

AUGSBURG
COLLEGE

Transforming Education

Bachelor of Social Work Program

FIELD WORK MANUAL

2009-2010

2211 RIVERSIDE AVENUE, CB 51
MINNEAPOLIS, MN 55454
P (612) 330-1189
F (612) 330-1493

Revised August 2009
© Augsburg College

Table of Contents

Department of Social Work Mission and Goals -----	3
Preface -----	4
Note from field coordinator -----	5
Generalist social work practice -----	6
BSW Field Practicum Description -----	6
Junior year -----	7
Senior year -----	7
Practicum seminar -----	8
Goals and objectives for learning in your practicum and seminar-----	9
Selection of a field agency and an instructor -----	10
Criteria for Field Agency -----	10
Criteria for field instructor appointment-----	11
Roles and Responsibilities-----	12
Safety -----	14
How do I locate a suitable field agency and secure a practicum internship? -----	16
Evaluations -----	18
Additional Policies and Procedures for Augsburg’s Field Program -----	19
Non-sanctioned field sites -----	19
Non-academic experience as college credit -----	19
Fulfilling SWK 307 AND SWK 257 hours at the same agency-----	19
Learning Agenda Format for SWK 307/317 and SWK 407/417-----	19
Grading policy -----	20
Placement difficulties-----	21
Early termination of placement-----	21
Non-discrimination policy-----	21
Sexual harassment policy-----	22
Student grievance-----	23
Field calendar adjustments, holiday and vacation time requirements -----	23
Transportation and automobile insurance -----	24
Professional liability and malpractice insurance -----	24
Field agency agreement -----	24
Criminal background checks -----	25
Appendices -----	26
Guideline for field learning agenda-----	27
Field learning agenda outline -----	28
Sample learning agenda -----	29
Resume outline-----	33
BSW practicum agency assignment form -----	34
Employer as field placement agency -----	35
Junior evaluation of generalist social work practice -----	36
Senior evaluation of generalist social work practice -----	42
Student Evaluation of Field Practicum Experience-----	49
Statement on Racial, Ethnic, and Cultural Diversity-----	51
NASW code of ethics -----	53
CSWE field education standard -----	55
Student Field Safety Checklist-----	56

Department of Social Work Mission

To develop social work professionals for practice which promotes social justice and empowerment towards the well-being of people in a diverse and global society.

Department Goals

1. Students will demonstrate social work practice competencies applying holistic, multi-cultural, and global perspectives to their professional practice.
2. Students will demonstrate social work practice competencies that encourage personal, social, political and economic empowerment with systems of all sizes.
3. Students will demonstrate policy practice competencies promoting human rights and well-being in addition to social and economic justice in the local, national, and global context.
4. Students will demonstrate systematic application of professional ethics, commitment to social work values, and applied knowledge of other national codes of social work ethics and declarations of values.
5. Students will integrate Liberal Arts values, knowledge and skills with Social Work professional values, knowledge, and skills.
6. Provide students with traditional and non-traditional access to social work education and to prepare students for continuing advanced education, graduate and post-graduate in social work or related fields.

Preface

The Baccalaureate of Social Work (BSW) program prepares students for generalist social work practice. The BSW major builds on the liberal arts foundation at Augsburg College, gives vitality to the college's motto of preparing future leaders for service and emphasizes the value of creating an intentionally diverse community. The Department of Social Work actively promotes diversity within its student and faculty populations, across the graduate and undergraduate curriculum, and in its partnerships with community field practicum agencies.

Your social work practicum takes learning in the classroom and applies it concretely to the lives of people. Through your field experience, you as students will be able to apply academic learning to the daily experience of clients, families, communities and agencies. We expect you to learn:

- To apply principles of ethical, competent professional practice
- To apply a framework for generalist social work practice
- To utilize problem solving methods, ecological and systems frameworks and a strengths perspective
- To understand oneself in the context of diverse groups
- To understand and respect diverse peoples and cultures
- To work with people from diverse groups
- To be responsible for service to the broader community in the interest of social justice

We recognize the practicum and the practicum seminars as essential learning laboratories for emerging social work professionals. Collaborative efforts between you, the field supervisor and the department faculty are essential. With this collaboration you will develop essential social work knowledge, values and skills. We look forward to working together as you progress through your social work practicum.

Note from the field coordinator ...

Your social work practicum is the hub of a successful BSW curriculum. The field practicum is also an experience that will substantially mark your unique style as a professional social worker. You will have the opportunity to work with thoughtful and experienced professional social workers dedicated to developing your professional competence and success. This manual is designed to be an important source of information as you progress through your field practicum. It is designed to answer many of your questions, prepare you for what's next, and support your learning. Included in this manual are policies and procedures, field agency guidelines, and relevant forms for you and your field instructor or field supervisor. If you have questions, please call me at 612.330.1430 or email to rodenbor@augsborg.edu. I try to maintain an "open door" policy and am frequently in the office.

I welcome your comments on how to make this manual better, clearer, and more accessible for future BSW students. Thanks.

Annette Gerten, MSW, Ph.D.
Assistant Professor and Coordinator of BSW Field
Tel: 612.330.1506
Fax: 612.330.1493
E-mail: gerten@augsborg.edu

Generalist social work practice

The BSW major is a professional course of study nested in the liberal arts and designed to support your development of social work professional values, knowledge and skills. When you graduate with a BSW degree from Augsburg College, you will be prepared for entry-level generalist social work practice. It is very important that as you progress in the program you develop a full understanding of and ability to follow the generalist social work practice model.

Augsburg's generalist social work practice definition

Augsburg College social work faculty, students, and graduates dedicate ourselves to helping those who are most in need, who are most vulnerable, and whose social and economic welfare is most threatened. To that end, our faculty has defined generalist social work practice as a model of helping based on the eco-systems perspective using problem-solving strategies and practice skills requiring a strengths perspective and cultural competency to serve individuals, families, groups, organizations or communities. This model emphasizes respect for client self-determination and the use of client strengths with empowerment as an expected client system outcome. This practice model provides a framework for assessment, intervention, and change at multiple levels from personal to global. The dual goals of Augsburg's generalist practice model are to address private troubles and to address the public issues that underlie them, especially poverty, oppression, and injustice. To meet these dual goals, Augsburg students become skilled in direct practice as well as policy practice.

In the classroom and in the field, we apply the generalist practice model to the wide range of difficulties people face with awareness of both assets and vulnerabilities. The generalist model of social work practice assists practitioners in establishing collaborative relationships with people who use our services and other constituents. Students learn a sequential and collaborative process for identifying strengths and stresses, mutually setting goals, negotiating tasks, searching for an array of possible solutions and resources, implementing a plan of action, watching for barriers or by-passes, evaluating how helpful the work has actually been, and adjusting the plan or agreement to better reach client goals. Issues related to the setting of practice, whether public or private, large agency or small, are commonly explored within the generalist practice model because it does not presume a particular setting or specialty. Finally, a generalist practitioner will use investigation and research skills to inform and improve practice. Augsburg's generalist practice model is both individual and contextual, both local and global, both personal and social. Our practice model assumes that clients experience strengths and barriers, failures and successes. In the end clients can marshal their strengths while taking formative action towards their goals.

BSW field practicum description

Central to your social work education is the field practicum, which may also be called a field internship. Active involvement in your two years of practicum will foster integrated learning of the generalist social work practice curriculum. Each practicum experience includes supervised work in a social work agency (commonly called the "field agency") that is accompanied by a weekly field practicum seminar. The practicum seminar allows you to reflect on and integrate your current field

experiences. In seminar you will join social work theory with social work practice in the context of your own practicum experience.

In preparation for a professional career in social work, you are required to learn specific domains of knowledge, sets of skills, and the values and ethics of the profession. Taking advantage of your practicum will offer you the opportunity to apply generalist knowledge to specific individuals, families, groups or communities. You will be expected to develop practice skills in engagement, assessment, planning, intervention, and evaluation. You will learn social change strategies, program evaluation, and skills to influence and analyze social policy. Finally, you will learn how diversity and inequality impact you, your clients, the agency, and the larger community and society, and you will develop the cultural competence skills needed to work with diverse people and cultures. You will develop these competencies under the guidance of your practicum instructor, as well as within your practicum seminar and social work curriculum. Your learning will be complex and challenging, but also exciting and rewarding.

Junior year

Once you have been accepted as a candidate in the social work major you are eligible for the junior practicum. The practicum placement process includes a student interview at one or more selected field agencies early in the fall term in the context of the field seminar. Students attend a field fair during the first week of class in which they have an opportunity to meet selected field instructors. Following the field fair, students request two or three agencies that match their interest areas and rank order their choices. Students are assigned an agency based on their ranked choices and agency availability. The placement will begin in mid September. In the junior program more than one student may be assigned to each agency. We feel that junior students' learning needs are best served in this format.

As a junior you will learn social worker roles and responsibilities, agency services and operating methods, and will begin to deliver agency services. Students are required to work a total of 240 hours in the junior year, approximately 120 in each semester. When selecting your junior placement, you should remember that your senior placement will need to be in a different agency.

Senior year

This is your final year in training as a professional generalist BSW social worker. Your practicum begins in September and ends at the completion of spring semester. Students are required to work a minimum of 120 hours in the fall term and 120 hours in the spring term. Upon completing this practicum, you will be expected to demonstrate an ability to use individual, group, family and community problem-solving methods that are sensitive to the strengths and diversity of each client system. You will be expected to maintain sound professional judgments with growing professional self-assurance and independence. You will also use supervision appropriately, apply professional ethics in your practice, and actively identify with the profession of social work. This practicum will be the beginning of lifelong professional development over the course of your entire social work career.

