

FIELD EDUCATION HANDBOOK TABLE OF CONTENTS

SOCIAL WORK EDUCATION AT WARTBURG.....	1
Overview	1
Nondiscrimination	1
History	1
Social Work Mission Statement.....	2
Goals.....	2
Expected Educational Outcomes	3
Social Work Course Descriptions.....	4
Professional Foundation Areas	7
General Education and Liberal Arts	7
PHILOSOPHY AND GOALS OF THE FIELD EDUCATION PROGRAM.....	8
Educational Objectives	8
Commitment to Diversity Education	8
Program Structure.....	9
FIELD EDUCATION ROLES AND RESPONSIBILITIES.....	10
Social Work Program Commitment	10
Field Experience Coordinator	10
Faculty Liaison	11
Placement Agency	11
Agency Field Instructor	12
Student	13
SELECTION OF AGENCIES AND INSTRUCTORS	14
Wartburg West.....	14
International Field Placements.....	14
Field Placement in Agency of Employment	15
Criteria for Selection of Agencies.....	15
Placement Agreement with Field Agencies	16
Criteria for Selection of Field Instructors	16
Field Instructor Information Form	17
Orientation and Training for Field Instructors.....	17
PROGRAM EVALUATION.....	17
Students	17
Advisory Committee.....	18
Faculty	18
Annual Evaluation of Field Education.....	18
POLICIES AND PROCEDURES FOR STUDENTS IN FIELD EDUCATION.....	18
Transportation.....	18
Insurance.....	18
Work Hours and Holidays	18
Changing Agency Placements	19
Removal From Field Placement	19
Grievances	19
Exceptions to Policies.....	20
BEGINNING FIELD EXPERIENCE (SW 181)	21
Course Description and Rationale	21
Learning Objectives.....	21
Prerequisites.....	21
Assignment to Placements	22
Field Instruction Learning Agreement.....	22
Placement Length	22
Reporting Procedures.....	23
Evaluation of Student Performance	23

INTERMEDIATE FIELD EXPERIENCE (SW 281).....	24
Course Description and Rationale	24
Learning Objectives.....	24
Prerequisites.....	24
Assignment to Placements	24
Field Instruction Learning Agreement.....	25
Placement Length	25
Reporting Procedures.....	25
Evaluation of Student Performance	26
 SUPERVISED FIELD INSTRUCTION (SW 401, 402, 403).....	 27
Course Description and Rationale	27
Learning Objectives.....	27
Prerequisites.....	28
Participation In The Senior Integrative Seminar (SW 400).....	28
Application for Supervised Field Experience	28
Assignment to Placement.....	29
Field Instruction Learning Plan	29
Placement Length	30
Reporting Procedures.....	30
Evaluation of Student Performance	30
Grading	31
 SENIOR INTEGRATIVE SEMINAR (SW 400).....	 31
Course Description and Rationale	31
Learning Objectives.....	31
Prerequisites.....	33
Learning Activities	33
Evaluation of Student Performance	34
Grading	34
 EXTENDED FIELD INSTRUCTION (SW 405).....	 34
Course Description and Rationale	34
Learning Objectives.....	34
Prerequisites.....	35
Assignment to Placements	35
Field Instruction Learning Plan	35
Placement Length	35
Reporting Procedures.....	35
Evaluation of Student Performance	35

APPENDIX

Agency Agreement to Provide Field Instruction	I
Requirements for a B.A. Degree.....	II
SW 181 EVALUATION OF STUDENT	III
SW 281 EVALUATION OF STUDENT	VI
FIELD INSTRUCTION LEARNING AGREEMENT	IX
FIELD INSTRUCTOR INFORMATION FORM	X
SENIOR PRACTICUM APPLICATION	XII
STUDENT EVALUATION OF FIELD PLACEMENT	XIII
SW 400 RESEARCH REPORT OUTLINE.....	XIV
WEEKLY TIME LOG	XV
SW 401, 402, 403 EVALUATION OF STUDENT	XVI
SW 405 EVALUATION OF STUDENT	XX

SOCIAL WORK EDUCATION AT WARTBURG

Overview

The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession's history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice. (*Educational Policy 1.1*)

Following from these purposes of social work education, social work practice should focus simultaneously on enhancing and restoring the individual's capacity for social functioning and creating societal conditions favorable to the individual's goals. Social workers must have the skills to intervene with individuals, families, groups, organizations, and communities. Education for the profession promotes the development and advancement of knowledge, practice skills, and services that further the well-being of people and promote social and economic justice. (*Educational Policy 1.1*)

Since 1974 when the Council on Social Work Education first began accrediting undergraduate social work programs, accreditation standards have required baccalaureate programs to educate generalist or entry level social workers and graduate programs to educate specialist or advanced-level social workers. This requirement has served the profession well and has resulted in a well-designed route for students to follow from BSW to MSW level of practice; from graduation from an accredited undergraduate program into (often times) advanced standing at a graduate school of social work.

Nondiscrimination

The social work department conducts all of the educational program without discrimination on the basis of race, color, gender, age, creed, ethnic or national origin, disability, or political or sexual orientation. (*Educational Policy 6.0*)

History

Wartburg College is named after the Wartburg Castle, a landmark built in 1027 and located near Eisenach, Germany. During the Reformation, Martin Luther took refuge in the castle and, while there, translated the New Testament into the language of the people. From Wartburg Castle, St. Elizabeth of Thuringia cared for the poor and needy. Adopted as a role model of the first "Wartburg social worker," St. Elizabeth fed the hungry with bread from the castle kitchen, established a hospital to treat the sick, and provided special care for needy children.

Wartburg College began in 1852 primarily to serve the Lutheran Church and American society by the preparation of individuals for service in the ministry. Later this expanded to include both the ministry and the training of teachers. Still later in this century, Wartburg's mission expanded through the development of a liberal arts base and education for a wide variety of occupations.

The social work program began as an autonomous department in 1945 as a continuation of the mission and liberal arts foundation of the college. Dr. C.H. Becker, the President of Wartburg in 1945, initiated the social work program because of his conviction that the values and service orientation of the social work profession were closely related to the mission of the college and the Lutheran Church. He saw the social work program as reinforcing the mission of the college to prepare students for a life of leadership and service.

Dr. Becker, through his vision, established Wartburg's social work program as the first undergraduate social work program in Iowa and established it as a professional social work degree program. No Iowa college or university has recognized the need for trained social workers longer, and Wartburg's commitment to social work has never diminished over the years. Since 1945, Wartburg's social work program has graduated approximately 750 men and women with social work majors.

Social Work Mission Statement

To develop competent and proficient students trained in generalist social work practice who demonstrate a belief in social justice and the value of humankind. Our focus is to promote success and achievement for every student while providing them with knowledge, understanding, and skills necessary to be effective in a diverse world and for lives of leadership, service, and faith. (AS 1.0)

Goals

The educational goals of the social work program at Wartburg are as follows: (EP 1.0)

1. Develop in students a basic understanding of group and organizational dynamics and how groups can be used to foster individual and organizational change.
2. Develop in students the basic knowledge and skills needed to empower and provide casework services to individuals and families from a strength's perspective.
3. Develop in students a comprehensive understanding of the various aspects of human behavior and its interplay with the social environment.
4. Develop in students personal values that are consonant with those of the social work profession and provide them with skills to make consistent, ethical practice decisions.
5. Foster in students an appreciation for human diversity in terms of age, culture, ethnicity, disability, gender, class, marital status, national origin, family structure, and sexual orientation and an understanding of how these influence behavior and social functioning.
6. Develop in students a basic understanding of community dynamics and skills in community organization and resource development.

