General Guidelines for Employment-based Placements

A. Approaches

1. Criteria – the proposed placement must offer:
   a. For BASW students – Bachelor’s level practice opportunities; for MSW students - Master’s level practice opportunities
   b. Meaningful, new learning for the student
   c. Alignment between student’s long-range learning goals and practice opportunities

2. Models – may not include the use of a field/practicum student to fill a vacant staff position (per federal law)
   a. Different job & different supervisor
   b. Same job & new tasks – issue: supervision
   c. New job with new tasks – timing: past 3 months

B. Considerations / Discussion Points

1. Prepare an outline of the proposed placement opportunities/projects that is mutually agreed upon by both the student and the agency
   a. Identify practice/project expectations, including the related tasks/activities, level of responsibility, and general project timelines
   b. Assess the need for, and identify the opportunities for training, observation, hands-on practice and supervision needed to maximize the student’s knowledge and skills

2. Identify an appropriately qualified social worker, different from the student’s regular work supervisor, who will supervise the practicum and help facilitate the job-vs.-practicum separation

3. Discuss potential dual relationship issues
   a. Develop an understanding between the student and job and placement supervisors about how to make both the job and placement successful (avoid spill-over effects)

4. Create boundary mechanisms that limit the intrusion of work duties into the placement time
   a. Establish a schedule of the days and hours each week that are to be devoted to placement vs. regular job duties
   b. Advise appropriate administrative and supervisory staff of the intended placement plan and schedule to ensure that placement time is not usurped by ongoing job duties
   c. If possible, allot provide separate work space and resources (office, desk, computer, phone, etc.) for the completion of practicum duties
   d. Where possible, use flexible scheduling to allow the completion of the placement or work duties outside of ‘usual business hours’

5. Allow some unscheduled placement time to be devoted to professional reading, research, reflection and integrative learning

C. Other Placement Requirements – see Field Placement/Practicum Guidelines

Revised 6/30/14
Employment-Based Placement Application

Student: ________________________________________________

Phone: __________________________ Email: __________________________

Agency: ______________________________________________________________________

Address: ______________________________________________________________________

Agency Administrator: ____________________________ Title: __________________________

Phone: __________________________ Email: __________________________

I. STUDENT'S CURRENT JOB — Attach a job description.

a. Title: ____________________________ Beginning date of current job: _______________

b. Provide a general description of the job duties.

________________________________________________________________________________

________________________________________________________________________________

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II. PROPOSED FIELD / PRACTICUM OPPORTUNITIES -- Attach a descriptive outline.

a. Provide a general description of the proposed practice opportunities/projects and the specific learning tasks/activities.

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Revised 6/30/14
b. How will the proposed placement opportunities differ from student's job responsibilities?

Total **WORK** hours per week: __________________________

Total **PLACEMENT** hours per week: __________________________

Field / Practicum Instructor: ____________________________ Title: ____________________________

Phone: ____________________________ Email: ____________________________

**Vitae/Resume should accompany this application**

SIGNATURE: ____________________________ DATE: ____________________________
Agency Administrator

SIGNATURE: ____________________________ DATE: ____________________________
Field / Practicum Instructor

SIGNATURE: ____________________________ DATE: ____________________________
Student

SIGNATURE: ____________________________ DATE: ____________________________
Field / Practicum Administrator
Supporting Materials for Employment-Based Placements

The following materials must also be submitted to apply for any employment-based placements.

The experience of being a student and employee within an agency are quite different. For any employment-based placement to be approved, the field office must be assured that there is clear differentiation between work and student roles. This requirement is intended to protect the placement and to ensure that a quality educational experience is provided, consistent with the field/practicum learning objectives.

Letter from the Student

The student should submit a letter to the Field/Practicum Administrator that addresses the following points:

1) How the proposed employment-based placement will offer the student new and meaningful learning opportunities that align with his/her longer-range professional goals; and

2) How he/she proposes to separate employment obligations from those related to the placement so as to ensure that work obligations do not infringe upon the placement time.

Letter from the Agency Director

The agency director should submit a letter to the Field/Practicum Administrator that addresses the following points:

1) The proposed ‘model’ for the placement (see General Guidelines for Employment-based Placements);

2) A general sketch of the agreed upon learning opportunities/placement projects;

3) Identification of an appropriately qualified social worker, different from the student’s regular supervisor, who will supervise the field/practicum experience;

4) Identification of potential dual relationship issues and the strategies that will be used to ensure that both the job and placement are successful; and

5) Discussion of the boundary mechanisms that will be used to limit the intrusion of work into the field/practicum experience.