Practicum seminar

In both years, you will meet weekly with a small group of your peers and a social work faculty member (who is also your field liaison) in a practicum seminar. A primary goal of this seminar is to promote reflection on your curriculum learning and practicum experience. Your reflection will focus on intrapersonal reflection and development through such tools as journaling, and interpersonal reflection and learning through mutual support, discussion and case presentation. These methods combine to create an integrative process through which you apply coursework knowledge to practicum experience. You will be expected to apply, modify, or accommodate your coursework knowledge to your practicum experience. The give and take of experiential learning helps you integrate professional skills, behaviors and values. Your learning in the practicum and seminar is *experiential*. That is, it consists of repeated and varied cycles of experience, new information and knowledge, and reflection. This learning will include critical analysis and discussion, action, evaluation and celebration. While not easy experiential learning is exciting and challenging!

Goals and objectives for learning in your practicum and seminar

The consistent use of goals and objectives is essential to develop a rigorous and verifiable field practicum learning agenda. Goals are global statements used to describe clusters of learning tasks. They are not directly verifiable. Objectives are verifiable, designed to demonstrate progress in reaching your learning goals and to make evaluation of your learning progress straightforward. The department has determined six field learning goals for juniors and seven for seniors. These are listed below. Every student follows the same field goals. In your learning agenda you will establish learning objectives under each field goal that specify the tasks and activities you will complete to help you meet this goal. While objectives may be similar, they are not the same for each placement. Objectives will differ for every student since they depend on the practicum context. Objectives are a way to maintain focus during your practicum and are useful markers in your learning path to become a competent generalist social worker.

Your field practicum learning agenda will be divided into three sets of field goals. The first is the set of six (junior) or seven (senior) required BSW field goals mentioned above. Under each required field goal you will design individual learning objectives specific to your placement situation. The second set of objectives pertains to individual learning needs that you choose yourself. These objectives specify personal learning plans and will vary from student to student. For example, one student may wish to develop increased self confidence in leading groups while another might wish to develop greater public speaking skill or a more flexible sense of humor. Your individual objectives are a chance to explore areas of yourself that are of personal interest and importance. Finally, the third set of objectives pertains to specialized skills required by your specific field agency environment. For example, one field agency may require use of a specific software tool while another might require knowledge of certain judicial proceedings.

As is true with any social work class, your practicum seminar will include course objectives. These learning objectives are addressed within the context of the seminar itself. You are not required to include these in your learning contract, but we expect that the learning goals/objectives and the course objectives will overlap. To provide a complete picture of the learning goals and objectives

associated with the total field experience (including both the placement and the accompanying seminar) the seminar course objectives for each year are included below. An example of a learning contract is included at the end of this manual.

BSW field learning goals– All goals required for every student

- To have knowledge of social work as a profession.
- To have a working knowledge of the agency and its programs.
- To understand and apply human behavior and social environment theories in a competent manner.
- To use Augsburg's generalist social work practice model demonstrating strengths perspective, cultural competency, and ethical reasoning in all phases of practice, and including both direct and policy practice, and local to global perspectives. (Note: Students are expected to include all aspects of generalist practice during the course of their two year field career.)
- To demonstrate professional behavior as a social work intern.
- To demonstrate increasing self-awareness and maturity in professional practice.
- To apply social work research and evaluation skills to current agency practices (seniors only).

Field seminar course objectives

For *Juniors* enrolled in SWK 307-Field I and SWK 317-Field II, the student will be able:

- To learn to develop effective field learning agendas.
- To learn to use supervisory relationships to examine values and performance competence.
- To promote gradual entry into direct practice.
- To incorporate theories of human behavior and the social environment into practice settings.
- To examine issues for women, people of color, oppressed groups and other special populations in relation to practice.
- To develop a personal/professional support system.
- To develop competence in the engagement and contact phases of the problem-solving process.
- To apply skills in the analysis and action phases of the problem solving process.
- To demonstrate understanding of social work values of confidentiality, social justice and client self-determination.
- To examine and critique the NASW Code of Ethics.

For *Seniors* enrolled in SWK 407-Field III and SWK 417-Field IV, the student will be able to:

- To promote student self-awareness of her/his own vocation and its relationship to professional interests, areas of strength, and areas for personal and professional development.
- To develop and use a personal/professional support system.

- To promote student awareness of the impact of personal and external concerns on professional work.
- To continue to promote entry into direct and macro practice social work.
- To continue to use supervisory relationships to examine values and performance competence; to broaden these relationships to develop interpretive competence.
- To promote competence in the full process of strengths-based problem solving with special emphasis upon the analysis and action phases, the client contact and contract phases, and to promote gradual entry into action-intervention phase.
- To apply and analyze human behavior and the social environment content to analyze behavioral, and humanistic processes, and to develop interpreting ability.
- To further examine diversity issues (e.g., race, culture, gender, class, religion, differing physical abilities, sexual orientation, age) in relation to direct and macro practice.
- To understand the dynamics of oppression and discrimination in society, their effects on individual and family life, and their role in the shaping and maintenance of social welfare policies and services.
- To examine personal values, attitudes and biases and how these influence client and agency systems and integrate this knowledge into professional values and ethics consistent with the NASW Code of Ethics.
- To promote student awareness of research and social policy issues in individual social work practice; to utilize evidence-based practice in the context of social work field placement.
- To learn to develop effective field learning agendas.

Selection of a field agency and an instructor

It is the sole responsibility of the field coordinator to recruit and screen the field agency and agency supervisor for the field practicum. The following are criteria used as guidelines in selecting agencies and practicum supervisors. If you are interested in having an agency evaluated and agency personnel recruited please note the following criteria. Please notify the field practicum coordinator prior to officially contacting an agency in which you are interested. The coordinator will follow through with contacting and screening the agency.

Criteria for field agency

The prospective field agency must:

- Have a sound community reputation and a responsible administration, an active commitment to social justice and social change, and provide services related to the needs of its service community;
- Be able to provide social work professional staff as field instructors with sufficient time and resources necessary to provide the required student instruction and supervision. The minimum required supervision is one hour per week per student.

- Be able to provide evidence of willingness and capacity to provide for a student intern placement in terms of physical resources, receptivity of staff to student learning and growth, and qualified field instructor staff.
- Be able to provide students with a breadth and depth of experience necessary to apply the theories of social work practice, enhancing students' opportunity to develop in the social work professional role;
- Demonstrate the ability to provide students with exposure to and awareness of diversity (e.g., cultural, racial, gender, sexual orientation, disability, class, religion, and national origin) among its clients and client issues, and among its staff; demonstrate a commitment to non-discrimination;
- Be able to provide appropriate student workspace and reimbursement for expenses based on a policy that is consistent with the agency's policy for paid employees;
- Be free of sanctions imposed by the NASW and other professional organizations and governmental agencies;
- Be willing to work with the student intern on classroom assignments using the agency as laboratory.

Criteria for field instructor appointment

Qualified field instructors will have a minimum of a BSW degree from an accredited program plus three years of post-graduate professional practice experience and be a licensed social worker at the LSW or higher. Field instructors who do not have a BSW degree must be licensed at the LISW level. Field instructors with an MSW plus two years post-MSW practice experience are qualified to supervise BSW practicum students. In addition, field instructors will demonstrate a positive identification with the social work profession, a commitment to social work's values and ethics, and competence and maturity in their practice skills. Field agencies must adjust field instructor tasks to allow time to complete the following required supervisory tasks:

- Instruct and supervise students in regular meetings, averaging one hour per week;
- Evaluate the student's abilities and progress through the use of the field learning contract and field evaluation instrument;
- Mentor students as they work to integrate social work theories with their practice;
- Participate in field evaluation visits with the student and the faculty field liaison;
- Attend workshops for field instructors provided by the Augsburg social work department;

- Inform the faculty field liaison and the BSW Field Coordinator of any concerns related to the student's field experience;
- Maintain a working knowledge of Augsburg's policies and procedures relating to the field practicum. All relevant policies are found in this field manual.

In some instances, the requirement of a BSW or MSW degree from an accredited program may be waived for the field instructor - particularly when the agency is serving a unique or critical population, developing a new area of social work practice, or located in a rural area. In such cases, field instructors with degrees in related fields may be approved by the BSW Field Coordinator. Such instructors are known as "task supervisors". Placements utilizing a task supervisor also require an official "field instructor" who has the required credentials listed above. The field instructor must meet with student, task supervisor and faculty liaison at least three times a year as a minimum: 1) to participate in determining and signing the field agenda during an early fall semester meeting, 2) to participate in evaluating the student's fall semester learning, and 3) to participate in the final end-of-year evaluation. The field instructor must agree to be available to both student and task supervisor on an as-needed basis, and to the faculty liaison as needed. While the task supervisor provides the routine and regular supervision, the field instructor is the official person of record in signing the learning contract and student evaluations.

Roles and responsibilities

The field agency provides the opportunity to apply your coursework learning, skills and abilities to actual social work practice. The practicum instructor has responsibility to provide a well guided practice experience, and to supervise and support the development of your skills and abilities as necessary. In addition, your practicum work involves collaboration among you, the student, your field instructor, the field agency, faculty liaison, and the BSW field coordinator. Your field learning agenda and field evaluation are direct evidence of this collaboration. The responsibilities of each party are outlined below.

As student intern, your responsibilities are to:

- Know and follow the expectations, policies, and procedures of this handbook, your practicum agency, and your course syllabi.
- Attend BSW orientations for juniors and seniors
- Select a potential field agency from the approved list following the procedures specified for juniors and seniors in this manual.
- Develop a learning contract in consultation with the field instructor, and task supervisor if applicable, and field liaison.
- Follow through on all agency and seminar assignments.
- Complete your learning agenda objectives and modify, delete, or add objectives while under the direct supervision of your field practicum instructor, and task supervisor if applicable.
- Attend the field practicum seminars weekly and complete assignments in a timely manner.
- Seek support, information, and evaluation from your practicum instructor, task supervisor if applicable, practicum liaison, co-workers, and seminar peers.