7. Develop in students a knowledge of policy approaches to social problems such as oppression and discrimination and their effects and techniques of advocacy for affecting social change and to promote social and economic justice.
8. Equip students with the analytical skills needed to utilize professional research, scrutinize social policy approaches, and evaluate their own practice.
9. Develop in students an understanding of the social work profession -- its foundations, purposes, unique contributions, strengths, and limitations -- and acquire a beginning professional identity.
10. Develop in students an understanding of the social work profession's traditional commitment to social justice and ways of incorporating these values into professional practice.

To accomplish these goals the program strives to produce generalist social work practitioners who are familiar with a systems framework, have problem-solving strengths, and have experience with diversity. This focus is required because our graduates seek and find employment in both rural and urban settings in various regions of this country and throughout the world.

Expected Educational Outcomes (EP 3.0)

The intended outcomes for a social work major as outlined by the Council on Social Work Education are as follows:

1. Prepare students for beginning generalist social work practice with multiple systems and the dynamics of change. (EP 3.0.6)
2. Develop in students a comprehensive understanding of human behavior and how it is affected by the social environment. (EP 3.0.7)
3. Develop in students the understanding of person-in-environment perspective based on the liberal arts which connect biological, political, social, and psychological systems. (EP 3.0.7)
4. Develop in students personal values that are consonant with those of the social work profession and provide them with skills to make consistent, ethical practice decisions. (EP 3.0.1,2)
5. Develop in the students the knowledge, values, and skills of the social work profession into competent practice with diverse populations and client systems. (EP 3.0.2,3)
6. Prepare students to practice within the values and ethics of the social work profession with understanding and respect for the positive value of diversity. (EP 3.0.3,4)

7. Foster in students an appreciation for human diversity in terms of culture, ethnicity, gender, class, and sexual orientation and an understanding of how these influence behavior and social functioning. (*EP 3.0.4*)
8. Develop in students a basic understanding of community dynamics and skills in community organization and development. (*EP 3.0.12*)
9. Develop in students an understanding of the social work profession's traditional commitment to social justice and ways of incorporating these values into professional practice. (*EP 3.0.4,5*)
10. Develop in students the basic knowledge of skills needed to counsel and provide services to individuals and families, organizations and communities. (*EP 3.0.7,10,11*)
11. Develop in students a basic understanding of group and organizational dynamics and how groups can be used to foster individual and organizational change. (*EPAS 3.0.7*)
12. Develop in students a knowledge of policy approaches to social problems and their effects and techniques for affecting social change. (*EP 3.0.8*)
13. Prepare students to apply critical thinking skills in the evaluation of social policies and research, to apply findings to practice, and to evaluate practice. (*EP 3.0.1,8,9*)
14. Develop in students an understanding of the social work profession - its foundations, purposes, unique contributions, strengths, and limitations - and acquire a beginning professional identity. (*EP 3.0.5*)
15. Prepare students for entry into graduate schools of social work at the advanced level.

Social Work Course Descriptions

Of the 17 courses required for the major, 13 are social work courses and four are supporting courses taught in other departments of the college and described in the Wartburg Academic Catalog (see the explanation of all requirements in the appendix section entitled Summary of Requirements for a BA Degree in Social Work). A description of required social work courses follows.

- | | | |
|----|-----|---|
| SW | 101 | <p>Introduction to Social Work and Social Welfare
 Overview and history of social welfare. Problems of individuals, families, resource agencies with which social workers have contact, fields of practice (Interconnected: Social Science).</p> |
| SW | 181 | <p>Beginning Field Experience
 May Term experience as a participant and observer in a social work agency for 3 1/2 40-hour weeks totaling 140 contact hours. Required reports. Prerequisite: SW 101. P/D/F only. Possible off-campus costs.</p> |

- SW 201 **Human Behavior and the Social Environment**
 Understanding and assessment of individual behavior through use of an ecological/social systems model. Human development through the life span in the light of family, psychosocial, psychological, cultural, biological, environmental factors. (Writing intensive, Interconnected: Social Science.)
- SW 202 **Group and Organizational Behavior**
 Identical with SO 202. Analysis of small and large group systems, including how to work with groups, organizations, and communities. Use of experiential activities and leadership development. (Oral Communication.)
- SW 230 **Community Theory and Practice**
 A macro practice examination of community dynamics using different theoretical and cultural perspectives. Development of knowledge and skills needed to mobilize resources to meet community social problems. Fall Term.
- SW 300 **Social Policy**
 Overview of social welfare policy. How and by whom policy decisions are made. Policy effects on others. Analyzing policy. Prerequisite: SW 101. Winter Term.
- SW 301 **Social Work Practice I**
 Interviewing skills, social work values, principles of generalist practice, systems theory, problem-solving techniques. (Writing intensive.) Prerequisites: SW 101, 181, 201, 202. Winter Term.
- SW 302 **Social Work Practice II**
 Development and application of intervention theory and skills in various settings and with different target systems of various sizes. Prerequisite: SW 301. Fall Term
- SW 321 **Social Work Research**
 Application of research to social work practice using basic data gathering, analysis, and recording. Special attention to special populations and research designs that prepare students to evaluate programs and practice. (Writing intensive, Information literacy.) Fall Term.
- SW 400 **Senior Integrative Seminar**
 Integration of social work theory and practice. Weekly seminar coinciding with Supervised Field Instruction. (Writing intensive.) Capstone. Prerequisites: SW 300, 301, 302. Winter Term.

SW 401, 402, 403 **Supervised Field Instruction**

Placement for field instruction in a selected social work agency for a total of 450 hours. Prerequisites: SW 300, 301, 302. Winter Term. Possible off-campus costs.

Required Supporting Courses

- PS 101 **Introduction to American Politics**
Introduction to American national politics. Governmental structures and related political institutions, such as elections and public opinion. Fall and Winter Terms.
- PSY 101 **Introduction to Psychology**
Survey of the diverse field of psychology. Examination of theory, research, applications related to individual behavior. Learning and memory, motivation and emotion, intellectual and social development, personality, mental disorders, psychotherapy, social influence, brain functioning. (Interconnected: Social Science.) Fall and Winter Terms.
- SO 101 **Introduction to Sociology**
Survey of the diverse field of sociology, introducing concepts, methods, principles that help in understanding such social processes and institutions as culture and socialization, group dynamics, social inequality, families, educational systems, social change. Fall and Winter Terms.
- BI 130 **Drugs and Personal Health (Human Biology)**
Introduction to structure, function, disease, heredity. Pharmacological, physiological, behavioral phenomena associated with drug use. Laboratory work included. (Interconnected: Natural Science), Fall Term.

Social Work Electives

- SW 210 **Meeting the Needs of Children**
Concepts, policies, practices designed to meet the needs of children. Foster care, residential living, protective services, day care, children and families at risk. Fall Term
- SW 220 **Changing Roles and Human Sexuality**
Evaluation of gender roles and sexual freedom and their implications for interpersonal and social relationships. (Interconnected: Social Science.)
- SW 250 **Current Topics in Social Work Practice**
Elective courses related to a specific field of social work and human services. Possible topics include mental health, criminal justice, developmental disabilities, substance abuse, family services, medical social work. 1/2 course credit. May be repeated for credit as topics change. Fall and Winter Terms.

