

**ST. AMBROSE UNIVERSITY**  
**BACHELOR OF SOCIAL WORK FIELD MANUAL**



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**ST. AMBROSE UNIVERSITY SCHOOL OF SOCIAL WORK MISSION**

**MISSION: It is the mission of the St. Ambrose University School of Social Work to prepare competent and ethical social work professionals who advocate a just society.**

**ST.AMBROSE UNIVERSITY SCHOOL OF SOCIAL WORK  
FIELD EDUCATION DIRECTORY**

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## **The Purpose of Social Work**

For more than one hundred years, the social work profession has advanced a dual focus on meeting human need and promoting social change to redress social injustice and inequities. Social work professionals simultaneously direct their activities at improving human and social conditions and alleviating human distress and social problems. Social work, thus, supports a synchronized focus on human systems and the environment, intervening at the points of interaction between them.

The Council on Social Work Education defines the purpose of social work in their Educational Policy and Accreditation Standards (2015):

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.

To achieve these purposes, social workers work with people in ways that strengthen their sense of competence, link them with needed resources, and promote organizational and institutional change so that the structures of society respond to the needs of all societal members. Social workers also engage in policy analysis and formulation and conduct research to contribute to social work theory and evaluate practice methods.

## **Field Education as Signature Pedagogy**

Education for the professions employs central forms of instruction whereby students are socialized to perform the roles of the profession. Defined as signature pedagogy, this is the method by which students integrate theory and practice and learn to perform the roles of a professional social worker. Field instruction is the signature pedagogy in social work education. The Council on Social Work Education makes clear the essential value of field education:

The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies (CSWE EPAS, 2015).

The BSW program at St. Ambrose University advances a robust curriculum where the classroom and the field agency setting each contribute to the development of student competencies. Field placements in community agency settings provide the student with a range of practice experiences to promote the integration of theoretical learning from class work to further knowledge, values, skills, and cognitive/affective processes for

generalist professional social work practice.

The generalist field experiences place emphasis on the application of skills for generalist social work practice in an agency setting. The generalist field experience prepares students for generalist social work practice with individuals, families, groups, organizations, and communities.

## **MISSION AND GOALS OF ST. AMBROSE UNIVERSITY BACHELOR OF SOCIAL WORK PROGRAM**

### **Mission**

The St. Ambrose University Bachelor of Social Work program “prepares holistic social workers grounded in liberal arts and social justice traditions to enrich lives, facilitate empowerment, and advocate a just society as generalist professionals. Through that generalist lens, the BSW program cultivates the desire to change society at multiple levels by equipping students with knowledge, skills, and values indicative of ethical social work practice.”

The BSW mission captures the professional preparation of an accredited degree with the unique combined foundation of a liberal arts education within a Catholic Intellectual Tradition of lifelong learning and social justice. This generalist foundation incorporates knowledge in several areas of science, humanities, and the arts while also supporting a lifelong commitment to service. The social work profession works with individuals, groups, and communities to facilitate empowerment and advocate change. Social work’s core values include service, social justice, and client self-determination, and are all addressed within the BSW program mission.

### **Program Goals and Curriculum Objectives**

The idea of empowerment guides all aspects of the St. Ambrose School of Social Work. Program goals reflect an awareness of community context and a commitment to partnership throughout the ecosystem including the program’s relationships with the university, with the social work profession, with allied professions, with students in the program, and with the local social work practice community. The program views itself as a resource to meet the university mission, contribute to the social work profession, influence community perspective and functioning, and educate students to carry forward a social justice mission.

Goal 1. Deliver a quality and accessible generalist social work educational program which adheres to the accreditation standards by the Council on Social Work Education while attending to the complex dimensions of knowledge, values, skills, and cognitive and affective processes to produce ethical, professional, and competent social workers who are prepared to facilitate sustainable and meaningful change with individuals, families, groups, communities, organizations, and society.

- In order to prepare professionals, a program must be high quality, accessible, and meet accreditation standards as set by the CSWE.
- Related to the core value of competence, accreditation by CSWE allows the BSW Program to meet its mission to prepare holistic social workers with skills to facilitate change.

Goal 2. Prepare social work professionals utilizing the strengths of a liberal arts education along with Catholic Intellectual Tradition to righteously serve individuals, families, groups, organizations, communities, and society towards liberation.

- Several layers of intervention and influence are addressed in the proposed curriculum including

individuals, families, groups, communities, and societies due to the contextual nature of change with which social workers approach helping others.

- This focus, which is both broad and in-depth, facilitates the BSW mission to cultivate student desire to change society at multiple levels.

Goal 3. Cultivate and foster strong partnerships with local, regional, state, and national communities to enrich the lives of individuals and communities through collaboration and mutually beneficial relationships.

- Due to social workers understanding that meaningful change involves collaboration at multiple levels, the BSW program mission in practice emphasizes building on partnerships at every level which will inform what is done and how.

Goal 4. Promote the social work profession through active engagement in scholarship by creating and disseminating information to local, regional, state, national, and international audiences.

- The survival and influence of the social work profession depends on our ability to generate new knowledge and continue to critique current knowledge to ensure the best evidence is supporting the interventions taught and practiced.

- Students and faculty engage in scholarship which elevates the mission of the BSW Program related to generalist social work practice.

Goal 5. Support the mission of the university: “St. Ambrose University-independent, diocesan, and Catholic-enables its students to develop intellectually, spiritually, ethically, socially, artistically, and physically to enrich their own lives and the lives of others.”

- As a BSW Program housed in a social justice oriented Catholic university, we have a special commitment to complimenting the work of the campus community by having its mission inform ours.

- The campus mission is supported by the BSW program mission to develop holistic social workers given the focus on developing multi-dimensional individuals.

## **FIELD EDUCATION WITHIN THE BSW PROGRAM CURRICULUM**

### **COMPETENCY BASED CURRICULUM**

The St. Ambrose University Bachelor of Social Work program embraces competency-based education and has intentionally constructed its generalized curricula around measurable learning outcomes in both classroom and field. In doing so, the BSW program has concretely articulated behaviors representing the nine core competencies to reflect the knowledge, values, skills, and cognitive/affective processes that define the social work profession and indicate competent social work practice. Student competencies acquired at the generalist level prepare students to critically apply an interdisciplinary knowledge base, integrate research and evidence from multiple sources, and shape engagement, assessment, intervention, and evaluation processes to fit the unique circumstances of the situation at hand.

### **The Location of Field Education**

As signature pedagogy, field education is one of two interrelated components and is of equal importance with classroom instruction in contributing to the development of the requisite competencies for professional social work practice. The St. Ambrose University BSW field education program is designed as a seamless two-semester program coordinated by the Director of Field Education, with placement activities supervised by program faculty, and student outcomes evaluated based on the criteria by which students demonstrate achievement of core competencies for the generalist social worker.

The purpose of field instruction is to provide students with opportunities to develop competence for professional practice. Field experience provides students with an ever changing and intentional learning environment for the facilitation of competency development. In applying concepts and theories learned in the classroom, students test knowledge, apply values, and practice skills in order to develop program competencies for professional practice. This provides a basis for an evidence-informed practice, where students consider relevant research and integrate this information with client preferences and values, ethical principles, available resources, policy considerations, and overall feasibility.

### **Definition of Generalist Practice**

The generalist curriculum prepares students to undertake a broad range of social work interventions to support the social well-being of individuals, families, groups, organizations, and communities. Students acquire theoretical frameworks that are evidence-informed and applied through field practicum. Knowledge of ethics and values, diversity, human rights and social and economic justice support skill development in practice, policy, research, and human behavior. The generalist curriculum builds on the liberal arts preparation of the students and develops the students' capacity for generalist social work practice with individuals, families, groups, organizations, and communities in an education program based on the ecosystems construct, an empowerment method and strengths model, the integration of the personal and political, and the ethic of social and economic justice. The generalist curriculum also builds a base of the necessary knowledge and values for critical thinking and intervention skill development for the advanced practitioner. Students have the opportunity to engage in didactic, affective, and experiential learning to build capacity in core competencies during the generalist

coursework. Students are expected to explore their own belief systems, to experience the dynamics of change, and to be open to diversity of opinion, status, and condition.

The Council on Social Work Education (2015) defines generalist practice in the following way: Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

This definition of generalist social work practice is supported by the following assumptions:

- Generalist practice provides the basic helping strategies and competencies which underlie social work practice at its beginning level of competence
- Generalist practice considers the interplay of personal and collective issues and works with a variety of human systems – societies, communities, neighborhoods, complex organizations, formal groups, informal groups, families, and individuals – to create changes which maximize social functioning
- Generalist social work practice views problems in context using different skills to intervene at multiple system levels and integrate a combination of methods as required by a particular situation.
- Generalist social work addresses the solution and/or prevention of problems at levels of intervention – personal, familial, interpersonal, organizational, community, institutional, and societal.
- Generalist social work practice looks at issues in context and finds solutions within the interactions between people and their environments.

### **Required Generalist Courses**

SWK 310 - Social Welfare & Policy (3 credits)

SWK 320 - Human Behavior in the Social Environment I (3 credits)

SWK 325 - Human Behavior in the Social Environment II (3 credits)

SWK 330 - Generalist Practice I: Interpersonal practice skills with individuals (3 credits)

SWK 333 - Generalist Practice II: Empowering processes with families and groups (3 credits)

SWK 336 - Generalist Practice III: Transformative practice with organizations and communities (3 credits)

SWK 340 - Social Work Research (3 credits)

SWK 360 - Diversity (3 credits)

SWK 400 - Field Instruction I (3 credits)

SWK 401 - Field Instruction II (3 credits)

SWK 402 - Field Seminar I (1 credit)

SWK 403 - Field Seminar II (1 credit)

### **St. Ambrose University BSW Program Generalist Practice – 2015 EPAS Competencies**

Pedagogy for professional social work is competency-based education. The Council on Social Work Education, the accrediting agency for professional social work education, requires social work programs to prepare graduates for generalist practice through nine core competencies enhanced both by knowledge and behaviors. Students demonstrate integration and application of nine identified competencies in practice with individuals, families, groups, organizations, and communities. The nine core competencies along with their associated behaviors are listed below.

#### **Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- 1.1 make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- 1.2 use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- 1.3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- 1.4 use technology ethically and appropriately to facilitate practice outcomes;
- 1.5 use supervision and consultation to guide professional judgment and behavior.

#### **Competency 2: Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to

which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- 2.1 apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at micro, mezzo, and macro levels;
- 2.2 present themselves as learners and engage clients and constituencies as experts of their own experiences;
- 2.3 apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

### **Competency 3: Advance Human Rights and Social, Economic and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- 3.1 apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;
- 3.2 engage in practices that advance social, economic, and environmental justice.

### **Competency 4: Engage in Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- 4.1 use practice experience and theory to inform scientific inquiry and research;
- 4.2 apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;
- 4.3 use and translate research evidence to inform and improve practice, policy, and service delivery.

### **Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand 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. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- 5.1 identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- 5.2 assess how social welfare and economic policies impact the delivery of and access to social services;
- 5.3 apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- 6.1 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;
- 6.2 use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- 7.1 collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- 7.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- 7.3 develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;
- 7.4 select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

### **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- 8.1 critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- 8.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- 8.3 use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- 8.4 negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;
- 8.5 facilitate effective transitions and endings that advance mutually agreed-on goals.

### **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- 9.1 select and use appropriate methods for evaluation of outcomes;
- 9.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- 9.3 critically analyze, monitor, and evaluate intervention and program processes and outcomes;
- 9.4 apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro level

## FIELD ORGANIZATION

### Overview of Field Practicum Expectations

The purpose of field instruction is to provide students with opportunities to develop competence for professional practice. As signature pedagogy, field experience provides students with an ever changing and intentional learning environment for the facilitation of competency development. In applying concepts and theories learned in the classroom, students test knowledge, apply values, and practice skills in order to develop program competencies for professional practice. This provides a basis for an evidence-informed practice, where students consider relevant research and integrate this information with client preferences and values, ethical principles, available resources, policy considerations, and overall feasibility. The field experience and the classroom mutually reinforce one another. The following field internship courses and field seminars run concurrently with theory and practice classes:

SWK 400 - Field Instruction I (3 credits)

SWK 401 - Field Instruction II (3 credits)

SWK 402 - Field Seminar I (1 credit)

SWK 403 - Field Seminar II (1 credit)

Students are expected to complete field practicum with a range of generalist practice experiences with individuals, families, groups, organizations, and communities. The student works under the supervision of an agency field instructor (or an agency supervisor and an adjunct faculty field instructor) and a faculty field liaison.

Placements are confirmed by the Director of Field Education on the basis of student interest, learning needs, and agency resources. A pre-placement interview between the student and the agency field instructor is required. The pre-placement interview allows the student and the agency field instructor the opportunity to determine the appropriateness of the placement for that individual student.

Decisions regarding field placement rest solely with the Director of Field Education.

### Selection Criteria for Field Settings

Every effort is made to recruit a wide range of agency placement sites that reflect the diversity of services and client populations served by the Quad City regional area. Recommendations for the development of specific placement sites may be initiated by agencies, students, faculty, advisory board members, and other interested parties. The Director of Field Education contacts the agency, reviews the field education practicum model and requirements, and discusses the agency's interest in affiliation with the school. Prospective field agencies are asked to complete the *Field Agency Information Form* and work with the Contract Coordinator for the College of Health and Human Services to complete a Field Practicum Affiliation Agreement or external agency contract as needed.

Student placement in a practicum setting is a shared decision and is dependent on the needs of the BSW Program and the ability of the agency to provide an educational experience consistent with the objectives of the practicum placement. All agency field sites:

1. embrace a philosophy of service that is congruent with social work values and ethics,
2. are willing to expose or involve the student in diverse and appropriate agency learning activities to support student development in program competencies,
3. accept students without discrimination related to race, ethnicity, age, gender, sexual orientation, religion, physical disability, or political belief, except where such discrimination permitted for employment under Federal statutes that govern the facility,
4. provide qualified agency field instructor(s) with interest and professional competence to assume an educational role in providing for agency based learning experiences consistent with field education course objectives.

### **Selection Criteria for Agency Field Instructors**

Agency field instructors are selected for the quality of their field instruction, attention to professional ethics and values, and commitment to the educational standards of the BSW program. The Bachelor's level social work field instructor must possess their BSW or MSW degree from a school accredited by the Council on Social Work Education and have minimum of two years' full time post social work degree professional practice experience. To ensure competence, they may be required to complete the *Field Instructor Information Form* and submit a copy of their current resume detailing their education, professional experience, certifications, and licensure.

In exceptional cases where an agency is able to offer an extraordinary learning opportunity but is unable to provide the student with an agency-based BSW or MSW supervisor, the Director of Field Education may appoint an adjunct MSW faculty field instructor. This adjunct faculty member works with both the agency field instructor and the student to ensure that a social work perspective is maintained in the placement and in the internship activities of the student.

### **Components of the Field Education Program**

The roles and responsibilities of field entities are conceptualized and defined in order to promote student competency development and to support internship sites and agency field instructors.

### **Field Advisory Board**

The Field Advisory Board is a committee of the School of Social Work program faculty. Membership includes representatives from placement agencies and one BSW and MSW student appointed by the Director of Field Education and approved by the Director of the School of Social Work. The Director of Field Education chairs this committee. The Field Advisory Board advises the Director of Field Education on field-related matters and recommends curriculum policy changes to the Director of Field Education for submission to the program's Curriculum Committee.

### **Director of Field Education**

The Director of Field Education has primary responsibility for the overall direction of the field education curriculum; preparing manuals and forms; securing approved practicum sites; coordinating student placement activities; planning the orientation for students, agency field instructors, and faculty field liaisons; and mediating any field-related problems encountered by students and/or instructors. The Director of Field Education provides leadership in planning and

collaboration with faculty in the delivery of the BSW generalist and MSW generalist and specialization field experiences and chairs both the Field Liaison Committee and the Field Advisory Board. Seeking input from those committees, the Director of Field Education has responsibility to prepare and update a comprehensive field education manual for the BSW and MSW Field programs that details field policies, placement procedures, a systematized process for maintaining faculty field liaison contact with the field settings, and procedures for evaluating student learning.

Responsibilities of the Director of Field Education include:

1. Secure and approve agency-based field sites and instructors.
2. Coordinate the placements of students in the field agencies.
3. Scheduling and plan the annual fall field orientation for students and agency field instructors.
4. Meet as needed with agency field instructors throughout the academic year.
5. Plan and collaborate with faculty in the delivery of the foundation and specialization field experiences.
6. Prepare field instruction forms, manuals and evaluation tools.
7. Mediate disputes between the student and the agency field instructor when requested by the faculty field liaison, the agency field instructor, or the student.
8. Chair the Field Liaison Committee.
9. Chair the Field Education Advisory Board.

