

MEMORANDUM OF AGREEMENT
Between
ST. AUGUSTINE COLLEGE
DEPARTMENT OF SOCIAL WORK,
HEREAFTER THE SCHOOL, and

hereafter the Agency

*Purpose: This agreement is signed by the school's Dean of Instruction and the Agency CEO, or authorized administrator, and is designed to clarify the expected support for field instructors and students by the agency and the school in their dual efforts to create an ideal learning environment and serve clients well. **Only one current agreement is needed for each field agency where students are placed.***

The Department of Social Work at St. Augustine College designates the Agency as an approved setting for instruction in the School's program of education for the bachelor's in social work degree.

The School and the Agency commit themselves to cooperative efforts, as described below, in provision of supervised educational field experiences for students.

This agreement becomes effective on _____ and remains in force until _____ (5 year maximum).

In the event of unforeseen circumstances which significantly affect the student's educational plan, either the College or the agency may cancel this agreement at any time, informing the other in writing, that this agreement is terminated. Every effort will be made to give as much notice as possible to the other party, regarding termination of this agreement, so as to minimize disruption to the student's education and the agency's service delivery system.

Appropriate Activities

Students should be engaged in activities while in practicum that commensurate to the social work program objectives and the level of training for generalist social work practice. They should avoid activities expressly prohibited by their programs. Questions regarding appropriate practicum activities can be directed to the Field Director or Field Liaison at the social work program. Examples of appropriate learning activities for bachelor level social worker students can be found on the SAC social work field webpage.

THE AGENCY AGREES TO:

- 1) Accept the policy of the School that students are assigned in accordance with the provisions of the federal and state civil right laws.
- 2) Adhere to the goals of the School as presented in its field manual except in any circumstances wherein a said goal conflicts with the Agency's stated policy, rule, or procedure.
- 3) Accept and treat the student's primary role as a learner and the field placement assignment as an educational experience. This includes the following:
 - a. permitting the student to receive needed support, assistance and instruction;
 - b. making available to the student appropriate cases and learning activities; and
 - c. permitting the student to participate in staff development and other training opportunities.

- 4) Provide the student with the resources necessary to carry out assigned educational and service tasks, including the following:
 - a. space that is sufficiently private for carrying on independent work and activity;
 - b. clerical service and supplies for records and reports produced for the agency; and
 - c. orientation and access to client and Agency records as appropriate to assigned tasks.
- 5) Provide qualified social work staff (BSW or MSW) as Primary Field Instructors. (Optional) Provide a qualified (BA,BS,MS,MA in related field) as a task/daily supervisor or “proctor” in addition to the qualified social work staff in order to supplement supervision when daily social work supervision time is unavailable. (*subject to approval by the School*).
- 6) Assure that each Field Instructor and Proctor (if applicable) has adequate time within his/her work schedule to meet the requirements of the School’s field education program; this involves weekly release time in an amount commensurate with the time needed to fulfill designated field instruction responsibilities.
- 7) Assure that the Field Director at the school is advised of any supervisory changes, policy and service changes, and developments which may affect student learning or the School’s curriculum.
- 8) Provide for reimbursement of all student travel expenses on Agency business that has approval of the Field Instructor.
- 9) Identify problems as early as possible, discuss them with the student, and when necessary, devise a plan for their resolution. Notify the field director at the school as early as possible if the plan for resolution is not resolving the problem.
- 10) Provide the student with information available to its employees regarding personal safety when carrying out agency related assignments.

THE AGENCY’S FIELD INSTRUCTOR

The **Primary Field Instructor** must have a degree in Social Work (MSW preferred, or BSW with required experience) from an accredited school of social work. In addition the field instructor must have knowledge of, experience with, and commitment to professional Social Work values, education and practice. The Primary Field Instructor agrees to:

- 1) Assure that the student will not begin the practicum until the Student’s learning contract and all agreements and paperwork are reviewed and signed by the school’s Field Director.
- 2) Assure that the student has receives regular supervision. Supervisory conferences should address activities in the student’s learning contract which covers the social work program objectives as well. Supervision should assist students in integrating social work practice theory, the generalist social work practice model, and the code of ethics, with daily experiences in the agency. Regular supervision should be provided according to one of two plans:
 - a. One hour of supervision provided twice a month in a regularly scheduled individual conference.