- SW 281 **Intermediate Field Experience**
 May Term placement in a social work agency for 3 1/2 40-hour weeks, totaling 140 hours. Required reports. Prerequisites: SW 181; second- or third-year standing. P/D/F only. Possible off-campus costs.
- SW 306 **Social Gerontology**
 Identical with SO 306. Dimensions of the aging process and cultural evaluation of oldness. Research findings on aging behavior, attitudes, roles, life changes, social relationships, health care systems. Multidisciplinary approach.
- SW 405 **Extended Field Instruction**
 Optional, four-week extension of Supervised Field Instruction for a fourth-year social work major. Prerequisites: SW 400, 401, 402, 403. P/D/F only. May Term. Possible off-campus costs.
- SW 450 **Independent Study** (variable credit)
 Supervised reading, investigation toward independent preparation of a research paper. Prerequisite: department approval.
- SW 195 **Basic American Sign Language**

Professional Foundation Areas

The *CSWE Educational Policy* 4.0-4.7 requires that the undergraduate social work curriculum include content on social work values and ethics, diversity, promotion of social and economic justice, populations-at-risk, human behavior and the social environment, social welfare policy and services, social work practice, research, and field education. Baccalaureate programs must achieve integration among these professional content areas. Curriculum areas do not need to be taught in discrete courses, but mastery of the professional curriculum must occur through classroom experiences and field practice.

The curriculum design must identify a coherent approach for the selection of research and theories offered. Every part of the baccalaureate curriculum must strengthen the student's understanding and appreciation of a scientific, analytic approach to building knowledge for the delivery and evaluation of practice. Content provided in each curricular area must be relevant to the objectives, philosophy, and mission of the individual program and must facilitate the student's understanding of how the knowledge relates to social work practice.

General Education and Liberal Arts (EP 2.0)

Wartburg's general education course requirements comprise about one-third of all courses required for graduation from Wartburg. Every student regardless of major must complete their general education course requirement according to the Wartburg Plan of Essential Education. The Wartburg Plan of Essential Education - Bachelor of Arts Degree is found in the appendix section.

PHILOSOPHY AND GOALS OF THE FIELD EDUCATION PROGRAM

Field instruction has long been recognized as the core of social work education, providing students with the opportunity to refine theoretical constructs and skills learned in the classroom through actual, supervised practice experience. As an extension of the mission and goals delineated in Section I, the social work program at Wartburg College embraces the concept that guided, structured experience is an essential component of professional training, and utilizes field education extensively in helping students to achieve the key educational objectives identified below: (*EP 4.7*)

1. To integrate theoretical learning with social work practice in a wide variety of social service settings.
2. To work effectively within a social service agency setting with a variety of human service professionals.
3. To appreciate human diversity in its many forms and to practice in a manner that is sensitive to and effective with clients who vary in terms of culture, race, gender, social class, sexual orientation, age, ability, and spiritual beliefs.
4. To recognize one's own abilities and limitations, and to develop a practice style that is consistent with personal strengths and capacities, and reinforce identification with the profession.
5. To develop an ability to monitor and evaluate one's own practice using current professional literature and generally accepted research methods.
6. To demonstrate effective, professional interpersonal, oral and written communication skills, and professional competence.
7. To recognize the inevitability of professional ethical dilemmas and the need to confront them; to practice within the framework of social work values and ethics.

Commitment to Diversity Education (*EP 4.1*)

In accordance with the perspectives on diversity enunciated by the Council on Social Work Education and the profession as a whole, the Social Work Program at Wartburg College has a goal of preparing students to understand, appreciate, and work with people and groups distinguished by the characteristics, and factors specifically mentioned in Objective 3 (above). The field education program assists in meeting this goal by actively seeking field placement sites and instructors in areas and communities where diverse groups represent a significant portion of the population and by publicizing and encouraging students to consider placements in areas serving diverse populations.

Program Structure (*Accreditation Standards 2.1.1*)

Field Instruction at Wartburg College is provided through four different courses, each of which is aimed at achieving specific learning outcomes. Students are required to have a minimum of 590 hours of field experience (two field courses) and may actually have over 800 hours prior to graduation. These experiences are spread over a number of social service agencies and provide exposure to a wide variety of consumer populations, geographic locales, etc.

All field courses at Wartburg College are “block placements.” During the time they are in placement, students take no other courses for academic credit. The courses are sequenced, each designed specifically for students at a particular level and provide a base for the next level.

The four field courses offered to social work majors are:

1. *Beginning Field Experience (SW181)*: This course, usually taken during the first or second year, is required of all social work majors and provides students with an initial exposure to a social service agency, its staff, and clientele. The course is of three and one-half weeks duration (140 hours), and is offered only during the May Term. *Beginning Field Experience* students are evaluated on a P/F basis.
2. *Intermediate Field Experience (SW281)*: As an optional course open to students who have successfully completed the Beginning Field Experience, this three and one-half week placement (140 hours) enables students to broaden their exposure to the profession in order to make later courses and field work more meaningful. Students choosing this option are strongly encouraged to seek a placement in a location that will broaden their exposure to culturally diverse groups. The course is offered during the May Term and also during the Summer Term. Students are evaluated on a P/F basis.
3. *Supervised Field Instruction (SW401, 402, 403)*: This is a required, intensive thirteen-week (450 hours) placement for senior-level students offered during the Winter and Summer Terms. Students in Supervised Field receive three course credits and are concurrently enrolled in the *Senior Integrative Seminar* (for which they receive an additional course credit). It is an initial experience in actual professional practice with an agency under the supervision of a qualified field instructor selected and approved by the Social Work Department. Students are evaluated using the standard grading system.
4. *Senior Integrative Seminar (SW400)*: This seminar is taken along with the *Supervised Field Instruction*, giving students in placement an opportunity to meet together weekly with department faculty to discuss their progress, enhance the integration of previous learning, and reflect on issues of professional significance. This seminar also serves as the “capstone” course of the Wartburg Plan of Essential Education for social work majors, providing a synthesis of liberal arts and social work courses taken throughout students’ academic careers at Wartburg. Students are evaluated using the standard grading system.

5. *Extended Field Instruction (SW405)*: This is an elective course that enables students to lengthen their *Supervised Field Instruction* placement by an additional three and one-half weeks (140 hours) in order to finish projects initiated earlier in the placement or to ready themselves for professional employment. Evaluation is on a P/F basis.

FIELD EDUCATION ROLES AND RESPONSIBILITIES

Wartburg College Social Work Department

The social work program maintains a commitment to:

1. Maintain a social work program, including a field education that meets the accreditation standards of the Council on Social Work Education.
2. Allocate sufficient faculty resources to successfully implement the field education program.
3. Provide students with the academic base and support necessary for a successful, meaningful field experience.

Field Education Coordinator

The field education coordinator oversees the development and implementation of the field education program and coordinates the work of students, field instructors, and other faculty who are involved as liaisons. The coordinator must hold the MSW degree and have two years of professional social work experience at a minimum. (AS 3.0.5) Specific responsibilities are:

1. To implement the field education program, in collaboration with other department faculty, according to the Field Instruction Manual and requirements established by the Council on Social Work Education. (AS 2.1.6)
2. To evaluate and assess the field education program and to recommend policy changes to the Social Work Department as a whole.
3. To develop an annual plan for the field education program specifying goals and objectives to be accomplished. (AS 2.1.6)
4. To coordinate the recruitment and development of field placement sites that meet the criteria specified in the Handbook; to execute agreements between agencies and the Social Work Department, as needed. (AS 2.1.4)
5. To enhance successful teaching by the field instructors by providing orientation sessions, consultation, and information about the social work program. (AS 2.1.5)
6. To communicate to students information about potential placement agencies.

