



Field Learning Contract

This contract should be filled out by the agency supervisor and discussed with the student then signed by all involved before the student begins at the agency. Students are later evaluated based on the learning contract in the form. The St. Augustine College BSW program is a general practice social work program rather than a clinical, or policy, training program. The general practice learning objectives must all be met during the supervision and/or agency experience although **the way they are met can vary greatly with the mission and services of the agency.** Students are expected to be able to discuss with the supervisor all perspectives that form the basis for the social work curriculum and so learning opportunities should include micro, mezzo, and macro level perspectives even if the primary activity of the student is work where the focus is only one level such as micro level activity.

St. Augustine College Field Learning Contract

Department of Social Work

1345 W. Argyle St., Chicago, IL, 60640-3593



Student contact information:

Student name:

Student ID:

Student home address:

Student phone number:

Student school email:

Student email:

Field agency contact information:

Agency name:

Agency address:

Site address if different from mailing address:

Agency phone number:

School contact information:

St. Augustine College, Department of Social Work, Field Director:

Esther Nieves, MS, MA, ENieves@staugustine.edu

1345 W. Argyle Street, Chicago IL, 60640

Phone: 773-878-3718 fax: 773-878-0937

Field supervisor contact information:

(A copy of each supervisor's diploma or current license must be on file at the school)

Field supervisor name:

Credentials:

Job title:

Email address:

Phone number:

Requirement: The field instructor listed above is regarded as the legal supervisor and **MUST** have an actual social work degree (BSW or MSW) and field experience in order to serve as the primary field instructor for students. Please confirm this by answering the following questions:

- Yes No The field instructor has an MSW from an accredited social work program and 2 years of experience after the degree.
- Yes No The field instructor has experience supervising students.
- Yes No The field instructor has a BSW from an accredited social work program and 3 years post degree experience.
- Yes No The primary supervisor is available for daily consultation when the student is at the agency? (A proctor will be needed if “no” see below).

How often will the above supervisor meet on a regular and consistent schedule with the student?

Hours:

Per (week or month):

(2 hours a month are required)

Proctoring plan option: (Optional for agencies where the Primary SWK Field Supervisor, (above), has limited weekly time but can meet **every other week** (minimally) for a planned hour of regular supervision with student interns.)

- Y or N Is there an employee who the agency would like to use as a daily task supervisor or “proctor” for the student and who have a BA, BS, or Master’s degree in a related field and 3 years of post-degree experience?
- Y or N If yes, the proctor will be available on a daily basis, when the student is there, for guidance as needed.

If using the proctor plan, please give the name of the person you would like to use as a proctor.

- Proctor Name:
- Credentials:
- Job title:
- Email address:
- Phone number:

How often will the above proctor meet on a regular and consistent schedule with the student?

Hours:

Per (week or month):

Please Note: Agencies who are unable to provide one hour per week minimum of supervision by a professionally trained social worker are reviewed on a case by case basis. There must be evidence that they can commit sufficient social work supervision time to assign learning tasks to students and to assist students in integrating theory, ethics, and practice. They are also expected to assist in the evaluation process.

Required Student Activities by Agency:

Transportation:

St. Augustine College does not allow students to transport clients during their internship.

Does the agency require the student to have a car? _____yes____no

Background Checks:

Does the agency require the student to undergo a criminal background check? _____yes____no

- Explain (What background would disqualify the student from an internship at the agency?)
- What will the student be required to do to obtain the background check?:

Required training:

Does the agency require any specific training prior to the student's work at the agency? _____yes____no

- If yes, please explain:
- Who pays for this training?
- If student, what is the cost?
- When is it next offered?
- Do you, the students agree to this training prior to field placement?
- Will this training count as part of the total 420 hours that must be completed?

Liability Insurance Statement:

The college provides limited liability insurance for students in field instruction.

Marsh Affinity Group
 1440 Renaissance Drive
 Park Ridge, IL 60068
 1-800-503-9230
 Student Malpractice AHC-2,000,000/incident

- Does the agency’s liability insurance cover supervisors, clients, and students in case of malpractice?
- Explain if no, please explain:

Field Placement Schedule

The student’s field placement **will** be (mark one):

- A block placement (30-40 hrs a week for approximately 10 weeks in Summer or 16 weeks in Spring)
- A two-semester placement (15-20 hrs a week for 16 weeks Fall, Spring, or 10 weeks in Summer)

Start Date: _____

(students may not begin until registered at SAC and all field documentation is completed and approved)

Finish Dates: Student’s should be able to finish the required hours by the end of the semester in which they are working. Going beyond this date may affect financial aid.

