

FIELD PRACTICUM MANUAL

**HARRIET EMILY SCOTT
SOCIAL WORK PROGRAM**

2026-2027

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SECTION I.

AUGUSTANA UNIVERSITY

Mission Statement

Augustana University is affiliated with Evangelical Lutheran Church in (ELCA).

“Inspired by Lutheran scholarly tradition and the liberal arts, Augustana University provides an education of enduring worth that challenges the intellect, fosters integrity and integrates faith with learning and service in a diverse world.”

Augustana University is a member institution of the Network of Evangelical Lutheran Church in America Colleges & Universities (NECU). Whose call is to equip graduates who are:

- *Called and empowered*
- *To serve the neighbor*
- *So that all may flourish*

HARRIET EMILY SCOTT SOCIAL WORK PROGRAM

Mission Statement

The Social Work Program at Augustana University is modeled on the Circle of Courage philosophical principles focusing on belonging, mastery, independence, and generosity.

“The mission of the Augustana University’s Social Work Program is to ensure that the Bachelor of Social Work students have the knowledge, values, skills, and cognitive affective processes necessary for generalist social work practice with a focus on belonging, mastery, generosity, and independence, emphasizing the promotion of a positive social environment for client well-being.”

Anti-Racism, Diversity, Equity, and Inclusion Statement

Augustana University’s Social Work program is designed using an anti-racist and culturally responsive pedagogical framework. The Program places an emphasis on increasing diversity, assuring equity, and creating a space of inclusion by creating a culturally responsive education environment. The Program seeks to create a culturally responsive educational environment that emphasizes awareness, cultural competence, cultural humility, cultural respect, cultural safety, inclusive relationships, knowledge, self-reflection, and social justice/human rights. In addition, the program vigilantly maintains an antiracist culture through continual assessment and responsiveness to issues of human resources, educational access, classroom experience, student supports, and workplace atmosphere. The goals of Augustana University’s Social Program are generated from the Circle of Courage model, which is built on indigenous practice of teaching and learning by faculty from the School of Education at Augustana University. The Social Program is designed in line with the history and tradition of Diversity, Equity, & Inclusion at Augustana University.

Nondiscrimination Policy

The Social Work Program provides a learning context that appreciates and recognizes the positive value of diversity and difference. The Program does not discriminate on the basis of age,

class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, or sexual orientation.

“Augustana is committed to providing equal access to and participation in employment opportunities and in programs and services, without regard to race, color, religion, creed, sex, pregnancy, sexual orientation, gender, gender identity, genetic information, national origin, ancestry, age, veteran status or disability. Augustana complies with Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act, the Americans with Disabilities Act, the Rehabilitation Act and other applicable laws providing for nondiscrimination against all individuals. Augustana will provide reasonable accommodations for known disabilities to the extent required by law.” **-Diversity Equity & Inclusion Plan**

Accreditation

The BSW Program is fully accredited with the Council on Social Work Education (CSWE). Accreditation gives assurance to the students that the content of their education meets the standards set by the Council. Further, it assures human service agencies and the state licensing board that Augustana University graduates have had the opportunity to learn the professional knowledge, values, and skills determined necessary to provide competent entry-level service delivery.

Accredited social work education is recognized and transferable across the country because it guarantees a consistency in content of the knowledge, values, ethics and skills of the social work profession. A link to the *Educational Policy and Accreditation Standards* (2022) of the Council on Social Work Education is presented in Appendix A of this document.

Harriet Emily Scott Social Work Program Purpose

The Augustana University Social Work Program adheres to the purposes of the social work profession as stated in the Council on Social Work Education’s *Educational Policy and Accreditation Standards* (2022). The Program conceptualizes social work as:

“Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledges, social work engages people and structures to address life challenges and enhance wellbeing. The above definition may be amplified at national and/or regional levels.” –International Federation of Social Workers

The Program adheres to the purpose of the social work profession as stated in the Council on Social Work Education’s *Educational Policy Standards* (2022) and focuses the pedagogical training on preparing generalist practitioners. Preparing generalist practitioners who are committed to the enhancement of human and community well-being and to the alleviation of poverty, oppression, and social and economic injustice. The social work profession receives its sanction from public and private auspices and is the primary profession in the provision of social services.

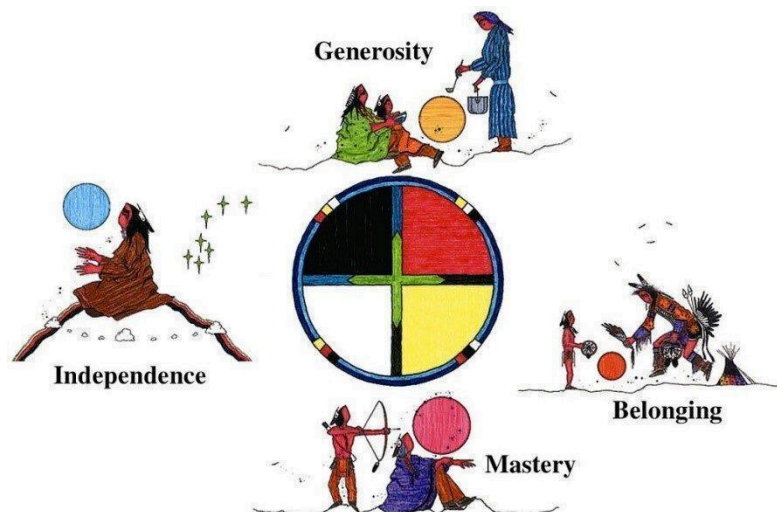
Harriet Emily Scott Social Work Program Values

“Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values, along with an anti-racist and anti-oppressive perspective, underpin the explicit and implicit curriculum and frame the profession’s commitment to respect for all people and the quest for social, racial, economic, and environmental justice.” (EP 1.0, 2022 EPAS)

The National Association of Social Workers (NASW) *Code of Ethics* is also infused throughout the curriculum. These ethical standards guide the practitioner with respect to 1) ethical responsibilities to clients; 2) ethical responsibilities to colleagues; 3) ethical responsibilities in practice settings; 4) ethical responsibilities as professionals; 5) ethical responsibilities to the social work profession; and 6) ethical responsibilities to the broader society. A link to the NASW *Code of Ethics*, (revised 2021) is provided in Appendix of this *Student Handbook*.

Harriet Emily Scott Social Work Program Pedagogical Base

Augustana University’s Social Work program’s curricula are designed using an anti-racist and culturally responsive pedagogical framework. The Program places an emphasis on increasing diversity, assuring equity, and creating a space of inclusion by creating a culturally responsive education environment. The Program seeks to create a culturally responsive educational environment that emphasizes awareness, cultural competence, cultural humility, cultural respect, cultural safety, inclusive relationships, knowledge, self-reflection, and social justice/human rights. In addition, the program vigilantly maintains an antiracist culture through continual assessment and responsiveness to issues of human resources, educational access, classroom experience, student supports, and workplace atmosphere. The goals of Augustana University’s Social Program are generated from the Circle of Courage model, which is an indigenous practice of teaching and learning.



Lakota Sioux artist
George Blue Bird

Definition of Generalist Practice

The Social Work Program at Augustana University prepares students for beginning generalist social work practice. The following description of generalist practice is based on CSWE Educational Policy 3.1 (2022):

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities, based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social, racial, economic, and environmental justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research informed practice and are proactive in responding to the impact of context on professional practice.