7. To coordinate the process of placing individual students in appropriate practicum settings.
8. To maintain on-going communication with the Social Work Department Field Education Advisory Committee regarding field education policies, procedures, requirements, and issues. (AS 7)

Faculty Liaison

Once students are placed in an appropriate fieldwork setting, they are assigned to faculty members who serve as liaisons and consultants through the duration of the placement. Field liaisons all hold the MSW degree and have two years of professional social work experience at minimum. (AS 3.0.5) The specific responsibilities of the faculty liaisons are:

1. To help the students and the field instructor in planning individualized learning experiences and objectives, based on the student's needs, the placement agency's capacities, and the goals of the field education program.
2. To meet with the students and field instructor in a three-way conference at least twice during the 13-week supervised field instruction to review progress in learning. (AS 2.1.5)
3. To contact both the student and field instructor at least twice during all beginning, and extended intermediate placements.
4. To maintain correspondence, time records, and evaluation forms relative to assigned students.
5. To be available as a resource person for the student; to consult with the student on field experience and progress toward achieving field education objectives.
6. To be available as a consultant to the field instructor.
7. To assist in the planning and conduct of weekly seminar meetings for students in the 13-week supervised field experience.
8. To assign grades in collaboration with the field instructor.
9. To assess the quality of field instruction provided to each student and make recommendations to the field education coordinator regarding the continued participation of the agency and field instructor in the field education program.

Placement Agency

In addition to meeting the criteria specified in the Selection of Agencies section of this Handbook, agencies accepting students for placement have the responsibility to:

1. Provide a designated field instructor meeting the qualifications outlined in the Selection of Agencies and Instructors section of this Handbook.
2. Allow sufficient time for the field instructor to adequately supervise the student's field experience.
3. Allow sufficient time for the field instructor to collaborate with social work faculty and participate in orientation, training, and other relevant meetings.
4. Provide the student with adequate working space and other necessities (supplies, clerical assistance, parking space, etc.).
5. Allow the student access to clients, meetings, and records necessary to a meaningful educational experience.

Agency Field Instructor

As the student's direct supervisor, the field instructor has the responsibility to:

1. Assist in the selection of students for placement through interviews and evaluation of students referred by the Social Work Department.
2. Develop, with the student, a mutually agreeable learning plan outlining goals and objectives for the placement.
3. Conduct an orientation and introduction of the student to the agency.
4. Coordinate the involvement of other agency staff and community resources impacting the student's learning experience.
5. Provide regular supervisory time to the student and feedback on performance, strengths, needs, attitudes, values, etc.
6. Give assignments geared to promoting the student's learning and professional development as a beginning social worker.
7. Make assignments that help the student in learning about a broad range of social work interventions common to generalist social work practice, including practice with individuals, families, groups, organizations, and communities; facilitate the integration of previous learning and help the student in connecting theory to practice.
8. Participate in three-way conferences with the student and faculty liaison during the placement.
9. Encourage practice that is congruent with the department's objectives and with the ethics and values of the social work profession.

10. Become generally familiar with the Social Work Department's social work curriculum and syllabi for the field courses.
11. Participate in orientation sessions, conferences and seminars for field instructors sponsored by the Social Work Department.
12. Complete evaluations of the student's performance (in collaboration with the student) and submit a copy to the faculty liaison.
13. Inform the faculty liaison immediately of any perceived problems of a serious nature which the student is having in the placement.

Student

In order to obtain the maximum benefit from the field experience, the student has the responsibility to:

1. Follow the procedures for selection of a placement agency specified in this Handbook.
2. Develop, in collaboration with the field instructor, a learning plan outlining goals and objectives for the placement.
3. Perform placement assignments in a responsible, professional manner, keeping all commitments made to the agency, field instructor, clients, and social work faculty.
4. Abide by the policies and procedures of the placement agency.
5. Notify the field instructor of unavoidable absences and tardiness in advance, as expected in professional employment.
6. Take responsibility for personal and professional growth by seeking assistance or consultation from the field instructor and faculty liaison.
7. Complete work assigned by the field instructor.
8. Learn, test, and apply the NASW code of ethics at all times during the placement.
9. Observe, test, integrate, and apply the theoretical concepts and principles learned in the classroom to experiences in the field placement.
10. Exercise responsibility in observing the confidentiality of clients and information encountered in the placement.
11. Bring to the attention of the field instructor and the faculty liaison questionable professional practices within the agency.

12. Participate with the field instructor in on-going self evaluation throughout the placement.
13. Maintain records of time and activities on forms provided by the social work department and submit them, as required.
14. Complete all assignments and written work specified by the course syllabus on a timely basis.
15. Attend all seminars, conferences, and meetings required as a part of the field course.
16. Participate in the on-going evaluation of the field education program by submitting feedback on the placement experience at the conclusion of the course.

SELECTION OF AGENCIES AND FIELD INSTRUCTORS

In developing placement sites and making arrangements for individual student practica, the social work program is guided by the following considerations:

1. The development of the student's general *social work knowledge and skills* is the paramount goal of the supervised field experience. This is best accomplished by placing students within a relatively close proximity to the campus (200 miles) so that regular visits by department faculty and participation in the weekly senior integrative seminar meetings are possible
2. Another important goal is to meet the educational preferences and objectives of individual students. If, in the judgement of the student, her/his advisor, and the field education coordinator these cannot be met locally, the student may be given permission to seek a placement in a more distant location. Regardless of location, all placement agencies and field instructors must meet the criteria outlined elsewhere in this manual.

Wartburg West

3. The Social Work Department offers students the opportunity for a diverse, urban field experience with the Wartburg West program in Denver, Colorado. May Term and summer field experiences are available. With careful planning, social work majors may complete their senior supervised field experience in Denver. Students must meet all the requirements for acceptance into senior field and apply and be accepted for the Wartburg West program. Social work faculty must give final approval.

International Field Placements

The department recognizes the value of international and multi-cultural experiences for students, and facilitates them in two ways:

1. By offering students the course SW 281, *Intermediate Field Experience*, a 4-week May Term or summer placement in an agency or setting that provides them with exposure to diverse populations.
2. By arranging required social work courses and offering the senior field experience/integrative seminar during the summer months so that students may take advantage of semester and year-long study abroad programs offered through the college's Global and Multi-Cultural Studies Program and still graduate on schedule.

As a matter of general policy, the department will not place students abroad for the supervised field experience (SW 401, 402, 403). In certain circumstances, however, students may be granted an exception to this policy if, in the judgement of their academic advisor and the field education coordinator, an international placement is critical to meeting their educational needs/goals. In these situations:

1. The student must have sufficient language skills and cultural knowledge to work effectively with clients and placement agency staff.
2. The placement agency and designated field instructor must meet the criteria delineated elsewhere in this manual.

Field Placement In Agency of Employment (AS 2.1.6)

Generally, a student will not be placed in an agency where s/he is currently employed, has worked as a paid employee, or has done considerable volunteer work. Likewise, students should avoid seeking placements with agencies where they have completed earlier fieldwork. Exceptions may be made in some cases where, in the judgment of the student, her/his faculty advisor and the field coordinator, it is clearly in the best interests of the student's professional education. In these exceptional cases, the student must have:

1. practicum assignments and responsibilities that are consistent with objectives of the social work program.
2. practicum assignments and responsibilities that are significantly different than assigned job functions or past work.
3. a designated field instructor who is different from the student's work supervisor.

Criteria for Selection of Agencies (AS 2.1.3)

The primary consideration in the selection of placement agencies is their capacity for providing students with the experiences they need in preparation for beginning, generalist practice. The following criteria are used in the selection of agencies:

1. The agency's approach to student training must be compatible with the educational objectives of the Wartburg College Social Work Program.

