

**BSW
GENERALIST PRACTICE
FIELD LEARNING AGREEMENT/CONTRACT
PART 1**

**ROLES AND RESPONSIBILITIES OF STUDENTS, FIELD LIAISONS
AND FIELD INSTRUCTORS
BOTH PART 1 AND PART 2 MUST BE FILLED OUT**

NAME OF STUDENT: _____
AGENCY: _____

PURPOSE OF THIS AGREEMENT

The purpose of this agreement is to assure that all parties agree to perform their respective responsibilities in order that the student may fulfill the requirements for this course.

Mission Statement of School Of Social Work

The over-arching mission of the NMSU School of Social Work is to promote the enhancement of human and community well-being. The School prepares students for competent and effective social work practice emphasizing strengths, empowerment, cultural competence, and the promotion of family values. The School of Social Work is committed to research, knowledge development, and public service that promote the profession's ability to respond to an ever-changing environment, especially within the context of the cultural diversity of the southwest and the region's multicultural heritage.

STATEMENT REGARDING LIABILITY INSURANCE

New Mexico State University provides professional liability insurance coverage for students under the Tort Claims Act (1992). The University does not provide vehicle insurance and advises that students not transport clients in their personal vehicles. The student will provide any special documentation requested by the field agency. Any other expectations of the agency related to additional insurance must be negotiated between the student and the agency.

<p>PLEASE REVIEW THE FOLLOWING ROLES AND RESPONSIBILITIES AND SIGN AT THE END OF THE FORM.</p>

Roles and responsibilities of Students, Field Liaisons, and Field Instructors:

The Student Agrees To Fulfill The Following Responsibilities

1. Attendance:
 - a) Be present at the agency according to the schedule indicated above
 - b) Notify the agency supervisor/field instructor when he/she will be late or absent from the agency and submit a plan to make up time lost.
2. Follow the administrative policies, standards, and practices of the agency,
 - a) Respect the confidential nature of agency files and client information.
 - b) Conform to the standards and practices established by the department for the practicum course, including adherence to the NASW Code of Ethics
3. Demonstrate a readiness to learn and to become involved in all appropriate aspects of the field experience including:
 - a) Participation in continual self-evaluation by defining and sharing specific strengths and learning needs with the field instructor and liaison.
 - b) Preparation for supervision by use of journals and other tools provided by field instructor and/or field liaison

- c) Participate in group conferences with the liaison
- 4. Completion of faculty seminar and agency field evaluations.

The Field Instructor Agrees To Fulfill The Following Responsibilities

1. Orienting the student to the purpose, policies, and procedures of the agency.
2. Orientation should include discussion of issues related to agency safety plans, sexual harassment, and grievance procedures.
3. Assist the student in developing a **Learning Agreement** that identifies the learning activities the student will engage in to meet the field work course objectives.
4. Communicating to the student the agency's expectations for student performance.
5. Providing individual educational supervision/instructions to the each student at least once a week, for one hour, or small group supervision/instruction for a minimum of two hours a week, with individual sessions with students as needed.
6. Providing on-going performance feedback and participating in periodic meetings with the field liaison to review student progress and the effectiveness of the educational experience.
7. Communicating with the student and with the faculty liaison regarding any unusual opportunities, conditions, or concerns as soon as they become evident.
8. Facilitating a positive, cooperative working relationship between the agency and the university, including informing the department of any agency or organizational problems that would affect student learning.
9. Participating in field instructor training events, continuing education offerings, and/or other support services available for faculty.

The Field Liaison Agrees To Fulfill The Following Responsibilities

1. Serve as a resource person to student and field instructor regarding the curriculum and the integration of conceptual and experiential based learning.
2. Meet with student and field instructor in person. The initial meeting may take place as a part of an orientation program arranged by the Field Work Office
3. Provide consistent feedback on journals and process recordings.
4. Conducts at weekly field seminars.
5. Mediate any issues that may arise between, or among, the student, agency, instructor, and or school. Discuss with student and field instructor the student's level of performance in meeting educational objectives during midterms and finals. Assign grade.
6. Maintain all records related to the fieldwork placement, e.g., the learning agreement, correspondence, evaluations, and records of student time and submission of documents
7. Conduct group meetings and develop documentation requirements such as journals or process recordings to assist students in integrating classroom and field experience learning.

Signatures

Agency Field Instructor

Date

Faculty Field Liaison

Date

Student

Date

**BSW
GENERALIST PRACTICE
FIELD LEARNING AGREEMENT AND CONTRACT
PART 2**

Year _____

Student's name _____
Mailing address _____
Home Phone _____ Other Phone _____
E-mail address _____

Field Liaison's Name _____ Phone: _____

Field Instructor's Name _____ Phone: _____

Agency Name: _____

Address _____

Phone _____ Email _____

Dates of Field Experience (starting/ending dates, holiday arrangements, etc.):