- Evaluate your agency and field practicum seminar at the end of your practicum placement.
- Complete a minimum of 120 hours each term (240 hours total per year); these hours are to be directly related to your practicum assignments.
- Know and follow social work department safety policy.

The field instructor responsibilities are to:

- Provide the student intern with regular supervision time of not less than 1 hour per week. Junior students may receive group supervision in addition to individual supervision.
- Provide the student intern with an orientation to the agency and community and facilitate integration into the agency. A successful orientation facilitates the student's professional completion of the required practicum work.
- Collaborate with the student to define the intern roles in the agency.
- Assign increasingly difficult and challenging, developmentally appropriate duties through the placement.
- Model skills and provide knowledge needed to carry out social work duties.
- Supervise the student intern's developing skills and integration of theory and knowledge.
- Evaluate the student intern's abilities, strengths, and deficits in skills, values and knowledge. Use the practicum learning agenda to facilitate this evaluation.
- Maintain an open and current flow of information with the field liaison and field coordinator.
- If applicable, collaborate with task supervisor as specified in this manual.
- Know and follow social work department safety policy.

Task supervisor (if applicable)

- In the absence of a qualified field instructor with social work credentials, and with explicit permission of BSW field coordinator, provide the routine supervision normally provided by the field instructor
- Participate in establishing the student learning agenda and evaluating student learning in collaboration with field instructor, field liaison and student.
- Know and follow social work department safety policy.

The faculty field liaison is responsible to:

- Conduct field practicum seminars with students, using the course syllabi as the outline and guideline for learning within the seminar format.
- Maintain contact with the field practicum instructor and monitor progress toward the successful completion of the student's learning agenda.
- Provide support as conflicts arise within the practicum experience that cannot be worked through using the supervision available at the practicum agency.
- Meet face to face three times during the student's field experience with the field practicum instructor, and task supervisor if applicable, and student.
- Know and follow social work department safety policy.

The Augsburg field coordinator is responsible to:

- Recruit qualified agencies and field supervisors, maintain a list of qualified agencies, and make the list available to social work students.
- Continually monitor the quality of practicum experiences for students and to make decisions regarding the addition, continuation, or deletion of practicum agencies.
- Determine when task supervisors may be appropriate as specified in this manual
- Monitor and maintain the BSW field manual and make it available to all BSW students.
- Conduct workshops and orientations for field instructors.
- Monitor and update field learning goals for students in their field experience.
- Support faculty liaisons in their work with students and agencies.
- Support and monitor the progress of BSW students through their 240 hours of practicum work each year.
- Establish and monitor safety policy and revise as needed, in collaboration with the BSW program director.

The practicum agency administration is responsible to:

- Provide student interns with well trained and highly skilled field instructors, and task supervisors if applicable
- Provide student interns with appropriate physical space to facilitate learning and complete the required learning tasks.
- Provide resources as available that will facilitate the student's learning and participation within the agency (e.g., support for conferences or training workshops).
- Provide a safe working environment for student interns.

The practicum seminar should:

- Bring together students from a variety of field practicum sites with the goal to deepen each student's understanding of the breadth and variety of services within social work.
- Improve students' practice skills in a collegial group process.
- Help students integrate coursework with the applied practicum work utilizing experiential learning processes.
- Develop a complex understanding of diverse communities and special populations.
- Provide an opportunity to discuss and monitor safety within the placement.

Safety

Student safety during the field practicum is a foundational requirement in which the social work department, field agency, and student all share responsibility. The department of social work has developed field safety policies that anticipate risk and require planning and preparation by the BSW program director and field coordinator, faculty field liaisons, agency field instructors/task supervisors, and students. We outline the specific responsibilities for each party below.

I. BSW Program Director and Field Coordinator

- A. The BSW program director and field coordinator design and conduct a field safety workshop for field students each fall term.
- B. The BSW program director and field coordinator develop a field safety checklist, which is distributed to students, faculty liaisons, and field supervisors and is included in the field manual. This checklist includes safety requirements and recommendations.
- C. The BSW field coordinator monitors agency and student compliance with safety related policies in cooperation with the faculty field liaisons.

II. Faculty Field Liaison

- A. The faculty field liaison supports and reviews student compliance with field agency safety policies through routine and emergency contacts with the field agency and student.
- B. The faculty field liaison considers field safety in developing field seminar assignments and discussions, and insures that safety is included on each student's field learning agenda.
- C. The faculty field liaison will discuss any field safety concern or issue with the student, field instructor, and BSW field coordinator.

III. Agency Responsibilities

- A. The field agency maintains a safe working environment for field interns and must follow minimum safety standards as defined by the field safety checklist.
- B. The field agency develops a post incident safety procedure.
- C. The field supervisor and other field agency staff present and discuss all agency safety policies with students during their orientation, including the post incident safety procedure. Safety discussions should be held regularly during the practicum.
- D. The field supervisor works with individual students as needed to reduce risk.

IV. Student Responsibilities

Students will agree, as a requirement of candidacy, to abide by the Field Safety Policy

- A. BSW social work students preparing to intern at an approved agency are required to attend the safety planning workshop in the fall term. Failure to attend may delay participation in the practicum by a full academic year.
- B. Students are required to review and discuss Augsburg's safety checklist and post incident planning with their field supervisors and task supervisor as part of agency orientation.
- C. Students are required to include safety as part of their learning agenda.
- D. Students are required to comply with safety policy while at their internship. Failure to comply with safety policy may result in suspension from field.
- E. Students are required to bring up safety concerns directly with their faculty field liaison and to participate in safety discussions during the field seminar.

V. General Recommendations and Considerations

- A. This policy will be reviewed periodically by department administration with input from agency staff and student forums. In particular, the BSW Forum will be asked to include review of this policy as a part of their work each academic year.
- B. A safety planning workshop for field instructors will be offered periodically through the social work department's ongoing field instructor training series.

How do I locate a suitable field agency and secure a field placement? Step by step guide for social work students

Juniors:

The beginning point in your search for a suitable field agency is with a thorough reading of this manual. You will be able to answer a majority of common questions with a thoughtful reading of this text. Note that your assignment to a field placement is contingent upon successful admission into the social work program. Please refer to your BSW student manual for a step by step guide to the application for social work candidacy.

The junior field practicum is a unique approach to field training that may involve both group and individual supervision at the field site in conjunction with the field seminar. A limited number of social service agencies have been selected for use with junior placements. You will meet the supervisors during a field fair that occurs during the first week of fall semester. At that time you will be able to learn about the agencies and ask questions about their services, field opportunities and

procedures. You will be asked to rank your top selections for the junior practicum. The field coordinator will make an initial match between you and one of your selected field agencies and notify you immediately. You will then contact the agency and complete a personal interview. If both student and agency agree that this setting is a good fit, you will notify the field coordinator of your placement by submitting the BSW Practicum Agency Assignment form (Appendix E of this manual). **Your field placement is not finalized until this form is received.** Remember, your practicum is a required and vital part of becoming a competent social worker. You will be expected to place a high priority upon making arrangements to complete your practicum hours by the end of spring semester.

Seniors

As with the junior practicum the essential beginning point is with a thorough reading of this manual. You will be able to answer a majority of common questions with a thoughtful reading of this text.

You will begin looking for the senior internship during your junior spring 2010 term. Take time to review the approved agencies listed on the agency list. This is available to you in electronic (sent to you at your official Augsburg email) format by April. Once you have identified one or more likely areas of practice, look over the list of agencies within each practice category to consider geography, services and possible scheduling needs. On rare occasions students will be able to arrange an internship at the same agency at which they are currently employed. If you are interested in this rare exception, please refer to appendix F for information and guidelines.

At this point of your search you will no doubt have found one or more agencies to interview. Prepare your thoughts ahead of time; consider a range of possible interview dates and special needs (e.g., work scheduling, etc.) If you are able to secure agency promotional material, read it thoroughly. Read the agency website thoroughly. These will provide a clearer understanding of the prospective agency. Be flexible in negotiating an interview time, striving to attain an appointment as soon as possible. NOTE: At least three different social work programs utilize metro area social service agencies for field placements, with all students seeking placements at about the same times. So, you must be proactive in securing your internship. Do not delay.

Think of your interview as an employment interview. Come prepared mentally and physically. Think through possible questions such as, "What do you expect from an internship at this agency? What duties will interns perform?" Remember also that interns are a vital part of many agencies, and the prospective supervisor is eager to recruit competent practicum interns. Dress appropriately. This generally means choosing attire that is a bit more formal than you would expect to wear during an ordinary workday in that agency. Send a resume ahead of time or bring it to the interview as required by the agency. Appendix D shows one format for your resume. Consult with Augsburg's Center for Service Work and Learning (612-330-1148) for more ideas about resumes.

During the interview be alert to issues of respect and diversity, and indications of the agency's genuine interest in your skill and knowledge development. Feel free to discuss agency philosophy and practice models. Remember to discuss in a curious fashion; do not confront or criticize information you are hearing during your interview. If strong conflicts of values emerge during your interview, consider if you may have difficult value conflicts during your practicum.

Follow through with each interview. Contact your first agency choice and determine if it will accept you as a field intern next fall. Establish an initial beginning date and time during the first week of the fall semester. Finally, fill out the **BSW Practicum Agency Assignment form** (Appendix E) and submit to Annette Gerten by email attachment (gerten@augsborg.edu) or by paper into the social work office. (*NOTE: Your placement is not finalized until this form is received.*) As a courtesy to the agencies you did not choose, write a brief card or letter simply stating your gratitude for the interview and that you have secured a favorable practicum site at another agency. Writing thank you notes following interviews is an important part of professional practice.

Evaluations

The BSW program utilizes several different evaluation measures. Three specifically relate to the field program. These include both junior and senior evaluations of student learning and performance (Appendix F and G respectively), and the student evaluation of field practicum experience (Appendix H).