2. The agency offers a variety of learning experiences appropriate for baccalaureate-level social work students.
3. The agency must function in a manner consistent with social work values and ethical principles.
4. The agency can afford a student the opportunity for beginning social work practice individuals, families, groups, and organizations.
5. The agency must designate a single professional staff member as the field instructor who meets the criteria identified in this Handbook, and who has sufficient practice experience, time, and interest to provide a quality educational experience for the student.
6. Preference in selection is given to those agencies that can offer students the opportunity to work with multi-cultural, multi-racial, or traditionally-oppressed populations.

Placement Agreement with Field Agencies

The Wartburg College Social Work Department utilizes the *Agreement With Agency Providing Field Instruction* form as a means of formalizing its working relationship with placement agencies. Placement agreements are initiated and maintained by the field coordinator. A copy of this agreement form is included in the appendix.

Criteria for the Selection of Field Instructors (AS 2.1.4)

Field instructors play a critical role in the preparation of social work students for beginning practice. They must possess not only a satisfactory base of professional experience and knowledge of the social work profession, but they must also have the time, ability, and willingness to provide students with the guidance needed as they move toward professional competence.

Field instructors are selected and approved using the following education/experience criteria:

1. Master of Social Work degree (MSW); or
2. Bachelor of Social Work Degree (BA in Social Work or BSW) with a minimum of one year's post graduate professional experience; or
3. Bachelor's degree in a related field with a minimum of three year's post graduate professional experience. A qualified social worker, usually a faculty member, is assigned to provide consultation bi-weekly to satisfy the need for on-going social work supervision. If the agency is unable to provide for specific social work consultation, it may be provided by a qualified faculty member.

Field Instructor Information Form

Field instructors selected and approved by the Department document their qualifications by completing the *Field Instructor Information Form* and submitting it to the field education coordinator. A copy of this form is included in the appendix.

Orientation and Training for Field Instructors (AS 2.1.5)

Field instructors supervising Wartburg College social work students for the first time are provided with an orientation by the field education coordinator that focuses on policies, practices, and basic supervisory issues.

The Social Work Department keeps field instructors apprised of developments in the program and issues of interest to social work field educators through periodic mailings. Field instructors are also invited to attend conferences, workshops, and seminars on topics related to social work education and practice sponsored by the department.

FIELD EDUCATION PROGRAM EVALUATION (AS 8)

It is essential for the Social Work Department to continually monitor and evaluate the extent to which the field education program is successful in attaining its objectives, and to seek more innovative and effective means of preparing students for professional practice. A meaningful evaluation requires that an effort be made to obtain feedback from a broad range of people involved in and/or affected by the field education program, including students, field instructors/social work practitioners, and faculty, and that their input have an actual direct impact on the operation of the program.

Program evaluation data is gathered and documented through the following channels:

Students

Student feedback on the extent to which goals and objectives are met may be obtained through written evaluations of courses that are completed at the end of each term. These evaluations are administered by the College Assessment Center and provide a means through which students can rate the effectiveness of instructors, texts, and courses in general. A copy of the *Student Rating of Instruction* form is included in the appendix.

Students' assessment of their field instructors and placement sites is obtained through use of the *Student Evaluation of Field Placement* form (see appendix). Information from these evaluations is provided to field agencies and is used in determining which sites should be used again, how the program might be improved, and if additional training should be offered to field instructors. The completion of this evaluation also serves to encourage students to reflect upon and integrate the learning that has taken place in the field, and the extent to which the educational objectives have been met.

Advisory Committee

Input from professionals in the field is available through the Department's Education Advisory Committee. This body is composed of at least twelve members, many of whom have served extensively as field instructors. It meets semi-annually to review and respond to the operation of the department, and its field education component in particular. The Education Advisory Committee also serves as an invaluable conduit of information to social work faculty regarding trends in the field for which students need to be prepared.

Faculty

All faculty in the Social Work Department are involved in the planning and conduct of field education. Their thoughts and ideas regarding the effectiveness of the program and individual field placement sites are formally articulated through an annual review of field education, which usually occurs during the May Term.

Annual Evaluation of Field Education

At the completion of the academic year, the field coordinator prepares a written evaluation of the program, using data obtained from the sources identified above. This report documents the performance of the program over the past year, identifies strengths/needs, and specifies goals for the coming year.

POLICIES AND PROCEDURES FOR STUDENTS IN FIELD EDUCATION

GENERAL INFORMATION AND POLICIES

Transportation

Students are responsible for their own transportation to and from placement sites, and in some cases are expected to have a car available for use at field agencies. Specific expectations regarding student travel should be clarified with the agency and field instructor before the placement begins. Students must have a current, valid driver's license and sufficient insurance.

Insurance

Although malpractice insurance is not required by the social work program, some placement agencies may require the coverage. Insurance for students can be obtained through the National Association of Social Workers. Specific information and application forms are available from department faculty members.

Work Hours and Holidays

Work days and hours are negotiated between the student, field instructor, and faculty liaison prior to the beginning of the placement. Although the number of hours worked may vary slightly from week to week, students should not consistently exceed the 36-40 hour maximum limit or alter their schedule without first consulting their faculty liaison.

The Social Work Department does not require students to work in placement during college-designated holidays and breaks. However, an agency may request that a student work during these periods. The responsibility for requesting time off for any reason rests with the student, and such requests should be negotiated directly with the field instructor well in advance.

Changing Agency Placements

Typically, students remain in the same agency for the duration of the placement. However, there may be compelling reasons to change placements at some point during the term if, for example, the structure of the agency suddenly changes, or if a field instructor is incapacitated in some way. A request for a change in placement may be initiated by the student, field instructor, or faculty liaison. If a change is deemed necessary, the faculty liaison will work with the field coordinator to locate an alternate placement meeting department criteria.

Removal From Field Placement

Occasionally, while in a field experience, a student will demonstrate unsuitability to continue with the experience which may result in removal from the agency and from the social work major. The following are four areas of main concern:

- Violation of NASW Code of Ethics.
- Unsatisfactory performance in field placement, for example, absenteeism, failure to follow agency policies and procedures, failure to follow supervision, harm to clients, etc.
- Failure to follow through on faculty and supervisor recommendations for correction.
- Violation of the Wartburg standards for students as outlined in the *Wartburg College Student Handbook* or the commission of a crime.

Students have the right to appeal Departmental decision through the established Departmental grievance policy as outlined in the *Social Work Department Student Handbook*.

Grievances

Students who experience difficulties or dissatisfaction with placements can address them using the following procedures:

1. Discuss the problem directly with the agency person with whom the problem exists and the field instructor.
2. If the issue cannot be resolved at the first level, the student should discuss it with her/his faculty liaison, who will subsequently address the problem with the agency field instructor.

3. If a satisfactory solution to the problem cannot be achieved, the student and faculty liaison should reconsider the appropriateness of the placement and the possibility of initiating a change.
4. Students retain the option of addressing problems through the grievance procedures established by the college. These procedures are described in the Student Handbook.

Exceptions to Policies

While they should never be considered lightly, exceptions to policies described in this handbook can be made on a case by case basis, with the authorization of the field coordinator and Social Work Department chair. Exceptions will be made only if they are clearly in the best interests of the student's professional education and if they do not compromise the integrity of the social work program.