### **Faculty Field Liaison**

Faculty field liaisons are full time faculty members or adjunct faculty members who work with the Director of Field Education to coordinate issues between the BSW program and the field instruction agency. Ongoing communication takes place between the faculty field liaison, agency field instructor, adjunct BSW field instructor and the student. The faculty field liaison serves as an educational consultant to the agency field instructor and provides information on curriculum relevant to the student's educational experience. This includes contact with the agency field instructor and the student to review agency activities in relation to the field experience learning objectives, the selection and sequencing of assignments, the individualizing of learning goals and objectives, and the evaluation of the level of competence achieved.

Responsibilities of the Faculty Field Liaison include:

1. Conduct planned contacts with the student and the agency field instructor at the agency site during the academic year to provide consultation and formal evaluation of the student's performance in the agency.
2. Approve the internship Learning Agreement for the student, hold periodic conferences with both the student and agency field instructor, evaluate the student's educational learning, and recommend a pass/fail grade.
3. Consult with the agency field instructor and the student to reconcile problems in the field placement.
4. Serve as an educational resource person to the agency field instructor.
5. Serve on the Field Liaison Committee.

## **School of Social Work**

It is the responsibility of the Director of Field Education and the social work faculty to assess student readiness for practicum and to facilitate the placement of the student in an appropriate field experience setting. Students who have been screened and meet specified criteria for admission to the BSW Program are also determined to have potential for success in the field experience. Specific criteria for admission to the BSW Program include a determination by the admissions committee including the Director of Field Education, of the applicant's interest, ability and academic potential for professional social work practice as determined by:

- satisfactory undergraduate preparation and grade point average
- suitability and readiness for specified study in a generalist social work program as evidenced by the personal statement narrative and one letter of reference from either an academic instructor or professional supervisor
- competence in written communication & conceptual abilities as evidenced in the personal statement

In addition, during the field experience pre-placement process, students must adhere to the following placement guidelines and criteria specified in the St. Ambrose University School of Social Work BSW Field Manual. Only students who meet these criteria are admitted to the field education program:

- complete the Student Placement Request Form and submit a current resume
- participate in an interview with the Director of Field Education to discuss educational goals, expectations of field experience, and address individual issues related to the field practicum
- interview with prospective agency field instructors identified by the Director of Field Education
- be accepted by an agency for field experience placement
- attend pre-practicum orientation and training sponsored by the BSW Program

If significant issues are noted at any time during the field placement process that pose questions about the students' suitability for social work practice, the Director of Field Education, in consultation with program faculty, address these concerns directly with the student. The Director of Field Education will make a determination of the appropriateness or timing in regard to the student's pursuit of a social work field placement. In those situations, where the suitability of the student to continue in the program is in question, the Director of Field Education requests the Director of the BSW Program to convene an Academic Review to determine the student's continuation in the program. Policies and procedures governing the academic review are detailed in the St. Ambrose University School of Social Work BSW Student Handbook.

## **Agency/Field Setting**

The agency is the setting for the field internship. Agencies are selected for their ability to provide quality instruction, commitment to collaborative participation in professional education, and commitment to client and community service. Agency administrative support is a valued and necessary component of the practicum and represents a significant commitment to professional education. Agency administrators demonstrate their commitment by ensuring that the setting meets the BSW program standards, the agency field instructor's job responsibilities are adjusted to make available time for student instruction and supervision, and

resources such as space, clerical support and field transportation are provided.

The field instruction agency agrees to:

1. Provide field instruction placements for students from St. Ambrose University Bachelor of Social Work Program. Student placements will be mutually agreed upon and will be dependent on the needs of the School of Social Work and the ability of the agency to provide an educational experience consistent with the objectives of the internship placement.
2. Provide qualified agency field instructor(s) with interest and professional competence to assume an educational role in providing for agency based learning experiences consistent with field education course objectives.
3. Orient field education students to policies, forms, schedules, safety procedures and risk management aspects of the organization.
4. Comply with principles of confidentiality and privacy regarding students.
5. Make time for the agency field instructor to engage in weekly educational supervision of at least one hour's duration for each student regarding the learning activities, planned meetings with the faculty field liaison, and the annual field orientation meeting.
6. Provide an evaluation of student performance to the school within the format provided by the school.
7. Contact the faculty field liaison if concerns arise with a student's performance or significant events occur within the agency which have an impact on the completion of the Learning Agreement.
8. Insure that students placed in the agency have adequate physical facilities and clerical support to complete agency work.
9. Discuss with student the agency policies regarding practicum mileage reimbursement, background checks, and health/immunization requirements.
10. Maintain ultimate responsibility for client services.

### **Agency Field Instructor**

The agency field instructor is the student's teacher and supervisor in the placement site. The agency field instructor instructs, supervises, provides ongoing feedback, and assesses student acquisition of knowledge, skills, and values. This person or a designated agency internship coordinator has overall responsibility for planning and directing the learning experience for the student in the agency. Direct supervision may come primarily from another staff member, mutually agreed upon. Unless other arrangements have been made with the Director of Field Education, agency field instructors must have an BSW or MSW degree from a CSWE-approved School of Social Work with at least two years' post-social work degree experience.

Responsibilities of the Agency Field Instructor:

1. Interview students for field placement consideration.
2. Arrange learning activities including orientation to the agency and community, and assign tasks and readings.
3. Serve as a professional role model for the student in developing professional behaviors and identifying with the social work profession.
4. In collaboration with the student, develops a student Learning Agreement based upon the criteria established by the BSW Program.

5. Prepare a written evaluation of the student's performance each semester that is discussed with the faculty field liaison.
6. Schedule one-hour weekly supervision conferences with the student to provide feedback and discuss practice issues.
7. Attend orientation and educational workshops sponsored by the School of Social Work.
8. Submit a Field Instructor Information Form or current resume to the Director of Field Education as requested.

### **Adjunct Faculty Field Instructor**

The School of Social Work may provide an adjunct faculty field instructor in cases where an agency is able to provide an exceptional placement opportunity but does not have an agency staff member with a BSW or MSW degree. The adjunct faculty field instructor works with the agency field instructor and student to ensure that a social work perspective is maintained in the design of the placement and the practicum activities of the student.

Responsibilities of the Adjunct Faculty Field Instructor:

1. Consult with the agency field instructor and student in selecting and implementing learning activities.
2. Provide one hour of weekly contact with the student for educational supervision.
3. Track attendance and participation of students in weekly Social Work educational supervision.
4. Serve as a resource person to the agency field instructor.
5. Report placement issues to the faculty field liaison.

### **Practicum Student**

Students participate in the selection of the agency placement by consulting with the Director of Field Education about their professional interests and interviewing with agency field instructors for placement consideration. Students set regular hours for field work and may need to be flexible in their regular schedule to respond to clients outside that time frame or to be available to attend staffings, consultations, and required staff development. While efforts will be made to locate a placement that fits with the student's schedule, preferred geographical area, and professional interests, the Director of Field Education cannot guarantee accommodation of all student preferences. Students are expected to demonstrate flexibility in considering placement options. As students in a professional program, they should be proactive in maximizing learning opportunities by seeking out challenging experiences that enhance their repertoire of professional knowledge and skills.

Responsibilities of the practicum student:

1. Follow administrative policies, standards and practices of the agency.
2. Conform to the standards and practices established by the school for the practicum course including adherence to the *Code of Ethics* of the National Association of Social Workers and the *Behavioral Standards for Professional Social Work* found in the St. Ambrose University Bachelor of Social Work Student Handbook.
3. Respect the confidential nature of agency files and client information.

4. Be present at the agency according to the school's requirements and the timetable set up with the agency field instructor at the beginning of the semester. Students must notify the agency field instructor when they will be late or absent from the agency and must formulate a plan to make up the time lost.
5. Assume an active role in the learning process including preparation for and openness to supervision conferences with the agency field instructor and faculty field liaison.
6. Demonstrate a readiness to learn and to become appropriately involved in the field experience. This includes, but is not limited to, continual self-evaluation in identifying learning needs, development of the Learning Agreement, maintaining a Reflective Journal, and completing the Mid-Semester and End-of-Semester Student Self-Evaluations.
7. Complete all records according to agency, agency field instructor, and faculty field liaison expectations.
8. Advise the faculty field liaison regarding any significant events or changes in status in the field practicum.

### **The Field Practicum Affiliation Agreement**

The *Field Practicum Affiliation Agreement* clarifies for parties the essential expectations regarding the field practicum for the field placement agency, the School of Social Work, and the student. Affiliation agreements and/or external agency contracts are facilitated by the Contract Coordinator for College of Health and Human Services.

The success of the field education component rests in part on collaboration and integration of the various entities that take part in this educational endeavor. Each plays an integral role in the development of quality practicum experiences.

### **Required Hours in the Field Practicum**

All students are expected to be in their field practicum setting each week according to the schedule articulated in the *Field Education Calendar*. Students are expected to keep pace with this schedule and are not permitted to bank hours. Compliance with this field schedule provides each generalist student 400 hours of internship experience.

Though a small number of agencies have evening or weekend hours available, students should plan to complete their placement activities on weekdays during regular business hours. This may require restructuring of the student's employment or other activities. The Director of Field Education cannot guarantee accommodation of student preference for alternative placement hours.

### **Field Seminar**

Field Seminar in the student's senior year of the BSW curriculum is intended to provide integration and support to students' field learning activities. Designed as a continuum, these seminars provide support and information concurrent to agency-based field instruction. The field seminar also serves as a professional support group and provides an opportunity for practicing group leadership skills.

The Field Instruction I (SWK 400) and Field Seminar I (SWK 402) provide an introduction to the

National Association of Social Work Code of Ethics. Students will also learn to apply generalist skills, values, and knowledge; to develop an awareness of self; and to discuss practice issues.

The Field Instruction II (SWK 401) and Field Seminar II (SWK 403) supports students in developing knowledge and skills in the second semester of their internship. Core components of this seminar include social work values and ethical principles in social work practice with communities and organizations along with social work research skills and consideration of future issues in social work practice.

## **ORIENTATION AND TRAINING FOR FIELD INSTRUCTORS**

### **Overview**

Agency field instructors provide an essential role in the education and development of professional social workers. To this end, agency field instructors need to understand the educational objectives of the BSW Program and their agency-based role in working with the student and field education faculty.

The School of Social Work is committed to providing program orientation and continuing education opportunities for agency field instructors. Orientation to the field education program occurs through contact with the Director of Field Education, in reviewing written or electronic materials on the School of Social Work website, and through attendance at the Annual Fall Field Orientation. All prospective and current agency field instructors are referred to the *BSW Field Manual*, available in its entirety on the website. Furthermore, agency field instructors are provided information about the curriculum and the CSWE Educational and Policy Accreditation Standards (2015).

Educational events such as the Fall Ethics Event, the Spring Practice Workshop and the Social Justice Conference provide participating licensed Iowa and Illinois social workers with continuing education units. These training events and conferences sponsored by the School of Social Work provide practice-orientated information for professional social work competencies in ethical practice, human diversity and social and economic justice. In this way the school contributes to the continuing education for agency-based social workers and furthers the program's goal to develop university-agency partnerships with the social service delivery system.

### **Annual Fall Field Orientation**

The School of Social Work sponsors the Annual Fall Field Orientation in August of each year for agency field instructors and internship students. Keynote presentations anchored to the curriculum with field applications are offered by faculty of the school. Students and agency field instructors also meet in small groups with their faculty field liaison to discuss the development of the Learning Agreement and plan for initial agency visits.

### **Fall Ethics Workshop**

This workshop fulfills the three hour continuing education ethics requirement to meet licensure requirements.

### **Social Justice Conference**

The school sponsors an annual Social Justice Conference each year for agency field instructors, students, and the regional social work community. The *Outstanding Field Instructor of the Year Award* is presented at this conference and all agency field instructors are formally recognized for their contribution to student competency development with the Field Instructor Appreciation Luncheon. This conference features keynote presentations by experts locally and nationally-recognized for their work in furthering social justice through social work practice.

## **INTERNSHIP ELIGIBILITY CRITERIA, STUDENT SCREENING, AND PLACEMENT PROCEDURES**

### **Student Eligibility for Field Practicum**

Students who have been screened for admission to the social work program have professional readiness to be successful in the field experience. However, if significant issues are noted at any time during the field placement process that pose questions about the student's suitability for practice, the Director of Field Education, in consultation with program faculty, will address these concerns directly with the student. The Director of Field Education will make a determination of the appropriateness or timing in regard to the student's pursuit of a social work field placement.

### **Requirements for Field Students**

The BSW program requires that all students entering field placement must provide documentation of the following in CastleBranch:

- Measles, Mumps & Rubella (MMR) immunization series
- Tetanus, Diphtheria & Pertussis (TDaP) Vaccination (within the past 10 years)
- Completion of online trainings for Mandatory Reporter, HIPAA, and Bloodborne Pathogens.
  - Mandatory Reporter training is available through Iowa DHS website- <https://training.hs.iastate.edu/login/index.php>
  - The HIPAA and Bloodborne Pathogens training will be offered through Get Inclusive, an email will be sent out to all students to access these trainings.

Students must also complete and sign the following forms in CastleBranch:

- Student Consent Form
- Student Field Education Agreement
- SAU Social Work Health Form
- Receipt of Information Acknowledgement (which acknowledges receipt and review of both NASW Code of Ethics and Field Education Manual for the current academic year).

The field agency may have additional requirements for field students, such as a background check, drug screen, physical, other immunizations/testing, training, etc. Following confirmation of the field placement, students will be notified as soon as possible of additional requirements.

### **CastleBranch, Inc. Document Tracking System**

All students seeking generalist field placements will be required to participate in the CastleBranch Document Tracking system. A one-time fee for this service is payable by credit or debit card to CastleBranch, Inc. This system is managed directly by students to verify satisfaction of all School of Social Work and field agency requirements. Documentation of immunizations, certifications, and other forms required by the School of Social Work are to be uploaded and housed in the Document Tracker system, which is available to the student indefinitely.

### **Criminal background check and child abuse registry check**

Some field agencies require students to pass a criminal background check and abuse registry

check prior to beginning the placement. Most agencies complete these checks themselves, but some do not. Students whose field agencies require a criminal background check and child abuse registry check but do not provide these services are able to order background/registry checks for a fee through CastleBranch, Inc. This process is managed directly by the student with CastleBranch, Inc. Once the checks are complete, the Director of Field Education will view the results and report to the field agency.

### **Placement Process**

The successful completion of the placement process requires students to follow placement planning procedures as they are specified in this manual. The School of Social Work articulates an Affiliation Agreement with agencies identifying the conditions and process by which student will be placed in approved agency settings. Students preparing for field placement must adhere to these placement guidelines.

Currently enrolled generalist students also meet individually with the Director of Field Education the spring semester of their 1st BSW year. Student field placement planning and pre-placement interviews take place from February through May, although most placements are confirmed by early May.

Students and the Director of Field Education collaborate in the following:

1. The student completes the *Student Placement Interest Form* and a current resume. This form asks students to provide three areas of social work practice they are interested in and their preferred geographic location. In completing this form, students are encouraged to consider volunteer and professional experiences, the *Field Education Manual* and field web pages, community directories, and discussions with other students.

The *Student Placement Interest Form* and a copy of the student's updated resume must be submitted in the BSW Field Education Blackboard site for the Director of Field Education to review prior to the scheduled field placement planning meeting. Incomplete forms or late submission of required documents may result in placement delays or reduce chances for placement in a preferred field of practice or geographic area.

The Director of Field Education will contact the agency to determine its interest and appropriateness as a field placement site. While students may request specific agency placements, they are not to initiate contact with an agency to seek a placement within that agency without the prior approval of the Director of Field Education.

2. The student schedules an individual field placement planning appointment with the Director of Field Education. The purpose of this appointment is to discuss the student's educational goals and expectations as they relate to the internship setting, placement opportunities, and individual issues related to the placement.

The Director will also address School of Social Work health and training requirements that must be met before the placement begins. The student will establish an account with CastleBranch, Inc. in order to begin tracking completion of these requirements. Following this interview, the Director of Field Education provides contact information of 1 to 2 agency field instructors the student is to contact for pre-placement interviews.

