



Foundation Learning Agreement - SW5800 MSW Field Practicum I

Semester: Summer Year: 2012

Student Name: _____ ID#: _____

Student Address/ City/State/Zip: _____

Phone (home, cell, work): _____ E-mail: _____

Agency Name: Bi-Lingual International Assistant Services (BIAS)

Address/City/State/Zip 8390 Delmar Blvd., St. Louis, MO 63124

Phone: 314-692-9010 Fax: 314-692-9014

Email: admin@bilinguastl.org

MSW Field Instructor: _____

Job Title: _____ Degree: LCSW, MSW Year received: 2000

Address/City/State/Zip Same as Agency

Phone: _____ Fax: _____

E-mail: _____

In what department or section will you be based? N/A

Task Supervisor (if different from MSW instructor): _____

Address/City/State/Zip _____

Phone: _____ Fax: _____

E-mail: _____

Student's Faculty advisor: _____

Practicum Dates: (Begin) 5/8/12 (End) 08/01/12 (approximately)

Is this a 2 semester practicum at the same agency? Yes No

Is this practicum being completed in the agency in which the student works as a paid employee?
Yes No (If yes, please complete required form)

Signatures:

Student Date

Faculty Liaison Date

Practicum Instructor Date

Office of Field Education Date

SECTION I

Summary of Practicum Experience: Complete the questions below to describe the agency setting and population.

AGENCY: Bi-Lingual International Assistant Services (BIAS)

What is the mission of the agency?

With deep affinity to provision of quality culturally and linguistically sensitive services, we seek to better the lives of the elderly and disabled Americans and New Americans through advocacy, social work, and mental wellness services.

What services does the agency provide?

Robert Trampier Fund/Financial Assistance
Interpretation and Translation Services
Mental health counseling and
Social Services & case management services
Naturalization Assistance
Educational Programs

What population(s) does the agency serve?

Immigrants and refugees; seniors; US born frail; people with disabilities; providers of social, legal, and medical services

SUMMARY OF STUDENT'S ROLE

What activities will you engage in during the course of your practicum?

- A. List your primary responsibilities (e.g. conduct assessments, run groups, organize community meeting, follow legislation impacting your client population).

Tutor student(s) in US History / US civics and English (including home visits to the seniors to learn about their culture, their needs, and their adjustment); one grant to reflect budget and program needs; media outlet contact; assist in each step (excluding counseling) of mental health program: Steps to Better Health; develop partnerships with non-profits, corporations, government agencies, and schools to generate financial and human resources

- B. List the products or deliverables you will create. (e.g., a program evaluation and report, a grant proposal, organize a conference, develop a program)

One grant proposal; media article; maintain and update database; integrate donor and volunteer databases with NAPIS/Sharepoint; help organize fundraiser

SUPERVISION:

What is the day and time of the weekly supervision meetings?

Wednesdays 3:00-4:00PM

How will you prepare for supervision?

Create agenda; prepare any questions or concerns; have summary of recent activities

**SECTION II
Instructions for Completing the Competencies/Practice Behaviors**

As part of the Educational Policy and Accreditation Standards (EPAS), the Council on Social Work Education has identified 10 Core Competencies that social work students are required to meet. Each EPAS has corresponding Practice Behaviors students must demonstrate as a measure of competency.

Activity/Task Section

Please identify at least one (no more than three) tasks that demonstrate each Practice Behavior you list. The tasks should be specific and appropriate to your agency. Ask yourself: What specific knowledge and skill areas of social work practice will I apply in this setting? What specific theoretical frameworks will I draw upon? What interventions will I engage in? What type of recording or documentation will I learn? What product will I create?

Evaluation Section

In the evaluation section select the evaluation method(s) that your field instructor will use to assess whether or not you have demonstrated the practice behavior.

COMPETENCY 2.1.1 Identify as a professional social worker and conduct oneself accordingly

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

Practice Behavior 1:
Advocates for client access to the services of social work

Tasks:

- Student will work with immigrants, refugees, seniors, and/or disabled, providing weekly Citizenship tutoring and helping them with the paperwork to obtain US Citizenship
- Student will work with overweight seniors in STEPS program to give them access to knowledge and resources to help with health

Evaluation:

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| <input checked="" type="checkbox"/> direct observation by: _____ | <input checked="" type="checkbox"/> feedback from colleagues and/or clients |
| <input checked="" type="checkbox"/> review of written work by: Julia _____ | <input checked="" type="checkbox"/> discussion during supervisory sessions |
| <input type="checkbox"/> review of audio/videotapes by: _____ | <input type="checkbox"/> results of tests/quizzes |
| <input type="checkbox"/> other, please specify: _____ | |

Practice Behavior 2:
Attends to professional roles and boundaries

Tasks:

- Student will read and understand the policies and procedures as BIAS and follow them throughout time with the agency
- Student will maintain proper, professional boundaries between student and clients

Evaluation:

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| <input type="checkbox"/> other, please specify: _____ | |

Practice Behavior 3:

Demonstrates professional demeanor in behavior, appearance, and communication

Tasks:

- Student will dress and act appropriately both inside the office and outside
- Student will establish good rapport with coworkers and clients by maintaining open, honest communication

Evaluation:

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Practice Behavior 4:

Uses supervision and consultation

Tasks:

- Student will meet with supervisor weekly, if not more often, to discuss accomplishments, as well as any problems or concerns

Evaluation:

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COMPETENCY 2.1.2 Apply social work ethical principles to guide professional practice

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards and relevant law.