BEGINNING FIELD EXPERIENCE SW 181

Course Description and Rationale

Students enrolled in this course are placed in a social service agency setting for a 3 1/2-week experience as participant-observers. It is geared specifically to students who are exploring social work or related professions as an academic major or career. Students are provided with a beginning “hands-on” experience in order to examine first-hand the operations of a social service agency and to observe the functions and activities of social work professionals and their clients. This initial field experience is helpful to students in determining the compatibility of their own values, personal qualities, and level of commitment with professional practice in a social welfare agency.

The Beginning Field Experience also provides students an opportunity to assess their present range of skills so that they can more intelligently discern their future learning needs and plan accordingly. To a certain extent, a student’s performance in and response to the beginning placement also provides social work faculty with important feedback on the student’s aptitude and motivation for beginning social work practice.

Learning Objectives

1. To develop an understanding of the meaning and importance of professionalism in the provision of social work services: professional conduct, professional identity and professional use of supervision.
2. To increase recognition of social work values, personal values, agency and consumer value systems; to describe how these interact and affect the delivery of service.
3. To gain a basic exposure to the structure of a social service agency: its goals, clientele, funding sources, and services.
4. To recognize how a social service agency interacts with its social environment; how it works with other agencies and community resources.
5. To be able to interact in a purposive way, under supervision, with diverse social service consumers, while providing limited services on their behalf.
6. To gain a basic understanding of one’s potential for future professional practice.

Prerequisites

Students enrolling in the Beginning Field Experience must meet the following criteria:

1. Satisfactory completion of *Introduction to Social Work and Social Welfare* (SW 101).

2. Minimum overall grade point average of 2.00.
3. Approval of the student's academic advisor and the Field Education Coordinator based on the student's maturity, sense of responsibility and reliability, and demonstrated commitment to learning how to work effectively with people.

This course is required for all social work majors. Students with interests or majors in other areas who meet the prerequisites identified above may also take the course.

Assignment to Placements

The following steps are used in selecting and arranging a suitable placement site:

1. Several weeks prior to the placement, students are provided with an orientation to the course in a group meeting with social work faculty. At this time they are acquainted with the goals and parameters of the course, and are also provided with a listing of placement sites used by Wartburg students. Each student is assigned a faculty liaison, who serves as a consultant throughout the placement experience.
2. The student then meets with her/his faculty liaison to discuss placement options and to identify one or more that best meet her/his individual learning goals and the course objectives.
3. When an appropriate site has been selected, the student contacts the agency to indicate her/his desire for a placement, arranges an interview (if required by the agency), and reports the outcome of the contact to the faculty liaison.
4. Once an agency agrees to host a student, the faculty liaison contacts the designated field instructor to discuss and formalize the details of the placement. A letter of confirmation is sent to the field instructor with a copy to the student.

Field Instruction Learning Agreement

A *Field Instruction Learning Agreement* outlining the parameters and goals of the placement is used in all beginning field practicums. It provides the field instructor and the student with an opportunity to discuss their expectations before the placement gets underway and serves to minimize misunderstandings that might otherwise occur. The agreement is developed jointly by the student and field instructor at the beginning of the placement and a copy is sent to the faculty field liaison for review and signature. A copy of the *Field Instruction Learning Agreement* can be found in the appendix.

Placement Length

Students spend a total of 140 hours in the Beginning Field Placement over a 3 1/2 week period. They are typically in placement eight hours during each working day. Occasionally there is a

need to deviate from a normal work schedule in order to accommodate student or agency needs; such cases should be discussed with the faculty liaison before the placement begins.

Reporting Procedures

Students in Beginning Field complete the following reports and send them to their faculty liaison at the end of each week:

1. The Weekly Time Log. A copy of this form can be found in the appendix.
2. A written summary of activities and reflections, using the guidelines contained in the course syllabus.

Evaluation of Student Performance

Evaluation is an essential and meaningful part of effective supervision designed primarily to assist students in assessing their strengths and needs relative to social work practice. The evaluation process is on-going, and should involve frequent communication between the student and the field instructor. Likewise, it is a mutual process; students are expected to develop the ability to assess their own progress and potential for social work practice using feedback from a variety of sources.

The student and field instructor complete and sign the Student Field Learning Evaluation form at the end of the term. The student sends a copy to her/ his faculty liaison for review. After a grade is assigned, based on the student's performance in the field and written assignments, the evaluation is routed to the student's advisor for use in future academic planning.

A final grade for the course is assigned by the faculty field liaison on a P/F Credit basis.

INTERMEDIATE FIELD EXPERIENCE SW 281

Course Description and Rationale

While the Beginning Field Experience (SW 181) is designed primarily to assist students in gauging their suitability and interest in social work as a profession, the Intermediate Field Experience is offered as an elective to broaden their exposure to professional practice. The course can help to define future learning needs, make their classroom learning more meaningful, and acquaint them with broader professional options before entering the thirteen-week Supervised Field Instruction placement. This course also provides a valuable opportunity for students to broaden their exposure to diverse populations and settings. They are strongly encouraged to select placements in areas where they have not lived or worked previously

Learning Objectives

1. To build upon the knowledge and understanding gained in the Beginning Field experience about:
 - a. the meaning and importance of professionalism in the provision of human services.
 - b. various value systems encountered in social work practice (personal, professional, consumer, community).
 - c. the structure and operations of social service agencies.
 - d. the relationship between social service agencies and their communities.
2. To deepen an understanding of the student's own professional interests and capacities.
3. To develop, through experience, a better understanding of human diversity and how it relates to social work practice.

Prerequisites

1. Satisfactory completion of Beginning Field Experience (SW 181).
2. Minimum overall grade point average of 2.00.
3. Approval of the student's academic advisor and the field education coordinator based on the student's maturity, sense of responsibility, reliability, and demonstrated commitment to learning how to work effectively with people.

Assignment to Placements

The following steps are used in selecting and arranging a suitable placement site:

1. Several weeks prior to the placement, students are provided with an orientation to the course in a group meeting with social work faculty. At this time they are acquainted with

the goals and parameters of the course, and are also provided with a listing of placement sites used by Wartburg students. Each student is assigned a faculty liaison, who serves as a consultant throughout the placement experience.

2. The student then meets with her/his faculty liaison to discuss placement options and to identify one or more that best meet her/his individual learning goals and the course objectives.
3. When an appropriate site has been selected, the student contacts the agency to indicate her/his desire for a placement, arranges an interview (if required by the agency), and reports the outcome of the contact to the faculty liaison.
4. Once an agency agrees to host a student, the faculty liaison contacts the designated field instructor to discuss and formalize the details of the placement. A letter of confirmation is sent to the field instructor with a copy to the student.

Field Instruction Learning Agreement

A *Field Instruction Learning Agreement* outlining the parameters and goals of the placement is used in all intermediate field practicums. It provides the field instructor and the student with an opportunity to discuss their expectations before the placement gets underway and serves to minimize misunderstandings that might otherwise occur. The agreement is developed jointly by the student and field instructor at the beginning of the placement and a copy is sent to the faculty field liaison for review and signature. A copy of the *Field Instruction Learning Agreement* can be found in the appendix.

Placement Length

Students spend a total of 140 hours in the Intermediate Field Placement over a 3 1/2 week period. They are typically in placement eight hours during each working day. Occasionally there is a need to deviate from a normal work schedule in order to accommodate student or agency needs; such cases should be discussed with the faculty liaison before the placement begins.

Reporting Procedures

Students in Intermediate Field complete the following reports and send them to their faculty liaison at the end of each week:

1. The Weekly Time Log. A copy of this form can be found in the appendix.
2. A written summary of activities and reflections, using the guidelines contained in the course syllabus.