Harriet Emily Scott Social Work Program Goals

The Social Work Program at Augustana University is housed within the School of Education which has a rich history of engaging with community and stellar scholarship in education and human services. Two former education faculty who specialized in positive youth development in collaboration with a Native American studies faculty created the Circle of Courage model based on indigenous knowledge. The Social Work Program's goals are conceptualized using the Circle of Courage model:

1. Belonging—Engage in connecting people with social contexts that provide them with resources, services, and opportunities
2. Mastery—Enhance people's problem-solving and coping capacities.
3. Independence—Empowering people to create change and foster well-being.
4. Generosity—Encourage a commitment to social justice and social change for all people

Subsumed in these goals is the commitment of the Program's faculty and staff, within the larger context of the University, to enhancing Augustana University's values of

Christian "As a university of the Evangelical Lutheran Church in America"

- Centering on worship
- Welcoming all faiths
- Nurturing the search for a mature religious faith
- Relating Christian faith and ethics to learning and service

Liberal Arts "By providing an education of enduring worth"

- Affirming teaching and learning as central and lifelong
- Fostering a broad understanding of humans and their interactions
- Enriching lives by exposure to enduring forms of aesthetic and creative expressions
- Developing broad knowledge and skills crucial in a changing world
- Creating awareness of one's own religious and ethical beliefs and those of others
- Cultivating health and wellness

Excellence "By committing to high standards and integrity"

- Practicing faithfulness in teaching, learning, supporting, administering
- Nurturing potential
- Challenging the intellect
- Acting ethically
- Recognizing achievement

Community "By caring for one another and our environments"

- Responding to needs
- Respecting human differences
- Empowering one another
- Tending to the ecology of place

Service "By affirming that wholeness includes reaching out to others"

- Accepting the call to servanthood
- Promoting justice
- Integrating career and service
- Serving church and society

Social Work Program Competencies

It is expected that upon completion of Augustana University's BSW Program, social work students will be able to demonstrate the integration and application of the following competencies required by CSWE:

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice. Social workers:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;

- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected. Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression. Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources. Social workers:

- a. apply research findings to inform and improve practice, policy, and programs; and
- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings. Social workers:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and

personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making. Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings. Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

SECTION II.

OVERVIEW OF THE FIELD PRACTICUM PROGRAM

Description of the Field Practicum

The field practicum consists of supervised generalist social work practice in an agency approved by the Social Work Program. The field practicum provides structured learning opportunities that enable students to apply foundation knowledge, skills, values and ethics to practice. Students are directly engaged in the delivery of services to individuals, families, groups, organizations and/or communities, particularly those client systems who are vulnerable, exploited and discriminated against. Students are in field practicum for two consecutive terms. Students are encouraged, but not expected to do extra hours at the agency, and must remain at the agency until the term is completed. These expectations are consistent with the standards established by the Program's accrediting body, the Council on Social Work Education. The relevant accreditation standards for the field practicum experience are as follows:

CSWE Educational Policy and Accreditation Standards (EPAS) Regarding Field Practicum

Signature Pedagogy—Field Education

Field education is the signature pedagogy for social work. Signature pedagogies are elements of instruction and socialization that teach future practitioners the fundamental dimensions of professional work in their discipline: to think, to perform, and to act intentionally, ethically, and with integrity.

The field setting is where students apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice. It fosters a learning environment where anti-racism, diversity, equity, and inclusion are valued. Field education is designed to integrate the theoretical and conceptual contributions of the explicit curriculum in the field setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria and measures of student acquisition and demonstration of the nine social work competencies. Responding to the changing nature of the practice world and student demographics and characteristics, field education programs articulate how they maintain or enhance students' access to high-quality field practicum experiences. Field education programs develop field models to prepare students for contemporary and interprofessional social work practice, including the use of various forms of technology. The program's field education director serves as an essential contributor to the curricular development, administration, and governance of field education.

Accreditation Standard 3.3: Field Education

3.3.1 The field education program ensures generalist practice opportunities for all students to demonstrate the nine social work competencies (and any additional competencies added by the program) with all system levels: individuals, families, groups, organizations, and communities in field settings.

- a. The program describes how its field education program ensures that generalist practice opportunities are provided to all students to demonstrate the nine social work competencies in field settings with all system levels

3.3.3 The field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours of field education for master's programs.

- a. The program describes how it ensures the accrual of a minimum of 400 hours of field education for baccalaureate programs or a minimum of 900 hours of field education for master's programs.
- b. The program describes how its field hour requirement is articulated to students and field personnel.

3.3.4 The field education program has a process for identifying, approving, and engaging with field education settings. The field education program has a process for orienting and engaging with field instructors. The field education program has a process for evaluating field instructor and field education setting effectiveness.

The program describes the field education program's process for:

- a. identifying, approving, and engaging with field education settings;
- b. orienting and engaging with field instructors; and
- c. evaluating field instructor and field education setting effectiveness.
- d. The program describes how these processes are articulated to students and field personnel.

3.3.5 The field education program has a process for orienting students, placing students, monitoring and supporting student learning, implementing student safety protocols, and evaluating student learning congruent with the nine social work competencies (and any additional competencies added by the program).

- a. The program describes the field education program's process for:
 - i. orienting students;
 - ii. placing students;
 - iii. monitoring and supporting student learning;
 - iv. implementing student safety protocols; and
 - v. evaluating student learning congruent with the nine social work competencies (and any additional competencies added by the program).
- b. The program describes how these processes are articulated to students and field personnel.
- c. The program addresses all program options.

B3.3.6 The program ensures that all baccalaureate students receive field supervision from an individual who holds a baccalaureate or master's degree in social work from a CSWE- accredited program and who has at least two years of post-social work degree practice experience in social work.

- a. The program describes its process for ensuring that field supervision is provided by an individual with the required degree and practice experience.
- b. The program describes its process for assigning a qualified field instructor to provide supervision when an individual with the required degree and practice experience is unavailable in the field setting.

- c. The program describes how these processes are articulated to students and field personnel.
- d. The program addresses all program options.

3.3.7 The program has a policy documenting whether it permits field placements in an organization in which the student is also employed. If permitted, student assignments and employee tasks may qualify as field hours when directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized). Field education supervision may be provided by the same supervisor if field education supervision is distinct from employment supervision and the supervisor meets the requirements of Accreditation Standard 3.3.6. The policy documents how the program assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with employment.

- a. The program provides its policy related to field placements in an organization in which the student is also employed. If permitted, the program's policy includes:
 - i. how the program ensures that student assignments are directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized);
 - ii. how field education supervision is distinct from employment supervision time, even when provided by the same supervisor; and
 - iii. how the program assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with employment.
- b. The program describes how these policies are articulated to students and field personnel.
- c. The program addresses all program options.

Field Practicum Seminar

The BSW field practicum experience is accompanied by an integrative field practicum seminar. Students are required to register for both seminar and field practicum, SOWK 4940/SOWK 4960 and SOWK 4941/SOWK 4961 with the same instructor who will be the Faculty Field Liaison.

The purposes of the seminar are:

1. To help the student integrate class and field learning by sharing experiences and critically analyzing practice.
2. To broaden the student's perspective by acquainting her/him/them with field education and resources available in other agency settings. The seminar allows the student to be open about and attempt to deal with any problems in the field practicum experience.
3. To provide an opportunity for the Faculty Field Liaison to evaluate the level of practice of the student.