Practice Behavior 1:

Recognizes and manages personal values in a way that allows professional values to guide practice

Tasks:

- Student will acknowledge personal biases and discuss with supervisor if those feelings might interfere with any ability to adequately do the job

Evaluation:

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Practice Behavior 2:

Tolerates ambiguity in resolving ethical conflicts

Tasks:

- Student will keep an open mind while dealing with ethical conflicts
- Student will maintain a professional attitude even if a conflict does not turn out how student foresaw it

Evaluation:

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Practice Behavior 3:

Applies strategies of ethical reasoning to arrive at principled decisions

Tasks:

- Student will provide input and ideas for solutions regarding ethical dilemmas that may come up with the clients through use of the ETHIC model
- Student will act with integrity, endorsing BIAS's five basic principles: honesty, respect, trust, responsibility, and citizenship

Evaluation:

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COMPETENCY 2.1.3 Apply critical thinking to inform and communicate professional judgments

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

Practice Behavior 1:

Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

Tasks:

- Student will write an effective grant proposal and seek funding for human needs programming, inclusive of budgeting and budget allocation.
- Student will work hard to understand clients and communicate in a way that is easy for them to understand
- Student will go over paperwork with clients and supervisor (when necessary)

Evaluation:

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Practice Behavior 2:

Distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge, and practice wisdom

Tasks:

- Student will use the strengths perspective, person-in-environment, and Maslow’s Hierarchy of Needs when working with clients
- Student will learn techniques and strategies from agency that can be implemented in practice
- Student will research new programs, ideas, and information on health for STEPS program and contribute positively to the program

Evaluation:

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COMPETENCY 2.1.4 Engage diversity and difference in practice

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power and acclaim.

Practice Behavior 1:

Gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

Tasks:

- Student will talk with supervisor about any personal biases and/or situations related to working with diverse clients that the student struggles with and develop a plan to manage those biases.

Evaluation:

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 other, please specify: _____

Practice Behavior 2:

Recognizes and communicates his/her understanding of the importance of difference in shaping life experiences

Tasks:

- Student will see every client as a unique individual with different strengths, weaknesses, and life experiences
- Student will be able to give examples to supervisor regarding how clients' differences, specifically cultural differences, have shaped their life experiences

Evaluation:

- direct observation by: _____ feedback from colleagues and/or clients
 review of written work by: _____ discussion during supervisory sessions
 review of audio/videotapes by: _____ results of tests/quizzes
 other, please specify: _____

Practice Behavior 3:

Views self as a learner and engages those with whom one works as informants.

Tasks:

- Student will use time with international clients to learn their story and experience in migrating to the US to serve as a cultural bridge and improve consumer adjustment to the host country
- Student will engage Citizenship students as both learn together how best to approach the exam

Evaluation:

- direct observation by: _____ feedback from colleagues and/or clients
 review of written work by: _____ discussion during supervisory sessions
 review of audio/videotapes by: _____ results of tests/quizzes
 other, please specify: _____

COMPETENCY 2.1.5 Advance human rights and social and economic justice

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

Practice Behavior 1:

Engages in practices that advance social and economic justice

Tasks:

- Student will help with a fundraising event to raise awareness for the organization and its mission in promoting social and economic justice for the foreign-born

Evaluation:

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COMPETENCY 2.1.6 Engage in research-informed practice and practice-informed research

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

Practice Behavior 1:

Uses research evidence to inform practice

Tasks:

- Student will research literature in reference to the immigrant and refugee population
- Student will use this information to better understand clients and help them work through their problems
- Student will research PTSD and refugees and give presentation at BIAS meeting

Evaluation:

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COMPETENCY 2.1.7 Apply knowledge of human behavior and the social environment

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

Practice Behavior 1:

Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation

Tasks:

- Student will utilize Maslow’s Hierarchy of Needs when assisting clients, learning where best to start in assisting them with a specific goal or a task
- Student will evaluate clients to learn their greatest needs and draw upon their strengths when developing and intervention plan

Evaluation:

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COMPETENCY 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

Practice Behavior 1:

Collaborates with colleagues and clients for effective policy action

Tasks:

- Student will engage in learning about CLAS Standards and Title VI implications in medical services to the foreign born
- Student will educate and promote usage of medical interpreters and adherence to Policy on Equal Access to healthcare related services

Evaluation:

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| <input checked="" type="checkbox"/> other, please specify: <u>presentations and educational materials</u> | |

Practice Behavior 2:

Identifies the role of policy in service delivery

Tasks:

- Student will select a current law or a piece of pending legislation and prepare a summary that includes the implications of this policy for clients and the agency

Evaluation:

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COMPETENCY 2.1.9 Respond to the contexts that shape practice

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

Practice Behavior 1:

Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

Tasks:

- Student will research new programs, ideas, and information on health for STEPS program and contribute positively to the program

Evaluation:

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COMPETENCY 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances, evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Practice Behavior 1:

*2.1.10(a) Engagement-*Substantively and effectively prepares for action with individuals, families, groups, organizations, and communities

Tasks:

- Student will attend bi-weekly BIAS meeting to discuss how to prepare for action with clients
- Student will use research and previous knowledge learned from courses to adapt to situations and prepare for them effectively

Evaluation:

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| <input type="checkbox"/> other, please specify: _____ | |

Practice Behavior 2:

2.1.10(a) Engagement- Uses empathy and other interpersonal skills

Tasks:

- Student will show empathy when working with clients as they deal with transitions
- Student will smile and have a calming tone of voice with clients
- Student will help clients feel comfortable and understood

Evaluation:

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| <input type="checkbox"/> review of written work by: _____ | <input type="checkbox"/> discussion during supervisory sessions |
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Practice Behavior 3:

2.1.10(b) *Assessment*- Collects, organizes, and interprets client data

Tasks:

- Student will do assessments and intakes for the STEPS program: taking down clients' information about why they want to be in the program and what health problems they have
- Student will maintain and update both client and volunteer databases

Evaluation:

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| <input type="checkbox"/> review of written work by: _____ | <input checked="" type="checkbox"/> discussion during supervisory sessions |
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| <input type="checkbox"/> other, please specify: _____ | |

Practice Behavior 4:

2.1.10(b) *Assessment*- Assesses client strengths and limitations

Tasks:

- When working with clients, student will note their strengths in order to build on these strengths when developing an intervention plan
- As part of the assessment process student will note clients' limitations and take them into account when developing strategies to help them move forward with their lives

Evaluation:

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| <input type="checkbox"/> review of written work by: _____ | <input checked="" type="checkbox"/> discussion during supervisory sessions |
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Practice Behavior 5:

2.1.10(b) *Assessment*- Develops mutually agreed-on intervention goals and objectives

Tasks:

- Student will work with clients to identify what goals and objectives they feel most necessary and able to obtain (i.e. STEPS: weight loss goals; Citizenship: passing citizenship exam)
- Student will follow-up with these goals and objectives, helping the client accomplish all that he/she can

Evaluation:

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| <input type="checkbox"/> other, please specify: _____ | |

Practice Behavior 6:

2.1.10(b) *Assessment*- Selects appropriate intervention strategies

Tasks:

- Student will provide case management services seeking practice wisdom from the clinical supervisor and draw upon research to select appropriate interventions with clients

Evaluation:

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Practice Behavior 7:

2.1.10(c) *Intervention*- Initiates actions to achieve organizational goals

Tasks:

- Student will work with the organization to maintain their mission by writing a grant to generate money for services with elderly foreign-born
- Student will help clients achieve their goals and reach their potential, as the agency desires

Evaluation:

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Practice Behavior 8:

2.1.10(c) *Intervention*- Helps clients resolve problems

Tasks:

- First, student will work with clients to identify their main problem(s), then work with them to set goals to solve or help their problems
- Student will continue to follow-up with clients, helping them each step of their process

Evaluation:

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| <input type="checkbox"/> other, please specify: _____ | |

Practice Behavior 9:

2.1.10(c) *Intervention*- Negotiates, mediates, and advocates for clients

Tasks:

- Student will assist clients with linkage to resources such as Medicare/Medicaid, social security, and citizenship
- Student will contact resources as needed to help clients access these services

Evaluation:

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 other, please specify: _____

Practice Behavior 10:

2.1.10(c) Intervention-Facilitates transitions and endings

Tasks:

- Student will encourage clients as they make transitions
- Student will encourage and congratulate any student who succeeds in obtaining Citizenship
- Student will use the Discharge Summary form

Evaluation:

- direct observation by: _____ feedback from colleagues and/or clients
 review of written work by: _____ discussion during supervisory sessions
 review of audio/videotapes by: _____ results of tests/quizzes
 other, please specify: _____

Practice Behavior 11:

2.1.10(d) Evaluation- Critically analyzes, monitors, and evaluates interventions

Tasks:

- Student will talk with supervisor about interventions being used, making sure they are the best possible choices and how they might be improved in the future

Evaluation:

- direct observation by: _____ feedback from colleagues and/or clients
 review of written work by: _____ discussion during supervisory sessions
 review of audio/videotapes by: _____ results of tests/quizzes
 other, please specify: _____