Starting Date: _____ Ending Date: _____

Days of the week in the field: _____

Hours each day planned: _____

Holiday or other arrangements: _____

Day and Time of Supervision: _____

A. Description of the agency (no more than three paragraphs):

Include

1. Agency structure:
 - a. Historical background of the agency – date started, reason started
 - b. Broad goals or mission of the agency
 - c. Sources of agency support/financing
 - d. Board members and executive director or CEO
2. Clients
 - a. The needs which the agency attempts to meet.
 - b. Client demographics: Who are they? Where do they come from? What are their expectations for services?
 - c. Agency's relationships to clients and community: Do they do field visits or is work mainly in the office? What community is served by agency? What networking agencies work with the agency?
3. Type of Practice:
 - a. What forms of Micro Practice (direct service – individual, family and/or group methods) does the agency use? Is the agency involved in Macro practice in community, policy formation, and/or administration?
 - b. What social work theories and does this agency apply? If no one knows, as generally what your field instructor uses.
 - c. What interventions does this agency apply? If no one knows, as generally what your field instructor uses.

B. Student Goals and Outcomes

1. Values and Ethics: Understand and apply the social work values and ethics in beginning social work practice.

Student will develop goals around knowledge and skills of

- Core social work values
- Social work legal obligations & duties
- Ethical decision making
- Ethical standards of social work
- Understanding of informed consent
- Client privacy and confidentiality

(See the first pages of the field manual for the NASW Code of Ethics)

Goals: Values and Ethics: Student will make a conscious application of the following social work values and ethics to professional activities this year. **(List below):**

- 1
- 2

Etc.

Outcomes: By the end of the field placement, how will student demonstrate the practice of resolving values and ethical dilemmas the student will find in the placement?

- 1
- 2

Etc.

2. Practice without discrimination and with respect and help people who are at risk, or experience oppression.

Students will engage in cross-cultural practice and practices without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation and will

- Allow for differential value systems within the acceptable boundaries of the community
- Maintain a non-judgmental attitude toward a variety of clients regardless of age, race, or religion
- Understand the cultural factors (ethnic, racial, gender, class, and able-ness) that affect the manifestation of problems and ones that are strengths to be utilized in addressing the problem.

Goal- Cross-Cultural Practice: In order to engage in cross-cultural practice, student will demonstrate the knowledge of the following cultural traditions, and ethnically appropriate and culturally sensitive approaches (list below)

- 1
- 2

a. Outcomes: By the end of the field placement, how will the student demonstrate the application of these culturally sensitive approaches?

- 1
- 2

Etc.

b. Outcomes: By the end of the semester how will the student demonstrate the ability to work comfortably with persons who are different from self?

c. Outcomes: By the end of the semester how will the student confront and deal with the various forms of oppression and discrimination within the agency's client population?

Clients: How many clients representing another age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and/or sexual orientation will the student have _____ explain.

3. Use knowledge of current and historical social welfare policies and legislation

Students will understand, analyze, and interpret current and past social policy and legislation including cross border policies, in order to understand issues that influence the provision of social supports, the administration of social agencies, and issues that affect society's most vulnerable.

Goal – Legislative Project: Student will understand thoroughly one public policy affecting his/her agency (list below)

1.

Outcomes: By the end of the field placement the student demonstrate the application knowledge of the public policy to practice in the agency in the following way:

1

2

Etc.

4. Apply the knowledge and skills of generalist social work practice with systems of all sizes.

a. Goal: Students will gain skills in utilizing the generalist problem solving processes with individuals, groups, families, community, and the field agency

- Gathering information
- Assessing
- Planning
- Designing interventions
- Implementing intervention
- Evaluating practice
- Ending services – transition & follow up.

Student will choose area of generalist practice he/she needs most growth (list below):

1.

2.

Etc.

Outcomes: Student will demonstrate the application of the knowledge of generalist problem solving process by:

1. Four process Recordings (two each semester)
2. Monthly journals

b. Goal individual and family developmental theories:

The student will apply the following individual developmental theories this year:

1.

2.

3. Etc.

Outcomes: By the end of the field placement, how will student demonstrate that he/she can apply of these developmental theories to practice?

1.

2.

Clients: What types of clients (adults, children, adolescents, families) will the student be assigned and how many clients? _____

c. Goal: Student will learn basic interviewing skills. Field Instructor can suggest other techniques and strategies to achieve this goal. Suggested Interviewing Skills to learn:

- Communicate clear sense of purpose for the interview
- Use a strengths perspective with clients
- Tune in to clients concerns
- Interprets non-verbal communication accurately
- Uses empathy
- Learns restatement
- Uses questions judiciously and seeks clarification
- Summarizes session and agreements

- Plans for transitions or ending of professional relationships
- Monitors own personal reactions
- Tracks client progress.
- Keeps client needs and well-being as primary concern.

Goals: Student will choose area of practice he/she needs most growth (**list below**):

- 1.
 - 2.
- Etc.

Outcomes: Student will demonstrate the application of these skills by:

1. Four process Recordings (two each semester)
2. Journals

Clients: What types of clients (adults, children, adolescents, families) will the student be assigned and how many clients? _____

d. Goal: Student will be able to express self clearly in written communication including

- Recording client factual material accurately
- Describing one's own actions
- Using appropriate grammar, punctuation, word choice, spelling
- Reporting behavior in non-labeling terms
- Organizing descriptive information and to formulate a tentative assessment?