Successful completion of the field practicum and field seminar demonstrates that the student has achieved the program's competencies and is prepared for generalist social work practice and or graduate social work studies.

Roles and Levels of Responsibility for Coordinating the Field Practicum

In order to ensure an educationally directed, coordinated, and monitored field practicum for all students, the following are the roles of faculty and agency staff and their areas of responsibility for the student's education.

- Field Director
- Faculty Field Liaison
- Agency Field Instructor
- Agency Task Supervisor

Role of Field Director

The Field Director is a faculty member of the Social Work Program who is administratively responsible for planning, implementing and evaluating all aspects of the field practicum education experience. The Field Director is an MSW with agency experience. The responsibilities of the Field Director are to:

- recruit, select, and approve field agencies, Agency Field Instructors, and Faculty Field Liaisons.
- review qualifications of, monitor, and evaluate Agency Field Instructors.
- schedule and implement orientation and training of students, Agency Field Instructors and Faculty Field Liaisons.
- coordinate the process of student application to the Field Practicum, acceptance into the field practicum, and finalize student placement at the appropriate agency.
- interview and assess the readiness of students who have applied for permission to proceed into practicum.
- analyze and prepare assessment reports on the data received from students and Agency Field Instructor evaluations.
- update and maintain the *Field Practicum Manual*.
- administrate the Intern Placement Tracking system.
- establish and maintain a student file system relative to the field practicum.
- implement policies and procedures relative to field practicum and to provide feedback to the Program's Director, faculty, and advisory board.
- convening the Field Practicum Advisory Committee.
- maintain State of South Dakota licensure at Certified Social Worker level.

Faculty Field Liaison

The Faculty Field Liaison is a faculty member of the Social Work Program whose teaching role includes the supervision of the educational process of students in the field practicum. This person provides liaison activity to agencies used for field education and teaches the BSW Field Seminar. The responsibilities of the Faculty Field Liaison are to:

- assist in the student orientation to field education.
- meet with the student and Agency Field Instructor at the beginning of the field experience to provide support in the development of the student's Learning Plan.
- interpret to the agency the expectations and learning competencies for field work.
- provide the Agency Field Instructor with access to the *Field Practicum Manual* and any forms necessary to carry out the Agency Field Instructor's responsibilities.
- assist in the orientation, training and professional development sessions for Agency Field Instructors.
- meet and communicate with Agency Field Instructors and/or other appropriate agency personnel as necessary to ensure a successful experience for the student. Agency site

visits/phone conferences accrue at a minimum of two times during the duration of the field practicum. The first site visit is always face-to-face at the beginning of the placement.

- review with the student and Agency Field Instructor the student's Learning Plan, progress, and accomplishments at the end of each term.
- teach the BSW Field Seminar.
- assign the final grade for the field practicum each semester, taking into account the recommendation of the Agency Field Instructor.
- report to and consult with the Field Director, especially in cases of special concerns or problems.
- provide feedback to the Field Director regarding evaluating agencies.

Agency Field Instructor

The Agency Field Instructor is a member of the agency staff with a minimum of 2 years post-BSW or post-MSW experience, and eligible for licensure from the State of South Dakota for BSW students. The instructor is responsible for overseeing and coordinating the student's educational experiences in the agency. The agency is responsible for designating field instructors and providing the support, time, space, resources, etc. necessary for student training. The primary goal of field instruction is to provide students with a learning experience through instruction, supervision and tasks to meet identified learning objectives of the Learning Plan. The primary role of the Agency Field Instructor is educational. The responsibilities of the Agency Field Instructor are to:

- orient students to the agency, its policies and procedures as well as the role of the student within the agency.
- introduce the student to other staff members and interpret the student's role and learning needs to other members of the staff.
- meet with the student and Faculty Field Liaison at the beginning of the field experience to develop the student's Learning Plan.
- integrate the student's work and activities with that of other agency personnel.
- ensure that the student's practicum experience is educational.
- support the student in the development of the learning plan.
- assign tasks that meet the program's competencies and expectations as well as meeting particular student needs and interests.
- assign varying tasks that expose the student to diverse client populations, systems, and problems.
- help the student integrate theoretical knowledge and previous experiences with practice activities.
- have weekly field instruction supervision with the student (a minimum of one hour weekly).
- include the student in staff and or community conferences that are relevant to the student's field education.
- inform the Faculty Field Liaison immediately if problems arise in the student's attendance, performance, adjustment, etc. as it relates to the practicum experience.
- notify the Faculty Field Liaison if the Agency Field Instructor will be away for an extended period of time. Have appointed a Task Supervisor to support the student. The agency and school will consider the most feasible plan to support the student's education.
- inform the Faculty Field Liaison as early as possible of any personnel or other changes that might affect the student's field education or the field instruction role.

- evaluate the student's field work performance as an ongoing activity and at the end of each term based on the Learning Plan and program's expected competencies.
- collaborate with the student in completing the Evaluation of Student Performance in Field Practicum form at the end of each term and submit these to the Faculty Field Liaison.
- become familiar with school curricula, including field and course curricula.
- participate in Faculty Field Liaison visits and phone conferences to discuss the student's development, and review their work.
- participate in the orientation and training session for Agency Field Instructors and the Annual Field Instructors and Field Students Recognition.
- recommend a final grade for each semester of field work. The Faculty Field Liaison will determine the final grade based upon this recommendation.

Agency Task Supervisor

The Agency Task Supervisor is a member of the agency staff with a degree in social work or other helping profession, who assists the Agency Field Instructor in overseeing the student's educational experiences in the agency. The Agency Task Supervisor is not to replace the Agency Field Instructor but to provide additional supervision for the student to enhance the learning environment at the agency. The responsibilities of the Agency Task Supervisor are to:

- assist the Agency Field Instructor with providing a rich educational experience for the student in any way determined by the Agency Field Instructor.
- When appropriate, collaborate with student and Agency Field Instructor in completing the Learning Plan and Evaluation Field Practicum form at the end of each term and submit these to the Faculty Field Liaison.

Workshops and Training for Agency Field Instructors/Task Supervisors

Agency Field Instructors and Task Supervisors are encouraged to attend workshops, meetings and functions which are regularly scheduled by the Program throughout the academic year. Instructors are provided an overview of the field practicum program and TEVERA/ELC system. It is intended to orient Agency Field Instructors and Task Supervisors to the Augustana University Harriet Emily Scott Social Work Program, its field component and the *Field Practicum Manual*. Professional development opportunities will be held throughout the fall and spring semesters. These provide an opportunity for professional development for Agency Field Instructors/Task Supervisors on topics relevant to the practice field. This gathering also is used to solicit feedback from Supervisors for purposes of evaluation, recommendations and ideas regarding the Social Work Program, its field practicum component, and student achievement. At the end of the academic year the field brunch will be a time to celebrate the students' completion of Field.

In addition, Agency Field Instructors and Task Supervisors are invited to attend various activities of the Program, including meetings of the Program's Advisory Board, the Field Practicum Committee and other programs and speakers of interest such as special events and video conferences.

Agency persons are encouraged to use the conference facilities and share their expertise as speakers on campus. Arrangements can be made for the use of the University library. In addition, senior research projects may be arranged to assist agencies in needs assessments for grant development and evaluation of specific services and/or programs. In some cases, students may assist agencies in grant writing.

SECTION III.