→ The student is expected to finish the **first 210 hours** on _____ (Supervisor completes)

→ The student is expected to finish the **second 210 hours** on _____ (Supervisor completes)

Must be approved by agency supervisor below:

Student’s weekly schedule is expected to be as follows (do not count a 30 min. meal break for 8 hrs a day):

Mon Specify work hours	Tues Specify work hours	Wed Specify work hours	Thurs Specify work hours	Fri Specify work hours	Sat Specify work hours	Sun Specify work hours	
							Total # of Hours:
# of hrs- w/o breaks:	# of hrs -w/o breaks:	# of hrs-w/o breaks:	# of hrs-w/o breaks:	# of hrs -w/o breaks:	# of hrs -w/o breaks:	# of hrs w/o breaks:	

Agency holidays which the student will have off during the practicum are:

Important to note:

- **Absences must be authorized by the agency social work/ primary field instructor and proctor (if applicable) and patterns of absence are monitored by supervisors and reported to the school if problematic. Major vacations should not be planned during the practicum except in very unusual circumstances. Vacations and/or changes in the schedule must be agreed on by the field instructor(s) and the student and also presented in writing to the field director at the school for approval.**
- **Students who fail to notify their field instructor of changes in their schedule risk being dropped from field instruction. Failure to appear for contracted times may be cause for failing the field instruction course.**

(To be completed by Primary Field Instructor/Supervisor)

Please describe this placement in terms of the areas that are expected to be the student's primary focus while assigned to the agency.

Populations served:

- Children
- Women
- Men
- Adolescence
- Adults
- Older adults
- Diverse racial/ethnic

Specific work areas:

- Family work
- Group work
- Community work
- Research
- Policy

Language other than English required?
(specify) _____

Areas of practicum emphasis (check all that apply):

- Abuse and Neglect
- Adoption
- Community Development
- Court social services
- Domestic Violence
- Early childhood intervention
- Foster Care
- Family support
- Homelessness/ Housing
- Immigration Support
- Juvenile Justice
- Management and Administration
- Medical Social Work follow up & outreach
- Mental Health Support
- Outreach
- Poverty
- Prevention
- Program Development / Planning
- School/after school/education
- Substance Abuse Support/Education
- Other _____

Student Professional Obligations

This contract establishes the learning requirements for the Bachelors in Social Work Degree under the supervision of the social work field instructor/supervisor approved by St. Augustine College through practice in the agency named above.

As an applicant for social work field work under supervision, I agree to the academic contract below and on the pages that follow. I agree:

1. To adhere to the Code of Ethics of the National Association of Social Workers.
2. To prepare by reading the field practicum course objectives, preparing specific learning objectives, and negotiating with the social work field instructor and Agency daily proctors (if applicable) to accomplish the objectives within the first three weeks of placement.
3. To be involved in professional social work development through regular self-assessment of my academic and personal aptitude--knowledge, skills and values--for a career in social work.
4. To engage in professional social work development through regular field instructor supervision and assessment of my academic and personal aptitude and performance.
5. To follow the Agencies' and SAC policies, procedures, programs, and operating standards.
6. To regularly attend and actively participate in the Field Seminar Course which supplements the field supervision in the second half of the practicum.
7. To act professionally and ethically to maintain confidentiality and to give priority to rights and needs of clients over my own.
8. To read the student Field Manual and complete all documentation required by the agency and St. Augustine College (time sheets, evaluations, etc.)

Student Signature *(also sign at end of the document)*

Student Learning Objectives

Student's Goals (to be developed by the student)

What are 3 specific learning goals that the student has identified for this practicum?

- A. _____
- B. _____
- C. _____

The St. Augustine College Social Work Department Practicum objectives are listed below with specific guiding points to help supervisors complete the learning contract in consultation with the student.

Supervisors- Using your knowledge of social work competencies and the agency practice experiences that the student can engage in please fill out an individualized plan for each student to meet each practicum objective below. Primary supervisors are expected to help students link theory and practice in each area. This learning plan then becomes the basis for each student's practice activity and evaluation. Describe the specific job duties, assignments for supervision sessions, and caseload requirements.

Remember that students are expected to spend 40%-50% of their time in direct contact with the population they are assigned to work with. The remaining percent should be in documentation, supervision, and other areas related to the objectives below. Supervisors are encouraged to require research assignments, observation of quality assurance activities, presentations, or community visits to meet objectives that are not fulfilled by direct work with the population served. Supervisors are not to use dual language students as substitute for professional agency translators as the field practicum is a learning opportunity for the student and students do not have professional translation training. Also, students should not use their SAC email or personal cell phones to contact agency clients.