3. The student contacts the prospective agency field instructor and arranges for an pre-placement interview at the agency site in a timely manner. The student should dress professionally and bring an updated resume to the interview. The following areas may be addressed:
  - the student's academic performance
  - the student's educational goals
  - the student's career goals
  - the student's preferred learning style
  - the student's expectations for internship placement
  - the student's relative strengths and considered areas for growth
  - the kinds of experiences the agency is able to offer
  - the agency's expectations of the student
  - agency resources available to the student
  - the format for supervision
  - internship scheduling
  - additional expectations and requirements of the agency, e.g., criminal and/or other background checks, physical exams, immunizations, waivers of liability, drug screening, liability insurance, etc.
4. After the pre-placement interview is completed, the Director of Field Education follows up with the agencies and a placement decision is made.
5. Placement confirmation letters, notices of orientation, the field calendar and a link to the *BSW Field Manual* are sent via email to students and agency field instructors by the office of the Director of Field Education.
6. Following confirmation of the field placement, the Director of Field Education will identify any additional health and training requirements of the field placement agency that must be met before the placement begins.
7. Accepted students contact their agency field instructor to establish the date and time to begin placement activities according to the *Field Education Calendar* and to receive any reading or other preparatory recommendations.
8. All students enrolled in field instruction must attend Annual Fall Field Orientation sessions offered by School of Social Work faculty before the field placement begins.

9. Faculty field liaisons will be assigned and will meet with students at the Annual Fall Field Orientation.

## **Work Site Placements**

The Council on Social Work Education standards address the need to preserve an educational focus within the field education experience. The role of an employee associated with work performance and meeting the needs of the agency is different from the educational role of a student-learner.

The School will consider one practicum placement in the student's work setting as long as certain requirements intended to preserve the integrity of the field practicum are met:

- Field placements in work settings must meet all of the program's criteria and procedures for field instruction.
- Students in work site placements must meet the educational objectives and requirements for the field practicum set by the BSW Program.
- Agency field instructors must meet all requirements and must be different from the student's supervisor.
- Student assignments during the field placement must be different than their responsibilities as an employee.
- Students must have completed the agency probationary period prior to the beginning of the internship experience.

Students interested in completing a work site placement will first meet with the Director of Field Education to discuss their options. The student will then need to complete the *Proposal to Complete a Work Site Field Placement* form and return to the Director of Field Education for approval.

Students accepting a work site placement need to recognize that a change in their status as an agency employee during the practicum placement may place their role as a practicum student in jeopardy. Should the student's employment status with the agency be terminated, it is possible their internship will also be terminated. In these cases, a suitable field re-placement may not be possible. Thus, the student would need to drop the Field Instruction along with any co-requisite courses.

The final decision about work site placements rests with the Director of Field Education.

## DOCUMENTS TO MONITOR AND REFLECT ON STUDENT PROGRESS

### Learning Agreement Overview

The *Learning Agreement* provides the focus for the student field placement and is flexible to allow for opportunities offered within a diversity of settings and to promote the learning style, experiences and educational goals of the student within each area of social work competency. The Learning Agreement is completed at the beginning of the fall semester and revised by completing addendum information at any time. Learning activities are identified to provide opportunities for the student to demonstrate capacity in all competency areas. The *Learning Agreement* for the Generalist Practicum identify the comprehensive list of behaviors comprising social work competencies. The *Learning Agreement* is designed to facilitate the development and measurement of these competencies advancing an ethical, reflective and evidence-informed practice. Development of the Learning Agreement is shared and begins with exploration and identification of the student's learning style, strengths, and personal goals.

The student and agency field instructor also determine the method and evidence of assessment of identified learning activities. Assessment tools may include direct observation in context, simulations, case analysis, logs, reports, recordings, Reflective Journal, discussions during supervision, and Mid- Semester or End-of-Semester Student Self-Evaluations. The *Learning Agreement* is reviewed with the faculty field liaison, who may offer suggestions and revisions.

The *Learning Agreement* form is available electronically through the BSW Field Education Blackboard site. Students must complete these electronically, using the fields available to type in learning activities. The student will submit the *Learning Agreement* in the BSW Field Education Blackboard site for the faculty field liaison to review. The student must provide a copy to the agency field instructor.

### Field Instruction Log

Students maintain a *Field Instruction Log* to record the number of hours completed each week and confirm attention to weekly supervision and completion of the *Reflective Journal*. The Field Instruction Log document is located on the MSW Field Education Blackboard site. Students submit their completed Field Instruction log at the end of the semester in the MSW Field Education Blackboard site. Students remain in placement until the last day indicated on the field calendar even if they have completed the minimum number of hours.

### Reflective Journal

Students are required to submit a weekly Reflective Journal to describe progress on learning activities and to examine how these activities promote competency development. The Reflective Journal entries will be submitted in the BSW Field Education Blackboard site. The Reflective Journal is essential to success in the field practicum as it informs the student in preparing for weekly supervision, completing the *Mid-Semester* and *End-of-Semester Student Self-Evaluations*, and discussion and processing in Field Seminar.

## DOCUMENTS TO EVALUATE STUDENT LEARNING AND COMPETENCY DEVELOPMENT

### **End-of-Semester Agency Field Instructor Evaluation**

The *End-of-Semester Agency Field Instructor Evaluation* is completed by the agency field instructor and shared with the student prior to the scheduled evaluation conference with the faculty field liaison.

### **Evaluation of Student Competency Development**

Evaluation of student capacity in social work competencies is ongoing and is shared by the agency field instructor and student. A portion of the weekly educational supervision hour is spent in evaluating the following areas: the student's strengths, progress, educational needs, accomplishments, and areas in need of development. In addition to this informal and on-going evaluation, the student's demonstration of advanced practice competencies is formally evaluated by the agency field instructor at the end of each semester.

### **Mid-Semester Student Self-Evaluation**

In this brief narrative the student is asked to consider her/his progress in addressing activities outlined in the *Learning Agreement*, as well as the strengths and challenges identified during the first few months of the field placement semester. The student will discuss these items with the agency field instructor and faculty field liaison.

### **End-of-Semester Student Self-Evaluation**

This is a narrative report completed by the student that summarizes practicum learning experiences and progress in competency development. Students complete at the end of both semesters. In tandem with the *End-of-Semester Agency Field Instructor Evaluation*, the student discusses this with their agency field instructor in preparation for visit by the faculty field liaison. This evaluation asks students to review learning activities and describe progress in meeting them, discuss how learning activities have promoted competency development in each of the nine areas, and discuss relative strengths and identify areas for growth.

### **Assignment of Grade**

Educational evaluation of student learning and performance in the field setting is intended to be collaborative, continuous, and strength-based. The student's presentation and accomplishments in the field agency are evaluated by the student, the agency field instructor, the faculty field liaison, and then reviewed by the Director of Field Education. Each semester's field experience is appraised Satisfactory or Not Satisfactory and *Pass/Fail* are recommended by the faculty field liaison. The Director of Field Education reviews the recommended grade and determines the final grade assigned.

## **TERMINATION OF FIELD EXPERIENCE**

### **Overview**

Placements in BSW Program are made for the entire academic year. Students accepting an agency field assignment are expected to fulfill the agreement made with the organization. Agency field instructors likewise agree to provide a learning environment for the student over two semesters. The following procedures outline the processes to be followed in cases where the student and/or the agency field instructor seeks removal from the field placement setting.

### **Student Initiated Termination**

Student initiated termination from a field placement is uncommon and has serious implications including the fact that it may be difficult to find an alternative placement site. If a student becomes dissatisfied with the placement, they are required to follow this process:

1. The student is to discuss these concerns with the agency field instructor.
2. If the issues are not resolved, the student and/or agency field instructor contact the faculty field liaison who will attempt to develop a plan with all parties to continue the placement. The faculty field liaison will articulate that plan in a memorandum to all parties with a copy to the Director of Field Education.
3. Should the issue(s) not be resolved, the student may make a request in writing to the Director of Field Education to terminate the internship placement.
4. The Director of Field Education will review this request with the student, faculty field liaison, agency field instructor, and other agency personnel as needed.
5. The Director of Field Education will render a decision based on the concerns of the student, the ability of the student and agency to work together for the remainder of the placement, and the likelihood that the placement can have a successful outcome.

Finally, students are not guaranteed that an appropriate alternative placement may be secured after the internship year has begun. In cases where an appropriate re-placement cannot be made, as determined by the Director of Field Education, the student may need to drop field education and co-requisite courses for the remainder of the academic year.

### **Agency Initiated Termination**

#### **Agency Related Factors**

Agencies may request a practicum student be terminated for agency-related issues unrelated to student performance. In these situations, the agency field instructor is expected to notify the faculty field liaison or Director of Field Education as early as possible.

### **Student Performance**

Field experience is an academic course requirement. Failure to perform field experience activities and tasks in a professional and ethical manner results in an unsatisfactory grade. The agency field instructor should inform the faculty field liaison of any behaviors on the part of the student that cause the agency field instructor to question the student's appropriate professional development. If issues about the student's ethics, behavior, or performance in the field experience arise, the

agency field instructor consults with the faculty field liaison regarding the noted problems so that possible solutions may be negotiated.

If agreeable solutions are not found or the problem is not remedied after a trial period, the faculty field liaison will notify the Director of Field Education that continuation of the field placement is in jeopardy and seek input. To initiate termination procedures, the agency field instructor and the faculty field liaison each prepare a written summary of the events leading to the termination and provide copies to the student and the Director of Field Education. The Director of Field Education will advise the BSW Program Director of the School of Social Work, who will convene the faculty to conduct an academic review to determine the student's standing in the BSW program. (See the *St. Ambrose University BSW Student Manual*).

### **Termination Criteria**

A student's field instruction placement may be terminated for the following reasons:

1. The level of performance in the internship is determined to be far below the standards expected of an BSW student and the student is unable to remedy deficiencies. This includes, for example, lacking knowledge and skills for effective social work practice, poor interpersonal communication and relationship skills, inappropriate presentation of self, and showing a lack of commitment to investing in the field placement learning opportunities.
2. Serious or repeated violations of the agency's policies and procedures.
3. Failure to disclose critical background information in application forms, pre-placement forms, or during the interview process.
4. Exhibiting behaviors and attitudes that are inconsistent or at odds with the values of the profession.
5. Violation of professional ethics and standards for ethical practice.
6. Unexcused and prolonged absences from the field experience.
7. Attempts to harm oneself or others.
8. Any sexual relationship with an agency client.
9. Reporting to the internship site under the influence of alcohol or illegal drugs.

### **Field Education Exit Requirements**

Students withdrawing from field education under any circumstances meet with their faculty field liaison and the Director of Field Education to insure the termination from the agency is conducted in a professional manner. All agency material, keys, or other equipment provided to the student must be returned to the agency. Partial credit for the time spent in internship will not be granted. The BSW Program policies require students who drop field education to also withdraw from concurrent seminar course.

## SECURITY ISSUES

### Personal Safety

Social workers are not immune to violence in our society. The BSW Program provides information about risk assessment and reduction beginning on page 91 of this manual. Students may also find information in the BSW Student Handbook (p. 30).

Agency field instructors are responsible for providing students with training on agency safety policies and procedures. Students are likewise responsible for following these agency guidelines.

Students have the right to question any field assignment considered to be potentially unsafe without repercussion from the agency field instructor or faculty field liaison. Any student who feels they have been given an assignment that not safe is responsible for discussing this with the agency field instructor. If the situation remains unresolved, the student and agency field instructor notify the faculty field liaison who may confer with the Director of Field Education.

In the event of any threat or injury to a student while in field placement, the student and agency field instructor are asked to immediately contact the faculty field liaison or the Director of Field Education.

### Use of Personal Automobile in Field

Students are responsible for their own transportation to and from the agency field placement site. Field practicum students are sometimes asked to use their own cars for agency business, e.g., inter-agency meetings, home visits, attendance at case conferences, court hearings, etc. Students are encouraged to discuss with their agency field instructor whether the agency has insurance to cover these activities. Students should also check their personal automobile coverage to determine if their personal policy covers them during field activities. Students are not to use their own automobiles for agency business without sufficient insurance coverage. **In no situation are students to transport clients or agency staff in their own vehicles.**

### Use of Personal Cellphone in Field

Students are discouraged from using personal cell phones for client contact as part of their field placement. Agencies that require students to be available to clients by cellphone during internship hours should provide a cellphone for this purpose at no extra cost to the student. In order to maintain healthy professional boundaries, students are not required to be available to clients outside of internship hours.

### Professional Liability Insurance

The School of Social Work arranges for group professional malpractice insurance. Students may also wish to purchase individual professional liability insurance.

## **EVALUATION OF THE FIELD INSTRUCTION CURRICULUM**

The Director of Field Education is responsible for the comprehensive evaluation of the field education program.

### **Student Evaluation of Field Education Program**

Students evaluate the placement site, the agency field instructor, and the faculty field liaison at the end of each field placement. The evaluation includes the agency orientation, adequacy of supports, responsiveness of agency staff, contribution of professional growth, and frequency and quality of supervision from the agency field instructor. Students complete this evaluation using honest and constructive feedback, and with the understanding that their responses may be shared with their respective agency field instructors and faculty field liaisons.

Students complete a separate evaluation of the fall field orientation and the field placement process in the early fall, after the Annual Fall Field Orientation.

### **Evaluation of Field Education Program by Agency Field Instructor**

Agency field instructors are asked to evaluate the field education program at the close of the field placement. This evaluation includes the student placement process, field manual, performance of the faculty field liaison, readiness of students for field, the quality of support from the School, and their suggestions for improvement of the field program.

### **End of Fall Semester Report by Faculty Field Liaison**

Faculty field liaisons complete an evaluation of the agency placement sites they visit at the end of the fall semester. This evaluation includes assessment of both field agency and agency field instructor: available resources and learning activities, professionalism and mentoring, discussion of strengths and concerns, and the degree to which the agency and agency field instructor approach to social work practice is compatible with the school's conceptualization of empowerment practice. These reports are provided to the Director of Field Education for utilization in the field placement process for the upcoming year.

**SWK 400-Field Instruction I**  
**St. Ambrose University School of Social Work**

Director of Field Education	Jennifer Boedeker, MSW, LMSW
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Office Phone	563-333-3912
Email	BoedekerJenniferL@sau.edu
Office Hours	Thursdays 12:00 – 3:00 PM Fridays 12:00 – 2:00 PM

**COURSE RATIONALE**

The generalist field practicum experiences place emphasis on the application of skills for generalist social work practice in an agency setting. This practicum prepares students for generalist social work practice with individuals, families, groups, organizations, and communities.

**COURSE DESCRIPTION**

The first-semester field experience takes place in a community agency and provides students with opportunities to integrate classroom learning in a supervised practice setting and to demonstrate social work competency development. Placements are arranged and approved by the Director of Field education and the placement is a partnership between the student, agency, agency field instructor, and faculty field liaison.

**Students are in the field setting weekly for a total of 200 hours during the semester.**

**COURSE COMPETENCIES AND ASSOCIATED BEHAVIORS**

The student is expected to demonstrate the following competencies and associated behaviors:

**Competency 1: Demonstrate Ethical and Professional Behavior**

- 1.1 make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- 1.2 use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- 1.3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- 1.4 use technology ethically and appropriately to facilitate practice outcomes;
- 1.5 use supervision and consultation to guide professional judgment and behavior.

**Competency 2: Engage Diversity and Difference in Practice**

- 2.1 apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at micro, mezzo, and macro levels;
- 2.2 present themselves as learners and engage clients and constituencies as experts of their own experiences;
- 2.3 apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

**Competency 3: Advance Human Rights and Social, Economic and Environmental Justice**

- 3.1 apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;
- 3.2 engage in practices that advance social, economic, and environmental justice.

**Competency 4: Engage in Practice-informed Research and Research-informed Practice**

- 4.1 use practice experience and theory to inform scientific inquiry and research;
- 4.2 apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;
- 4.3 use and translate research evidence to inform and improve practice, policy, and service delivery.

**Competency 5: Engage in Policy Practice**

- 5.1 identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- 5.2 assess how social welfare and economic policies impact the delivery of and access to social services;
- 5.3 apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

- 6.1 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;
- 6.2 use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

- 7.1 collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- 7.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- 7.3 develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;
- 7.4 select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

- 8.1 critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- 8.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- 8.3 use inter-professional collaboration as appropriate to achieve beneficial practice

- outcomes;
- 8.4 negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;
- 8.5 facilitate effective transitions and endings that advance mutually agreed-on goals.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

- 9.1 select and use appropriate methods for evaluation of outcomes;
- 9.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- 9.3 critically analyze, monitor, and evaluate intervention and program processes and outcomes;
- 9.4 apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

## **COURSE ASSIGNMENTS**

**Learning Agreement:** This provides the focus for the student field placement and is flexible to allow for opportunities offered within a diversity of settings and to promote the learning style, experiences and educational goals of the student within each area of social work competency. The Learning Agreement is completed at the beginning of the fall semester and revised by completing addendum information at any time. Learning activities are identified to provide opportunities for the student to demonstrate capacity in all competency areas. The Learning Agreement identifies the comprehensive list of behaviors comprising social work competencies. It is designed to facilitate the development and measurement of these competencies advancing an ethical, reflective and evidence-informed practice. Development of the Learning Agreement is initiated and led by the student in collaboration with the agency field instructor to explore and identify the student's learning style, strengths, and personal goals.