REQUIREMENTS AND POLICIES OF FIELD PRACTICUM: AGENCIES

Standards for Selection of Field Practicum Sites

1. The agency philosophy of service should be compatible with the purpose of social work and in accordance with the values and ethics of the social work profession.
2. The selection of field practicum sites shall be consistent with the mission and goals of Augustana University.
3. Agency practices, policies and philosophy shall be congruent with the Augustana University Social Work Program's goals, educational competencies, and theoretical base.
4. The scope of the practicum setting should be such as to offer students a responsible range of appropriate experiences, including direct practice opportunities with at-risk persons, groups, families, and communities.
5. A qualified Agency Field Instructor must be available, or arrangements are made with the Field Liaison to assign a Task Supervisor and find a Field Instructor.
6. Students must be permitted to carry responsibility for clients and/or projects.
7. Suitable accommodations and support services shall be available for the student.

Standards for Selection of Agency Field Instructors

A professional social worker with an MSW degree, State of South Dakota license preferred, and two years of practice experience may be designated as a student's Agency Field Instructor. On occasion exceptions may be made, when a qualified social worker is not available, to permit another closely related bachelor's or master's degree individual to act as a task supervisor. This will require the Field Director to identify a Field Instructor to provide additional supervision for the student. This Field Instructor may be identified in the community, or a faculty member from the social work department. This will be carefully assessed by the field instructor application form and a personal interview. Exceptions may be made to permit an experienced social worker with a BSW, BSW license or other closely related master degree to act as an Agency Field Instructor.

Important considerations which go into making a final determination are:

1. Effective practice skills.
2. Commitment to social work values as exemplified in the Code of Ethics.
3. Ability to conceptualize a generalist, clinical and or macro social work practice.
4. Ability to communicate ideas and concepts to students.
5. A commitment to social work education and a willingness to expend the necessary time and energy with the student.
6. Willingness to develop and refine skills in field instruction through such means as attending workshops and orientations.
7. Willingness to work with students, the Faculty Field Liaison, the Field Director, and within Augustana University's mission and goals.

Approving Field Practicum Sites

The agency and/or Agency Field Instructor must provide the following information to the Field Director which is used in the selection of field practicum settings:

1. The Agency Description Survey along with other descriptive materials such as agency

- brochures, annual report, etc. is required.
2. The Agency Field Instructor Application, which includes a resume of the education and experience of the prospective Agency Field Instructor.
 3. An indication that the agency staff, especially the student's immediate supervisor, is willing to accept and work with the student.
 4. An indication of willingness to evaluate the student's performance.
 5. An indication of willingness from the student's immediate supervisor to attend at least one Agency Field Instructor's meeting annually.

Evaluating Agencies/Field Practicum Sites

In order to assure that students are receiving quality field education, the following evaluative process is used:

1. Students are required to provide an evaluation of the field practicum at the end of their field experience.
2. Faculty Field Liaisons provide feedback to the Field Director regarding field experiences.
3. The Field Director reviews these evaluations and confers with the Field Practicum Committee and other social work faculty.
4. Should an agency receive two consecutive negative reports from students, Faculty Field Liaisons, or the Field Director, the agency may be removed from the practicum roster.

SECTION IV.

REQUIREMENTS AND POLICIES OF FIELD PRACTICUM: STUDENTS

Eligibility Requirements for Students

Students must be fully admitted to the Social Work Program before they are eligible for the field practicum.

BSW students must have completed the necessary requirements of the first year of core, 3000 level, social work courses. Students must maintain satisfactory academic progress, must be in good standing with the University, the Social Work Program (GPA 2.5), and not be on academic probation. Students must apply for and receive approval before proceeding into the practicum.

General Requirements for Field Practicum

This experience is to be supervised by an Agency Field Instructor in cooperation with the Social Work Program Field Director and the Faculty Field Liaison. The field practicum is accompanied by a concurrent field practicum seminar for BSW students.

BSW Students - A grade of “C” (2.0) or better is required in SOWK 4940 Field Practicum I in order to pass and move forward into SOWK 4941 Field Practicum II. A grade of “B” (3.0) or better is required in SOWK 4941 Field Practicum II in order to pass and graduate.

Student Orientation

Field Practice Orientation meetings are held prior to students entering their field practicum. This is a mandatory meeting; students may contact the Field Director for meeting dates. Students receive information about purposes and requirements of the field practicum experience; policies, procedures, and forms that are necessary to apply for the field practicum; the placement process for field agencies and Agency Field Instructors. At the orientation, students will be scheduled for an individual appointment with the Field Director to discuss their individual learning needs as it relates to the field practicum.

Practicum Assignment Process

Specific practicum assignment is determined after the student orientation and the required agency and student forms have been received, reviewed and approved. The Field Director initiates contact with prospective agencies on behalf of the student, and then permits the student to arrange an interview at prospective agencies. Most agencies require background checks, and or drug testing. Students with a prior legal conviction may have limitations to agency availability. A final determination of assignment is made by the Field Director. In many cases, students are placed in an agency of interest; however, the final decision rests with the Field Director.

Student Responsibilities

Students in the Social Work Program are being educated to become professional social workers. Students entering into their field practicum are responsible for actively seeking out opportunities and experiences that will expand their skills and learning objectives under the guidance and supervision of the Agency Field Instructor.

The student, under the instruction of the Agency Field Instructor and or Agency Task Supervisor, is expected to meet the following responsibilities to:

- negotiate a Learning Plan with the Agency Field Instructor, (Task Supervisor) and Faculty Liaison
- attend BSW field practicum seminar, share field experiences and practice concerns.
- complete all Intern Placement Tracking documentation in a timely manner.
- be punctual and regular in attendance at the agency during the agreed upon hours.
- inform the Agency Field Instructor/Task Supervisor of unexpected absence(s) and arrange to make up for time lost.
- meet regularly with the Agency Field Instructor (and Task Supervisor). The date, time and place for each field instruction conference shall be designated and consistently implemented.
- maintain a cumulative record of actual hours spent in the field practicum agency.
- adhere to the standards of the NASW Code of Ethics. Situations which create an actual conflict of loyalty or interest, or even the appearance of such conflict, must be scrupulously avoided.
- adhere to the program's Student Performance Standards as found in the *Student Handbook*.
- discuss the use of agency and client material for class presentations and assignments with the Agency Field Instructor before use.
- consult with the Faculty Field Liaison or the Field Director about any concerns/problems regarding the field practicum.
- wear appropriate attire for the agency and assigned duties.
- work at developing and acquiring the knowledge necessary to perform in the agency within the framework of the field curriculum.
- be responsible for transportation to and from the agency.
- complete all assigned tasks promptly.
- be available and prepared for visits with the Faculty Field Liaison.
- complete a weekly journal regarding field experiences as part of the Field Seminar. Sharing the journal's information with the Agency Field Instructor/Task Supervisor is left to the discretion of the student.
- participate in Annual Field Instructors Recognition near the end of the field practicum.
- complete the Student Field Practicum Evaluation upon termination of the field practicum.
- maintain the confidentiality of field agency clients when discussing cases and or completing written assignments.
- complete documentation in a timely and appropriate fashion.

Field Practicum Hourly Requirement

Students are expected to remain in the field practicum for the entire 15-week semester, for two consecutive terms, Fall and Spring. Students are encouraged, but not expected to perform additional hours at the agency in furtherance of their learning and to meet the needs of the agency and its clients. Students are not allowed to "bank" hours. Scheduling hours can be

handled in accordance with the student's class schedule or agency's programs; however, the student should be at the agency not less than four hours on any given day and at least two days per week. The student's presence at the agency at least two days per week will help her/him/they get to know staff members rapidly, expedite familiarity with agency operations, participate in agency activities (staff meetings, in-service education, etc.) and increase availability to clients. Students scheduled for evening and weekend hours are permitted as long as social work supervision is immediately available to them.

