

# TRAINING FOR FIELD & TASK SUPERVISORS

---

**STRONGER  
TOGETHER**



# WELCOME

---

## Introductions

- Esther Nieves, Field Director - office phone 773-878-3718/enieves1@staugustine.lewisu.edu
- Denette Derezotes, Program Director- office phone 773-878-7119/ dderezotes@staugustine.lewisu.edu

## Why this training?

- Key take-aways
- Documentation



# SAC BSW MISSION AND VISION

---

- St. Augustine College Mission: St. Augustine College is an independent, bilingual (dual-language) institution of higher education created under the auspices of the Episcopal Diocese to make the American system of higher education accessible to a diverse student population with emphasis on those of Hispanic descent; to strengthen ethnic identity; to reinforce cultural interaction; and to build a bridge to fill cultural, educational, and socio-economic gaps.
- SAC mission statement for the BSW program: The BSW program educates graduates for entry level into generalist social work practice with diverse urban populations. It does this with particular attention to opportunities to improve social justice, well-being, and access to resources within communities of Latino descent. It aspires to fill cultural, educational, and socioeconomic gaps, beginning with those in the multi-cultural and multi-linguistic neighborhoods of Chicago.



# BSW VISION STATEMENT

---

- The BSW program serves as a bridge where students build confidence and competence for lifelong learning, ethical awareness, and critical thinking; where they build connections for continued learning of English and social work practice; where they develop the means to further extend ethnic identity and cultural interaction into professional employment that expands social justice and improves the well-being of the students, their families, and their communities.



# GOAL OF FIELD EDUCATION

---

1. Students demonstrate ethical and professional behavior.
2. Students engage diversity and difference in practice.
3. Students advance human rights and social, economic, and environmental justice.
4. Students engage in practice-informed research and research-informed practice.
5. Students think critically to engage in policy practice
6. Students engage with individuals, families, groups, organizations, and communities.
7. Students asses individuals, families, groups, organizations, and communities.
8. Students intervene with individuals, families, groups, organizations, and communities.
9. Students evaluate practice with individuals, families, groups, organizations, and communities.



# OVERVIEW OF FIELD PRACTICUM

---

- CSWE standards
- 420 hours
- Starting field practicum
- Field seminar

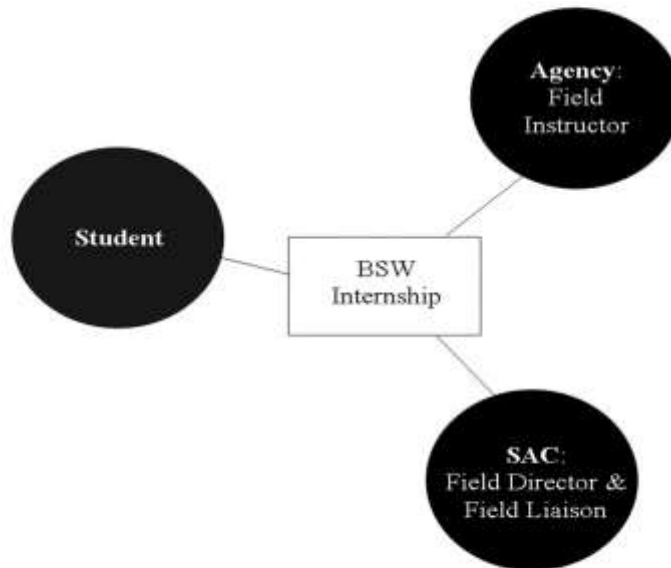


# EDUCATIONAL ELEMENTS OF FIELD

---

## **A Collaborative Approach**

The successful field experience depends on the collaborative efforts of all parties: the student, the agency and the school.



# FIELD POLICIES AND PROCEDURES

---

- Two student evaluations
- Site visit
- Who can be a field supervisor/ task supervisor?





# SAFETY IN THE FIELD

---

- Orientation
- Mandated reporting
- Sexual harassment and discrimination



# STUDENTS WITH DISABILITIES

---

- Policy on services for students with disabilities
- Procedure for requesting services
- Learning disabilities and learning assistance packet
- Students should discuss with their field supervisor of any accommodations that are needed



# THE SCHOOL'S ROLE IN FIELD EDUCATION

---

- Field Director
- Communication
- Site visits
- Support before and during the field experience



# THE AGENCY'S ROLE IN FIELD EDUCATION

---

- Turning in documents- MOA, learning contract, and a copy of your credentials
- Complete video training
- Meeting with field director
- Supervision
- Completing field in students place of employment



# THE STUDENT'S ROLE IN FIELD PLACEMENT

---

- Student objectives → Self eval at the end of field placement
- Supervision
- Roles and responsibilities- as a learner and active participation
- Attendance/ breaks/ vacation/ time off
- Ending field placement – as part of the program such as completing self-evaluation and terminating with clients and agency needs



# THE STUDENT'S ROLE IN FIELD PLACEMENT, CONT'D

---

## Professional performance

1. Managing poor performance
2. Termination of field for major performance problems
3. Termination or suspension from field placement
4. Student due process
5. Student grievance with the agency



# THANK YOU/ ACKNOWLEDGEMENT FORM

---

- Acknowledgement form for field supervisors- can be found on SAC Current BSW student webpage
- Please email this form back to the field director with the subject line reading: Student last name, first name- Name of the agency. Acknowledgement form.
- Memorandum of agreement
- Learning contract
- Student's place of employment form
- Copy of supervisor's credentials
- Midterm evaluation
- Manual agreement
- Felony policy