**Field Instruction Log:** Students maintain a Field Instruction Log to record the number of hours completed each week and confirm attention to weekly supervision and completion of the Reflective Journal. Students submit their completed Field Instruction Log in the BSW Field Education Blackboard site according to the Field Calendar. Agency field instructors and students confirm the required field hours have been completed with the log at the end of each semester with the End-of-Semester Agency Field Instructor Evaluation. Students remain in placement until the last day indicated on the field calendar even if they have completed the minimum number of hours.

**Reflective Journal:** The act of journaling involves the regular practice of recording activities and/or situations with the goal of reflecting on those experiences in order to learn from them and enhance professional competencies. Documentation of practice activities is an educational process that involves analysis, integration, synthesis, and critical self-reflection. Students will be REQUIRED to keep a reflective journal to describe progress on learning activities and to examine how these activities promote competency development. The journal must be submitted in the BSW Field Education Blackboard site weekly to be reviewed by the Faculty Field Liaison. It will be used for students to share their field experiences during Field Seminar class discussion. The Reflective Journal is essential to

success in the field placement as it informs the student in preparing for weekly supervision, contacts with the faculty field liaison, and completion of the Mid-Semester and End-of-Semester Student Self-Evaluations.

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**Note that instructors do not “give” grades, but students “earn” their grades.**

### **Field Instruction Documents**

Field Education Calendar  
Generalist Learning Agreement  
Field Instruction Log  
End-of-Semester Agency Field Instructor Evaluation  
Reflective Journal  
Mid-Semester Student Self-Evaluation  
End-of-Semester Student Self-Evaluation

## **REQUIRED TEXTS**

Reamer, F. (2018). Ethical standards in social work: A review of the NASW code of ethics (3rd ed.). Washington, DC: NASW Press.

## **COURSE OUTLINE**

**Required field hours- 200**

## **UNIVERSITY POLICIES AND COURSE EXPECTATIONS**

### **Field Instruction Attendance**

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### **Academic Integrity**

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### **Electronic Devices in the Classroom**

Electronic devices are an aid to student learning, and often the venue through which students are learning. These include such activities as taking notes and accessing course readings under discussion,

checking websites or further investigating a topic, taking an online synchronous or asynchronous course. Please avoid emailing, texting, social networking in class around non-related topics during an on ground class or synchronous virtual class.

### **Statement on the integration of cross-cultural content**

Social work courses focus attention on various ethnic groups and oppressed populations, particularly those disadvantaged by classism, racism, sexism, heterosexism, ageism, ableism, and regionalism in American society. We will discuss how these groups are differentially affected by policy, practices, and services within various settings. The instructor strives to encourage a diversity of thoughts, perspectives, and experiences and to honor your identities (including but not limited to race, ethnicity, gender, class, sexuality, religion, ability, etc.). Because of intersecting identities, the instructor acknowledges that students may be impacted by events outside of class and encourages students to discuss those if needed. Also, the instructor (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that want to discuss, please talk to the instructor or your student colleague about it.

[Statement adapted from Monica Linden, Neuroscience, Brown University]

Every person in this class brings a valued perspective. This is a safe space where every student and faculty member commit to the effort of creating a respectful learning environment. This involves a free exchange of ideas in which it is possible for people to become energized, impassioned, distressed, upset, or offended. As social workers, we value the strengths inherent in diverse opinions and experiences, and we share the responsibility for creating a caring environment where people are free to make mistakes and are open to hearing the impression that their remarks make on others. Therefore, students and professors will make every effort to defend, protect, and promote this value by engaging in interactions and civil discourse congruent with appreciating peoples' diversity and difference in all aspects of their being. The professor is ultimately responsible for the classroom environment and is willing to offer support to students inside and outside of class.

### **Diversity Statement**

(per [SAU Student Handbook](#)) Above all, St. Ambrose University as a Catholic institution believes in the inherent God-given dignity and worth of every individual.

As stated in our mission and core values, we affirm that St. Ambrose University seeks to enable all of its students to develop intellectually, spiritually, ethically, socially, artistically, and physically to enrich their own lives and the lives of others. We believe that in order to achieve the fullest measure of human potential, the University needs to develop a broad awareness of human cultures, achievements, capabilities and limitations, and to learn specific skills so that we might use our talents in the service of other people and the world in which we live. We believe that a diverse University community broadens and promotes the value of higher education at St. Ambrose University.

At St. Ambrose University, diversity means honoring and celebrating a multiplicity of voices along with a thoughtful exploration of different perspectives and ideas. Diversity generates multiple viewpoints that lead to creativity and effective problem solving, thus recognizing the contributions of a variety of individuals and groups. Further, exposure to diversity at St. Ambrose will enable members of the campus community to work and live successfully in our evolving, diverse world.

Our commitment to diversity is intentional; it is embodied in the ongoing development of a campus community that reflects the reality of a global society. Diversity further calls for the fair and equitable treatment of students, staff, faculty, and other constituents.

Toward these ends, St. Ambrose University embraces diversity in all aspects of its educational programming and organizing structure.

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Students may experience a range of issues that challenge learning. These might include strained relationships, anxiety, high levels of stress, substance use problems, feeling down, and/or loss of motivation. St. Ambrose University Student Counseling can help with these or other issues. These services are confidential, staffed by clinical social workers, and are covered by your student fees. Student Counseling can be reached at 563-333-6423. The Department of Wellness and Recreation offers fitness classes and personal training and all students may use facilities for personal fitness.

**SWK 401-Field Instruction II**  
**St. Ambrose University School of Social Work**

Director of Field Education	Jennifer Boedeker, MSW, LMSW
Office	1950 E. 54th St., Davenport, IA
Office Phone	563-333-3912
Email	BoedekerJenniferL@sau.edu
Office Hours	Thursdays 12:00 – 3:00 PM Fridays 12:00 – 2:00 PM

**COURSE RATIONALE**

The generalist field practicum experiences place emphasis on the application of skills for generalist social work practice in an agency setting. This practicum prepares students for generalist social work practice with individuals, families, groups, organizations, and communities.

**COURSE DESCRIPTION**

The first-semester field experience takes place in a community agency and provides students with opportunities to integrate classroom learning in a supervised practice setting and to demonstrate social work competency development. Placements are arranged and approved by the Director of Field education and the placement is a partnership between the student, agency, agency field instructor, and faculty field liaison.

**Students are in the field setting weekly for a total of 200 hours during the semester.**

**COURSE COMPETENCIES AND ASSOCIATED BEHAVIORS**

The student is expected to demonstrate the following competencies and associated behaviors:

**Competency 1: Demonstrate Ethical and Professional Behavior**

- 1.1 make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- 1.2 use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- 1.3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- 1.4 use technology ethically and appropriately to facilitate practice outcomes;
- 1.5 use supervision and consultation to guide professional judgment and behavior.

**Competency 2: Engage Diversity and Difference in Practice**

- 2.1 apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at micro, mezzo, and macro levels;
- 2.2 present themselves as learners and engage clients and constituencies as experts of their own experiences;
- 2.3 apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

**Competency 3: Advance Human Rights and Social, Economic and Environmental Justice**

- 3.1 apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;
- 3.2 engage in practices that advance social, economic, and environmental justice.

**Competency 4: Engage in Practice-informed Research and Research-informed Practice**

- 4.1 use practice experience and theory to inform scientific inquiry and research;
- 4.2 apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;
- 4.3 use and translate research evidence to inform and improve practice, policy, and service delivery.

**Competency 5: Engage in Policy Practice**

- 5.1 identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- 5.2 assess how social welfare and economic policies impact the delivery of and access to social services;
- 5.3 apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

- 6.1 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;
- 6.2 use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

- 7.1 collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- 7.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- 7.3 develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;
- 7.4 select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

- 8.1 critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
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- outcomes;
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**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

- 9.1 select and use appropriate methods for evaluation of outcomes;
- 9.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- 9.3 critically analyze, monitor, and evaluate intervention and program processes and outcomes;
- 9.4 apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

## **COURSE ASSIGNMENTS**

**Learning Agreement:** This provides the focus for the student field placement and is flexible to allow for opportunities offered within a diversity of settings and to promote the learning style, experiences and educational goals of the student within each area of social work competency. The Learning Agreement is completed at the beginning of the fall semester and revised by completing addendum information at any time. Learning activities are identified to provide opportunities for the student to demonstrate capacity in all competency areas. The Learning Agreement identifies the comprehensive list of behaviors comprising social work competencies. It is designed to facilitate the development and measurement of these competencies advancing an ethical, reflective and evidence-informed practice. Development of the Learning Agreement is initiated and led by the student in collaboration with the agency field instructor to explore and identify the student's learning style, strengths, and personal goals.

**Field Instruction Log:** Students maintain a Field Instruction Log to record the number of hours completed each week and confirm attention to weekly supervision and completion of the Reflective Journal. Students submit their completed Field Instruction Log in the BSW Field Education Blackboard site according to the Field Calendar. Agency field instructors and students confirm the required field hours have been completed with the log at the end of each semester with the End-of-Semester Agency Field Instructor Evaluation. Students remain in placement until the last day indicated on the field calendar even if they have completed the minimum number of hours.

**Reflective Journal:** The act of journaling involves the regular practice of recording activities and/or situations with the goal of reflecting on those experiences in order to learn from them and enhance professional competencies. Documentation of practice activities is an educational process that involves analysis, integration, synthesis, and critical self-reflection. Students will be REQUIRED to complete a reflective journal to describe progress on learning activities and to examine how these activities promote competency development. The journal must be submitted in the BSW Field Education Blackboard site weekly to be reviewed by the Faculty Field Liaison. It will be used for students to share their field experiences during Field Seminar class discussion. The Reflective Journal

is essential to success in the field placement as it informs the student in preparing for weekly supervision, contacts with the faculty field liaison, and completion of the Mid-Semester and End-of-Semester Student Self-Evaluations.

**Mid-Semester Student Self-Evaluation:** This is a narrative report completed by the student that summarizes practicum learning experiences and progress in competency development. Students complete this electronic evaluation at mid-semester and submit in the BSW Field Education Blackboard site. The student discusses this with the agency field instructor in preparation for contact with the faculty field liaison for the scheduled midterm contact. In addition, the student will share their progress and engage in Field Seminar class discussion.

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### **Evaluation**

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***Note that instructors do not “give” grades, but students “earn” their grades***

### **Field Instruction Documents**

- Field Education Calendar
- Generalist Learning Agreement
- Field Instruction Log
- End-of-Semester Agency Field Instructor Evaluation
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## **REQUIRED TEXTS**

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## **COURSE OUTLINE**

**Required field hours- 200**

## **UNIVERSITY POLICIES AND COURSE EXPECTATIONS**

### **Field Instruction Attendance**

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**SWK 402-Field Seminar I**  
**St. Ambrose University School of Social Work**

Director of Field Education	Jennifer Boedeker, MSW, LMSW
Office	1950 E. 54th St., Davenport, IA
Office Phone	563-333-3912
Email	BoedekerJenniferL@sau.edu
Office Hours	Thursdays 12:00 – 3:00 PM Fridays 12:00 – 2:00 PM

### **COURSE RATIONALE**

This 1 credit class supports students' field experience and competency development in the field setting. Field seminar meets for a total of 12.5 hours during the semester.

### **COURSE DESCRIPTION**

This 1 credit seminar accompanies students field experience. Readings, course discussions, and exercises support identification with the social work profession and the application of ethical principles and critical thinking in practice at all system levels.

### **COURSE COMPETENCY OUTCOMES**

In the first semester of field seminar, students will:

1. Apply standards of the NASW Code of Ethics and utilize an ethical dilemma decision-making process to resolve ethical issues that arise in field practice.
2. Identify and manage personal values as they reflect or conflict with the values of the profession.
3. Identify models of assessment, prevention, intervention, and evaluation appropriate to the problems, strengths, and contexts of agency clients.
4. Identify special concerns in meeting the needs of individuals and communities in relation to age, class, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion sex, and sexual orientation within the agency context.
5. Demonstrate a beginning ability to integrate and apply individual theories of human growth and development and knowledge of the community development to the assessment process.

### **COURSE ASSIGNMENTS**

#### **Ethics Quiz**

To prepare for the Code of Ethics Final Exam in SWK 403- Field Seminar II, there will be a quiz at the time of each Field Seminar session. The quiz questions will focus on the Ethical Standard(s) covered in the Field Seminar Session.

#### **Attendance**

Students who attend Field Seminar classes and participate actively are most likely to achieve course competencies and assist other students in meeting theirs. Attendance and class participation allows students to develop critical thinking, build practice skills, and contribute to the learning environment of the class. Attendance and participation at each Field Seminar is **REQUIRED**.

#### **Participation**

Seminar is a forum for a discussion of field agency practices, policies and procedures. Students are expected to harvest specific information about field agency functioning to bring forward for seminar discussions and

analysis. Students will maintain client confidentiality and conform to agency policies in sharing agency information in the seminar.

### **Evaluation**

In Field Seminar, students will complete a *Mid-Semester Student Self-Evaluation* and an *End-of-Semester Student Self-Evaluation*. Both evaluations will be shared with the agency field instructor and faculty field liaison in the scheduled midterm contact and end of semester conference. Throughout the semester, students will maintain a *Reflective Journal* that will be used for peer support and group discussion in Field Seminar. The *Reflective Journal* is essential to success in the field placement as it informs the student in preparing for weekly supervision, contacts with the faculty field liaison, and completion of the Mid-Semester and End-of-Semester Student Self-Evaluations.

Based on the completion of assignments, quizzes, class attendance, and class participation the instructor will assign a grade of Credit/Pass or No-Credit/Fail.

### **REQUIRED TEXTS**

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## **UNIVERSITY POLICIES AND COURSE EXPECTATIONS**

### **Field Seminar Attendance**

Students will participate in the field orientation and scheduled field seminar sessions throughout the semester. All sessions are **REQUIRED** for field students. Please see the list of scheduled sessions included in this syllabus and plan accordingly. Students must contact the instructor if they will be late or absent due to extenuating circumstances.

Field seminar sessions will take place at a location to be determined.

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Occasionally, links don't work or something happens with technology. Please alert your instructor right away if you find something is not working and they will work quickly to fix it, and extend deadlines and/or compassionate understanding as well. Additionally, students can contact Blackboard support at 563-333-6496 or [Blackboardsupport@sau.edu](mailto:Blackboardsupport@sau.edu) or IT help desk at 563-333-6368 or [ITSupport@sau.edu](mailto:ITSupport@sau.edu).

## **Academic Integrity**

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## **Electronic Devices in the Classroom**

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## **Statement on the integration of cross-cultural content**

Social work courses focus attention on various ethnic groups and oppressed populations, particularly those disadvantaged by classism, racism, sexism, heterosexism, ageism, ableism, and regionalism in American society. We will discuss how these groups are differentially affected by policy, practices, and services within various settings. The instructor strives to encourage a diversity of thoughts, perspectives, and experiences and to honor your identities (including but not limited to race, ethnicity, gender, class, sexuality, religion, ability, etc.). Because of intersecting identities, the instructor acknowledges that students may be impacted by events outside of class and encourages students to discuss those if needed. Also, the instructor (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that want to discuss, please talk to the instructor or your student colleague about it.

[Statement adapted from Monica Linden, Neuroscience, Brown University]

Every person in this class brings a valued perspective. This is a safe space where every student and faculty member commit to the effort of creating a respectful learning environment. This involves a free exchange of ideas in which it is possible for people to become energized, impassioned, distressed, upset, or offended. As social workers, we value the strengths inherent in diverse opinions and experiences, and we share the responsibility for creating a caring environment where people are free to make mistakes and are open to hearing the impression that their remarks make on others. Therefore, students and professors will make every effort to defend, protect, and promote this value by engaging in interactions and civil discourse congruent with appreciating peoples' diversity and difference in all aspects of their being. The professor is ultimately responsible for the classroom environment and is willing to offer support to students inside and outside of class.

## **Diversity Statement**

(per [SAU Student Handbook](#)) Above all, St. Ambrose University as a Catholic institution believes in the inherent God-given dignity and worth of every individual.

As stated in our mission and core values, we affirm that St. Ambrose University seeks to enable all of its students to develop intellectually, spiritually, ethically, socially, artistically, and physically to enrich their own lives and the lives of others. We believe that in order to achieve the fullest measure of human potential, the University needs to develop a broad awareness of human cultures, achievements, capabilities and limitations, and to learn specific skills so that we might use our talents in the service of other people and the world in which we live. We believe that a diverse University community broadens and promotes the value of higher education at St. Ambrose University.