The minimum hours per semester:

Level	Fall Semester	J-Term Semester	Spring Semester	Total Hours
BSW	200		200	400

Attendance at Field Practicum

Students are expected to be in attendance at field practicum on each scheduled field work day. They are expected to notify the agency at the beginning of the work day if they will be absent due to illness or similar emergencies.

The equivalent of one week (2 day) absence from field practicum may be permitted each term for compelling reasons, providing the time is made up. If students lose considerable field practicum time during a semester because of illness or for other emergencies, it is expected that they will make up the field work during holiday or student recesses. The Field Director and Field Liaison need to be notified if considerable field practicum time is missed along with a plan on when and how the time will be made up.

If a student is absent from field practicum for an extended period so that learning and or good service to clients suffers as a result, consultation should occur with the student, their Agency Field Instructor/Task Supervisor and Field Director to make necessary plans to deal with the absences.

Students may not receive credit for field work in any term until they have completed the required number of clock hours.

Change of Field Practicum

A student should complete two (2) consecutive terms in the same agency. Students are only allowed to change a placement in extreme circumstances. If a change is needed, it should be done early in the practicum for the good of both the student and the agency. It is expected that any emerging problems would be discussed between the Agency Field Instructor, Faculty Field Liaison and student. If a change is absolutely necessary, the following steps must be adhered to:

Student

In the event a change in the practicum agency becomes necessary, the following steps need to be adhered to:

- first the student must contact the Faculty Field Liaison to arrange a conference to discuss the problem.
- the student and Agency Field Instructor/Task Supervisor must sit down in person and discuss presenting issues and try to resolve them.

- if the issue was not resolved then Faculty Field Liaison, after conference, with both parties involved and consultation with the Field Director, will determine if a change in field practicum is necessary.
- under no circumstances is the student to “walk out” of the practicum. The student must attend until the above steps are completed, or the student must retake the field practicum credits. In extreme cases the student may be asked to not attend placement until the issue is resolved.

Agency

In the event that an agency determines that a student needs to be terminated from their practicum the following steps need to be adhered to:

- Agency Field Instructor/Task Supervisor and student must sit down and discuss presenting issues. The Faculty Field Liaison needs to be aware of and updated to each phase of the process, and the Field Liaison needs to inform the Field Director of the situation.
- if the issues are not cleared up, then a written plan is drawn up and a meeting takes place so the Agency Field Instructor/Task Supervisor and the student fully understand what is expected of each other and what needs to change. At this point the Faculty Field Liaison can be present at this meeting for support and understanding on behalf of both parties.
- if the issues continue, then a meeting is called to discuss the termination of the student from this placement. The Agency Field Instructor/Task Supervisor, student and Faculty Field Liaison and or Field Director must be present at this meeting.

It is the Program’s hope that all situations will be worked out and become valuable learning experiences for the students. Termination from placement is used as a last resort.

Student Professional Liability Insurance Policy

Augustana University shall assure professional liability insurance for social work faculty and social work students. Social Work students are covered with \$1,000,000-\$3,000,000 liability insurance. The same policies for incident reports apply to faculty and social work students as agency personnel. Institution/Organization will not provide worker’s compensation for any reason to assigned social work students.

Student Use of Private Vehicles in the Performance of Field Practicum

Students are encouraged to use an agency vehicle in the performance of field practicum duties. If a student elects to use a privately-owned vehicle, as part of his/her/they field placement responsibilities, s/he/they are responsible for obtaining adequate insurance to cover his/her/they legal responsibility. The University does not carry physical damage insurance or liability coverage on privately-owned vehicles. The student should be aware that the driver of the vehicle has the responsibility in the event of personal injury or property damage and that the responsibility is distinct from that of the agency or the University.

Students are not permitted to transport clients in their own or agency-owned vehicle.

Student Placement at Place of Employment

CSWE (Council on Social Work Education) has recently approved students to now complete their practicums in their current place of employment as long as required competencies and supervision are met. Please speak to the Field Director about this request, and note request on

field application. The Field Director will then reach out to the prospective employment-based practicum supervisor to review competency and supervision requirements to review for potential approval. Please note, it is important to recognize that if a student chooses to end their employment with the organization, they are not guaranteed the opportunity to maintain their practicum and may jeopardize the completion of their practicum requirement. Unless otherwise agreed and arranged, the University will not provide any direct supervisory responsibility and will not intercede on employment related matters. The Field Director has the final authority on whether or not the place of employment will act as the student's field placement.

Paid Practicums and Stipends

All paid practicums must be approved by the Field Director. All sites must meet the requirements as outlined in the Field Practicum Manual and submit the required forms for agency and Field Instructor approval. Students and Field Instructors in paid practicum settings agree that the primary purpose of the practicum is to further the student's learning and professional development for social work practice. The Social Work Program will not participate in any employment related disputes; however, responsibility for oversight of social work students in paid practicums rests with the Field Director and the Faculty Field Liaison. The Field Director reserves the right to remove a student from a paid practicum placement should their learning needs be compromised.

Policy Regarding Student Safety in Field Practicum

In preparing students for a career in social work, CSWE requires that the core competencies be demonstrated through student participation in a supervised practicum in a social service agency. To prepare students for this experience, the social work faculty provides students with a basic, generic knowledge of safety issues related to client contact and community travel. It should be understood that this is a very basic treatment of safety issues. Students with specific safety concerns should contact their Faculty Field Liaison and their Agency Field Instructor for further discussion and guidance. It is expected that the Agency Field Instructor/Task Supervisor discusses safety concerns and agency policies with the student, and assess their understanding of safety matters as well as their ability to handle potentially threatening situations in a mature and professional manner.

At the beginning of the field practicum, the Agency Field Instructor/Task Supervisor shall provide instruction on agency policies regarding safety matters. This should include information on all emergency procedures both on and away from the agency premises. It is the responsibility of the agency to advise and educate students regarding potential health risks in the work environment. The need for vaccinations, health screenings and physicals should be explained along with procedures to reduce the exposure to communicable or infectious disease. The student is responsible for obtaining agency required vaccinations, health screenings and physicals, as well as conforming to agency policies. The student is responsible for any costs incurred which are not covered by the agency. Students are expected to maintain health insurance during the course of their field practicum, and to inform their Agency Field Instructor/Task Supervisor of any health conditions that may potentially affect the performance of their duties in field. Augustana University and the Social Work Program faculty will not be held liable in the event of a safety related matter.

On an ongoing basis, the Agency Field Instructor/Task Supervisor will assist the student in developing skills to assess the potential dangers of interacting with clients and communities, and

to provide instruction on how to diffuse these situations if possible, and assure access to appropriate assistance when needed. Students are not permitted to be in the agency without a full-time staff available for guidance and/or supervision. Students are not permitted to transport clients. Students are not permitted to make unsupervised home visits during the first six weeks in their field practicum. After this six week period, the student may make unsupervised home visits if the following criteria are met: the client is known to the agency and poses minimal risk to the student's safety; the neighborhood surrounding the client's home is deemed safe for travel during the hours of the scheduled visit; the student has demonstrated an understanding of safety procedures for community travel and assessing the safety of a home environment; and the student has demonstrated the ability to use professional skills and judgment in the face of unanticipated events. It is the right of any social work student to defer performing an unsupervised home visit due to concerns about safety.