The junior and senior evaluations provide a way to formally assess your progress in the field. The evaluation process is the same in both years. Toward the end of the fall semester, you and your field instructor (and task supervisor if applicable) will complete the evaluation instrument separately citing examples from your practice and noting areas of strengths and weaknesses. Then you and your field instructor (or task supervisor) will meet together to compare your assessments, noting and discussing areas of agreement and difference. This meeting is very important since it provides an opportunity for you and your supervisor to discuss your work carefully. Frequently student and instructor reconcile their evaluations completely. Following this meeting, the field liaison will visit the agency and meet with student and field instructor to formally review the student's learning. Your grade for field seminar is determined by both your field internship evaluation and your field seminar course assignments. Your internship placement is evaluated by your field instructor on a pass/fail basis. You must pass the internship in order to pass the field seminar course. Your field seminar is not a pass/fail course—it will be graded traditionally according to the rubric included on your course syllabus. Your field seminar instructor, who is also your field liaison, is officially responsible for your final field grade.

The student's evaluation of the field practicum is very important for the BSW field program. This evaluation helps the BSW field coordinator to determine if agencies continue to be suitable places for student learning. At the end of your field placement, you will be asked to complete an agency evaluation form (Appendix I). Completing this evaluation will help future students and we thank you in advance for being attentive to this form.

Of course, the college will provide an opportunity for you to evaluate your field seminar just as you would do for any other class. This evaluation provides essential feedback to the professor and program and once again we thank you in advance for thoughtfully sharing your views.

Additional policies and procedures for Augsburg's field program

Non-sanctioned field sites

The selection of a field site that is either not currently approved by the social work department for BSW assignments or is a place of employment (see Appendix F) should be viewed as exceptional cases. Please refer to the appropriate sections in this manual for guidelines and application information.

Non-academic experience as college credit

No academic credit is given for life or job experience as a substitute for field practicum work and concurrent credit.

Fulfilling SWK 307 AND SWK 257 hours at the same agency

Students who are taking SWK 307 concurrently with SWK 257 may use their SWK 307 site to meet the SWK 257 requirements. They will, however, have to be at the site an additional 40 hours—to separately cover the SWK 257 hours apart from the SWK 307 requirement of 240 hours. SWK 307 students will have to be aware that they will have to start at the site in keeping with the SWK 257 timetable. Students must complete different tasks and assignments for their service learning hours than they do for their internship and have a different field instructor than their service learning supervisor. Grades for SWK 307 and SWK 257 will be determined separately by the field instructor and service learning supervisor. Students who are paid employees at a Service-Learning site and who want to use that same site to meet the SWK 257 40 hour requirement must discuss their plan with the BSW Field Coordinator or the BSW Program Director.

Learning Agenda Format for SWK 307/317 and SWK 407/417

The Junior learning agenda is constructed in a slightly different manner than is the Senior learning agenda.

Agency fieldwork provides direct practice experience for students to acquire knowledge and skill outcomes / results from the activities in which they participate toward the fulfillment of the Augsburg BSW Field Work Objectives. Students -- depending on their own particular capacities, as well as the uniqueness of their agency settings -- will acquire these outcomes by way of a variety of activities made available to them by their agencies.

Senior students are encouraged to specify in advance the activities in which they will engage themselves in pursuit of the outcomes, a process known as a 'learning agenda.' There are two shortcomings of this process for Junior students. First, at the outset of their intern experience, students have little knowledge of what activities will be available to them, and, secondly, they might find their most significant learning in spontaneous, unexpected activities they could not have anticipated in advance.

The Junior learning agenda therefore occurs in two steps. First, students are encouraged to immerse themselves in the activities offered by their agencies, just as social workers meet clients as they present themselves, not with preordained expectations.

Secondly, students, after engaging in activities, planned or spontaneous, are invited to discern the outcome[s] they achieved and relate these outcomes to one or more of the program objectives. These two steps, a 1] written description of the ‘activity’ and 2] ‘outcome’ in relation to program objectives, is followed by a third step: 3] a written ‘reflection’ as to how the first two steps relate to such dimensions as their previous and current academic courses, learning from other life experiences, other books or films they may have read or watched, field seminars, etc.

These three sections are placed together in stand-alone documents requiring one or more pages in a journal format. Students are expected to have three of these ‘activity-outcome-reflection’ statements for each of the six program learning objectives, a total of eighteen for each academic term. They are evaluated on the basis of content and their ability to render these three sections in clear, accurate writing.

During field visits – attended by the student, agency supervisor and faculty supervisor – it is required that students present at least two of these ‘activity-outcome-reflection’ statements, with copies having been given to everyone in attendance three days in advance of the meeting. A minimum of three visits will be conducted, with additional visits as required by student’s learning needs or agency request.

This process is in the interest of student critical thinking, maximizing observation and responsibility, integration into the total experience and clarity of verbal and written expression. And, it recognizes students may have vastly different experiences in terms of activities in which they have participated, but have shared commonality in their knowledge and skill outcomes with direct reference to the Augsburg BSW Field Work Objectives.

In Senior year students are asked to construct their learning agenda at the outset of their field placement. This is typically accomplished during the first six weeks of placement, prior to the first field liaison agency visit. Of course, the learning agenda can be modified at any point as new learning occurs. This is typically done at the end of fall semester during a meeting between the student, field instructor and field liaison.

Grading policy

Field seminar grades are a combination of pass/no pass and traditional grading methods and are the responsibility of the faculty field liaison. The evaluation of student learning and performance in the internship by the field instructor is pass/no pass and advisory to the faculty field liaison, who assigns the final course grade after reviewing both internship and seminar work. The faculty field liaison uses traditional grades in evaluating seminar course assignments. The field liaison will also verify that suitable progress is being made on completing the required field hours (240 each year). How field hours are recorded should be mutually determined by liaison, field instructor and student at the

onset of each placement. The field instructor's signature signifies that the student has adequately completed the required number of hours.

Placement difficulties

If a work related problem develops in a field placement, the student and field instructor are encouraged to discuss their concerns with each other. If the student does not feel comfortable speaking to her/his field instructor, the concern should be raised with the faculty field liaison or in the field seminar group as soon as possible. If after attempts to resolve the problem or clarify the misunderstanding, the problem is not resolved to the student's satisfaction, the faculty liaison will conduct a meeting with the field instructor and student. The faculty liaison will alert the BSW field coordinator to the concern and upcoming meeting. At the meeting, a plan regarding how to resolve the issue will be created and approved by the student, the field instructor, and faculty liaison. If after these new attempts to resolve the problem or clarify the misunderstanding, the problem or issue persists, the faculty liaison will inform the BSW field coordinator who will address this issue. A student may not discontinue a placement without following these steps unless the concern is sexual harassment or discrimination. In these situations, working directly with the field liaison and field coordinator is advised. The faculty will follow college policies on sexual harassment and discrimination.

Early termination of placement

If field placement difficulties cannot be resolved, students and/or field instructors will submit a written request for early termination of placement to the BSW field coordinator. This request will describe the reason(s) for the request and outline the steps taken to resolve the issues. All placement terminations must be requested in writing and requests sent to the field coordinator. Unless the student has violated the state rules of licensure, the field coordinator will review the request and communicate one of two decisions to the liaison, agency and student: 1) the student can seek a new placement; or 2) efforts to resolve the problem will be continued with the field faculty liaison, field instructor and student. If the student has violated state rules of licensure, the BSW field coordinator will forward this information to the BSW director for review.

Because the goal of the field internship is the successful completion of a field placement, the student may be required to complete the total number of hours at a new field placement. Students should not assume that they can credit hours spent in the previous field placement to the next placement.

Non-discrimination policy

Augsburg College does not discriminate on the basis of race, creed, national or ethnic origin, age, marital status, gender, sexual orientation or disability. The Department of Social Work complies with this college policy and has developed its own policy on social, ethnic and cultural diversity. This commitment extends to the selection of field sites. Field agencies are expected to not tolerate any form of discrimination by any agency employee or representative.

The Augsburg Social Work Department is committed to appreciating variations in racial, ethnic and cultural backgrounds, as well as class, gender, age, physical and mental ability, religion and sexual orientation. The statement entitled “Statement on Racial, Ethnic and Cultural Diversity” is contained in Appendix K.

Sexual harassment policy

Augsburg College has adopted a Sexual Harassment Policy which is delineated in the Student Guide. The Student Guide outlines the policy, how to recognize a sexual harassment situation, options for resolving and confronting the situation, as well as a sexual harassment reporting process.

While Augsburg has an official policy, it is recommended that agencies in which students are placed also have policies and procedures that apply to students. It should not be assumed by the field instructor that policies and procedures that apply to employees will necessarily apply to students.

The following is an excerpt from the Sexual Harassment policy as stated in the student guide and dated July 20, 1992:

In its effort to create a work environment for all employees and a study environment for all students that are fair and free of coercion, the College has adopted the following policy:

- a. Unwelcome behavior or actions that emphasize the sexuality or sexual identity of a person in the Augsburg community in a manner which prevents or impairs that person’s enjoyment of educational and employment benefits, climate or opportunities is prohibited
- b. submission to such conduct is made either explicitly or implicitly as a term of condition of an individual’s employment; or
- c. submission to or rejection of such conduct by an individual is used as the basis for academic and/or employment decision affecting such individuals; or
- d. such conduct has the purpose or effect of unreasonably interfering with an individual’s academic or work performance or creating an intimidation, hostile or offensive environment. (student manual)

Agencies in which Augsburg students are placed shall not tolerate any form of sexual harassment of students by any agency employee or representative. Augsburg faculty and staff are obligated to report allegations of sexual harassment to an Investigating Office at Augsburg College.

Although definitions of sexual harassment can be broad, a person commits sexual harassment when s/he:

- subjects a student to unwanted sexual attention; or
- attempts to coerce a student into a sexual relationship; or
- indicates that sexual favors are a condition for participation in a practicum; or
- indicates that sexual favors may enter into the performance evaluation; or

- engages in conduct of a sexual nature which has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating, hostile, or offensive working or learning environment.