At St. Ambrose University, diversity means honoring and celebrating a multiplicity of voices along with a thoughtful exploration of different perspectives and ideas. Diversity generates multiple viewpoints that lead to creativity and effective problem solving, thus recognizing the contributions of a variety of individuals and groups. Further, exposure to

diversity at St. Ambrose will enable members of the campus community to work and live successfully in our evolving, diverse world.

Our commitment to diversity is intentional; it is embodied in the ongoing development of a campus community that reflects the reality of a global society. Diversity further calls for the fair and equitable treatment of students, staff, faculty, and other constituents.

Toward these ends, St. Ambrose University embraces diversity in all aspects of its educational programming and organizing structure.

### **Student Wellness**

Students may experience a range of issues that challenge learning. These might include strained relationships, anxiety, high levels of stress, substance use problems, feeling down, and/or loss of motivation. St. Ambrose University Student Counseling can help with these or other issues. These services are confidential, staffed by clinical social workers, and are covered by your student fees. Student Counseling can be reached at 563-333-6423. The Department of Wellness and Recreation offers fitness classes and personal training and all students may use facilities for personal fitness.

**SWK 403-Field Seminar II**  
**St. Ambrose University School of Social Work**

Director of Field Education	Jennifer Boedeker, MSW, LMSW
Office	1950 E. 54th St., Davenport, IA
Office Phone	563-333-3912
Email	BoedekerJenniferL@sau.edu
Office Hours	Thursdays 12:00–3:00 PM Fridays 12:00–2:00 PM

### **COURSE RATIONALE**

This 1 credit class supports students' field experience and competency development in the field setting. Field seminar meets for a total of 12.5 hours during the semester.

### **COURSE DESCRIPTION**

This 1 credit seminar accompanies students field experience. Readings, course discussions, and exercises support identification with the social work profession and the application of ethical principles and critical thinking in practice at all system levels.

### **COURSE COMPETENCIES AND ASSOCIATED BEHAVIORS**

In the second semester of field seminar, students will continue to:

6. Apply standards of the NASW Code of Ethics and utilize an ethical dilemma decision-making process to resolve ethical issues that arise in field practice.
7. Identify and manage personal values as they reflect or conflict with the values of the profession.
8. Identify models of assessment, prevention, intervention, and evaluation appropriate to the problems, strengths, and contexts of agency clients.
9. Identify special concerns in meeting the needs of individuals and communities in relation to age, class, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion sex, and sexual orientation within the agency context.
10. Demonstrate a beginning ability to integrate and apply individual theories of human growth and development and knowledge of the community development to the assessment process.

### **COURSE ASSIGNMENTS**

#### **Code of Ethics Quiz**

To prepare for the Code of Ethics Final Exam, there will be quizzes throughout the academic year in field seminar. The quiz questions will focus on the Ethical Standard(s) covered in the Field Seminar Session.

#### **Code of Ethics Final Exam**

The Code of Ethics Final Exam will be taken at the end of the semester. The exam will focus on the Ethical Standards of 1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society. A passing score is considered to be 80%.

#### **Attendance**

Students who attend Field Seminar classes and participate actively are most likely to achieve course competencies and assist other students in meeting theirs. Attendance and class participation allows students

to develop critical thinking, build practice skills, and contribute to the learning environment of the class. Attendance and participation at each Field Seminar is **REQUIRED**.

### **Participation**

Seminar is a forum for a discussion of field agency practices, policies and procedures. Students are expected to harvest specific information about field agency functioning to bring forward for seminar discussions and analysis. Students will maintain client confidentiality and conform to agency policies in sharing agency information in the seminar.

### **Evaluation**

In Field Seminar, students will complete a *Mid-Semester Student Self-Evaluation* and an *End-of-Semester Student Self-Evaluation*. Both evaluations will be shared with the agency field instructor and faculty field liaison in the scheduled midterm contact and end of semester conference. Throughout the semester, students will maintain a *Reflective Journal* that will be used for peer support and group discussion in Field Seminar. The *Reflective Journal* is essential to success in the field placement as it informs the student in preparing for weekly supervision, contacts with the faculty field liaison, and completion of the Mid-Semester and End-of-Semester Student Self-Evaluations.

Based on the completion of assignments, quizzes, passing score on the Code of Ethics Final Exam, class attendance, and class participation the instructor will assign a grade of Credit/Pass or No-Credit/Fail.

### **REQUIRED TEXTS**

Reamer, F. (2018). Ethical standards in social work: A review of the NASW code of ethics (3rd ed.). Washington, DC: NASW Press.

## **UNIVERSITY POLICIES AND COURSE EXPECTATIONS**

### **Field Seminar Attendance**

Students will participate in scheduled field seminar sessions throughout the semester. All sessions are **REQUIRED** for field students. Please see the list of scheduled sessions included in this syllabus and plan accordingly. Students must contact the instructor if they will be late or absent due to extenuating circumstances. Field seminar sessions will take place at a location to be determined.

### **University Policies and Procedures**

Please consult your Student Handbook for details about other policies and procedures not covered in this syllabus.

### **Accessibility Resource Center**

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Accessibility Resource Center at 563-333-6275 as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

<http://www.sau.edu/ARC>

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**ST. AMBROSE UNIVERSITY BSW PROGRAM  
LEARNING AGREEMENT**

<u>Student</u>	<u>Field Agency</u>
<u>Agency Field Instructor(s)</u>	<u>Agency Mailing Address</u>
<u>Agency Field Instructor Telephone</u>	<u>Agency Field Instructor Email</u>
<u>Faculty Field Liaison</u>	<u>Academic Year</u>

*To be completed by the student in collaboration with the agency field instructor(s) within the first two weeks.*

1. Educational Plan (a brief summary statement of your primary practicum learning activities):
2. Planned Schedule for Field Instruction:
3. Supervisory Process and Structure (plans for weekly field instruction and task supervision):

**Introduction**

Field Instruction is recognized as the signature pedagogy in social work education. In other words, it is the central form of instruction where learners are socialized to the profession, link theory and practice in context, critically reflect on learning, and demonstrate competency for professional practice. In keeping with the Educational Policies and Accreditation Standards (EPAS, 2015) of the Council on Social Work Education (CSWE), St. Ambrose University School of Social Work has implemented a competency-based curriculum, designed to provide students with knowledge, values, skills, and cognitive/affective processes to meet core competencies required for professional social work practice. “Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies” (EPAS, 2015, Section 2.2).

### Instructions for Using This Document

This document allows for flexibility based on the opportunities of particular field settings and the individual experiences and abilities of the student. The *Learning Agreement* is completed at the beginning of the fall semester and revised throughout the academic year by completing addendum information with notification to the faculty field liaison. Development of the *Learning Agreement* is shared and begins with exploration and identification of the student's learning style, strengths, and educational goals. The development of "Learning Activities" and the "Method and Evidence of Assessment" sections are also a collaborative process with review and feedback by the faculty field liaison.

Evaluation in field education is an ongoing process shared by the agency field instructor(s) and student. A portion of the weekly educational supervision hour is spent in evaluating the following areas: the student's strengths, progress, educational needs, accomplishments, and areas in need of development. In addition to this informal and on-going evaluation, the student's demonstration of advanced practice competencies is formally evaluated at the end of each semester. The *End of Semester Agency Field Instructor Evaluation* is completed by the agency field instructor and shared with the student prior to the scheduled evaluation conference with the faculty field liaison.

This *Learning Agreement* and the related *End of Semester Agency Field Instructor Evaluation* address core generalist practice competencies to be achieved in the generalist practicum year. Behaviors are associated with each core competency as they represent knowledge, values, skills, and cognitive/affective processes necessary for competency achievement. Additionally, students complete: 1) a *Field Instruction Log*, 2) the *Student Reflective Journal*; 3) the *Student Mid-Semester Self-Evaluation*; and 4) the *Student End-of-Semester Self-Evaluation* in the fall and spring semesters.

***Please utilize the following assessment rubric for all Competency Areas (Benchmark: 4.0)***

5	THE STUDENT USES THIS SKILL CONSISTENTLY AND EFFECTIVELY.
4	THE STUDENT DEMONSTRATES EFFECTIVE USE OF THIS PRACTICE SKILL MOST OF THE TIME.
3	THE STUDENT UNDERSTANDS THIS SKILL AND OFFERS EVIDENCE OF APPROPRIATE USE. MORE PRACTICE EXPERIENCE IS REQUIRED.
2	THE STUDENT UNDERSTANDS THE SKILL, BUT SHOWS LITTLE ABILITY TO IMPLEMENT IN PRACTICE.
1	UNACCEPTABLE: THE STUDENT DEMONSTRATES LITTLE UNDERSTANDING OF THIS SKILL OR ITS USE IN PRACTICE.

## Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

<p style="text-align: center;"><b>Behaviors</b></p>	<p style="text-align: center;"><b>Learning Activities to Support Competency Development</b></p>	<p style="text-align: center;"><b>Method and Evidence of Assessment</b> <i>(e.g., direct observation in context, simulation, case analysis, projects, recordings, logs, discuss in supervision)</i></p>
<p>1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context</p> <p>1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</p> <p>1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication</p> <p>1.4 Use technology ethically and appropriately to facilitate practice outcomes</p> <p>1.5 Use supervision and consultation to guide professional judgment and behavior</p>		

## Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

<b>Behaviors</b>	<b>Learning Activities to Support Competency Development</b>	<b>Method and Evidence of Assessment</b> <i>(e.g., direct observation in context, simulation, case analysis, projects, recordings, logs, discuss in supervision)</i>
<p>2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels</p> <p>2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences</p> <p>2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</p>		

### Competency 3: Advance Human Rights and Social, Economic and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

<b>Behaviors</b>	<b>Learning Activities to Support Competency Development</b>	<b>Method and Evidence of Assessment</b> <i>(e.g., direct observation in context, simulation, case analysis, projects, recordings, logs, discuss in supervision)</i>
3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels  3.2 Engage in practices that advance social, economic, and environmental justice		

### Competency 4: Engage in Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

<b>Behaviors</b>	<b>Learning Activities to Support Competency Development</b>	<b>Method and Evidence of Assessment</b> <i>(e.g., direct observation in context, simulation, case analysis, projects, recordings, logs, discuss in supervision)</i>
4.1 Use practice experience and theory to inform scientific inquiry and research  4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings  4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery		

## Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand 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. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

<b>Behaviors</b>	<b>Learning Activities to Support Competency Development</b>	<b>Method and Evidence of Assessment</b> <i>(e.g., direct observation in context, simulation, case analysis, projects, recordings, logs, discuss in supervision)</i>
5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services  5.2 Assess how social welfare and economic policies impact the delivery of and access to social services  5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice		

## Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

<b>Behaviors</b>	<b>Learning Activities to Support Competency Development</b>	<b>Method and Evidence of Assessment</b> <i>(e.g., direct observation in context, simulation, case analysis, projects, recordings, logs, discuss in supervision)</i>
6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies  6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies		

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

<b>Behaviors</b>	<b>Learning Activities to Support Competency Development</b>	<b>Method and Evidence of Assessment</b> <i>(e.g., direct observation in context, simulation, case analysis, projects, recordings, logs, discuss in supervision)</i>
<p>7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</p> <p>7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies</p> <p>7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</p> <p>7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies</p>		

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

<b><i>Behaviors</i></b>	<b><i>Learning Activities to Support Competency Development</i></b>	<b><i>Method and Evidence of Assessment</i></b> <i>(e.g., direct observation in context, simulation, case analysis, projects, recordings, logs, discuss in supervision)</i>
<p>8.1 Critically choose and Implement interventions to achieve practice goals and enhance capacities of clients and constituencies</p> <p>8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</p> <p>8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes</p> <p>8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies</p> <p>8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals</p>		

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

<b>Behaviors</b>	<b>Learning Activities to Support Competency Development</b>	<b>Method and Evidence of Assessment</b> <i>(e.g., direct observation in context, simulation, case analysis, projects, recordings, logs, discuss in supervision)</i>
<p>9.1 Select and use appropriate methods for evaluation of outcomes</p> <p>9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</p> <p>9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes</p> <p>9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels</p>		

**Levels of practice:**

Identify at least one learning activity at each level of practice. These learning activities are pulled from those on your Learning Agreement.

Individual	
Family	
Group	
Organization	
Community	

**ST. AMBROSE UNIVERSITY BACHELOR OF SOCIAL WORK PROGRAM**  
**GENERALIST FIELD INSTRUCTION**  
**End-of-Semester Agency Field Instructor Evaluation**

\_\_\_\_\_FALL\_\_\_\_\_SPRING | STUDENT NAME: \_\_\_\_\_

Evaluation in field education is an ongoing process shared by the agency field instructor(s) and student. A portion of the weekly educational supervision hour is spent in evaluating the following areas: the student's strengths, progress, educational needs, accomplishments, and areas in need of development. In addition to this informal and on-going evaluation, the student's demonstration of generalist practice competencies will be formally evaluated at the end of each semester. The evaluation components of this form are completed by the agency field instructor and shared with the student prior to their scheduled evaluation conference with the faculty field liaison.

This evaluation instrument addresses generalist practice competencies to be achieved in the generalist practicum year. Behaviors are associated with each core competency as they represent knowledge, values, skills and cognitive/affective processes necessary for competency achievement. Students will also maintain a Reflective Journal and complete Mid-Semester and End-of-Semester Student Self-Evaluations.

***Please utilize the following assessment rubric for all Competency Areas (Benchmark: 4.0)***

- 5 THE STUDENT USES THIS SKILL CONSISTENTLY AND EFFECTIVELY.**
- 4 THE STUDENT DEMONSTRATES EFFECTIVE USE OF THIS PRACTICE SKILL MOST OF THE TIME.**
- 3 THE STUDENT UNDERSTANDS THIS SKILL AND OFFER EVIDENCE OF APPROPRIATE USE. MORE PRACTICE EXPERIENCE IS REQUIRED.**
- 2 THE STUDENT UNDERSTANDS THE SKILL, BUT SHOWS LITTLE ABILITY TO IMPLEMENT IN PRACTICE.**
- 1 UNACCEPTABLE: THE STUDENT DEMONSTRATES LITTLE UNDERSTANDING OF THIS SKILL OR ITS USE IN PRACTICE.**

<b>1. Demonstrate Ethical and Professional Behavior</b>					
1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	5	4	3	2	1
1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	5	4	3	2	1
1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication	5	4	3	2	1
1.4 Use technology ethically and appropriately to facilitate practice outcomes	5	4	3	2	1
1.5 Use supervision and consultation to guide professional judgment and behavior	5	4	3	2	1
<b>2. Engage Diversity and Difference in Practice</b>					
2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	5	4	3	2	1
	5	4	3	2	1

2.2	Present themselves as learners and engage clients and constituencies as experts of their own experiences	5	4	3	2	1
2.3	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.					
<b>3.</b>	<b>Advance Human Rights and Social, Economic and Environmental Justice</b>					
3.1	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	5	4	3	2	1
3.2	Engage in practices that advance social, economic, and environmental justice.	5	4	3	2	1
<b>4.</b>	<b>Engage in Practice-informed Research and Research-informed Practice</b>					
4.1	Use practice experience and theory to inform scientific inquiry and research	5	4	3	2	1
4.2	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	5	4	3	2	1
4.3	Use and translate research evidence to inform and improve practice, policy, and service delivery	5	4	3	2	1
<b>5.</b>	<b>Engage in Policy Practice</b>					
5.1	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	5	4	3	2	1
5.2	Assess how social welfare and economic policies impact the delivery of and access to social services	5	4	3	2	1
5.3	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	5	4	3	2	1
<b>6.</b>	<b>Engage with Individuals, Families, Groups, Organizations, and Communities</b>					
6.1	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	5	4	3	2	1
6.2	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	5	4	3	2	1
<b>7.</b>	<b>Assess Individuals, Families, Groups, Organizations, and Communities</b>					
7.1	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	5	4	3	2	1
7.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	5	4	3	2	1
7.3	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	5	4	3	2	1
7.4	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	5	4	3	2	1
<b>8.</b>	<b>Intervene with Individuals, Families, Groups, Organizations, and Communities</b>					
8.1	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	5	4	3	2	1

8.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	5	4	3	2	1
8.3	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	5	4	3	2	1
8.4	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	5	4	3	2	1
8.5	Facilitate effective transitions and endings that advance mutually agreed-on goals					
<b>9.</b>	<b>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	5	4	3	2	1
9.1	Select and use appropriate methods for evaluation of outcomes					
9.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	5	4	3	2	1
9.3	Critically analyze, monitor, and evaluate intervention and program processes and outcomes	5	4	3	2	1
9.4	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels					

**End of Semester Evaluation**

To the Agency Field Instructor:

1. I have reviewed the Field Instruction Log and confirm the student has completed the required hours for the semester.
2. I have discussed this evaluation with my student and reviewed their Student End-of-Semester Self-Evaluation.