The Field Agency Safety Review should be completed and discussed by the student and Agency Field Instructor/Task Supervisor at the beginning of the term.

Evaluation and Assessment of Competencies for Field Practicum

To ensure an educationally directed, coordinated and monitored practicum experience for students and to give guidelines for Agency Field Instructors, several activities occur which allow for the evaluation of practice competencies and the field practicum experience.

Initially, the Learning Plan gives direction to the educational experiences of the student by directly relating the student's tasks and responsibilities to the Program's expected learning competencies. Each competency is addressed by a set of activities and opportunities provided by the agency. A time frame is included so that a progression of skill development is reflected, with basic skills in the first semester progressing to more complex and sophisticated tasks, roles and functions in the second semester. Evaluation of Student Performance in Field Practicum is based upon the Learning Plan, which directly corresponds to the Program's competencies. Satisfactory achievement of these learning competencies helps assure that the student has demonstrated competence in the skills, knowledge and values required for beginning generalist social work practice.

The Faculty Field Liaison consults with the Agency Field Instructor/Task Supervisor during each semester to get a mid-term report. More frequent discussions occur if there appears to be a special concern or issue with the student at the practicum. Students with special learning needs receive specific assistance.

At the end of the first term's practicum, when a minimum of 200 hours have been completed, the Faculty Field Liaison consults with both the student and the Agency Field Instructor/Task Supervisor on the students' progress. The Agency Field Instructor (and Task Supervisor when required) completes the Evaluation of Student Performance in Field Form, which parallels the Learning Plan and the Program's competencies. This provides feedback and documentation regarding student performance in the field practicum and provides a basis for determining a grade.

The Learning Plan is updated and continues to guide the student's practicum experience in the second semester. At the end of the second term, when a minimum of 200 hours totaling a minimum of 400 hours over the two semesters have been completed, the Faculty Field Liaison,

consults with both the Agency Field Instructor/Task Supervisor and the student again to meet for a final evaluation and final grade.

Evaluation of Student Performance in Field Practicum is further enhanced by having the student complete the “Student Practicum Evaluation.” In this way, the student’s assessment and perception of the agency’s provision of field education can be used to guide the Field Director in determining if an agency has met the Program’s standards. If there are problems and/or several students report similar difficulties, an agency may be dropped from the practicum roster.

Agency Field Instructors are involved in the evaluation process in several ways other than measuring specific student competencies. They are invited to an in-service training provided by the Social Work Program and to professional development opportunities throughout the academic year. Evaluative data is solicited during these gatherings. In addition, the Agency Field Instructor and the Task Supervisor fills out the “Supervisor Feedback Form” which helps the Field Director determine if adequate information and explanations have been given to the agency staff. It also gives the Field Director information regarding the agency’s overall satisfaction with the practicum program and the student’s preparation prior to the practicum.

These evaluation activities help assure that a quality educational practicum is provided to students which is consistent with the goals and anticipated competencies of the Social Work Program and the practice community.

SECTION V.

STUDENT FORMS

All-in-One Education Management Platform Experiential Learning Cloud (ELC)

The Harriet Emily Scott Social Work Program uses a web-based all-in-one education management platform called ELC as a means to track all students in field placement.

The ELC system allows the Social Work Field Education Program and field agencies to communicate with each other and with students participating in field education. Because of this, it is essential for students to keep all information current in the ELC system.

Student Access to ELC

During Field Orientation students review the ELC system, Students receive information on how to obtain access to the system.

Students are expected to:

- Complete the Field Application
- Suggest potential agencies for field placement.
- Upload a resume and field placement confirmation form
- Field Agency Safety Review
- Complete the Learning Plan at the beginning of the Fall semester and update the Learning Plan at the beginning of the Spring Semester.
- Complete the Midterm Evaluation at the end of the Fall semester and complete the final Evaluation at the end of the Spring semester once the placement has been completed.

Agency Instructor/Task Supervisor access to ELC:

- Agency Instructors are invited to access to ELC during the Field Supervisor Orientation.
- Complete all required agency forms.
- Agency Instructors/Task Supervisors access student signed student forms in ELC for review and approval.

Field Liaison access to ELC:

- Field Liaisons are provided a login and access to ELC during the Field Liaison Orientation.
- Field Liaisons access all student and Field Instructor signed forms in ELC for review and approval.

HARRIET EMILY SCOTT SOCIAL WORK PROGRAM

MEMORANDUM OF AGREEMENT

This Memorandum of Agreement (the "Agreement") is made and entered into on the _____ day of _____, 20____, by and between Augustana University's Harriet Emily Scott Social Work Program herein after referred to as the "School" and (print full agency name:)
_____,
hereinafter referred to as the "Agency."

Purpose

The purpose of the Agreement is to provide, by the joint and cooperative efforts of the two parties, a program of student training in the Agency. It sets forth the terms and conditions under which the Agency will make available certain of its designated facilities as a field setting for students and the responsibilities of the Agency.

The School requires, as part of its planned professional educational program of special training in preparation for Social Work, that its Social Work students obtain micro and macro social work experience in the treatment of individuals, families, communities and/or groups.

The Agency has the facilities, programs and personnel that will enable it to provide such generalist practice to such students;

GENERAL AGREEMENT

It is agreed and understood that the Agency will provide a field setting for the School's Undergraduate and Graduate students in such number as the parties hereto mutually agree. Members of the Agency's social services staff will provide the necessary field work instruction of the students while on assignment at the Agency. The School's academic faculty will provide consultation when requested and will make on-site visitations as needed to determine the students' field progress. The period of the students' field placement will be for nine months unless otherwise agreed upon. Students will be accepted into the field placement upon the mutual agreement of the School, the Agency, and the individual student following personal interview at the Agency prior to the start of the school academic term.

RESPONSIBILITIES OF THE SCHOOL

The School will:

- Make appropriate staff available for consultation if and when necessary.
- Forward the students' resumes to the Agency in advance of the pre-placement interview.
- Recommend for placement only those students who have earned a satisfactory record and have met the minimum requirements established by the School.
- Specify criteria for evaluating the students' performance.
- Ensure that the students are covered by professional liability insurance during their placement at the Agency.

- Instruct students assigned to the Agency that they are required to comply with all rules, regulations, policies and procedures of the Agency.

RESPONSIBILITIES OF THE AGENCY

- The Agency will: Serve as a field setting in which the student (without regard to race, color, creed or national origin) may be assigned field and educational experiences.
- Provide Agency staff time for planning with School faculty for suitable student experiences.
- Provide suitable Agency staff field instructors for supervision and educational instruction while on field assignment.

In some circumstances, if necessary for the protection of the student, the Agency may temporarily remove the student from this field placement. If at any time the professional or social conduct of the student is such as to impair his/her/their work or the work of the Agency, the Faculty Field Liaison and or Field Director will be notified immediately. Decision regarding further action to be taken regarding such student shall be made jointly by the Agency and the School. Both the Agency and the Field Director reserve the right to terminate or remove a student from the field placement.

The Agency may require each student to submit, prior to his/her/their participation in a field placement, a current physical examination report, including a tuberculosis test and rubella vaccine.

In the event that emergency medical care or treatment is rendered to a student, the student shall be responsible for charges for such care or treatment.

JOINT RESPONSIBILITIES

Each student is placed with the Agency to receive this educational experience as a part of his/her/their academic curriculum.