Student grievance

If a student is considering filing a formal grievance related to field supervision or behavior of field colleagues, the student is advised to first follow the steps outlined in the policy for *Placement Difficulties* on page 17 of this manual. If the student is dissatisfied with the outcome of this process, with the help of the academic advisor, (s)he should ask that the BSW Coordinator convene a meeting among the BSW field coordinator, BSW program director, faculty liaison, and academic advisor. The student may choose to include another faculty member to mediate this meeting or the academic advisor may do so. Following this meeting, the student grievance may be resolved and recorded in writing to the BSW program director and chair of the Department of Social Work. Should the grievance not be resolved, the student and academic advisor will report to the chair of the Department of Social Work and, if necessary, the Academic Dean and formal grievance procedures will apply.

The Augsburg Student Guide contains the Grievance Policy and Procedure and should be consulted if a student feels a dispute has not been settled to his or her satisfaction with faculty or staff. Access information about grievance process is at www.augsburg.edu/studentguide. The Student Guide defines a grievance “as dissatisfaction occurring when a student feels or thinks that any conduct or condition affecting her/him is unjust, inequitable, or creates unnecessary hardship” (p. 196). Some examples of disputes that might be salient to field are: 1) awarding a grade inconsistent with a student's performance; 2) faculty frequently late or missing class without mutually agreeable rescheduling; 3) failure to provide a syllabus or course objectives; 4) failing to schedule or keep field appointments.

In summary, the student is encouraged to meet with the faculty or staff member first to discuss the problem and attempt to resolve it. If a solution cannot be reached, or the student prefers not to confer with the faculty or staff member, the student is encouraged to discuss the problem with the department chair in an attempt to resolve the problem. If after discussion with the chair, the grievance is not resolved to the student's satisfaction, the student should contact the Academic Dean. If these formal procedures do not resolve the problem to the satisfaction of the student, a more formal conciliation procedure is available and outlined in material available from the Associate Dean of Student Affairs.

Field calendar adjustments, holiday and vacation time requirements

It is expected that students will meet the field hour requirements within the allotted time frame and during Augsburg's regular semester calendar. However, for a variety of reasons some students will either be required by the agency or choose to perform more field hours during vacations or outside of Augsburg's official semester calendar. For example, students working in K – 12 school settings are frequently asked to remain in placement until the end of the school year even if later than Augsburg's

school year. Or, in residency based field agencies such as group homes or hospitals, field students are frequently asked to work during Augsburg's vacations. Also, some students prefer to plan extra hours during semester breaks. For any reason, if a placement is scheduled to occur outside of Augsburg's normal academic calendar the student and field instructor must sign an agreement specifying the anticipated hours at the outset of the placement. The field liaison must be aware of this plan. If non-standard hours requests arise later in the placement, these should be noted by student, field instructor and field liaison. The student is responsible for negotiating smaller amounts of time off with her/his field instructor.

Transportation and automobile insurance

Transportation to and from the field setting is the responsibility of the student. Many settings require that students have access to a vehicle. The student is responsible for furnishing the vehicle, as well as any transportation costs incurred to and from the field agency.

Likewise, the student is expected to carry personal automobile insurance coverage. The student's personal insurance coverage is the primary coverage in the event that a student has an auto accident during the course of practicum responsibilities.

We recommend that students do not transport clients in their personal vehicle due to liability concerns. Should students choose to disregard this recommendation, they should check with the field placement agency and their personal auto insurance carrier regarding their coverage should they have an accident with a client in their car. Students should not assume that the liability associated with client transport will be covered by the agency or their personal auto insurance - particularly if the agency did not specifically authorize the client transport.

Professional liability and malpractice insurance

Augsburg College has professional liability insurance for BSW students while performing their duties in a field placement. For students to be covered by Augsburg, they must be registered for a field work seminar and in regular contact with their Faculty Field Liaison. Once the student has received a final grade for fieldwork, the student is no longer covered by the Augsburg College professional liability insurance. The Social Work department requires that the students purchase individual professional liability and malpractice insurance. One possible vendor is through the National Association of Social Workers (<https://www.socialworkers.org>). You must first be a paid member of NASW to qualify for this benefit. Student insurance rates through NASW are considerably less expensive than the regular rate even when considering the additional cost of student membership with NASW. You will be expected to provide evidence of professional liability insurance prior to starting your practicum.

Field agency agreement

Some practicum agencies will require an official field agency agreement to be signed by both the practicum agency and officials at the college. The social work department does have a field agency

agreement that is available upon request. The areas covered within the agreement include: 1) duties of the college; 2) duties of the field agency; and, 3) duties of the student.

Criminal background checks

Many field agencies require a criminal background check prior to accepting or allowing students to begin a field placement. A few agencies ask the student to pay for the background check. Neither Augsburg College nor the Augsburg social work program conducts criminal background checks on students. Students should be aware that criminal background checks are completed on all who apply for social work licensure. An additional policy on felonies and social work will be distributed during the fall semester.

Appendices

List of Appendices:

- Appendix A Learning agenda outline
- Appendix B Sample learning agenda
- Appendix C Resume outline
- Appendix D Field agency assignment form
- Appendix E Employer as field practicum agency
- Appendix F Junior field evaluation
- Appendix G Senior field evaluation
- Appendix H Student evaluation of field practicum experience
- Appendix I Student hours and activity report
- Appendix J Statement on racial, ethnic, and cultural diversity
- Appendix K NASW code of ethics: Overview
- Appendix L Council on Social Work Education Policy and Standards
- Appendix M Safety Checklist

Appendix A

Guideline for field learning agenda

1. After you and your field instructor have read and conferred about material in this manual, please develop a draft field learning agenda in consultation with your field instructor and field liaison. Use the accompanying outline. Submit a draft to your faculty liaison for comments prior to agreeing to its final form.
2. You are encouraged to develop objectives related to your individual learning and skill needs. For example, you could consider such questions as:

What are my current strengths and weaknesses?

What is my preferred learning style?

In what areas do I have special needs?

How can I most effectively use supervision?

In what areas do I have more (or less) concern?

3. You and your Field Instructor should carefully consider whether there are any special "how tos" in performing the tasks for the agency. Is a particular method, technique, or style practiced at your practicum agency? If so, state the special objectives the agency has for you.
4. Indicate clearly the assignment(s) that have been selected for you. Please show that the task will enable you to address the objectives you have listed.
5. Evaluation will be ongoing, with a formal evaluation conducted at the end of each term. The final evaluation for the College will be the responsibility of the field liaison and the written evaluation is advisory for that purpose.

Appendix B

Field learning agenda outline

NOTE: Field learning agenda should be typed and a draft copy submitted to faculty liaison for approval. Once finalized, the student, field instructor, task supervisor if required, and faculty liaison should each keep signed copies.

I. Background information

- A. Student: Name and contact information (telephone, email) and field seminar course number
- B. Agency: Name, complete address with zip code and email, type(s) of service given.
- C. Field Instructor's name, title, telephone, email
Education (Indicate degree and major)
Previous human service experience (years)
Professional association membership (types)

II. Field internship schedule

- A. Day and hours each week.
- B. Beginning date; anticipated end date
NOTE: Non-standard field hours outside of Augsburg's academic calendar should be explicitly specified and agreed upon by student, field instructor (task supervisor), and liaison.
- C. Make-up plans if starting late or expecting a deficiency in the annual 240 field hours

III. Goals and objectives to be achieved during field experience this term. Final Evaluation will be based on stated objectives and on the practicum student evaluation form.

- A. BSW field goals related required of all students. After each, list objectives specifying plans to meet this goal
 - 1. To have knowledge of social work as a profession.
 - 2. To have a working knowledge of the agency and its programs.
 - 3. To utilize human behavior and social environment theories in a competent manner.
 - 4. To use Augsburg's generalist social work practice model demonstrating strengths perspective, cultural competency, and ethical reasoning in all phases of practice, and including both direct and policy practice, and local to global perspectives. (Note: Students are expected to include all aspects of generalist practice during the course of their two year field career.)
 - 5. To demonstrate professional behavior as a social work intern.
 - 6. To demonstrate increasing self-awareness and maturity in professional practice.
 - 7. To apply social work research and evaluation skills to current agency practice (seniors)
- B. Individual goals for additional professional development
- C. Special skills required by agency

IV. Field instruction and guidance. Please report supervision plans including time involved each week.

Signatures and date: Student, Field Instructor, Task Supervisor if applicable, faculty liaison.

Appendix C

Sample learning agenda ~ Example only ~ Your agenda will differ!

I. Background Information

- A. Jane A. Somebody
Field Work II
95462
- B. XYZ Neighborhood Center
95 W. 12th Avenue
Happy Prairie, MN 55405
- C. May C. Wise, ACSW
Director of Social Services
123-4567
Education: University of Wisconsin, MSW, 1972; Black Rock College, BA, Psychology, 1964
Human Service Experience:
Supervisor and Intern Coordinator, XYZ Neighborhood Center, 1975-97
Social Worker, Zellin Convalescent Center, 1968-71
Group Worker, Hapsburg County Social Service, 1966-68
Caseworker, Ramsey County Welfare Department, 1964-66
Professional Associations: National Association of Social Workers; MN Social Service Association

II. Schedule

- A. Tuesday, 3:30-8:30
Thursday, 10:00-3:00
- B. Beginning date: September 10, 2009; Ending date: April 28, 2010

III. Objectives and Outcomes

- A. BSW field goals required of all students.

Goal #1: To have knowledge of social work as a profession

- a. Read national monthly Newsletter of United Neighborhood Centers of America. Discuss with supervisor.
- b. Attend one National Association of Social Workers Board meeting and one Minnesota Social Services Association conference session.
- c. Read four articles from professional journals and discuss with field work instructor.
- d. Follow one social policy bill at the legislature; share information with staff at staff meeting. Draft letter to state senator on issue of concern to clients. Discuss with supervisor.
- e. Interview other agency personnel about their professional responsibilities and expectations.
- f. Discuss with supervisor and two other staff a community organization approach to work in neighborhood centers.
- g. Record learning in journal.