OR

 - b. One-half hour per week in a regularly scheduled individual supervision conference, **and** an additional 1 hour per week of regularly scheduled group supervision (with other students and trainees). These supervisory conferences must be provided on a regular schedule by the primary

social work field instructor (who may use a school authorized task supervisor or “proctor” to assist in weekly conferences. A majority of regular weekly supervision conferences should be done by the primary social work supervisor.). If more than one student is placed in the agency, one hour of group instruction every other week in addition to weekly individual conferences is recommended.

- 3) Participate in the interview and assessment process for the purpose of assessing student fit at the agency and identifying appropriate learning opportunities.
- 4) Assist the student in the development of the Learning Contract that outlines field education expectations and learning objectives.
- 5) Oversee the specific educational objectives presented in the student’s Learning Contract and coordinate with other staff who may be involved in the student(s) field instruction, i.e. proctors, or area supervisors / directors.
- 6) Oversee orientation of students to the Agency, staff, and other appropriate professionals; explain student roles, responsibilities expectations, student safety, and risk management.
- 7) Arrange for student participation in relevant staff, committee, and in-service training meetings whenever possible
- 8) Assume responsibility for completing the student’s evaluation (in collaboration with the student and proctor (if applicable) at the end of each 210 hours of placement and submitting it to the school by the end of the placement.
- 9) Provide BSW students with exposure to professional Social Work practice (generalist level) and with learning experiences appropriate to their learning contracts.
- 10) Provide adequate and diverse cases to the student in meeting his/her educational needs. Approximately one half of the student’s time in field placement should be spent in direct practice and contact with clients of the agency.
- 11) Require and review at least one written educational recording per week and utilize these as teaching tools which are to be made available to the field director at the school as needed. *Tape/video recordings may be included in this requirement with client’s written permission (agency to design form).*
- 12) Involve students in on-going evaluations of their performance in the field placement, focusing on their specifically assigned tasks and their specific strengths. Inform students about, and attempt to address with them, any unsatisfactory performance or other problems that have been identified.
- 13) Meet with the School Field Director or Field Liaison for the purpose of planning, reviewing and evaluating the field experience.
- 14) Inform the School Field Liaison or Field Director promptly about any problem in field placement; and comply with School procedures as designated in the School manual.
- 15) Attend a field education seminar when required for new Field Instructors and attend any scheduled meetings and other activities for Field Instructors which are held at the School during the academic year.

THE SCHOOL'S FIELD DIRECTOR & FIELD LIAISON (if appropriate) AGREES TO:

- 1) Maintain contact with the Agency, administration, Field Instructor, and students through site visits, e-mail, telephone conferences, and/or meetings.
- 2) Monitor the field placement experience to ensure that the School's program objectives are being met.
- 3) Consult with the Field Instructor regarding the development and implementation of the teaching plan as well as the School's policies and procedures.
- 4) Consult with students regarding their learning objectives, course selections, and progress or problems in the field.
- 5) Review students' performance evaluation submitted by Field Instructor and students as participants, to evaluate progress and formally assign a grade for the course.
- 6) Identify problems as early as possible, and when necessary, devise a measureable plan for their resolution. *(This may involve reading process recordings and other written material prepared by the students and developing a specific learning contract with measurable objectives.)*
- 7) Make the determination in consultation with the Field Instructor and student, as to whether replacement of a student may be necessary, based on serious problems within the field site or the inappropriateness of the placement for the student.
- 8) Compile evaluative feedback from the school and the students regarding the agency experiences.
- 9) Approve and authorize new Field Instructors designated by the Agency administrators.
- 10) Coordinate the placement process for students and finalize placement decisions based on input from Agency administrators, Field Instructors, and students.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement in Chicago, Illinois.

Agency Director/CEO

St. Augustine College

By: _____

By: _____

Title: _____

Title: _____

Date: _____

Date: _____

****The primary Social Work Field Instructor, Student, and Field Director must receive a copy of this memorandum of agreement (signed by all parties) before students start their field practicum.**