\_\_\_\_\_ Date \_\_\_\_\_  
Signature of Agency Field Instructor(s)

Comments by Agency Field Instructor(s):

To the Student:

1. I have completed the Field Instruction Log and have met the required hours for the semester.
2. My agency field instructor has discussed the End of Semester Agency Field Instructor Evaluation with me, and I have received a copy. I agree / do not agree (circle one) with this evaluation.

\_\_\_\_\_ Date \_\_\_\_\_  
Signature of Student

*If the student disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency field instructor and the faculty field liaison.*

Recommendation of Faculty Field Liaison    Credit/Pass [ ]    No Credit/Fail [ ]

Date of Field Contact/Visit \_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_  
Signature of Faculty Field Liaison

ST. AMBROSE UNIVERSITY BACHELOR OF SOCIAL WORK  
SWK 400 & 401-FIELD INSTRUCTION I & II  
STUDENT MID-SEMESTER SELF-EVALUATION

Fall Semester \_\_\_\_\_

Spring Semester \_\_\_\_\_

**Student Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Internship Placement:** \_\_\_\_\_

**Agency Field Instructor:** \_\_\_\_\_ **Faculty Field Liaison:** \_\_\_\_\_

*The Mid-Semester Student Self-Evaluation is completed by the student and discussed with the agency field instructor and faculty field liaison at the mid-point of the fall and spring semesters.*

1. Review your learning activities and describe your progress in meeting these to this point in the semester.

2. Discuss your relative strengths and areas identified for growth.



## Student Reflective Journal

### **I. Synopsis of Activities / Social Work Roles Performed & Brief Reaction**

Provide a synopsis of social work roles/activities you performed/completed and a **brief reaction** to them.

Type here:

### **II. Application of Knowledge, Values, or Skills & How Applied**

*Identify and discuss your use/application of one of the following: social work knowledge, values, or skills, (i.e., principles learned in social work classes or social work experiences). For example: Applied developmental theory or ecological perspective; client-centered practice; used communication or listening skills AND discuss how you applied it.*

Type here:

### **III. Demonstrate Learning**

*Share a question you asked your supervisor or co-workers today and that you had answered (include the question & answer) OR share something new you learned. If you prefer, you may ask your faculty liaison a question here.*

Type here:

**\*SAMPLE\*\***

(Not for official use)

## **St. Ambrose University School of Social Work Field Practicum Affiliation Agreement**

This FIELD PRACTICUM AFFILIATION AGREEMENT ("Agreement") is effective on the last date written below ("Effective Date") and between ST. AMBROSE UNIVERSITY, an Iowa nonprofit corporation ("SAU"), and \_\_\_\_\_, a[n] \_\_\_\_\_ ("Agency"). SAU and Agency may be referred to individually as "party" and collectively as "parties."

WHEREAS, SAU requires its School of Social Work students ("Students") to participate in a Agency-based applied practice experience ("Experience") and desires that Agency provide Students with instructional training in accordance with the Experience requirements; and

WHEREAS, Agency desires to provide Students with a Social Work experience in the form and substance necessary for Students to fulfill the Experience requirements.

NOW, THEREFORE, in consideration of the mutual agreements set forth herein, parties agree as follows:

1. SAU Responsibilities.
  - 1.1. Disseminate to Agency the course syllabus, learning agreements, evaluation forms, and other materials relevant to the practicum experience to both Students and Agency personnel involved in the Experience ("Materials"). Materials shall include, but are not limited to, School's Field Education Manual and Council on Social Work Education's Curriculum Policy Statement.
  - 1.2. Refer students for Agency pre-placement interviews and follow up with Agency prior to the placement of a Student, as applicable.
  - 1.3. Assign SAU Faculty Field Liaison ("Field Liaison") and ensure the Field Liaison makes planned contacts with the Agency during the Experience to assist the Agency Field Instructor ("Field Instructor") and Student in facilitating the Experience and evaluating Student performance and learning opportunities with the Agency.
  - 1.4. Provide an annual field orientation to review curriculum and practicum expectations for both Student and Field Instructors and provide training opportunities for Field Instructors.
  - 1.5. Provide commercial and professional liability insurance coverage with policy limits of at least \$1,000,000 per occurrence and \$3,000,000 per year in the aggregate.
  - 1.6. Provide the following academic privileges for current Field Instructors:
    - 1.6.1. Ability to attend St. Ambrose University School of Social Work conferences approved for continuing education at no fee.
    - 1.6.2. Unlimited use and utilization of SAU Library databases and reference librarian expertise.
  - 1.7. Instruct Students to:
    - 1.7.1. Follow Agency's administrative policies, standards and practice in fulfilling the Experience course objectives.
    - 1.7.2. Conform to SAU standards and practices developed for the Experience, including, but not necessarily limited to, adherence to the *Code of Ethics* of the National Association of Social Workers and the *Behavioral Standards for Professional Social Work* found in the St. Ambrose University School of Social Work Field Education Manual.
    - 1.7.3. Maintain the confidential nature of Agency files and client information.
    - 1.7.4. Be present at Agency according to SAU's requirements and the timetable developed with the Field Instructor at the beginning of the semester.

- 1.7.5. Notify the Field Instructor when he or she will be late or absent from the Agency and formulate and propose a plan to make up the lost Experience time.
- 1.7.6. Assume an active role in the Experience learning process, including preparation for and openness to supervisory conferences with the Field Instructor and Field Liaison.
- 1.7.7. Demonstrate a readiness to learn and become appropriately involved in the Experience, including, but not limited to, self-evaluation in identifying learning needs, development of the learning agreement, and completion of evaluations at the mid- and end-of-semester.
- 1.7.8. Complete all records required by Agency and Field Instructor.

## 2. Agency Responsibilities.

- 2.1. Assign Agency Field Instructor with professional competence to assume educational role in providing a learning experience consistent with Experience course objectives.
- 2.2. Maintain licensing and accreditation, as well as liability insurance in amounts of at least \$1 million per occurrence and \$3 million aggregate, and notify SAU immediately of a loss of any of these.
- 2.3. Provide Experience placement for Students, which shall be mutually agreed upon by the parties and based on SAU's educational requirements and Agency's ability to provide and training consistent with the objectives of the Experience.
- 2.4. Familiarize Students with Agency's policies, forms, schedules, safety procedures, and risk management.
- 2.5. Comply with principles of confidentiality and privacy regarding Students.
- 2.6. Ensure Field Instructors engage in weekly educational supervision of at least one-hour duration with each Student concerning the learning activities, planned meetings with the Field Liaison, and the annual field orientation meeting.
- 2.7. Provide Student performance evaluation to SAU in the format provided by SAU.
- 2.8. Contact Field Liaison in the event issues or concerns arise with Student's performance or significant events occur within the Agency which could or will impact the completion of the Student's Experience.
- 2.9. Ensure each placed Student has adequate physical facilities and clerical support to complete Agency work.
- 2.10. Discuss Agency policies with Students regarding use of automobile, mileage reimbursement, background checks, and health/immunization requirements.
- 2.11. Maintain ultimate responsibility for client services.

## 3. Term and Termination.

- 3.1. Term. This Agreement shall commence on the Effective Date and shall remain in force and effect for a period of ten (10) years or until terminated by either party upon thirty (30) days written notice to the other. Upon termination of this Agreement, any Student shall be permitted to complete the Experience under the terms of this Agreement unless that Student's placement is terminated in accordance with the provisions in the relevant Experience manual.
- 3.2. For Cause Termination. This Agreement may also be terminated for material breach of this Agreement if the nonbreaching Party provides written notice of same to the breaching Party and breach is not cured within three days after receipt of such notice.
- 3.3. Effect of Termination. Termination of this Agreement shall not release or discharge either party from any obligations, debt or liability which shall have previously accrued and remain to be performed upon the date of termination.

4. Miscellaneous.

- 4.1. Non-Discrimination. There shall be no unlawful discrimination or distinction among Students by either Party because of Student's race, color, religion, sex, national origin, ancestry, military status, sexual orientation, handicap, or any other protected class.
- 4.2. No Subcontracting. Agency may not subcontract the performance of any of its duties or obligations under this Agreement to any other person, entity, facility, or agency without the written consent of SAU.
- 4.3. Notice. All notices or other communication provided related to this Agreement shall be given to the parties below:

If to SAU:

Christie Kosticheck, Contract Coordinator  
College of Health and Human Services  
518 W. Locust St.  
Davenport, IA 52803  
Phone: 563-333-3911  
Fax: 563-333-6410  
Email: KosticheckChristinaL@sau.edu

If to Agency:

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Phone: \_\_\_\_\_  
Fax: \_\_\_\_\_  
Email: \_\_\_\_\_

- 4.4. Governing Law. This Agreement will be interpreted, construed, and enforced in accordance with the internal laws of the State of Iowa, without reference to principles of choice of law.
- 4.5. Medical Records. If medical records are involved, all medical records of patients treated or observed by Students of SAU shall remain at all times the sole property of Agency and may not be copied or removed from Agency by Students or SAU faculty without the express written consent of Agency. At all times during the term of this Agreement and thereafter, Students and SAU shall protect from unauthorized disclosure all information, records, and data pertaining to Agency, its patients, staff, facilities, and corporate affiliates.
- 4.6. Binding Effect. This Agreement will be binding and will inure to the benefit of the parties hereto and their respective successors and assigns. No Student or other person (other than School and Agency) will have any right under or by virtue of this Agreement.
- 4.7. Entire Agreement. This Agreement contains the entire agreement of the parties in connection with the subject matter hereof, and supersedes any and all prior and contemporaneous agreements between the parties, whether written or oral.
- 4.8. Amendments. No amendment or modification of this Agreement will be effective unless in writing and signed by both parties.

- 4.9. No Joint Venture or Partnership. The parties are independent parties contracting together, and that nothing contained herein is to be construed as making the parties joint venturers or partners. No employee of one party will be considered an employee of the other party.
- 4.10. Costs and Expenses. Each party will be responsible for its own costs and expenses in performing its duties under this Agreement.
- 4.11. Counterparts. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the parties have executed this Agreement through their respective authorized officers effective as of the last date written below.

[NAME OF AGENCY]

ST. AMBROSE UNIVERSITY

Signed: \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

Sandra Cassady, PT, PhD

Its: \_\_\_\_\_

Dean, College of Health & Human Services

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**ST. AMBROSE UNIVERSITY**  
**Bachelor of Social Work Program**

**Student Field Education Agreement**

*Field instruction is a vital component of professional education and is equivalent in importance to classroom instruction. The Field Placement Agency and the School of Social Work participate collaboratively to provide students with agency based social work education. Students, who are placed in approved agency settings under the direction of approved agency field instructors, understand and agree to comply with the following terms in completing all practicum experiences.*

I understand and agree to the following terms:

1. Conform to the standards and practices established by the school for the practicum course including adherence to the *Code of Ethics* of the National Association of Social Workers and the *Behavioral Standards for Professional Social Work* found in the St. Ambrose University Bachelor of Social Work Student Handbook.
2. Maintain the confidential nature of agency files and client information.
3. Be present at the agency according to the school's requirements and the timetable set up with the agency field instructor at the beginning of the semester. Students must notify the agency field instructor when they will be late or absent from the agency and must formulate a plan to make up the time lost.
4. Assume an active role in the learning process including preparation for and openness to supervision conferences with the agency field instructor and faculty field liaison.
5. Demonstrate a readiness to learn and become appropriately involved in the field experience. This includes, but is not limited to, continual self-evaluation in identifying learning needs, development of the Learning Agreement, and completion of the mid- and end-of-semester evaluations.
6. Complete all records in keeping with agency and agency field instructor expectations.

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*Student Signature*

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*Date*

**ST. AMBROSE UNIVERSITY**  
**Bachelor of Social Work Program**

**Receipt of information acknowledgement**

**RECEIPT OF FIELD EDUCATION MANUAL**

I acknowledge that I have received and reviewed the *BSW FIELD EDUCATION MANUAL* provided by the SAU School of Social Work in paper format or on our website at [www.sau.edu/social-work](http://www.sau.edu/social-work).

I also acknowledge that it is my responsibility to review the updated *FIELD EDUCATION MANUAL* each year that I participate in an agency-based field placement.

Signature \_\_\_\_\_

Date \_\_\_\_\_

**RECEIPT OF NASW CODE OF ETHICS**

I acknowledge that I have received and reviewed the *NASW Code of Ethics* provided by the SAU School of Social Work in paper format or on our website at [www.sau.edu/social-work](http://www.sau.edu/social-work)

Signature \_\_\_\_\_

Date \_\_\_\_\_

\*\*This acknowledgment will be included in the student's educational record.

**ST. AMBROSE UNIVERSITY SCHOOL OF SOCIAL WORK**

**BSW Student Placement Interest Form**

*All placements will be arranged by the Director of Field Education. Students are not to initiate contact with an agency to seek a placement within that agency without the approval of the Director of Field Education.*

**Date:**

**Student Name:**

**Phone:**

**1. In what geographic area would you prefer your field practicum to be?**

**2. Are you a person with a history of criminal charges or incarceration? If so, please list any past convictions or pending charges.**

**3. If you are specifically interested in exploring placement at a particular agency(ies), please list:**

**4. Choose up to three fields of practice in which you are interested:**

- |  |  |
|--|--|
| <input type="checkbox"/> Advocacy and Community Organization | <input type="checkbox"/> Family services     |
| <input type="checkbox"/> Aging                               | <input type="checkbox"/> Health care         |
| <input type="checkbox"/> Alcohol, drug, or substance abuse   | <input type="checkbox"/> Housing services    |
| <input type="checkbox"/> Children/Youth                      | <input type="checkbox"/> Refugee/Immigration |
| <input type="checkbox"/> Corrections/criminal justice        | <input type="checkbox"/> Mental Health       |
| <input type="checkbox"/> Crisis intervention                 | <input type="checkbox"/> Public welfare      |
| <input type="checkbox"/> Disability services                 | <input type="checkbox"/> Other _____         |

**If you are a student with a disability or other concern that may affect your placement, please work with your provider from the Accessibility Resource Center to create a request for accommodations.**

**Student Signature**

**Date**

**ATTENTION- PLEASE CONSULT WITH THE CAREER CENTER FOR RESUME ASSISTANCE. A RESUME WILL BE REQUIRED FOR YOUR MEETING WITH THE DIRECTOR OF FIELD EDUCATION AND THE FIELD AGENCY INTERVIEW IN THE SPRING.**



**ST. AMBROSE UNIVERSITY**  
**Bachelor of Social Work Program**

**Field Agency Information Form**

Date \_\_\_\_\_

Agency Name \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Contact Person for Field Placements \_\_\_\_\_ Phone \_\_\_\_\_

Title \_\_\_\_\_ Professional Degree \_\_\_\_\_ Email \_\_\_\_\_

**Level of Practice**

- Generalist Foundation (BSW)    Number of Students able to accommodate \_\_\_\_\_
- Generalist Foundation (first-year MSW)    Number of Students able to accommodate \_\_\_\_\_
- Empowerment Specialization (second-year MSW)    Number of Students able to accommodate \_\_\_\_\_

**This practicum site** (please check all that apply):

- offers a stipend of payment
- requires the field student to have a personal vehicle to perform field assignments
- reimburses students for agency related travel expenses
- requires more hours than 16 contact hours per week or 400 hours for the two semester academic year

**Please identify the ONE category best describing this site:**

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Administration                    | <input type="checkbox"/> Family services                  | <input type="checkbox"/> Rehabilitation     |
| <input type="checkbox"/> Aging                             | <input type="checkbox"/> Healthcare                       | <input type="checkbox"/> School social work |
| <input type="checkbox"/> Alcohol, drug, or substance abuse | <input type="checkbox"/> Housing services                 | <input type="checkbox"/> Other _____        |
| <input type="checkbox"/> Child welfare                     | <input type="checkbox"/> International social work        |   |
| <input type="checkbox"/> Community planning                | <input type="checkbox"/> Mental Health                    |   |
| <input type="checkbox"/> Corrections/criminal justice      | <input type="checkbox"/> Military social work             |   |
| <input type="checkbox"/> Crisis intervention               | <input type="checkbox"/> Occupational                     |   |
| <input type="checkbox"/> Developmental disabilities        | <input type="checkbox"/> Public assistance/public welfare |   |

**Please provide a brief description of the client population of this agency.**

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**Assignments a student may be given at this field site include the following:**