Goal #2. To have a working knowledge of the agency and its programs

- a. Participate in student intern orientation sessions, and read agency information (including annual report, report to United Way, personnel manual).
- b. Discuss the four program areas with appropriate agency staff.
- c. Develop a flow chart of client movement in and out of the agency.
- d. Attend at least one staff advisory committee, agency board, and staff meeting
- e. Attend three in-service trainings (including one on gay & lesbian youth).
- f. Read and discuss recent research by the agency with field instructor. Participate in filling out United Way data collection forms.
- g. Interview affirmative action officer for agency. Read agency annual report on cultural diversity. Share with intern group.
- h. Read current research on teen gay/lesbian suicide. Share with agency at staff meeting.
- i. Record learning in journal.

Goal 3. To utilize human behavior and social environment (HBSE) theories in a competent manner.

- a. Review HBSE theories presented in SWK 260. Discuss which theories apply to practicum with field instructor
- b. Select at least two theories and apply them to at least two cases situations each semester. For each theory and case, write a one page paper that includes: i) 1 – 2 paragraph description of theory; ii) 1 – 2 paragraph synopsis of case situation; iii) 1 – 2 paragraph explanation of how theory applies to case situation; and iv) 1 – 2 paragraph discussion of what parts of case situation remain unexplained by this theory.
- c. Explore which theories seem most important to helping you understand the clients served by your field agency. Discuss why you selected these theories with your field instructor.

Goal 4. To use Augsburg's generalist social work practice model demonstrating strengths perspective, cultural competency, and ethical reasoning in all phases of practice, and including both direct and policy practice, and local to global perspectives. (Note: Students are expected to include all aspects of generalist practice during the course of their two year field career.)

- a. Deliver casework to at least five families under supervision of field instructor. Discuss with supervisor how generalist social work practice theory is being followed for each family, including problem solving method and strengths perspective
- b. Complete at least two complete intake and assessment procedures each semester including documentation and case planning without supervisor assistance
- c. Present one family case situation in team meeting.
- d. Discuss with field instructor how cultural competency applies for each family situation. Consider if the agency adequately serves the population each family represents.
- e. For at least one family, discuss how policy practice could apply to your case plan.
- f. Discuss with supervisor how global conditions directly impact at least one of the five families
- g. Work jointly, as appropriate, with other resource persons in the agency and the community. Visit two agencies that refer clients to agency.
- h. Staff food shelf three hours per week. Do intakes and resource referrals.
- i. Record learning in journal.

Goal #5. To demonstrate professional behavior as a social work intern

- a. Discuss specific aspects of professional behavior and relate to ethical issues of the agency.
- b. Seek out and use supervision weekly.
- c. Account for time and effort in filling out manual time sheet.
- d. Seek and give feedback to field instructor and co-workers.
- e. Interview three other professionals in the agency and compare social work code of ethics with their codes. Discuss with them what it means to be a professional.
- f. Maintain balance between personal and professional life
- g. Record learning in journal weekly.

Goal #6. To demonstrate increasing self-awareness and maturity in professional practice

- a. Co-lead group. Take primary leadership in two sessions.
- b. Reflect on and discuss how personal values, biases, and attitudes relate to practice with field instructor. Bring to supervision at least two ethical issues per month.
- c. Express feelings, beliefs, and ideas related to practice with field instructor.

Goal #7. To apply social work research and evaluation skills to current agency practice (seniors).

- a. Complete practice evaluation on at least three individual clients using a method learned in SWK 402 & 403.
- b. Complete practice evaluation on at least two group sessions using a method learned in SWK 402 & SWK 403.
- c. Discuss strengths and weaknesses of each method used with the field instructor.
- d. Present at least two summaries of the practice evaluation methods used to seminar class and with field instructor.
- e. Participate in agency data collection and program evaluation by coordinating SWK 402 – SWK 403 class assignment with field placement.

B. Goals for additional individual professional development by the student.

(These are *examples only*. Yours will differ. Do not use these goals unless they are your own.)

Goal #1. To develop self-confidence in the field.

- a. Volunteer leadership in at least one project.
- b. Seek feedback from others in the center.
- c. State opinions clearly and be willing to discuss.
- d. Work independently after observing the needs of the center.
- e. Record learning in journal bi-weekly.
- f. Discuss progress with field instructor

Goal #2. To have a sense of humor and keep my work in perspective.

- a. Explore my playful side at work; discuss problems with my field instructor and co-worker.
- b. Note experiences in journal weekly.

C. Special skills required by agency:

Objective #1. To independently complete agency case management protocols

- a. Read agency case management handbook

- b. Discuss case management data system with institutional technology staff
- c. Enter case data correctly
- d. Read case reports disseminated by case management system
- e. Discuss questions with field instructor

IV. Field instruction and guidance

- a. Attend supervisory conferences weekly, on Friday, 9-10 a.m.
- b. Share information about individuals and groups with supervisor/other social workers.
- c. Attend all-staff meetings when possible
- d. Attend anti-racist training offered by agency

Signatures:

Student

Date: _____

Field Instructor

Date: _____

Faculty Liaison

Date: _____

Appendix D**Resume outline**

- 1) Name
- 2) Current Address
- 3) Telephone numbers ~ Day and evening.
- 4) Email.
- 5) Human service experience ~ Volunteer or paid, include experience from SWK 257
- 6) Work History ~ Full time, part time, summer, any employment more than 2 months
- 7) Awards ~ academic, athletic, music, other awards achieved in high school and in college
- 8) Current interests in social work service delivery
- 9) Exceptional experiences or skills such as speaking more than one language, international travel and/or study, leadership roles in organizations and/or clubs. What distinguishes you?

Appendix E

Augsburg College BSW Practicum Agency Assignment Augsburg College

Student's Name _____
 Address _____
 City _____ State _____ Zip _____
 Phone _____ **EMAIL** _____
 Cell phone if applicable _____

My Field Assignment for the 2009 – 2010 academic year will be:

Division/Department or Program Area: _____
 Agency _____
 Address _____
 City _____ State _____ Zip _____

Field Site address if different from above: _____

Name of designated field instructor *(Note requirements for field instructors, p. 11 of Field Manual):*

Name _____
 Phone _____ **EMAIL** _____
 Address if different from above _____

Brief description of field practicum duties:

Field Agency Previous Year (If a senior) _____

**Do you have a past and/or current relationship with either the field agency or field instructor?
 If so, in what capacity?** _____

Return to: Annette Gerten, gerten@augzburg.edu or Social Work Office Memorial 12

Appendix F

Employer as Field Placement Agency

One of the goals of the Augsburg BSW Program is to offer students an experience that broadens their knowledge and breadth of experience. To achieve this goal, we recommend that students choose field placements at agencies other than one in which they may be an employee. That said, some students wish to be placed at their agency of employ. The following guidelines have been adopted to facilitate this circumstance.

Agency responsibilities

- Provide educationally focused learning opportunities different from student’s regular job.
- Assignments must differ from those associated with employment.
- Student must be given time from regular work duties to meet learning contract tasks
- Evaluation of student’s field practicum is the responsibility of Agency Field Instructor and Faculty Field Liaison.
- Evaluation of student’s performance as agency employee is the responsibility of agency administration.
- Agency Field Instructor (one who evaluates practicum) must not be a peer and must be someone other than workplace supervisor (one who evaluates work performance).
- Student must work 1 year in the agency prior to requesting a field placement in the setting.
- Agency is expected to meet the same criteria as is laid out in the BSW Field Work Manual.

Student responsibilities

- Submit a signed proposal to complete practicum in place of employment prior to the beginning of the field work placement.
- Submit a proposal detailing plans to meet practicum requirements with a beginning learning contract.
- Complete on-going log and written assignments as assigned by the Faculty Field Liaison.

Augsburg College responsibilities

- Monitor and evaluate practicum to maintain focused learning contract.
- Continually clarify differences between work and practicum assignments.

If you wish to have your place of employment be the same as your field work placement, you must submit a detailed proposal which shows how each of the criteria will be met.

The proposal must include the approval signatures of the following:

Agency Executive Director	Date
Agency Field Instructor	Date
Augsburg Faculty Field Liaison	Date
Augsburg Field Coordinator	Date

Appendix G

Junior Evaluation of student performance: Generalist social work practice

Augsburg College
Department of Social Work

JUNIOR FIELD INSTRUCTION Generalist Social Work: Evaluation of Student Learning and Performance 2009-2010

Student _____

Agency _____

Field Instructor _____

Task supervisor (if applicable) _____

Faculty Liaison _____

Dates: Assessment #1: _____ Assessment #2 _____

I. Instructions

Evaluation is a critical part of a student's professional education. It provides an important opportunity for feedback, growth, discussion and educational planning. We appreciate your careful attention to completing this evaluation form.

For each evaluation period, please rate a student on every item by entering the number that corresponds to your assessment of the student's demonstrated performance in the space to the right of each item.

The ratings are as follows:

N/O = You or other supervisors have not observed behaviors demonstrating item of evaluation.