Evaluation of Student Performance

Evaluation is an essential and meaningful part of effective supervision designed primarily to assist students in assessing their strengths and needs relative to social work practice. The evaluation process is on-going, and should involve frequent communication between the student and the field instructor. Likewise, it is a mutual process; students are expected to develop the ability to assess their own progress and potential for social work practice using feedback from a variety of sources.

The student and field instructor complete and sign the *Student Field Learning Evaluation* form at the end of the term. The student sends a copy to her/ his faculty liaison for review. After a grade is assigned, based on the student's performance in the field and written assignments, the evaluation is routed to the student's advisor for use in future academic planning.

A final grade for the course is assigned by the faculty field liaison on a P/F basis, based on the recommendations of the field instructor and the quality of the student's written assignments.

SUPERVISED FIELD INSTRUCTION

SW 401, 402, 403

Course Description and Rationale

This course, for which students earn three credits, consists of an intensive professionally-supervised practicum in an approved social work setting where students are placed for thirteen weeks. Supervised Field Instruction provides students with an opportunity to apply the knowledge, values and skills gained through classroom study and past field experiences. Along with the Senior Integrative Seminar, this placement represents the final educational experience before entering beginning professional practice.

Learning Objectives

The Supervised Field Experience is designed to help students in meeting the following objectives:

1. To develop an initial sense of a “professional self” and an understanding of her/his role, responsibilities, strengths, and limitations as a social worker.
2. To gain a working knowledge and understanding of the functions and organizational structure of the agency in which he/she is placed, including administrative auspices, sources of support and clientele served. The student should also be able to analyze the kinds of relationships --collaborative, cooperative, or conflicting -- that exists within the agency and with other relevant entities in the community.
3. To learn how to identify and balance the needs and perspectives of clients and the placement agency, demonstrating the ability to identify, empathize and advocate for clients (when appropriate) while recognizing instances where over-identification might actually impede their capacity for independence and self-direction.
4. To differentiate between professional and personal relationships with clients and co-workers; to develop an ability to assess these relationships and functions accordingly.
5. To know how to work effectively within the larger community, practice with diverse groups, and respond to the needs/concerns of vulnerable, “at-risk” populations.
6. To competently assess and define problems presented by clients; to obtain and analyze information and on the basis of this analysis distinguish client, target, and action systems.
7. On the basis of data collected and analyzed, to select and implement appropriate intervention plans.
8. To accurately evaluate the impact of interventions, and to make changes in goals or strategies when indicated.

9. To understand and work under supervision; to use supervision constructively as a means of enhancing professional competence.
10. To apply effective written and interpersonal communication skills in the course of professional practice.

Prerequisites

1. Satisfactory completion of the following courses:

Introduction to Social Work and Social Welfare (SW 101)
Beginning Field Experience (SW 181)
Human Behavior and the Social Environment (SW 201)
Group and Organizational Behavior (SW 202)
Community Theory and Practice (SW 230)
Social Policy (SW 300)
Social Work Practice I & II (SW 301, 302)
Social Work Research (SW 321)

2. Minimum overall grade point average of 2.00.
3. Minimum grade point average of 2.50 in social work courses.
4. Approval of the student's academic advisor and the field education coordinator based on the student's maturity, sense of responsibility, and demonstrated commitment to learning how to work effectively with people.

Participation in the Senior Integrative Seminar (SW 400)

Students in Supervised Field Experience must also register and participate in the Senior Integrative Seminar (SW 400). The weekly seminar affords students the chance to meet with each other and social work faculty each week to discuss placement experiences and reflect on issues of professional significance.

Application for Supervised Field Experience

During the Winter Term students who have registered for the Supervised Field Experience the following year complete an application form and return it to the field education coordinator. The application form contains basic demographic information about the student and also includes a self-assessment of her/his academic progress to date, expectations from the practicum, and learning goals. It provides a starting point in planning for the placement and may be shared with the field instructor to assist her/him in planning placement assignments and activities. A copy of the application form is enclosed in the appendix.

Assignment to Placement

The following steps are used in selecting and arranging a suitable field placement site:

1. Early in the Fall Term preceding the Supervised Field Experience, the field education coordinator provides students who have registered for the course with a listing of placement sites used by Wartburg students.
2. Each student meets with the field education coordinator to discuss possible placement sites/instructors and selects one or more that would meet her/his learning goals. If a student wishes to complete a placement at an agency that has not been used previously by Wartburg College, he/she should discuss this with the field education coordinator. Approval will be contingent on the qualifications of the proposed field instructor, the agency's willingness and ability to provide instruction according to the policies outlined in this manual, and its capacity for meeting the student's unique learning needs.
3. The field education coordinator contacts the agency to determine if it is willing to host a student.
4. The student contacts the agencies selected to indicate her/his interest in a placement, provides the agency with a resume, and arranges an on-site interview (if necessary). If more than one student has interviewed at a particular agency, the field education coordinator and field instructor together will select the student for that placement.
5. Once an agency has decided to accept the student for placement, the field education coordinator issues a letter of notification to the student advising her/him to make necessary arrangements with the field instructor to begin the placement.
6. At the beginning of the placement the student is assigned a faculty liaison, who serves as a consultant to the student and field instructor through the duration of the placement.
7. Letters of confirmation are sent to the agency field instructor.

Field Instruction Learning Plan

The learning plan is a written document developed by the student, faculty liaison, and field instructor outlining:

- specific learning objectives that the student hopes to achieve in the course of the field experience.
- assignments and activities that will enable the student to meet the identified objectives.

The student is responsible for initiating the plan, which should be written during the second or third week of the placement. This is accomplished by:

1. arranging a meeting with the field instructor and faculty liaison to discuss possible goals and assignments.
2. writing a document summarizing the goals and assignments discussed in the meeting.
3. obtaining the signature of the field instructor and forwarding a copy of the plan to the faculty liaison.

The plan should be viewed as a flexible document that can be revised as the need arises.

Placement Length

Students spend a total of 450 hours in the Supervised Field Instruction placement over a thirteen-week period. They are typically in placement 32-36 hours per week. Specific work hours and schedules are negotiated with the field instructor.

Reporting Procedures

Students in field placements complete a weekly time log documenting the time spent at the agency. A copy of this form, which is included in the appendix, is initialed by the field instructor and submitted to the faculty liaison at the end of each week.

Evaluation of Student Performance

Evaluation is an essential and meaningful part of effective supervision designed primarily to assist students in assessing their strengths and needs relative to social work practice. The evaluation process is on-going, and should involve frequent communication between the student and the field instructor. Likewise, it is a mutual process; students are expected to develop the ability to assess their own progress, using feedback from a variety of sources.

The student and field instructor should meet approximately halfway through the placement to informally evaluate the student's progress and plans for the remainder of the field experience. The learning agreement and the form used for the student's final evaluation (see appendix) can serve as helpful guides in this discussion. The faculty liaison may also be involved in the evaluation meeting as an additional resource.

During the last week of the placement the student and field instructor complete and sign the *Student Field Learning Evaluation* (see appendix). The student sends a copy to the faculty liaison for review. After a grade is assigned, the evaluation form is routed to the student's advisory file.

Final grades for the course are based on the recommendation of the field instructor in the student's final evaluation and the faculty liaison's assessment of the student's progress in meeting placement goals. Grades are issued using standard college criteria (A,B,C,D,F).

Grading

Three grades are given for the field placement based on the following:

- SW 401: The recommendation of the field instructor in the final evaluation.
- SW 402: Faculty evaluation of your success in meeting placement goals, based on their interaction with you and your field instructor.
- SW 403: The grade you receive for the written seminar papers with particular weight placed on the research component and the professional self assessment.