- Not Employed - The duties performed by the students are not performed as an employee of either party, but in fulfillment of the School's academic requirements for the students. The Agency shall not replace or substitute any student in this program for any employee of the Agency
- Employment-Based - The duties performed by the student during employment can count as part of their education. The agency agrees to allow the student time during their working hours to fulfill their learning requirements over the duration of their practicum.

The Agency will make available the same type of access to Emergency Medical Treatment as would be available to Agency employees. In case of continued or major illness the affected student will assume the cost of treatment at the hospital of his or her choice.

It is further mutually understood and agreed that both parties to this Agreement do not and will not discriminate on the basis of race, creed, color, age, sex, national origin or physical/learning ability and that each complies fully with relevant City, State, and Federal anti-discrimination laws.

The Agency shall not be liable for any loss or damage to the personal property of the faculty members or students while on the premises.

The School shall maintain records of professional liability insurance secured by each student and faculty member. Written evidence of immunity will be provided to Agency upon request.

The School will require that all students, faculty members and or employees of School keep all Agency consumer care information confidential.

The Agency shall maintain all records and information regarding the students, including but not limited to resumes, results of physical examinations, criminal background checks and performance during the placement, as confidential information of the students and the School and shall not disclose such Confidential Information to any other person (other than the School) or use them for any purpose, other than performance under this Agreement. This obligation shall survive any termination or expiration of this Agreement.

DURATION OF AGREEMENT

It is agreed that this Agreement shall be in effect when signed by duly authorized representatives of Augustana University and Institution/Organization. This Agreement will be effective on _____ for twelve months and shall automatically renew for successive one-year terms unless either party provides the other party with written notice of termination at least thirty (30) days in advance. In the event of termination of this Agreement, students will be allowed to complete their field assignment at the Agency, if possible.

This Agreement may be amended only by a written agreement signed by both parties.

Signed _____ Date _____
Designated Representative
Institution/Organization

Signed _____ Date _____
Harriet Emily Scott Social Work Program
Augustana University
Field Director

SECTION VI.

LEARNING PLAN AND EVALUATION

GRADING POLICIES AND STANDARDS

AUGUSTANA UNIVERSITY
Harriet Emily Scott Social Work Program

Learning Plan and Evaluation

The Learning Plan and Evaluation forms are used to develop the learning agreement and to evaluate student performance in field. At the beginning of each semester, students will complete the learning plan with help from the Agency Field Instructor. Students will sign and submit the documents for the Agency Field Instructor to review and sign, then submit to the Faculty Field Liaison who will review and sign. At the end of each term, the student and the Agency Field Instructor meet to review the students' performance and complete the Midterm in the Fall and the Final evaluation rating form; both, the student and Agency Field Instructor sign and submit the forms for review by the Faculty Field Liaison. The Agency Field Instructor recommends a letter grade for the student's field practicum based on the "Grading Standards" that follow.

Evaluation and Grading Policy for Field Practicum

The grades should reflect the student's achievement in terms of:

- Completion of the activities and assignments as stated in the Learning Plan;
- Demonstration of proficiencies in the Social Work Program competencies as measured in the Midterm Evaluation and Final Evaluation in Field Form.

The final decision for assigning a grade for the field practicum rests with the Augustana University Faculty Field Liaison, taking into account the oral and written evaluation by the Agency Field Instructor.

Grades for BSW Students:

A grade of "C" (2.0) or better is required in SOWK 4940 - Field Practicum I

A grade of "B" (3.0) or better is required in SOWK 4941 - Field Practicum II

AUGUSTANA UNIVERSITY
Social Work Program

GRADING STANDARDS FOR FIELD PRACTICUM

A = Very Good. Represents work which frequently exceeds expectations. It implies that the student:

- Is always alert, active and makes original and pertinent contributions and shows evidence of a well-developed critical attitude and sound judgment
- Is prompt, neat in assignments and shows command of the English language and mastery of related subjects
- Gives evidence of superior aptitude, high originality and great ability to grasp and organize the subject matter of the course and apply it to other fields and to the problems of daily life.
- Frequently exceeds average requirements
- Is usually alert and active, showing some critical attitude and good judgment

B = Satisfactory. Represents work which meets expectations. It implies that the student:

- Performs the required assignments regularly
- Is attentive during work hours and gives adequate answers
- Is usually careful, neat and accurate in work
- Masters the facts or general principles of information given and grasps their more general significance
- Uses material from preceding courses, but needs additional assistance
- Exercises noticeable care in working on assignments and gives evidence of doing independent reading and research
- Is willing to learn and profit from directions and criticism.

C = Marginal. Designates work which frequently does not meet expectations. It implies that the student:

- Usually does the minimum requirements and merely grasps the basic material
- Occasionally misunderstands the assignments and may be careless in preparation of them
- Is willing but slow to comply with instruction and correction
- Seldom or never participates in discussion and gives regular answers when detailed questions are directed by the instructor or other students
- Has shown inappropriate behavior on a number of occasions as it relates to clients and/or staff
- Has been approached about their difficulty in grasping essential ethical questions
- Has difficulty understanding “boundary issues” with clients, etc.
- Has difficulty taking initiative and/or working independently.
- Often has difficulty carrying learning from one situation to another.

Learning Plan and Evaluation Forms Explanation

The Learning Plan, Midterm Evaluation and Final Evaluation documents are in ELC Management System.

Students and Agency Instructors use the ELC system to fill out the Learning Plan at the beginning of the Fall semester and then update at the beginning of the Spring semester. Both the student and Agency Field Instructor are required to electronically sign the Learning Agreement Section of the form and submit it to the Field Liaison. At the end of each term, the Agency Field Instructor will meet with the student to discuss the Midterm and Final Evaluations form and it's rating and recommend a grade for the semester. The student and Agency Field Instructor electronically sign in the Final Signature Section of Evaluation form.

See the “**Learning Plan**” and “**Midterm Evaluation**” and “**Final Evaluation**” forms on the following pages for an explanation of the evaluation that will be completed on the online management system.

AUGUSTANA UNIVERSITY
Harriet Emily Scott Social Work Field Practicum - Learning Plan
EPAS Standards of 2022

Student:

Semester/Year:

Agency:

Field Instructor and email:

Instructions: The student and the Agency Field Instructor with the assistance from the Faculty Field Liaison will develop a Learning Plan for the student's practicum experience that encompasses the following practice behaviors with activities that are specific to that agency. It is important that in developing the plan, activities are phrased in behaviorally specific language. This section should identify some specific assignments at the agency, which are to be carried out by the student as well as any behavior and activities which the field agency expects of the students. Once the Learning Plan is developed, the student, Field Instructor and Faculty Field Liaison will review and sign the plan. The Learning Plan is due during the beginning of the Fall and the Learning Plan will be updated with during the beginning of the Spring semester.