Intern:

1. = Below agency expectations for Junior social work student, (Student has engaged in behaviors infrequently and/or ineffectively)

3. = Meets agency expectations for Junior social work student. (Student has engaged in behaviors frequently and /or effectively)

5. = Exceeds agency expectations for Junior social work student. (Student has engaged in behaviors consistently and proficiently)

Objective 1. Knowledge of social work as a profession:

The student...	time one	time two
1) Comprehends differences between social workers and other human service professionals.	_____	_____
2) Uses language identifying self as preparing for the profession of social work.	_____	_____
3) Demonstrates understanding of ethical principles in the NASW and at least one other code of ethics	_____	_____
4) Can cite at least one example of how social work's professional history affects its current functioning	_____	_____

Objective 2. Working knowledge of the agency and its programs:

The student...	time one	time two
1) Is developing critical understanding of the agency's programs, policies, procedures, and personnel, including affirmative action and other diversity related policies.	_____	_____
2) Is familiar with agency's documentation and record keeping.	_____	_____
3) Understands the agency's role relative to community, state, federal, and international policies and laws.	_____	_____
4) Demonstrates familiarity with the client populations served by the agency.	_____	_____

Objective 3. Uses theories of human behavior and the social environment in a competent manner.

The student...	time one	time two
1) Identifies biological variables affecting human development.	_____	_____
2) Identifies psychological variables affecting human development.	_____	_____
3) Identifies social system variables affecting human development.	_____	_____

- | | | |
|---|-------|-------|
| 4) Demonstrates understanding of how human behavior develops and interacts with the environment. | _____ | _____ |
| 5) Shows knowledge of the diversity of human development including the influences of culture, gender, class, religion, sexual orientation, age, and disability. | _____ | _____ |

Objective 4. To use Augsburg’s generalist social work practice model demonstrating strengths perspective, cultural competency, and ethical reasoning in all phases of practice, and including both direct and policy practice, and local to global perspectives - Part I.

The student...	time one	time two
1) Identifies and applies at least one model of social work assessment and intervention taught in Augsburg’s curriculum.	_____	_____
2) Understands the steps in the problem solving strengths-based model.	_____	_____
3) Demonstrates elements of culturally competent practice.	_____	_____
4) Demonstrates at least one ethical decision-making process to assist in making ethically difficult choices.	_____	_____
4) Identifies how both local and global perspectives apply to client service in the agency.	_____	_____
5) Identifies how both direct and policy practice apply to client services in the agency.	_____	_____

Objective 4. To use Augsburg’s generalist social work practice model demonstrating strengths perspective, cultural competency, and ethical reasoning in all phases of practice, and including both direct and policy practice, and local to global perspectives - Part II : focus on practice stages

The student...	time one	time two
<i>General</i>		
1) Maintains appropriate boundaries with clients.	_____	_____
2) Provides services within the scope of her/his training.	_____	_____

- 3) Demonstrates ability to express empathy towards clients. _____
- 4) Demonstrates ability to express congruence between one's thoughts and feelings and physical presentation to others. _____
- 5) Demonstrates ability to listen in a thoughtful and non-judgmental manner. _____
- 6) Clarifies purpose and goal of the client/worker relationship. _____
- 7) Uses probes thoughtfully in working with clients. _____

Contact phase

- 1) Demonstrates ability to define task in ways that include multiple points of view. _____
- 2) Demonstrates ability to conduct a basic assessment. _____

Action phase

- 1) Demonstrates ability to collaborate with clients. _____
- 2) Demonstrates ability to identify different phases of helping process. _____

Practice Evaluation

- 1) Demonstrates ability to conduct ongoing evaluation of work. _____

Closure/termination

- 1) Ability to anticipate the point of termination. _____
- 2) Ability to support client during face to face termination. _____

Documentation

- 1) Demonstrates ability to document and accurately reflect services provided. _____
- 2) Demonstrates ability to document in a timely manner. _____

3) Demonstrates ability to use agency’s evaluation procedures _____

Objective 5. Demonstrates professional behavior as a social work intern

The student... time one time two

1) Engages in the development and on-going evaluation of the learning agenda. _____

2) Seeks and responds non-defensively to feedback about professional performance. _____

3) Applies learning from field instruction conference to work with clients or on projects. _____

4) Seeks advice and counsel of field instructor when challenges arise. _____

Objective 6. Demonstrates increasing self-awareness and maturity in professional practice

The student... time one time two

1. Is becoming aware of future areas of skill development. _____

2. Demonstrates ability to identify personal strengths in the context of social work practice. _____

3. Demonstrates awareness of areas of conflict between own values and beliefs and the values and beliefs of others. _____

4. Identifies ethical dilemmas that arise in practice. _____

COMMENTS

SIGNATURES

Assessment #1:

Student _____ Date _____

Field Instructor _____ Date _____

Task Supervisor (if applicable) _____ Date _____

Faculty Liaison _____ Date _____

Assessment #2:

Student _____ Date _____

Field Instructor _____ Date _____

Task Supervisor (if applicable) _____ Date _____

Faculty Liaison _____ Date _____

Appendix H**Generalist Social Work Practice: Evaluation of Student Performance**

Augsburg College
Department of Social Work

SENIOR FIELD INSTRUCTION**Generalist Social Work Practice: Evaluation of Student Learning and Performance**

2009-2010

Student _____

Agency _____

Field Instructor _____

Task supervisor (if applicable) _____

Faculty Liaison _____

Dates: Assessment #1: _____ Assessment #2 _____

I. Instructions

Evaluation is a critical part of a student's professional education. It provides an important opportunity for feedback, growth, discussion and educational planning. We appreciate your careful attention to completing this evaluation form.

For each evaluation period, please rate a student on every item by entering the number that corresponds to your assessment of the student's demonstrated performance in the space to the right of each item.

The ratings are as follows:

N/O = You or other supervisors have not observed behaviors demonstrating item of evaluation.

Intern:

1. = Below agency expectations for Senior social work student, (Student has engaged in behaviors infrequently and/or ineffectively)

3. = Meets agency expectations for Senior social work student. (Student has engaged in behaviors frequently and /or effectively)

5. = Exceeds agency expectations for Senior social work student. (Student has engaged in behaviors consistently and proficiently)

Objective 1. Knowledge of social work as a profession:

The student...	1st Term	2nd Term
1) Demonstrates knowledge of differences between social workers and other human service professionals in context of agency services.	_____	_____
2) Explores the profession of social work through professional journal articles and associations, conferences, legislative sessions, etc.	_____	_____
3) Demonstrates application of the six ethical principles in the NASW Code of Ethics in at least one case example.	_____	_____
4) Demonstrates application of an international code of social work ethics to a case example.	_____	_____

OBJECTIVE 2. Working knowledge of the agency and its programs.

The student...	1st Term	2nd Term
1) Demonstrates basic knowledge of agency's history, philosophy, purpose, and structure.	_____	_____
2) Demonstrates understanding of client population.	_____	_____
3) Demonstrates understanding of agency policies, programs, and personnel.	_____	_____
4) Demonstrates knowledge of agency procedures when serving clients.	_____	_____
5) Represents the agency knowledgeably and in a professional manner to the community.	_____	_____
6) Actively contributes to decision making and other client-specific interactions with staff members.	_____	_____
7) Demonstrates the ability to access agency resources relevant to diverse populations.	_____	_____
8) Demonstrates ability to consider global and local perspectives related to agency services.	_____	_____

OBJECTIVE 3. Uses theories of human behavior and social environment in a competent manner.

The student...	1st Term	2nd Term
1) Relates life cycle and human development theories to individual situations.	_____	_____
2) Integrates liberal arts theory (e.g., humanities, math, science, languages, religion, social sciences, fine arts) to professional practice in at least one case context.	_____	_____
3) Applies a systems perspective (person-in-environment) to practice.	_____	_____
4) Demonstrates understanding of the impact of oppression and injustice in the lives of clients and their community.	_____	_____
5) Understands and applies at least one community-level theory.	_____	_____
6) Understands and applies at least one organization-level theory.	_____	_____

Objective 4. Uses Augsburg's generalist social work practice model demonstrating strengths perspective, cultural competency, direct and policy practice, local and global perspectives – Part I: General

The student...	1st Term	2nd Term
1) Uses a variety of social work skills.	_____	_____
2) Demonstrates ability to express empathy towards clients.	_____	_____
3) Demonstrates ability to listen in a thoughtful and non-judgmental manner.	_____	_____
4) Demonstrates problem solving strengths-based approaches when working with clients.	_____	_____
5) Is able to explain and demonstrate elements of culturally competent practice, including differentiating individual and group-based differences.	_____	_____
6) Is able to explain and demonstrate elements of social justice social work when working with clients.	_____	_____

- 7) Demonstrates acceptance and respect for individual, group and community differences. _____
- 8) Demonstrates ability to use ethical decision-making processes. _____
- 9) Demonstrates ability to utilize policy practice skills in at least one case situation. _____
- 10) Facilitates the client in taking the lead in the social work process when appropriate. _____

Objective 4. Uses Augsburg’s generalist social work practice model demonstrating strengths perspective, cultural competency, direct and policy practice, local and global perspectives - Part II: focus on practice stages

The student... time one time two

Contact phase

- 1) Clarifies purpose and goal of the client/worker relationship. _____
- 2) Recognizes and articulates the problem and strengths as the client understands them. _____
- 3) Synthesizes information for assessment using the systems perspectives. _____
- 4) Draws appropriate conclusions from assessment data. _____
- 5) Demonstrates ability to assess for referral needs. _____

Action phase

- 1) Anticipates possible impact of choices of action on the client and on the agency. _____
- 2) Demonstrates ability to develop and implement an action plan and reassess as needed. _____

Practice Evaluation

- 1) Demonstrates ability to conduct ongoing evaluation of work. _____

- 2) Participates in agency’s research and program evaluation. _____
- 3) Assesses the effects of organizational structures on people within those structures. _____

Closure/termination

- 1) Ability to determine the point of termination. _____
- 2) Ability to support client during face to face termination. _____
- 3) Uses self appropriately in the termination process. _____
- 4) Uses supervision appropriately when termination is difficult or non-standard. _____

Documentation

- 1) Demonstrates ability to document accurately reflecting services provided. _____
- 2) Demonstrates ability to document in a timely manner. _____
- 3) Demonstrates ability to use agency’s evaluation procedures. _____

OBJECTIVE 5. Demonstration of professional behavior as a social work intern.