SENIOR INTEGRATIVE SEMINAR SW 400

Course Description and Rationale

The need to begin integrating the various strands of learning in the student's liberal arts and social work courses of study is recognized and supported by the college's general education requirement for a "capstone" course and by the social work program's desire for the student's development of a model of professional practice.

It is acknowledged that the process of integration is not and cannot be confined to a single course, rather it belongs to the whole range of the student's educational experience. Further, each student's ability to utilize the integrative process will vary according to his/her own interests, desires, and capacities. Integration may, in fact, be viewed as a developmental process occurring in sequential stages and extending beyond the student's involvement in his/her current educational efforts. It is a lifelong activity.

This weekly seminar is offered in conjunction with the Supervised Field Instruction. Its purpose is to facilitate the integration of social work knowledge, skills and values and a liberal arts perspective into a set of practice competencies necessary for the performance of beginning social work practice. The seminar meets three hours per week on Friday afternoon for the duration of the term.

This seminar is designed to enable students to engage effectively and meaningfully in the process of combining many elements of their educational experience at Wartburg College into a basis of personal and professional competence. By its very nature the content, process and expected outcomes of the seminar differ from other courses by being more intensive, more critical, more interactive, and more comprehensive.

Learning Objectives

The following knowledge, skill and value outcomes are expected to be demonstrated by each student:

Knowledge Outcomes:

Students will demonstrate an ability to use:

- a. their working knowledge of human behavior, its various environmental contexts (individual, family, groups, organizations, and communities), its diversity (cultural, socio-economic, racial, sexual, etc.) and its adaptive and maladaptive patterns in the assessment of situations requiring social work intervention. (*EP 4.1, 4.3*)
- b. their working knowledge of a generic interventive process in the development and implementation of a plan of intervention including the ability to identify the need for and the locus of the planned change effort (goals); to identify and use various systems that are involved (target, change agent, client, action); and to identify appropriate intervention strategies and worker roles, tasks, and activities. (*EP 4.5*)
- c. their working knowledge of an evaluation process in which they assess the extent to which an intervention plan has or has not achieved desired outcomes. (*EP 4.5*)
- d. a working knowledge of the value and ethical dimensions of the social work professions, the interface between professional and personal values/ethics, and the dilemmas that often emerge during the performance of practice. (*EP 4.0*)
- e. a working knowledge of the quality of their professional practice through continual evaluation of their own professional growth and development and the assessment of their practice behaviors and skills. (*EP 3.0.9,11*)

Skill Outcomes

Students will be able to:

- a. use effective communication and information processing skills (writing, oral presentation, teaching, data-gathering, data analysis and information-gathering). (*EP 3.0.10*)
- b. use and sharpen their assessment and analytical skills. (*EP 3.0.7*)
- c. develop and use a facility for making independent judgments and decisions including the ability to assess the impact of personal and professional values/ethics in decision making. (*EP 3.0.2*)
- d. develop and use their skills in social interaction including role flexibility and differentiation, use of interpersonal influence through relationship formation and maintenance, use of supporting, teaching, motivational and involvement techniques. (*EP 3.0.1*)
- e. use accepted research methodologies to assess the impact of their own practice. (*EP 3.0.9*)

Value Outcomes

Students will be able to demonstrate their commitment to:

- a. the priority of the needs and well-being of their client-consumers. (*EP 3.0.2*)
- b. provision of service with equity and without discrimination to oppressed and disadvantaged client populations. (*EP 3.0.3,4*)
- c. practice that respects every individual and group's right to their own lifestyle. (*EPAS 3.0.3.4*)
- d. accepting professional responsibility (accountability) for their activities as social work practitioners. (*EP 3.0.11*)
- e. practice that demonstrates understanding of social work ethics and values. (*EPAS 3.0.2*)
- f. the development of social work knowledge. (*EP 3.0.6*)

Prerequisites

Students must be concurrently registered for Supervised Field Experience (SW 401, 402, and 403).

Learning Activities

To achieve the various knowledge, skill and value objectives, the course utilizes a group discussion format along with a series of other written and research assignments. Opportunities to reflect, share, and evaluate common concerns are necessary to enable students to engage in the integration process effectively and meaningfully. The role of the instructor is that of a group member with special responsibilities as a group facilitator.

Specific learning activities include:

1. A regular guided discussion of professional ethics in social work practice.
2. Formal presentations of case plans and scenarios encountered in the field placement.
3. A series of written assignments addressing:
 - a. a description and analysis of the placement agency.
 - b. the placement agency's relationship to the community and other human service organizations.

- c. a description and analysis of value dilemmas encountered in the placement agency.
 - d. the nature and meaning of supervision received from the field instructor.
 - e. a comprehensive self-assessment of strengths, needs, and potential for professional practice.
4. A research assignment using an appropriate design to assess some aspect of the student's field practice of the placement agency's programs. The field instructor serves as a consultant to the student in the selection and design of the research assignment. (See appendix for Research Outline).

Evaluation of Student Performance

A final grade for the course (A,B,C,D,F) is based on the quality of the student's participation in the seminar and grades received for the written/research assignments.

Grading

The final grade will be based on your participation in the Friday seminars. Consideration will be given to attendance, *active* participation in the discussions, preparation, performance as a discussion leader on assigned readings, and case presentations.

EXTENDED FIELD INSTRUCTION SW 405

Course Description and Rationale

This course is offered to students who have completed the Supervised Field Experience (SW 401, 401, 402) and Senior Integrative Seminar (SW 400). It is an opportunity for them to extend their Supervised Field Instruction placement by an additional three and one-half weeks in order to finish projects initiated earlier in the placement or to ready themselves for professional employment. The course is typically offered during the May Term.

Learning Objectives

Students use this course to:

1. Build upon the knowledge and skills gained in the Supervised Field Instruction placement.
2. Gain a deeper understanding of the placement agency's structure, services, and clientele.
3. Develop a better understanding of career options and preferences.
4. Develop and implement a plan for future employment and/or graduate study.

Prerequisites

1. Satisfactory completion of Supervised Field Instruction (SW 401, 402, 403) and the Senior Integrative Seminar (SW 400).
2. Approval of the student's academic advisor and the field education coordinator.

Assignment to Placements

Students typically complete this course at the same agency or placement used for the Supervised Field Instruction. The need for an extended field placement should be discussed with the field education coordinator and agency field instructor at the beginning of the Supervised Field Instruction placement to facilitate proper planning.

Field Instruction Learning Plan

Since the focus of the extended field placement is somewhat different than the supervised field instruction placement, the student, field instructor, and faculty liaison should meet together to revise the learning plan so that it accurately addresses the student's needs and projected learning activities.

Placement Length

Students spend a total of 140 hours in the Extended Field Placement over a four week period. They are typically in placement eight hours each working day.

Reporting Procedures

Students complete the following reports and send them to their faculty liaison at the end of each week:

1. The Weekly Time Log. A copy of this form is included in the Appendix.
2. A written summary of activities and progress in meeting the placement goals outlined in the learning plan.

Evaluation of Student Performance

The student and field instructor complete and sign the *Student Field Learning Evaluation* and *Student Evaluation* (see appendix) at the end of the term. The student sends a copy to the faculty liaison for review. After a grade is assigned, the evaluation form is routed to the student's academic advisor.

A final grade is assigned by the faculty field liaison on a P/F basis, based on the recommendation of the field instructor and the quality of the student's written work.