

**MSW SECOND YEAR
FAMILY CENTERED 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:
 - Be present at the agency according to the schedule indicated above
 - 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,
 - Respect the confidential nature of agency files and client information.
 - 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:
 - Participation in continual self-evaluation by defining and sharing specific strengths and learning needs with the field instructor and liaison.

- Preparation for supervision by use of journals and other tools provided by field instructor and/or field liaison
 - 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 at least twice in each semester. 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 least 4 field seminars per semester.
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

Faculty Field Liaison

Student

Date

Date

Date

**SECOND YEAR MSW
FAMILY CENTERED 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):

1. Agency structure:

- Historical background of the agency – date started, reason started
- Broad goals or mission of the agency
- Sources of agency support/financing
- Board members and executive director or CEO

2. Clients

- The needs which the agency attempts to meet.
- Client demographics: Who are they? Where do they come from? What are their expectations for services?
- 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:

- 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?
- What social work theories and does this agency apply? If no one knows, as generally what your field instructor uses.
- 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: Apply the values that characterize a family centered perspective:

Example of student values and ethical goals for this year: Student may want to develop goals around knowledge and skills of

- Family centered values,
- 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 NASW ethics and the page on NASW and Family Values to aid in completing this section.)

Goals: Values and Ethics: Student will make a conscious application of the following social work values, family centered 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.

1. Student will demonstrate an understanding of the dynamics of family functioning in the areas of concern and risks for families over the life cycle.

a. Goals Theories: The student will to learn the following family theories this year **(List below)**
TIP: This is from the Essential Social Work Knowledge, Values, and Skills page in the field manual)

- Systems Theory
- Family Systems
- Ecological theory
- Learning Theories (Behavior and Cognitive-Behavioral Theories)
- Social-Constructionist (Solution Focused and Narrative-Oriented Theories)
- Psychoanalytic and Ego-Psychology-Oriented Theories
- Humanistic-Oriented Theories (Client Centered Theory-Rodgers, Maslow)
- Network Theory
- Exchange Theory

- 1
- 2
- Etc.

b. Outcomes: By the end of the field placement, how will student demonstrate that he/she knows these theories?

- 1
- 2
- Etc.

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

3. Student will apply specialized knowledge of family developmental processes, communication patterns, and structures.

a. Goal: individual and family developmental theories:
The student will apply the following individual and family developmental theories this year:
Developmental Theory such as Erikson, Piaget, Gilligan, Attachment theory, and other theories learned)

- 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 for this and how many clients? _____

b. Goal: Communication skills:

The student will demonstrate communication skills differentially across client populations, colleagues, and communities. Skills learned should account for the functioning of culturally diverse families:

- Gather information about client
- Communicate clear sense of purpose for the interview
- Use a strengths perspective with clients
- Tune in to clients concerns; interprets non-verbal communication accurately, increases empathy
- Learn restatement, furthering responses, information giving, questioning, discussion, suggestions
- Use questions judiciously and seek clarification
- Formulate assessments and use tools
- Formulate goals and plans
- Design interventions
- Summarize session and agreements
- Plan for transitions or ending of professional relationships
- Record, analyze, and evaluate his/her professional practice.
- Makes an oral presentation to an audience

Communication Skills:

In what communication skills does the student need the most growth this year (list below):

- 1.
- 2.
3. Etc.

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

1. Four process Recordings
2. Weekly journals
3. Use the following assessment tools _____
4. Use the following evaluation of practice _____

c. Goal: The student will demonstrate the written communication skills by:

- Recording client factual material accurately
- Describing one's own actions
- Appropriate use of grammar, punctuation, word choice, spelling
- Ability to report behavior in non-labeling terms
- Ability to organize descriptive information and to formulate a tentative assessment?
- Other?

Which of the above forms of written communication will the student work on this year (list below)?

- 1.
- 2.
- Etc.

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

- 1
- 2
- Etc.

d. Goal: The student will demonstrate the knowledge of family structure through genograms, eco maps, culturagrams, and/or other tools that demonstrate family structure.

Outcomes: By the end of the field placement, how will student demonstrate the knowledge of genograms, eco maps, culturagrams, and other tools?