Competency 1: Demonstrate Ethical and Professional Behavior Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Practice Behaviors

- a. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context

Activity:

- b. Demonstrate professional behavior; appearance; and oral, written, and electronic communication

Activity:

- c. Use technology ethically and appropriately to facilitate practice outcomes

Activity:

- d. Use supervision and consultation to guide professional judgment and behavior

Activity:

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Practice Behaviors

- a. Advocate for human rights at the individual, family, group, organizational, and community system levels

Activity:

- b. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice

Activity:

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Practice Behaviors

- a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels

Activity:

- b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies

Activity:

- c. Present themselves as learners and engage clients/constituencies, acknowledging them as experts of their own lived experiences

Activity:

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Practice Behaviors

- a. Apply research findings to inform and improve practice, policy, and programs;

Activity:

- b. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work

Activity:

Competency 5: Engage in Policy Practice Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Practice Behaviors

- a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services

Activity:

- b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice

Activity:

Competency 6: Engage with Individuals, Families, Groups, Organizations, and

Communities Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. *At least one activity must directly relate to each of the five levels (Individuals, Families, Groups, Organizations, and Communities).*

Practice Behaviors

- a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies

Activity:

1. **Individuals –**
2. **Families –**
3. **Groups –**
4. **Organizations –**
5. **Communities –**

- b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies

Activity:

1. **Individuals –**
2. **Families –**
3. **Groups –**
4. **Organizations –**
5. **Communities –**

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social

workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making. *At least one activity must directly relate to each of the five levels (Individuals, Families, Groups, Organizations, and Communities).*

Practice Behaviors

- a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies

Activity:

1. **Individuals –**
2. **Families –**
3. **Groups –**
4. **Organizations –**
5. **Communities -**

- b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan

Activity:

1. **Individuals –**
2. **Families –**
3. **Groups –**
4. **Organizations –**
5. **Communities -**

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings. *At least one activity must directly relate to each of the five levels (Individuals, Families, Groups, Organizations, and Communities).*

Practice Behaviors

- a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals

Activity:

1. **Individuals –**
2. **Families –**
3. **Groups –**
4. **Organizations –**
5. **Communities -**

- b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies

Activity:

1. **Individuals –**
2. **Families –**
3. **Groups –**
4. **Organizations –**
5. **Communities -**

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. *At least one activity must directly relate to each of the five levels (Individuals, Families, Groups, Organizations, and Communities).*

Practice Behaviors

- a. Select and use culturally responsive methods for evaluation of outcomes

Activity:

1. **Individuals –**
2. **Families –**
3. **Groups –**
4. **Organizations –**
5. **Communities -**

- b. Critically analyze outcomes with individuals, families, groups, organizations, and communities

Activity:

1. **Individuals –**
2. **Families –**
3. **Groups –**
4. **Organizations –**
5. **Communities -**

Signatures:

Student		

Field Director		

AU Field Liaison		

**AUGUSTANA UNIVERSITY
HARRIET EMILY SCOTT SOCIAL WORK PROGRAM**

Midterm Evaluation (Fall)/Final Evaluation (Spring)

(Electronic copy will be provided to fill out)

Student:

Year:

Agency:

Agency Address:

Task Supervisor:

Email:

Field Instructor:

Email:

Faculty Field Liaison:

This form is used to evaluate student performance in Field for both semesters. It is assumed that the semesters build upon each other and relate directly to the students's Learning Plan. Please refer to the Learning Plan when completing the evaluation form.

Scale:

5=Professional level activity,

4=Competent level activity, with indirect supervision

3=Meets expectations, with direct supervision

2=Beginning level activity only

1=Attempted but failed to engage in this task

N/A=List task deferred at this time

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities.

Practice Behaviors:

- a. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;

Activities	Midterm Rating	Final Rating
1.		
2.		

- b. Demonstrate professional behavior;
- i. appearance,
 - ii. oral communication,
 - iii. written communication,
 - iv. and electronic communication;

Activities	Midterm Rating	Final Rating
1.		
2.		

- c. Use technology ethically and appropriately to facilitate practice outcomes;

Activities	Midterm Rating	Final Rating
1.		
2.		

- d. Use supervision and consultation to guide professional judgment and behavior

Activities	Midterm Rating	Final Rating
1.		
2.		

Narrative Evaluation:

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights.

Practice Behaviors

- a. Advocate for human rights at the individual, family, group, organizational, and community system levels;

Activities	Midterm Rating	Final Rating
1.		
2.		

- b. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Activities	Midterm Rating	Final Rating
1.		
2.		

Narrative Evaluation:

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research.

Practice Behaviors:

- a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels;

Activities	Midterm Rating	Final Rating
1.		
2.		

- b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Activities	Midterm Rating	Final Rating
1.		
2.		

- c. Present themselves as learners and engage clients/constituencies, acknowledging them as experts of their own lived experiences

Activities	Midterm Rating	Final Rating
1.		
2.		

Narrative Evaluation:**Competency 4: Engage in Practice-Informed Research and Research-Informed Practice**

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions.

Practice Behaviors:

- a. Apply research findings to inform and improve practice, policy, and programs;

Activities	Midterm Rating	Final Rating
1.		
2.		

- b. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work

Activities	Midterm Rating	Final Rating

1.		
2.		

Narrative Evaluation:

Competency 5: Engage in Policy Practice

Social workers identify, recognize, and understand social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services.

Practice Behaviors:

- a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services;

Activities	Midterm Rating	Final Rating
1.		
2.		

- b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice

Activities	Midterm Rating	Final Rating
1.		
2.		

Narrative Evaluation:

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. *(At least one activity must directly relate to each of the five levels (Individuals, Families, Groups, Organizations, and Communities)).*

Practice Behaviors:

- a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies;

Activities	Midterm Rating	Final Rating
1. Individuals-		
2. Families-		
3. Groups-		
4. Organizations-		
5. Communities-		

- b. Use the following skills to engage in culturally responsive practice with clients and constituencies

Activities	Midterm Rating	Final Rating
1. Individuals- 2. Families- 3. Groups- 4. Organizations- 5. Communities-		

Narrative Evaluation:

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. *(At least one activity must directly relate to each of the five levels (Individuals, Families, Groups, Organizations, and Communities)).*

Practice Behaviors:

- a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies;

Activities	Midterm Rating	Final Rating
1. Individuals- 2. Families- 3. Groups- 4. Organizations- 5. Communities-		

- b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan

Activities	Midterm Rating	Final Rating
1. Individuals- 2. Families- 3. Groups- 4. Organizations- 5. Communities-		

Narrative Evaluation:

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. *(At least one activity must directly relate to each of the five levels (Individuals, Families, Groups, Organizations, and Communities)).*

Practice Behaviors:

- a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals;

Activities	Midterm Rating	Final Rating
1. Individuals- 2. Families- 3. Groups- 4. Organizations- 5. Communities-		

- b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies

Activities	Midterm Rating	Final Rating
1. Individuals- 2. Families- 3. Groups- 4. Organizations- 5. Communities-		

Narrative Evaluation:

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. *(At least one activity must directly relate to each of the five levels (Individuals, Families, Groups, Organizations, and Communities)).*

Practice Behaviors:

- a. Select and use culturally responsive methods for evaluation of outcomes;

Activities	Midterm Rating	Final Rating
1. Individuals- 2. Families- 3. Groups- 4. Organizations- 5. Communities-		

- b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities

Activities	Midterm Rating	Final Rating
1. Individuals- 2. Families-		

3. Groups-		
4. Organizations-		
5. Communities-		

Please mark what grade you suggest, considering the growth over the semester using the grading standards for field practicum:

- A
- B
- C

Field Instructor Comments:

Task Supervisor Comments:

Student Acceptance:

Did you review this evaluation with your Field Instructor:

- Yes
- No

Do you agree with the review and grade suggested?

- Yes
- No

Student Rational or Comments:

Signatures:

Field Instructor Signature

Date

Task Supervisor Signature

Date

Student Signature

Date

Faculty Liaison Signature

Date