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Advocacy                  | <input type="checkbox"/> Policy analysis and development | <input type="checkbox"/> Needs assessment         |
| <input type="checkbox"/> Assessment and evaluation | <input type="checkbox"/> Prevention                      | <input type="checkbox"/> Network development      |
| <input type="checkbox"/> Budget preparation        | <input type="checkbox"/> Program development/planning    | <input type="checkbox"/> Legislative advocacy     |
| <input type="checkbox"/> Case management           | <input type="checkbox"/> Community development/planning  | <input type="checkbox"/> Program evaluation       |
| <input type="checkbox"/> Discharge planning        | <input type="checkbox"/> Committees/task forces          | <input type="checkbox"/> Research analysis        |
| <input type="checkbox"/> Fundraising/grant-writing | <input type="checkbox"/> Couples/families                | <input type="checkbox"/> Mental health counseling |
| <input type="checkbox"/> Group work                | <input type="checkbox"/> Crisis intervention             | <input type="checkbox"/> Other _____              |
| <input type="checkbox"/> Individual casework       | <input type="checkbox"/> Data collection                 | <input type="checkbox"/> Other _____              |
| <input type="checkbox"/> Outreach                  | <input type="checkbox"/> Information and referral        | <input type="checkbox"/> Other _____              |

**Agency Hours of Operation (please note if any of these times are mandatory)**

	AM	PM	Evening
<b>Monday</b>			
<b>Tuesday</b>			
<b>Wednesday</b>			
<b>Thursday</b>			
<b>Friday</b>			
<b>Saturday</b>			
<b>Sunday</b>			

**Programs/Departments available for students to complete field placement:**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

**ST. AMBROSE UNIVERSITY**  
**Bachelor of Social Work Program**

**Field Instructor Information Form**

Name \_\_\_\_\_ Job Title \_\_\_\_\_ Date \_\_\_\_\_

Highest Degree Earned \_\_\_\_\_ Professional Licensure \_\_\_\_\_

Agency Name \_\_\_\_\_ Program/Department \_\_\_\_\_

Phone ( \_\_\_\_\_ ) \_\_\_\_\_ Email \_\_\_\_\_

Year that you joined this agency \_\_\_\_\_ Date that you started this position \_\_\_\_\_

**Academic Background**

	<b>Institution</b>	<b>From (year)</b>	<b>To (year)</b>	<b>Specialization</b>
Bachelor's Degree				
M.S.W.				
Graduate degree other than MSW				
Graduate work not leading to a degree				

**Previous Professional Experience**

<b>Agency (start with present agency)</b>	<b>From (year)</b>	<b>To (year)</b>	<b>Position</b>

Membership in Professional Associations in the last five years

<b>Professional Association</b>	<b>Membership Dates</b>

**ST. AMBROSE UNIVERSITY**  
**Bachelor of Social Work Program**

**FACULTY FIELD LIAISON – End of Fall Semester Report**

Agency Name: \_\_\_\_\_ Academic Year: \_\_\_\_\_

Agency Field Instructor Name(s): \_\_\_\_\_

This placement is most appropriate for: \_\_\_\_\_ Generalist

<b>The Field Agency:</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Does Not Meet Expectations</b>
<b>Provides adequate resources for student placement activities (space, clerical support, etc.)</b>			
<b>Engages in professional and ethical treatment of clients, staff, and students</b>			
<b>Offers a variety of learning activities that allow students to address all social work competencies</b>			
<b>Demonstrates a commitment to empowerment social work practice</b>			

Strengths of this agency: \_\_\_\_\_

Concerns about this agency (*please address any "Does Not Meet" responses here*): \_\_\_\_\_

<b>The Agency Field Instructor:</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Does Not Meet Expectations</b>
<b>Provides professional mentoring, models ethical behavior</b>			
<b>Provides regular weekly supervision, is present and prepared for meetings</b>			
<b>Collaborates with students, clients, and staff; treats others with respect</b>			
<b>Supports student learning activities to address all social work competencies</b>			
<b>Demonstrates competence in empowerment social work practice</b>			

Strengths of this agency field instructor:

Concerns about this field instructor (*please address any "Does Not Meet" responses here*):

\_\_\_\_\_  
 Faculty Field Liaison Signature

\_\_\_\_\_  
 Date

**ST. AMBROSE UNIVERSITY**  
**Bachelor of Social Work Program**

**Student Evaluation of Field Placement Process**

**To the Student:** *Field education is a vital component of professional education and is equivalent in importance to classroom instruction. The School of Social Work initiates affiliation agreements with agencies who are able to provide student placements in keeping with the policies of the School of Social Work and the Council on Social Work Education. Please consider your experience in the field placement planning process and indicate your response to the right of each item. We appreciate your constructive feedback to improve the placement experience.*

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	NA
Completing the Student Field Placement Interest Form provided an opportunity to consider my interests and professional goals.	5	4	3	2	1	NA
The resume feedback I received from the Director of Field Education helped me update and strengthen my resume.	5	4	3	2	1	NA
The interview with the Director of Field Education provided me with opportunities to consider my educational and professional goals.	5	4	3	2	1	NA
I received clear information regarding roles and responsibilities in the field placement process.	5	4	3	2	1	NA
The Director of Field Education was available throughout the field placement process and provided assistance when needed.	5	4	3	2	1	NA
I felt prepared for my pre-placement interview through the support and resources I received during the field placement process.	5	4	3	2	1	NA
Pre-placement interviews with prospective agency field instructors provided me with opportunities to consider my educational and professional goals.	5	4	3	2	1	NA
Pre-placement interviews with prospective agency field instructors provided me with valuable information to assess my interest with the field placement.	5	4	3	2	1	NA
The Director of Field Education was available to discuss my questions and preferences regarding the field placement interviews.	5	4	3	2	1	NA
The School of Social Work Field Education Blackboard site provided helpful information and resources to support me during the field placement process.	5	4	3	2	1	NA
The School of Social Work Field Education Manual provided useful information to prepare me for the field placement.	5	4	3	2	1	NA

We appreciate any constructive commentary you have regarding the field placement process. Thank you!

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# ST. AMBROSE UNIVERSITY SCHOOL OF SOCIAL WORK

## Agency Evaluation of Field Education Program

**Agency Field Instructors:** *Field Education is a vital component of professional education and is equivalent in importance to classroom instruction. We appreciate your constructive feedback about the SAU School of Social Work field education program to improve practicum experience.*

Name \_\_\_\_\_ Agency \_\_\_\_\_ Date \_\_\_\_\_

**Please rate the quality and effectiveness of the field placement referral and field student interview process:**

- Excellent       Very Good       Satisfactory       Fair       Unsatisfactory

**Please rate the overall quality and benefit of the Field Education Orientation program:**

- Excellent       Very Good       Satisfactory       Fair       Unsatisfactory

**Please rate the overall quality, clarity and usefulness of the School of Social Work Field Education Manual:**

- Excellent       Very Good       Satisfactory       Fair       Unsatisfactory

**Please rate the quality of your working relationship with the Director of Field Education:**

- Excellent       Very Good       Satisfactory       Fair       Unsatisfactory

**Please rate the quality of your working relationship with the Faculty Field Liaison:**

- Excellent       Very Good       Satisfactory       Fair       Unsatisfactory

**Please rate the effectiveness of the Faculty Field Liaison in communicating and clarifying School of Social Work policies, procedures, and expectations for field education:**

- Excellent       Very Good       Satisfactory       Fair       Unsatisfactory

**Please rate the effectiveness of the Faculty Field Liaison in establishing and maintaining a relationship with you to facilitate the placement process and the student learning experience:**

- Excellent       Very Good       Satisfactory       Fair       Unsatisfactory

**Please rate the effectiveness of the Faculty Field Liaison and the Director of Field Education in addressing and resolving any challenges or difficulties encountered during the placement:**

- Excellent       Very Good       Satisfactory       Fair       Unsatisfactory

Were the scheduled agency meetings with the Faculty Field Liaison sufficient? Yes \_\_\_\_\_ No \_\_\_\_\_

Did you feel free to contact the Faculty Field Liaison at times other than scheduled visits? Yes \_\_\_\_\_ No \_\_\_\_\_

**Overall, how do you rate the quality of the St. Ambrose University Field Education Program?**

- Excellent       Very Good       Satisfactory       Fair       Unsatisfactory

## CONSIDERATIONS FOR THE FIRST THREE WEEKS IN PRACTICUM

### Introduction

Social work students frequently describe their practicum experience as the most significant and powerful learning experience in their education. The field experience offers students opportunities to:

- apply concepts, principles and theories learned in the classroom to practice situations
- develop further self-awareness and to understand the influence of former life experiences, attitudes, and values on their social work practice
- identify both strengths and needed areas of growth
- integrate with the values and principles of the profession

StAmbrose School of Social Work endeavors to provide students with practicum settings that are rich and diverse in learning possibilities. Many of our practicum instructors are highly experienced in working with graduate interns and are very familiar with our curriculum. In other cases, agency field instructors and agency placement settings are in their first year of collaboration with the School. Nonetheless, agency field instructors have not only committed themselves to the social work student's professional development, but they also seek to learn from students and to become familiar with what they are reading and learning in theory and practice classes.

Social service agencies and social welfare organizations are necessarily adaptive in responding to client populations and changes in funding streams. It is likely that programs, services, and personnel will change during your practicum year. Understanding what policies contribute to these changes, a commitment to flexibility, and active role in identifying and making use of learning opportunities in the agency setting will promote a positive practicum experience. Some of the most meaningful practicum experiences for students have occurred in placements undergoing changes that were not anticipated by the agency, field student or the Director of Field Education at the time of placement.

### Guidelines for Self- Expectations\*

1. Take responsibility for your own learning by exploring the agency and surrounding community and seeking new experiences and feedback. Ask questions, observe, and participate in diverse agency activities.
2. Familiarize yourself with agency emergency and safety policies and professional liability issues and risks.
3. Complete an ongoing self-evaluation regarding your professional interests, the manner in which you receive feedback, your comfort level regarding diversity, your strengths and needed areas of development.
4. Engage in regular self-reflection and professional growth using your Reflective Journal and other tools suggested by your agency field instructor.
5. Plan and complete a needed project for the agency as a legacy.
6. Prepare for supervision sessions and follow up with suggestions from your agency field instructor.

Adapted from: Berg-Weger, M., & Birkmaier, J. (2000). *The practicum companion for social work: Integrating class and field work*. Boston, MA: Allyn and Bacon.

## CARE OF SELF IN THE PRACTICUM

Field education students quickly find out that the practicum experience heightens self-awareness, may be stressful, and is demanding in time. Students actively involved in field learning will be exploring their attitudes, values and beliefs in addition to learning more about the social work profession and skills inherent in the placement setting.

Additionally, their role as a field education student demands sixteen hours a week. Caring for oneself involves the practice of proactive behaviors designed to maintain emotional, physical, and social health. What follows are some strategies for balancing multiple roles. This list provides some general ideas - but the development of your personal list is also important.

- Plan ahead, pace your activities, and ensure regular work hours with breaks for snacks and lunch.
- Work to your strengths and know your limitations.
- Prioritize your physical and mental well-being.
- Develop both a personal *and* professional support system.
- Know and pay attention to your personal signals of being stressed. What are they?
- Discuss practicum situations and interactions that result in personal distress with your agency field instructor or another colleague to further understand your reactions. Some students may find additional support from a therapist to be helpful.
- Develop relationships with persons who can challenge and support you.
- Avoid procrastination.
- Maintain your sense of humor.
- Be cautious in your use of artificial methods to maintain your energy (e.g., alcohol, excessive caffeine, drugs, diet aids, stimulants, etc.).

## GUIDELINES FOR PERSONAL SAFETY

A heightened awareness for the potential of violence provides an opportunity to assess the likelihood of its occurrence. To promote personal safety, social workers scan the environment, assess the person with whom they are working, and pay attention to internal cues. It is critical to be familiar with and adhere to the agency's policies and procedures regarding security issues. Social workers are encouraged to pay attention to their own feelings in field and to discuss any feelings of being unsafe with the agency field instructor.

Factors most frequently associated with violence include a history of violence, substance abuse, and weapons possession. Social workers who assume an authoritarian manner have a greater probability of encountering a violent reaction from persons with whom they work than those social workers who endeavor to work in collaboration with clients.

The primary goals of risk prevention are to protect all parties and to help the person to gain control of his or her behavior. Helping the client to focus on the source of his anger or frustration and finding ways of expressing these feelings verbally are secondary goals.

### General Personal Risk Reduction Guidelines

1. Discuss agency safety procedures and protocol with your agency instructor.
2. Advise agency personnel of your schedule and carry a cellphone.
3. Consider the time of day and day of the week in the neighborhood you are entering.
4. Be alert to persons around you and to safe places in the neighborhood.
5. Be wise in your communication of your appearance. Dress in a non-threatening manner wherein you do not call attention to yourself. Comfortable clothes and shoes will allow you to move quickly. Carrying a purse, heavy notebooks, or briefcase may also restrict your movement and make you a target for theft.
6. Assess buildings you enter for safety. Consider using the stairs instead of the elevator.
7. Respect and evaluate any hesitancy a client has in opening the door to his or her home as this may signal a less safe environment.
8. If there is any suggestion of a threat to safety, postpone the home visit and discuss the situation with the agency field instructor.
9. Stay alert. Note where exits are and choose a location to sit close to an available exit.
10. In talking with clients:
  - Encourage talking about feelings and thoughts
  - Respond briefly and to the point
  - Make eye contact carefully and mirror body language
  - Relate with sensitivity to diversity
  - Stay calm and keep thinking
  - Retreat and/or enable the person with whom you are working to retreat

## **GUIDELINES FOR THE USE OF SOCIAL MEDIA**

Social media channels such as Facebook, Twitter, Instagram, Snapchat, YouTube, Flickr, Second Life and various blog sites are just a few examples of new and exciting ways to connect with others and share information. However, the rapid growth of social media communication tools and their ease of accessibility can also have unintended and potentially damaging consequences to users if basic guidelines are ignored. Students are expected to adhere to social work values, ethics, and engage in professional conduct as outlined in the NASW Code of Ethics when using social media communication tools, whether using a personal site or an agency site. Common issues that students need to understand and manage when utilizing social media include, but are not limited to, privacy and confidentiality (Section 1.07), conflicts of interest and dual relationships (Section 1.06), and informed consent (Section 1.03) in our relationships with clients, colleagues, and in our practice settings. Utilizing social media communication tools as a social work professional requires ongoing attention to these ethical challenges.

As a social work professional it is important to consider whether you are using social media channels for professional activities such as advancing social justice issues, advocating for vulnerable populations and promoting your professional identity versus using these sites to maintain contact with friends and family. Your **professional image**, that is, the professional self you develop that is guided by social work values and ethical standards, extends beyond the field agency and physical setting of an office. As social workers we must be cognizant of the legal, ethical, and clinical responsibilities we have as professionals and that those obligations extend to the virtual world of the internet and include the use of social media communication tools. As with the Hippocratic oath to “first do no harm,” it is imperative to consider how to be connected within the context of social media while protecting yourself, your field site, your clients, the School of Social Work, and the profession.

**As you get started in your field placement, it may be helpful to explore the following questions with your Agency Field Instructor(s):**

1. Does your field site have a policy on the use of social media communication tools? If so, review the policy with your agency field instructor. If not, what expectation does the agency have regarding the use of social media during field hours?
2. How much personal information is shared with clients and former clients as well as agency staff and professional colleagues?
3. What are the most common ethical concerns you should be aware of when using social media as a professional social worker?

**To help facilitate these conversations, consider the following topics for discussion with your Agency Field Instructor(s).**

**What are the agency guidelines regarding the use of Facebook and who can you friend?**

Managing friend requests and maintaining privacy settings is critical regardless of whether you use social media for personal and/or professional reasons. Allowing clients, former clients, or others in your professional circle to cross into your personal life may complicate and blur your professional boundaries. This is particularly

tricky when managing Facebook accounts. As a professional, you must fully consider the extent of your privacy settings, how you will manage friend requests, your level of self-disclosure, and how you will monitor wall posts or other interactions on your site. Be aware that if you do not employ any privacy settings on your social media site, your profile is public and anyone can see what is on your page. Additionally, people can see when you are tagged in photos, view comments made by others, note your status updates and see who you've friended. All professionals must evaluate the scope of their social media connections. Since this is still an emerging professional topic, some professionals may be cautious and guarded in their use of social media while others may be more open and exposed. It is your responsibility as a professional social worker to abide by the Code of Ethics, including your virtual communications and use social work values and principles to guide your interactions.

### **What privacy and confidentiality concerns should I consider when texting, emailing and/or using Twitter?**

With the proliferation of hand held devices such as smart phones, iPods and Blackberries, accessing the internet and connecting with others is literally in the palm of our hands. Text, email and Twitter are quick and effective ways to communicate with others. However, many ethical, legal, and clinical issues must be addressed when using these communication tools. There is a huge potential for unintentionally sharing protected information so always use good ethical judgment. Be cautious about discussing information about your field placement, classroom work, or agency staff. Do not discuss confidential or private information about clients, colleagues, or agency practices even if you are disguising the information. In general, consider the security, privacy, and confidentiality of all communication methods and when in doubt, seek consultation and supervision before embarking into unfamiliar or uncertain areas.

