV – DUAL DEGREE

OBJECTIVE 4. Uses a variety of appropriate theories and practice models effective in delivery of services.

| Knowledge/Skills/Values | 1 st Term | | | | | | 2 nd Term | | | | | |
|--|---------------------------------|---|--------------------------|---|----------------------------------|-----|---------------------------------|---|--------------------------|---|----------------------------------|-----|
| | Almost Never (less than 10%) | | Sometimes (about 50%) | | Almost Always (more than 90%) | | Almost Never (less than 10%) | | Sometimes (about 50%) | | Almost Always (more than 90%) | |
| The student... | | | | | | | | | | | | |
| 1) Demonstrates the ability to negotiate a relevant contract with clients. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 2) Can identify and justify an appropriate theoretical framework in her/his work with client. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 3) Can identify, justify and implement an appropriate practice model in her/his work with client. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 4) Has the ability to write and implement a treatment plan. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 5) Can identify barriers to the success of a treatment plan. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 6) Can adjust treatment strategies in the face of barriers. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 7) Has the ability to use a range of techniques throughout the delivery of services. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 8) Adheres to the NASW Code of Ethics, e.g. provide services within their scope of education and training, demonstrates appropriate boundaries, etc. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |

| | | | | | | | | | | | | |
|--|---|---|---|---|---|-----|---|---|---|---|---|-----|
| 9) Demonstrates appropriate use of the self. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
|--|---|---|---|---|---|-----|---|---|---|---|---|-----|

MSW Field Work III & IV – DUAL DEGREE

OBJECTIVE 4. Continues...

| Knowledge/Skills/Values | 1 st Term | | | | | | 2 nd Term | | | | | |
|--|---------------------------------|---|--------------------------|---|----------------------------------|-----|---------------------------------|---|--------------------------|---|----------------------------------|-----|
| | Almost Never (less than 10%) | | Sometimes (about 50%) | | Almost Always (more than 90%) | | Almost Never (less than 10%) | | Sometimes (about 50%) | | Almost Always (more than 90%) | |
| The student... | | | | | | | | | | | | |
| 10) Demonstrates accurate and respectful language in all communications to and about clients. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 11) Demonstrates knowledge base and competence in the provision of services that are sensitive to client's culture. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 12) Has the ability to document accurately. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 13) Has the ability to document in a timely manner (within the agency standards). | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 14) Appropriately and purposefully plans for termination of services to with clients. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 15) Is familiar with and can apply most recent research related to population(s) served in practice setting. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 16) Is familiar with, and can implement, a direct practice evaluation strategy. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 17) Has the ability to integrate information from the direct practice evaluation to improve or enhance her/his direct practice strategies. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 18) Other | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |

MSW Field Work III & IV – DUAL DEGREE

OBJECTIVE 5. Demonstrates self-awareness, maturity, and professionalism in their social work practice.

| Knowledge/Skills/Values | 1 st Term | | | | | | 2 nd Term | | | | | |
|--|---------------------------------|---|--------------------------|---|----------------------------------|-----|---------------------------------|---|--------------------------|---|----------------------------------|-----|
| | Almost Never (less than 10%) | | Sometimes (about 50%) | | Almost Always (more than 90%) | | Almost Never (less than 10%) | | Sometimes (about 50%) | | Almost Always (more than 90%) | |
| The student... | | | | | | | | | | | | |
| 1) Ability to identify personal strengths in the context of social work practice. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 2) Ability to identify areas for further growth, development and/or training related to social work practice. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 3) Seeks learning experiences to improve development areas. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 4) Demonstrates an awareness of areas of conflict between his own values and beliefs and those of others. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 5) Can identify and apply an ethical decision-making process to assist in making difficult choices. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 6) Demonstrates respectful behavior towards those who disagree or are of another gender, age, race, culture, ability or economic background. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 7) Adheres to the NASW Code of Ethics. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 8) Demonstrates an awareness of issues related to professionalism such as licensure and collective bargaining. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |

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OBJECTIVE 5. Continues...

| Knowledge/Skills/Values | 1 st Term | | | | | | 2 nd Term | | | | | |
|--|---------------------------------|---|--------------------------|---|----------------------------------|-----|---------------------------------|---|--------------------------|---|----------------------------------|-----|
| | Almost Never (less than 10%) | | Sometimes (about 50%) | | Almost Always (more than 90%) | | Almost Never (less than 10%) | | Sometimes (about 50%) | | Almost Always (more than 90%) | |
| The student... | | | | | | | | | | | | |
| 9) Demonstrates respectful manner toward colleagues | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 10) Does not practice, condone, facilitate or collaborate with any form of discrimination. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 11) Other: | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |

MSW Field Work III & IV – DUAL DEGREE

OBJECTIVE 6. Utilizes supervision effectively and appropriately.