Practicum Objectives (Supervisors must prepare students for all 9 objectives)

1: Demonstrate Ethical and Professional Behavior

Describe below how and when students will have the opportunity to demonstrate these behaviors:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Describe opportunities to demonstrate professional ethical behavior below

2: Engage Diversity and Difference in Practice

Describe activities or tasks where students will demonstrate the behaviors below in the agency practicum:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

3: Advance Human Rights and Social, Economic, and Environmental Justice

Please describe what activities students will do in your agency to demonstrate that they can:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

4: Engage in Practice-informed Research and Research-informed Practice

**Note there is not an expectation that students will participate in a research study on human subjects at the agency.*

Describe below how BSW students will demonstrate during the field placement that they understand (at a basic level) the processes for translating research findings into effective practice. How will students demonstrate *at a basic level* during internship that they can:

- use and translate research evidence to inform and improve practice, policy, and service delivery
- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;

5: Engage in Policy Practice

Describe agency tasks and activities thru which students can demonstrate that they can:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Describe some activities and tasks thru which students can demonstrate that they use the behaviors below when engaging with agency clients, and others they interact with during field placement.

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

7: Assessment of Individuals, Families, Groups, Organizations, and Communities

Describe the specific opportunities that the student will have at the agency to learn skills related to assessment as an ongoing dynamic and interactive process on behalf of, diverse individuals, families, groups, organizations, and communities. Students will have supervised opportunities to demonstrate the following behaviors as they learn assessment skills in an intra-professional and culturally diverse setting.

- reflect on and discuss how their personal experiences and affective reactions may affect their assessment and decision-making.
- collect and organize data for assessment, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and the values and preferences of clients and constituencies.

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

Describe the opportunities that students will have during internship to identify and develop evidence-informed interventions on behalf of diverse individuals, families, groups, organizations, and communities that achieve client and constituency goals in an interprofessional teamwork setting. These opportunities will allow the student to engage in the behaviors below under supervision:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Describe the opportunities the student will have to learn about evaluations to improve service delivery as an ongoing component of social work practice with diverse individuals, families, groups, organizations and communities. Students will have supervised opportunities to participate in improving social work practice. Opportunities would include:

- selection and use of appropriate methods for evaluation of outcomes;
- application of knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critical analysis, monitoring, and evaluation of intervention and program processes and outcomes; and
- application of evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Please read and sign below:

I have understood the requirements for the practicum as outlined above and agree to work actively to complete this part of the BSW social work training program at St. Augustine College.

I also authorize the field director to discuss my progress in the School of Social Work with social work faculty at St. Augustine College, including my agency field instructors for Social Work.

I further understand that if I am admitted to a Field Work Placement and my professional development is unsatisfactory by Social Work faculty and/or myself, either party has the right and the responsibility to request a reassessment of my suitability for entry into the profession of Social Work.

This agreement may be modified at any time by request and mutual consent of the parties. The agreement may be terminated at any time by the agency, the school, or the student.

Primary field supervisor (MSW or BSW):

Printed name:

Signature:

Title:

Date:

Proctor / Task supervisor (if applicable):

Printed name:

Signature:

Title:

Date:

Student:

Signature: _____ Date: _____

Printed Name: _____

Field Director:

Signature: _____ Date: _____

Esther Nieves, MS, MA

St. Augustine College Dept. of Social Work

Please Note: The SAC field director’s signature is **mandatory** before placement can officially begin and the student must be registered for these training courses (SWK 450 and/or SWK 460) at SAC before starting hours of fieldwork.

Release of Confidential Information

I, _____ (student name) (ID _____), agree to authorize the BSW field director, and BSW program chair to exchange information with the field agency supervisor, pertaining to any circumstances than challenge my ability to complete the field contract for SWK 450 and SWK 460 such as concerns about: (Injury or emergency, impaired functioning due to medical or physical conditions or stressors, unusual or inappropriate behavior during the field placement or at SAC, ethical concerns, legal difficulties such as incarceration or arrest, information needed to evaluate or to secure an evaluation of behavior, other areas of concern to the supervisor or school professionals.)

I give my permission for an exchange of the above confidential information between persons in Sections 1 and 2 below:

Section 1: St. Augustine College BSW Program Faculty below:

Angelica Guillen, LCSW, MSW
Program Director
Department of Social Work
St. Augustine College
1345 W. Argyle St.
Chicago, Il. 60640
773-878-3721

Esther Nieves, MS, MA
Field Director
Department of Social Work
St. Augustine College
1345 W. Argyle St.
Chicago, Il. 60640
773-878-3718

Signature

Signature

Date: _____

Date: _____

Section 2: Agency Field Instructor

Field Supervisor Name (print) _____ Credentials: _____

Position: _____

Agency name: _____

Address: _____

City _____ State _____ Postal zip code: _____

Phone Number: _____ Fax # _____

Signature: _____ Date: _____

Purpose of released information:

For the college and field agency to ensure safety for the student, clients served, the agency, and the college; and to plan for the student’s completion of the field placement.

Consequence for student not signing this form: NONE. This will help us to resolve problems that can occur unexpectedly during the field placement more efficiently so that interruptions of placement are prevented, or at least minimized. This release of confidential information expires when the field placement is completed.

Signature of Student: _____

Printed Name: _____ Date: _____