### **Can I check my personal social media accounts during field hours?**

In general, your time in field and the resources provided to you in your field placement are to be used for field related matters. Before using social media communication tools on behalf of your agency, be sure to seek approval of any messages or posts. Be careful not to endorse or promote a product, cause, or position without prior approval. If you have personal sites, it is best to maintain them on your own time using your own computer.

### **I can't find anything in the Code of Ethics that specifically mentions social media, so does that mean the Code of Ethics does not apply?**

Absolutely not! The NASW Code of Ethics provides a variety of standards that social workers should consider when engaging in the use of social media. Here are a few examples of the Code's applicability to social media.

- Standard 1.06 states that "social workers **should not engage in dual or multiple relationships**...in which there is a risk of exploitation or potential harm to the client...and social workers...are responsible for setting clear, appropriate, and culturally sensitive boundaries" (1.06c). The Code goes on to note that "dual or multiple relationships can occur simultaneously or consecutively" (1.06c). Our ethical obligations to clients, colleagues and other professionals are no different when using Facebook, Twitter or other social media channels as well as communications via our cell phones such as texting or email.
- Standard 1.07(i) states that "social workers **should not discuss confidential information in any setting unless privacy can be ensured.**" We all know there is no such thing as privacy on a social media site or the Internet. Comments can be forwarded or copied, posts and pictures can be found on search engines years after the initial publication, and archival systems save information even after you delete it. Always consider the image you are portraying by the photos and comments you post. Understand how privacy settings work and review them regularly. Refrain from providing too much personal information such as your home address or full birthdate. Don't post in advance when you plan to be on vacation or away from home for an extended period of time. Be

sure to project the image you want potential faculty members, future employers, advisors and friends to know you by.

- Standard 4.03 states that “social workers **should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.**” Social media channels provide an excellent means to build community; however, as you navigate these channels, do no harm to yourself, your field site, your clients, the School of Social Work or to the social work profession in the process. Do not pretend to be someone else or hide your identity when using social media. Be clear if you are sharing personal views and use good judgment regarding sensitive issues. Verify information before you post it, correct mistakes in a timely manner, and be aware of legal liability issues such as copyright infringement, defamation, and posting proprietary information.

### **What should I do next?**

Take some time to review these guidelines with your Agency Field Instructor(s) and seek to identify other ethical standards that are applicable in your practice setting. As a social work student, you are continually developing a professional identity and you must be cognizant that your private world has a greater likelihood of becoming public when using social media. Agency field instructors, colleagues, and even clients may have access to information via the internet that you would otherwise limit to your friends and families so we encourage you to consider the personal versus professional role of social media in your life and your field setting.

Adapted with permission from: University of North Carolina-Chapel Hill School of Social Work (2012). *Guidelines for the use of social media.*

## **STUDENT REFLECTIVE JOURNAL**

Field instruction is recognized as the signature pedagogy in social work education. In other words, it is the central form of instruction where learners are socialized to the profession, link theory and practice in context, critically reflect on learning, and demonstrate competency for professional practice.

The act of journaling involves the regular practice of recording activities and/or situations with the goal of reflecting on those experiences in order to learn from them and enhance professional competencies. Documentation of practice activities is an educational process that involves analysis, integration, synthesis, and critical self-reflection.

### **REFLECTIVE JOURNAL REQUIREMENT**

Students are required submit a weekly reflective journal to describe progress on learning activities and to examine how these activities promote competency development. The reflective journal entries will be submitted in the BSW Field Education Blackboard site.

The Reflective Journal is essential to success in the field practicum as it informs the student in preparing for weekly supervision, contacts with the faculty field liaison, and completion of the Mid-Semester and End-of-Semester Student Self-Evaluations. The discussion and processing in Social Work 402 Field Seminar I and Social Work 403 Field Seminar II will rely heavily on this tool.

## DOCUMENTATION AS A TEACHING TOOL

Documentation of practice activities is an essential educational process that involves analysis, integration, synthesis, and critical self-reflection. Historically, process recordings and recorded role plays have been used in the social work practicum. These formats are useful to student learning to better understand client interactions and context, sort out the student's feelings, and to review skill development. However, documentation might include an articulation of learning goals, recording information to learn agency convention, or general reflective journaling about the field education placement.

All BSW practicum students in the School of Social Work at St. Ambrose University are required to keep a reflective journal to serve as a tool for learning in the practicum placement. Students will use this journal to describe progress on learning activities and to examine how these activities relate to outcomes and competency areas. They may also express reactions to field experiences, reflect on emerging competencies, and discuss how field experiences relate to classroom learning. Two formats are provided here as potential examples.

### **Rogers and Thomlinson's Narrative Reflection of Practice**

Purpose: To understand the meaning of a particular practice intervention.

Exercise: Write a narrative account of a recent practice event. In addition to reporting the details of your assessment and intervention, reflect on the meaning this piece of practice had for you and those with whom you were involved. This might accompany a taped recording of this event for discussion in supervision.

### **Bogo and Vayda's ITP Loop Model**

Purpose: Social workers can deconstruct practice situations into component parts.

Exercise: Write responses using the following guidelines:

*Retrieval:* Recall the most prominent facts of a recent practice experience. This might be an interpersonal encounter with an individual or family, or your role in a meeting, or drafting a policy.

*Reflection:* Recall your thoughts and feelings about the situation. Your focus here is on beliefs, attitudes, experiences and world views from your own social location.

*Linkage:* Identify the actions you took and how you chose those actions. Reflect on the degree to which you considered concepts from social work models, theories supporting social work practice, skills learned in field or in class, and practice wisdom.

*Professional Response:* Consider your example again. Did you respond deliberately or intuitively? Was your response effective and appropriate?

Adapted from:

Bogo, M., & Vayda, E. (1998). *The practice of field instruction in social work: Theory and process*. New York: Columbia University Press.

Kenyon, G.L. & Power, R. (Eds.). (2000). *No magic: Readings in social work field education*. Toronto, Canada: Canadian Scholars Press.

## SOCIAL WORK LICENSURE

Licensing tests throughout the United States are created and administered by the Association of Social Work Boards (ASWB). The examinations are designed to measure and establish a minimum level of practice competence and to protect the public from incompetent or poorly prepared practitioners. Both Iowa and Illinois have licensure laws and require both BSW and MSW graduates to pass the Intermediate Examination to be licensed as a social worker. The type of exam and level of supervision post-degree required varies depending on the level of degree earned. Students are encouraged to consider your career goals (plans to complete your MSW) before settling on which license to obtain.

In Iowa, there are three different levels of licensure available to those with either a BSW or MSW degree.

Bachelor Social Work – has passed the basic examination of the ASWB

- Additional information found at the following link:

<https://idph.iowa.gov/Portals/1/userfiles/26/SW/Social%20Worker%20Bachelor.pdf>

Master Social Work – has passed the intermediate level examination of the ASWB (requires MSW)

- Additional information found at the following link:

<https://idph.iowa.gov/Portals/1/userfiles/26/SW/Social%20Worker%20Masters.pdf>

Independent Social Work – has passed the clinical level examination of the ASWB (requires MSW)

- Additional information found at the following link:

<https://idph.iowa.gov/Portals/1/userfiles/26/SW/Social%20Worker%20Independent.pdf>

More information is available from the Iowa Board of Social Work Examiners:

Bureau of Professional Licensure

Iowa Department of Public Health

Phone (515) 281-0254

<https://idph.iowa.gov/Licensure/Iowa-Board-of-Social-Work>

In Illinois, there are two different levels of licensure available to those with either a BSW or MSW degree. A BSW graduate may apply for LSW. An MSW graduate applies for licensure as a Licensed Social Worker (LSW).

- Additional Information found at the following link:

<https://www.idfpr.com/renewals/apply/forms/sw.pdf>

More information on the regulations and procedures for application for licensure is available on the Social Work Examination and Disciplinary Board:

Social Work Examining and Disciplinary Board

IL Dept. of Financial and Professional Regulation

Phone (888) 473-4858

<http://www.idfpr.com/profs/SocialWorker.asp>

### Additional Web Resources:

Association of Social Work Boards

[www.aswb.org/](http://www.aswb.org/)

National Association of Social Workers - IA

[www.nasw-heartland.org/?page=NASWIA\\_home](http://www.nasw-heartland.org/?page=NASWIA_home)

National Association of Social Workers - IL

[www.naswil.org](http://www.naswil.org)

Social Work licensure in the US

<https://socialworklicensure.org/>

## MANDATORY ABUSE REPORTING

As a social worker, you are a mandatory abuse reporter in both Illinois and Iowa. *Discuss child and dependent adult abuse reporting laws and agency policies/procedures with your agency field instructor.*

Ten categories of child abuse are defined under Iowa law when a child under the age of 18 is harmed as a result of the acts or omissions of the person responsible for the care of the child. The ten categories of abuse include:

- Physical abuse
- Sexual abuse
- Child prostitution
- Denial of critical care, neglect
- Mental injury
- Presence of illegal drugs
- Manufacturing or possession of a dangerous substance
- Bestiality in the presence of a minor
- Allows access by a registered sex offender
- Allows access to obscene material

Six categories of dependent adult abuse are defined under Iowa law when a person age 18 or over (who is unable to protect her/his own interests or unable to adequately perform or obtain services necessary to meet essential human needs as a result of a physical or mental condition) is harmed as a result of the acts or omissions of the person responsible for the care of the dependent adult. The six categories include:

- Physical abuse
- Sexual abuse
- Exploitation (physical or financial)
- Deprivation of the minimum food, shelter, clothing, supervision, physical or mental health care (by the caregiver)
- Deprivation of the minimum food, shelter, clothing, supervision, physical or mental health care (by the dependent adult)
- Sexual exploitation of a dependent adult who is a resident of a health care facility

## NATIONAL ASSOCIATION OF SOCIAL WORKERS

The National Association of Social Workers (NASW) is the largest and most recognized membership organization of professional social workers in the United States.

The Association strives to improve the quality of social work practice and to promote public policies that improve society. NASW social workers are engaged in legislative advocacy, community development, continuing education, media outreach, and policy development year-round.

NASW is instrumental in assuring that the social work perspective is incorporated into pending legislation before Congress and in state legislatures. NASW's legislative agenda targets the association's lobbying efforts at legislation and regulations that will provide support to vulnerable groups and advance professional practice training and research opportunities for social workers. NASW's political action committee, known as PACE, works to elect officials that best represent social workers.

NASW promotes the quality and effectiveness of social work practice. This mission encompasses the maintenance of ethical conduct and fair personnel practices.

Membership in NASW entitles social work students and professional social workers to state and local chapter membership, ten issues of *NASW News*, and four issues of the journal *Social Work*. The Association also provides member benefits including JobLink and notification of continuing education opportunities.

Individual professional liability insurance is available through the **NASW Assurance Services**. Individual coverage protects the student directly as the policy holder. In order to apply for this coverage, students must be members of NASW and complete the application form. Further information is available at:

<http://www.naswassurance.org/malpractice/>

Students may join NASW at reduced rates. Membership applications are available at the School of Social Work or online at <https://www.socialworkers.org/>

Information about the NASW Code of Ethics is found at the following link:

<https://www.socialworkers.org/about/ethics/code-of-ethics>

## out in the field

### LGBTQ Students and Social Work Field Education

#### Where We Stand

Field education is an integral part of our social work program and we are committed to making the experience as positive as we can for all students. This information sheet is designed specifically for lesbian, gay, bisexual, transgender, and questioning (LGBTQ) students to provide basic information about where we stand on supporting LGBTQ students and challenging homophobic, heterosexist, and transphobic attitudes and behaviors within the context of field education.

While we select agencies that match our commitment to social justice and equity, we also recognize we live in a society with both subtle and overt discrimination toward LGBT people. As such, we want to provide a clear picture of how we can support LGBT students and model social work values.

In the field of social work, we are guided by the *NASW Code of Ethics* (2008) which states:

- Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people.
- Social workers respect the inherent dignity and worth of the person and treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity.
- Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

St. Ambrose University affirms that all forms of discrimination and harassment diminish the dignity or impede the academic freedom of members of the university community.

The University is committed to providing and maintaining a positive learning and working environment for all students, staff, faculty, and other members of the university community, free of discrimination and harassment. The university will not tolerate any discrimination or harassment that is based on race, color, religion, sex, sexual orientation, gender identity, national origin, ancestry, age, marital status, physical or mental handicap, disability, military status, or any other unlawful basis.

## **Coming Out in Field**

While deciding when and where to “come out” as lesbian, gay, bisexual, and/or transgender is a personal choice, working in a safe and comfortable field environment is a right for all students. As LGBT people, we may withhold personal information about our lives (i.e. our sexual orientation, gender identity or expression), because we fear discrimination, rejection or isolation. We may withhold personal information because disclosure seems irrelevant or inappropriate in our work environment. Not knowing when and what to reveal about who you are is potentially a question for all professionals. If you are a LGBT person, you may have additional questions and need for support.

## **Finding Support**

Be proactive! Please do not hesitate to discuss concerns you may have.

### **Talk to Field Education Staff**

If you have any concerns about your placement, please contact your faculty field liaison or the Director of Field Education. Regardless of your sexual orientation or gender identity/ expression, please contact us if you have questions or concerns about:

- LGBT-friendly field placement agencies
- Experiences of heterosexism, homophobia, or transphobia within your field agency
- Support for disclosure of sexual orientation and gender identity within your field placement

### **Talk to Your Agency Field Instructor**

You may want to ask your agency field instructor if your agency has:

- A nondiscrimination policy that includes sexual orientation and gender identity
- “Out” LGBT staff
- LGBT cultural competence training or professional development opportunities for staff
- Policies/ expectations related to staff self-disclosure of sexuality with clients

## How to Be an Ally

- ❖ “Come out” as an ally by publicly acknowledging your support for LGBT people and issues.
- ❖ Make no assumptions about sexuality or gender identity. Use neutral language such as “Are you seeing anyone?” instead of “Do you have a boyfriend?” Discuss “partners” instead of always assuming a person’s prospective date or partner is of the opposite sex.
- ❖ In terms of gender identity, call people what they want to be called. If you’re not sure, ask which name or gender pronouns they prefer (he/him/his, she/her/hers, they/them/theirs, etc.).
- ❖ Support, normalize and validate students’ feelings about their sexuality and gender identity. Let them know that you are there for them. If you cannot be supportive, please refer to someone who can be.
- ❖ Make it clear that homophobic and transphobic sentiments and actions have no place in your agency. Develop a “zero tolerance” policy regarding discriminatory words and behavior directed at LGBT people, just as you would toward racist or sexist remarks.
- ❖ Work proactively to address stereotypes and misperceptions that may exist in your agency/work environment about LGBT people.
- ❖ Encourage your agency/work environment to adopt and enforce anti-discrimination policies that include sexual orientation and gender identity.
- ❖ Have something gay-related visible in your office/agency. A sticker, a poster, a flyer, a brochure, a book, a button...this will identify you as a safe person to talk to and will hopefully allow a gay, lesbian, bisexual, transgender or questioning person to feel open and safe.
- ❖ Learn about and refer to community organizations. Familiarize yourself with community LGBT resources and call them before you refer to make sure they are ongoing.

## Resources

Hartley-Pfohl, A. (2004). The intersection of personal and professional identity: The heterosexual supervisor's role in fostering the development of sexual minority supervisees. *Clinical Supervisor*, 23(1), 139-164.

Long, J.K. (1997). Sexual orientation: Implications for the supervisory relationship. In TC Todd and CL Storm (Eds.), *The complete systemic supervisor: Context, philosophy, and pragmatics* (pp. 59-71). Needham Heights, MA: Allyn & Bacon.

Mackelprang, R.W., Ray, J.A., & Hernandez-Peck, M. (1996). Social work education and sexual orientation: Faculty, student, and curriculum issues. *Journal of Gay and Lesbian Social Services*, 5(4), 17-31.

Messinger, L. (2004). Out in the field: Gay and lesbian social work students in field placement. *Journal of Social Work Education*, 40(2/3), 187-204.

Messinger, L. (2007). Supervision of lesbian, gay, and bisexual social work students by heterosexual field instructors: A qualitative dyad analysis. *Clinical Supervisor*, 26(1/2).

### ST. AMBROSE UNIVERSITY POLICY STATEMENTS

<https://www.sau.edu/DeanofStudents>

EQUAL OPPORTUNITY

AIDS AND HIV POLICY

ALCOHOL AND OTHER DRUG POLICY

DIVERSITY

HARASSMENT AND DISCRIMINATION POLICY

SEXUAL VIOLENCE POLICY

### CSWE EDUCATIONAL POLICY AND ACCREDITATION STANDARDS

[www.cswe.org](http://www.cswe.org)