Which of the above forms of written communication with the student work on (**list below**)?

Outcomes: By the end of the field placement how will student demonstrate the ability to express self clearly in written communication?

- 1
 - 2
- Etc.

5. Think critically, understand and apply beginning level qualitative and quantitative research methods.

Student will apply critical thinking and scientific reasoning in social work practice in a research project

Goal Research Project: What research project will the student complete (could be data gathering, data analysis, surveys, evaluation of practice, etc.)?

1

Outcomes: By the end of the field placement how will the student demonstrate his/her ability to create and implement a research design, analyze the data and write up?

- 1
 - 2
- Etc.

6. Understand and apply evidence-based practice at a beginning level in all phases of the helping process with systems of all sizes.

Goal: Student will articulate an evidence based practice intervention on a micro or macro level (list intervention below):

1.

Outcomes: Student will apply this intervention in at least one micro or macro level case per semester and explain it in a journal

1. Journal

Clients: What types of clients (adults, children, adolescents, families, groups, communities) will the student be assigned for this and how many clients? _____

7. Use supervision and consultation appropriate to social work practice.

a. Goal - Supervision: Student will use supervision appropriate to social work practice for personal growth and development:

The student plans to make use of the instructional and supervisory relationship by the following activities.

Examples: Preparation for supervision with an agenda, communication with supervisor, acceptance of corrective feedback (**list below**):

- 1.
 - 2
- Etc.**

Outcomes: By the end of the field placement how will the student plan, prepare for, and to make use of the instructional and supervisory relationship?

- 1
 - 2
- Etc.**

b. Goal Personal Growth: Student will exhibit an ability to be self-reflective and student will choose areas student believes he/she needs most personal growth. Monitor own personal reactions and emotional responses

- Realistically appraise negative feelings orientation, and dealing with cultural diversity
- Use of empathy without over-identification and discusses it.
- Boundary development and controlled emotional involvement
- Understand the difference between acceptance and approval
- Development of a professional appearance
- Recognize personal issues in regard to sex, race, religion, national origin, and sexual
- Keeps client needs and well-being as primary concern.
- Learns realistic perception of others as they really are and recognizes clients' uniqueness
- Others as suggested by field instructor.

Student will choose areas student believes he/she needs most personal growth. (List below):

- 1.
 - 2
- Etc.**

Outcomes: By the end of the field placement how will the student demonstrate that he/she has gained the professional use of self and have grown personally?

- 1.
 - 2
- Etc.**

c. Goal: Student will exhibit the following responsibilities for learning.

- Assertiveness in seeking needed information and guidance
- Initiative in handling usual responsibilities
- Initiative in requesting new or challenging assignments
- Ability to record, analyze and evaluate his/her professional practice.
- Assertiveness in seeking expanded knowledge and improved skills

Student will choose areas student believes he/she needs most personal growth. (List below):

- 1.
 - 2
- Etc.**

Outcomes: By the end of the field placement how will the student demonstrate these responsibilities for learning?

1
2
Etc.

d. Goal: Student will exhibit **work place skills** and will choose areas student believes he/she needs most professional growth.

- Increasing time management skills in the work place
- Care in making and keeping appointments and other agreed upon commitments
- Responsible use of time
- Organization and planning of work
- Tracking client progress.
- Flexibility related to the needs of the situation at a given time,
- Preparation for contacts,
- Others as suggested by field instructor.

Student will chose areas student believes he/she needs most personal growth (list below):

1.
2
Etc.

Outcomes: By the end of the field placement how will the student demonstrate that they have grown professionally?

1
2

8. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

This requires knowledge and skills related to planning, organizing, administering, and coordinating community resources and knowledge of social policy necessary for acting as advocates and brokers for families with multiple social and economic needs

a. Goal: Student will function within the structure of the organization

- Demonstrating effectiveness as team member
- Using proper channels for communication
- Contributing to cooperative teamwork
- Being willing to abide by agency standards
- Being able to use diplomacy and tact in offering criticisms or suggestions
- Being able to identify and use community resources

Student will choose areas student believes he/she needs most experience (list below):

1.
2
Etc.

Outcomes: By the end of the field placement how will the student demonstrate that they have learned to function within the structure of the organization?

1
2
Etc.

b. Goal Community Project: Student will work with service delivery systems and seek necessary organizational change.

What community projects will the student work on this year that will seek change? (List below)

Outcomes: By the end of the field placement, how will the student demonstrate the completion of the project?

1
2
Etc.

From the field agreement, summarize specific assignments students will be expected to complete by the end of the year:

1. **Number of cases** _____
2. **Type of cases** _____
3. **Number/type of groups** _____
4. **Community project** _____
5. **Policy Project** _____
6. **Research project** _____
7. **Portfolio** _____

All parties to this agreement have reviewed the Field Manual and agree to the conditions specified in this Agreement and Learning Plan.

SIGNATURES

Date

Student _____

Field Supervisor / Instructor _____

Field Liaison _____