| Knowledge/Skills/Values | 1 st Term | | | | | | 2 nd Term | | | | | |
|---|---------------------------------|---|--------------------------|---|----------------------------------|-----|---------------------------------|---|--------------------------|---|----------------------------------|-----|
| | Almost Never (less than 10%) | | Sometimes (about 50%) | | Almost Always (more than 90%) | | Almost Never (less than 10%) | | Sometimes (about 50%) | | Almost Always (more than 90%) | |
| The student... | | | | | | | | | | | | |
| 1) Creates and implements a pertinent learning agenda. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 2) Seeks feedback re: practice. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 3) Responds non-defensively to feedback about professional performance. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 4) Applies field instruction feedback to work with clients/projects. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 5) Is able to transfer new knowledge and skills to other assigned duties. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 6) Achieves balance between acting independently and using supervisory consultation. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 7) Keeps field instructor informed of cases. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 8) With field instructor's help, evaluates strengths and areas for further development. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 9) Identifies self as MSW student with clients, other staff, etc. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 10) Other: | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |

MSW Field Work III & IV – DUAL DEGREE

OBJECTIVE 7. To be a practitioner in social work and ministry who can combine the values, skills and knowledge of both theology and social work to serve people in more holistic ways.

| Knowledge/Skills/Values | 1 st Term | | | | | | 2 nd Term | | | | | |
|--|---------------------------------|---|--------------------------|---|----------------------------------|-----|---------------------------------|---|--------------------------|---|----------------------------------|-----|
| | Almost Never (less than 10%) | | Sometimes (about 50%) | | Almost Always (more than 90%) | | Almost Never (less than 10%) | | Sometimes (about 50%) | | Almost Always (more than 90%) | |
| The student... | | | | | | | | | | | | |
| 1) Is able to define spirituality | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 2) Is knowledgeable about a range of religious and different cultural approaches to spirituality | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 3) Integrates the spirituality of human beings with their psycho-social development from a humanist and strengths perspective. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 4) Communicates effectively a non-judgmental acceptance of the client's spiritual experience. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 5) Has ability to begin the conversation concerning spiritual needs in a non-sectarian, non-intrusive manner. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 6) Knows community resources and refers clients for appropriate counseling and with client's consent. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 7) Connects issues of personal resilience and spirituality according to the client's needs. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |

MSW Field Work III & IV – DUAL DEGREE

OBJECTIVE 7. Continues

| Knowledge/Skills/Values | 1 st Term | | | | | | 2 nd Term | | | | | |
|---|---------------------------------|---|--------------------------|---|----------------------------------|-----|---------------------------------|---|--------------------------|---|----------------------------------|-----|
| | Almost Never (less than 10%) | | Sometimes (about 50%) | | Almost Always (more than 90%) | | Almost Never (less than 10%) | | Sometimes (about 50%) | | Almost Always (more than 90%) | |
| The student... | | | | | | | | | | | | |
| 8) Mediates between clients and formal systems regarding meeting spiritual needs. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 9) Is self aware concerning personal approach to spirituality and is able to differentiate spirituality and religion. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 10) Maintains professional boundaries related to personal faith and does not proselytize beliefs with clients. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |
| 11) Acknowledges different beliefs and invites clients to express/explain their beliefs. | 1 | 2 | 3 | 4 | 5 | N/O | 1 | 2 | 3 | 4 | 5 | N/O |

OVERALL EVALUATION: STUDENT AS PRACTITIONER

MSW Field Work III & IV-Dual Degree

MID-TERM

Please indicate your overall evaluation of the student as practitioner by circling the word below that best describes the student. In your comments, please consider unique student characteristics, special student strengths or particular difficulties as a practitioner, and any unusual circumstances.

Poor

Marginal

Satisfactory

Very Good

Exceptional

Comments:

OVERALL EVALUATION: STUDENT AS PRACTITIONER

MSW Field Work III & IV-Dual Degree

END-TERM

Please indicate your overall evaluation of the student as practitioner by circling the word below that best describes the student. In your comments, please consider unique student characteristics, special student strengths or particular difficulties as a practitioner, and any unusual circumstances.

Poor

Marginal

Satisfactory

Very Good

Exceptional

Comments:

**Augsburg College
Department of Social Work
Field work III & IV – Dual Degree**

MID-TERM

Additional Comments:

I recommend the following grade:

Pass
 No Credit

Field Instructor Signature Date

Student Signature Date

Field Faculty Signature Date

**Augsburg College
Department of Social Work
Field work III & IV – Dual Degree**

END-TERM

Additional Comments:

I verify that the student has completed 480 hours:

Yes
 No

I recommend the following grade:

Pass
 No Credit

Field Instructor Signature

Date

Student Signature

Date

Field Faculty Signature

Date

Appendix G

Augsburg College Department of Social Work MSW Student Evaluation of Field Placement & Field Instructor

Field Placement: _____
Field Instructor(s): _____
Student: _____
Field Work Time Period: _____
Date: _____

INSTRUCTIONS:

This evaluation form is to be completed by each graduate student at the conclusion of a field placement. Responses are kept confidential and are not shared with the Field Agency or Field Instructor.

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

| The ratings are as follows: | | |
|------------------------------------|---------------------|---------------------------|
| 1-Poor, Unacceptable | 3-Acceptable | 5-Outstanding |
| 2-Fair, Needs Improvement | 4-Very Good | N/A-Not Applicable |

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 | N/A-Not Applicable |

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 H

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 J

Student Field Safety Checklist

_____ Incorporate safety into Objective II of Learning Agenda (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 Liaison before mid-semester of the fall term.