The student...	1st Term	2nd Term
1) Demonstrates sensitivity, warmth, and acceptance of others.	_____	_____
2) Identifies and accepts the feelings of others.	_____	_____
3) Uses self-disclosure and maintains professional boundaries appropriately.	_____	_____
4) Provides services within the scope of her/his training.	_____	_____
5) Seeks feedback and incorporates suggestions into practice.	_____	_____

- 6) Questions assignments and methodologies, policies, or practices which seem unclear or inappropriate. _____
- 7) Forms and maintains professional relationship with a wide range of people. _____
- 7) Demonstrates increased sensitivity to ethnic/cultural/diversity issues. _____
- 8) Demonstrates awareness of conflicts between own values and those of others. _____
- 9) Demonstrates creativity in working on new projects. _____
- 10) Negotiates new or unpredictable situations. _____
- 11) Demonstrates balance in personal and professional life. _____

OBJECTIVE 6. Demonstration increasing self-awareness and maturity in professional practice.

The student...	1st Term	2nd Term
1) Takes responsibility for her or his own learning process.	_____	_____
2) Takes the initiative and responsibility for work activities.	_____	_____
3) Identifies and analyzes personal values, attitudes and biases.	_____	_____

OBJECTIVE 7. Self-evaluation of practice and programs under supervision.

The student...	1st Term	2nd Term
1) Evaluates research studies and apply findings to practice.	_____	_____
2) Shows beginning skills in applying research knowledge in systematically evaluating own practice under supervision.	_____	_____
3) Shows beginning skills in applying research knowledge in systematically evaluating programs under supervision.	_____	_____
4) Adheres to ethical standards of scientific inquiry.	_____	_____

COMMENTS

SIGNATURES

Assessment #1:

Student _____ Date _____

Field Instructor _____ Date _____

Task Supervisor (if applicable) _____ Date _____

Faculty Liaison _____ Date _____

Assessment #2:

Student _____ Date _____

Field Instructor _____ Date _____

Task Supervisor (if applicable) _____ Date _____

Faculty Liaison _____ Date _____

Appendix I

Student Evaluation of Field Practicum Experience

**Bachelor of Social Work Program
Augsburg College, Department of Social Work
2009 - 2010**

Student _____ Phone _____
 Supervisor _____ Agency _____
 Address _____ Phone _____ Email _____

This evaluation form is to be completed by student at the conclusion of a field placement.

Given below are questions relevant to your field placement setting and your field supervisor. Please consider each question carefully and then rate your field placement setting and field instructor on every item by entering the number that corresponds to your assessment.

The ratings are as follows:

- | | | |
|----------------------------------|---------------------|----------------------|
| 1-Poor, Unacceptable | 3-Acceptable | 5-Outstanding |
| 2-Fair, Needs Improvement | 4-Very Good | |

I. THE FIELD PRACTICUM INSTRUCTOR

1. Provided regular supervision time of not less than 1/2 hour per visit. _____
2. Provided the necessary orientation to the agency. _____
3. Facilitated my integration into the agency. _____
4. Worked in collaboration with me in defining my roles within the practicum agency. _____
5. Assigned developmentally appropriate duties and responsibilities of increasing difficulty and challenge throughout the practicum term. _____
6. Modeled skills and provided knowledge necessary to carry out my social work duties. _____
7. Identified my developing social work knowledge and skills _____
8. Evaluated fairly my practice abilities, strengths, and deficits _____
9. Maintained an open and current flow of information with the field liaison. _____
10. Provided knowledge and/or helped me develop in the following areas:
 - a. Knowledge of agency (e.g., history, philosophy, procedures, etc.) _____
 - b. Knowledge of community _____
 - c. Knowledge of community resources _____

CONTINUED ON NEXT PAGE

CPO

The ratings are as follows:

1-Poor, Unacceptable

2-Fair, Needs Improvement

3-Acceptable

4-Very Good

5-Outstanding

II. THE FIELD WORK AGENCY

1. Provided administrative and logistical support for your field placement, e.g., desk, telephone, support services. _____
2. Provided good learning opportunities working with clients and programs. _____
3. Provided appropriate orientation experiences that were beneficial to you as a social work intern. _____
4. Provided opportunities for learning that would likely not be available if you were an employee. _____
5. Provided an atmosphere where you felt acknowledged and accepted as a student social worker (i.e., education needs considered, included in appropriate meetings, etc.). _____

Appendix J

Statement on Racial, Ethnic, and Cultural Diversity

Our goal is to make this Department a place where cultural competence can grow and where racism and oppression will wither. We are committed to appreciating variations in racial, ethnic, and cultural backgrounds and in class, gender, age, physical and mental ability, religion, and sexual orientation. We see the differences among ourselves -- faculty, staff, and students -- as strengths and resources for us to tap. Welcoming diversity and understanding how we differ and what we share in common are first steps in our lifelong pursuit of ethnically sensitive and culturally competent social work education and practice. We are committed, also, to increasing the diversity of department resources by:

1. promoting affirmative action in hiring;
2. actively seeking training and renewal in ethnically sensitive practice for faculty, staff and Field Instructors and students;
3. expanding and enriching our BSW and MSW curricula with readings, media and guest presentation which reflect the broad spectrum of human cultures;
4. advocating on behalf of oppressed groups in our communities;
5. serving on communities and task forces working to solve the problems of racism, hatred, and discrimination;
6. lobbying for legislation and policies intended to make our society more just; treating each other with respect and holding each other accountable to challenge racism; and
7. supporting each other in our efforts to become more ethnically sensitive and culturally competent.

Thus, we recognize that appreciation of differences as strengths and creative resources is a necessary, but not sufficient step in building a just community. Onto our willingness to learn about and to understand other cultures and other points of view, we consciously and vigorously add our determination to point out and to fight racism and other forms of oppression toward people. In our local region oppression has been especially evident in the disproportionate number of women and children who are poor, in the disproportionate number of children of color who are placed out of their homes, in the disproportionate number of older women of color who are without adequate housing or health care, in the disproportionate number of men of color in correctional facilities, in the recent rise in verbal harassment and violent attacks on women and gay and lesbian people, in the increase of anti-Semitic acts and cross-burnings, and in the still-limited number of staff and students of color serving in our social services agencies. To prepare faculty, staff and students to recognize oppression, discrimination, and both covert and overt racism on individual and institutional levels, we will include anti-racism content and skills in each course.

We are committed to address our own issues of racism through honest, direct dialogue with each other, through continuing scholarship, through reading, writing and participating in workshops, retreats, and cultural events and through listening to others -- students, practitioners, representatives from community and users of social work services whose ethnic or cultural backgrounds differ from our own. Further, we are concentrating on increasing awareness of

assumed or presumed privilege based on membership in a group that historically has oppressed others in Minnesota.

The goal of these initiatives is to offer each faculty member, staff and student in our Program a supportive climate and substantial information upon which to build ethnically sensitive and culturally competent practice so that we each can grow as human beings and combat racism effectively together. Each student is required to develop skills in helping clients from diverse backgrounds. The Department has traditional ties to global studies and some faculty and students have experience and knowledge in international social work. This skill development will join efforts to achieve social justice world-wide.

Appendix K

NASW code of ethics - Overview, preamble, purpose and ethical principles

Overview

The NASW Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. This Code includes four sections. The first section, "Preamble," summarizes the social work profession's mission and core values. The second section, "Purpose of the NASW Code of Ethics," provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice. The third section, "Ethical Principles," presents broad ethical principles, based on social work's core values, that inform social work practice. The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

Core values

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence

This constellation of core values reflects what is unique to the social work profession. core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

Appendix L**Council on Social Work Education
Education Policy and Standards (CSWE, 2002)****4.7 Field Education**

Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students' identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives.

Appendix M

Student Field Safety Checklist

- _____ Read agency safety policies and procedures
- _____ Discuss agency safety policies and procedures with field instructor on ongoing basis during placement
- _____ Discussion with field instructor should address the following safety considerations:

- a. Elements of *social work best practices* that apply to agency and their relationship to personal safety. A few examples of best practice that might influence safety include respectful communication with client including a respectful greeting, honoring client’s personal space, honoring client’s household space when on a home visit, explaining purpose of meeting to alleviate client anxiety, listening to client story without interruption, demonstrating empathy throughout meeting, appropriate professional dress. There are many more elements of social work best practice that apply to personal safety. Interns are responsible for learning these as they improve their social work practice skills through course of field placement.
- b. Knowledge of neighborhood through agency orientation.
- c. Building safety, including offices, waiting rooms, closets, hallways, interview rooms, bathrooms, etc.
- d. Parking lot safety – walking to and from car, lighting, hours of access, bus stops, etc.
- e. Security during agency closing and opening. Who closes the office at night? Are there differences between closing when it is dark and closing during daylight hours?
- f. Non-violence policy.
- g. Sexual harassment policy.
- h. Gun and weapon policy.
- i. Check-in and check-out procedures.
- j. Safety on home visit procedures.
- k. Transportation policy. *Augsburg recommends students not transport clients unless necessary. If necessary, Augsburg recommends students check with agency to see if agency covers student’s transportation insurance, or student must check with personal insurance company to see if they are covered.*
- l. Property damage policy.
- m. Emergency procedures (e.g. panic alarms, security cameras, or other building safety devices).
- n. Restraint procedures. *Augsburg does not allow interns to routinely restrain clients.* If restraint is an expected part of the internship placement, full training in its use must be provided by the agency. The agency must have malpractice liability policies in place that cover restraint.
- o. Universal precautions or CPR. If placement is in a medical setting and if agency employees receive training in universal precautions and/or CPR, interns must also receive this training.
- p. Post-incident procedures. Interns are expected to report any unsafe incidents to agency staff and to know when, where, what, how, and to whom they should report.

Signatures

Student	Date
Field Instructor	Date
Task Supervisor (if applicable)	Date