1. How many genograms completed?
 2. How many eco maps completed?
 3. How many culturagrams completed?
 4. State the tool used in agency and state how many student will complete.
- Etc.

4. Student will apply knowledge and skills about a variety of intervention approaches that have an evidence base regarding effectiveness in enhancing well being.

Examples of interventions using Family Centered Practice Models:

- Family therapy models
- Brief solution focused therapy
- Cognitive behavioral and behavioral approaches
- Behavioral approaches
- Solution Focused Therapy
- Multi-systemic Therapy
- Narrative therapy
- Group therapy
- Crisis intervention models
- Community Development Interventions
- Techniques and strategies: The Field Instructor can suggest other techniques and strategies.

Goal intervention models: Student will choose several, evidence based, family centered, intervention models (list below.

- 1
 - 2
- Etc.

Outcomes: By the end of the field placement, how will student articulate a knowledge of the evidence base behind the chosen intervention approaches?

- 1
 - 2
- Etc.

5. Student will select interventions from a variety of family centered practice models: Will demonstrate skills in using these interventions.

Examples of interventions using Family Centered Practice Models:

- Family Therapy Models
- Brief Solution Focused Family Therapy
- Multi-systemic Family Treatment
- Narrative Therapy
- Cognitive behavioral and behavioral models
- Family Group Conferencing.
- Plus other Family Assessment and Intervention Models student wishes to use

Goal: The student will use the following interventions during his/her placement (list below).

- 1
 - 2
- Etc.

Outcomes: By the end of the field placement, how will student demonstrate the skills using the chosen interventions?

- 1
 - 2
- Etc.

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

6. Student will demonstrate the knowledge of cultural traditions and unique variations in order to engage in cross-cultural practice.

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? _____ . Give types of clients _____ .

7. Student will demonstrate an ability to apply a family centered perspective at the organizational and community level.

a. Goal to function within the structure of the organization: Student will use the family centered perspective to 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 to the supervisor and agency
- Being able to identify and use community resources

Which areas does the student need the most experience? (list below)

- 1.
 - 2
- Etc.**

Outcomes: How will the student bring a family centered perspective to these growth areas?

- 1
 - 2
- Etc.

b. Goal - Community Project: Student will work with service delivery systems and seek necessary organizational change from a family centered perspective.

What family centered community projects will the student work on this year? (List below)

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

- 1
- 2

c. 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, how will the student demonstrate the knowledge of the policy and its application to practice in the agency?

- 1
- 2

8. Student will demonstrate an ability to apply scientific reasoning, evaluation, and knowledge building processes that characterize advanced professional practice. 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.

Outcomes: How will the student demonstrate higher level thinking in this research project? (See Levels of Learning)

- 1
- 2

9. Student will evaluate his/her own professional practice.

a. Goal - Self-Reflection: Student will exhibit an advanced ability to be self-reflective.

- Monitor own personal reactions and emotional responses
- Realistically appraise negative feelings
- Use of empathy without over-identification
- 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, d sexual orientation, and dealing with cultural diversity and discusses it.
- Keeps client needs and well-being as primary concern.
- Others as suggested by field instructor.

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

- 1.
- 2

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

b. **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 agenda, communication with field supervisor, acceptance of corrective feedback, etc. (list below)

- 1.
- 2

Outcomes: By the end of the field placement how did the student demonstrating creating a plan, preparing for, and making use of the supervisory relationship?

- 1.
- 2

c. **Goal - Responsibilities for Learning:** Student will exhibit the following responsibilities for learning.

Ability to **communicate** to supervisor about issues in the field

- **Assertiveness** in seeking needed information and guidance
- **Initiative** in handling usual responsibilities
- **Initiative** in requesting new or challenging assignments
- **Assertiveness** in seeking expanded knowledge and improved skills

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

- 1.
- 2

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

- 1
- 2

d. **Goal Advanced Work Place Skills:** Student will exhibit an advanced 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 choose areas student believes he/she needs most personal growth. (List below):

- 1.
- 2

Outcomes: By the end of the field placement how will the student demonstrate that he/she has grown professionally?

- 1
- 2

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: _____

Please return the completed and signed field contract to Gloria Nunez or P.J. Shannan, by the date on the calendar.