

MASTER OF SOCIAL WORK PROGRAM

DEPARTMENT OF SOCIAL WORK

ST. CLOUD STATE UNIVERSITY

**FIELD EDUCATION MANUAL**

2009/2010

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### Required Forms:

Field Placement Application-Foundation Year  
 Field Placement Application Form-Concentration/Advanced Standing Year  
 MSW Program Field Agency Contract  
 Agreement to Place Contract  
 Learning Contract Directions  
 Field Evaluation and Learning Contract-Foundation Year

Field Evaluation and Learning Contract-Concentration/Advanced Standing Year  
 Number of Field Hours Completed Form  
 Student Evaluation of Field Placement  
 Field Agency Evaluation of Field Placement

### Additional Forms that May be Needed:

Application for Developing a Field Placement New to the Department of Social Work  
 Field Agency Application  
 Internship at Place of Employment Application  
 Student Choice of Placement Form  
 Agency Choice for MSW Student Placements Form  
 Request to Change Field Placement Form

## **Introduction**

Welcome to the 2009-2010 edition of the St. Cloud State University Department of Social Work M.S.W. Field Manual. This manual has been designed to assist all persons involved in field instruction including students, field instructors, task supervisors, and other field agency staff. It is your primary guide for field-related information including policies and procedures, roles and responsibilities, MSW course information, and forms used in field.

It is the responsibility of all persons involved in field instruction to be familiar with the manual, keep it handy as a reference and direct any questions to the MSW Field Coordinator. We also welcome your feedback and suggestions for improvements to the Field Manual.

The Field Program is a partnership between the faculty and staff in the St. Cloud State Department of Social Work, the MSW student, the field placement agency and staff, and the larger social service community. By working together in this dynamic relationship, we can ensure a quality field program for our students.

The Field Education Manual and forms may be accessed electronically at the Social Work website: <http://www.stcloudstate.edu/socialwork>

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## **Mission of the SCSU Department of Social Work**

Our mission is to engage students in an educational program that prepares them to think critically and evaluate practice and programs and contribute to the body of social work knowledge through active research. Students will be prepared to work effectively and collaboratively as professional social workers to enhance human well-being and promote economic, political and social justice in a diverse and global society. Using justice centered and community based practice approaches, the MSW program will prepare social work professionals at the advanced generalist level who can practice across a variety of social service settings.

## **Administrative Structure and General Information**

The Department of Social Work is administratively located in the College of Social Sciences, which is under the direction of Dean Francis B. Harrold, PhD. Administrative office for the college is located in Whitney House. The Department of Social Work administrative office is located in 226 Stewart Hall. All faculty and staff use email and voicemail for communication and contact information can be located on the Department's website (<http://www.stcloudstate.edu/socialwork>).

## **Goals and Objectives of the MSW Program**

### **Goals**

1. To educate advanced generalist social workers who are grounded in the liberal arts and in the values and ethics, theories and practice interventions of the social work profession.
2. To prepare highly skilled and culturally competent advanced generalist social workers who actively seek to create change, promote social justice and human well-being at all system levels.
3. To educate advanced generalist social workers to think critically, conduct research, and to analyze social welfare policies, practice, and research, in order to advocate for social justice at all levels.
4. Prepare advanced generalist social workers to assume leadership positions in public and private sectors to effect social change and influence public policy.

### **Foundation objectives**

The students will...

1. Apply critical thinking skills within the context of professional social work practice.

2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
6. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communication skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

### **Concentration objectives**

Students will...

1. Use multiple theories for advanced generalist practice with populations and systems of all sizes, especially with vulnerable individuals and families in changing communities.
2. Integrate knowledge of social work values and ethics into advanced generalist practice with vulnerable individuals and families.
3. Conceptualize and implement collaborative partnerships with relevant community, state and federal organizations.
4. Conduct multi-dimensional assessments of complex issues that involve individuals and families, with an understanding of issues of diversity, discrimination, social and economic injustice, culture, spirituality, economics, and social relationships of all types.

5. Use a range of theoretical paradigms to evaluate the effectiveness of practice interventions with vulnerable individuals and families.
6. Apply analytical frameworks to policy development to improve services and expand programs for individuals and families in communities with scarce resources.
7. Demonstrate effective leadership skills in human service organizations including application of leadership theories and ethics, cultural sensitivity, and interpersonal problem solving skills.

### **A Conceptual Model of Advanced Generalist Social Work**

Advanced generalist social work practice means that social workers have a theoretical foundation to work in a variety of social work roles, practice settings, and diverse populations. Social work roles range from providing casework or mental health treatment to an individual or family to helping to advocate for social policy change affecting individuals, families and communities on a local, state, national level and international level. Practice settings may be in the private or public sphere. Populations served may include any age, gender, race, ethnicity, affectional preference, disability, religion, or family status. Students graduating from the SCSU Department of Social Work MSW Program will have received education and training, as reflected in the program goals and objectives, to practice as advanced generalist social workers.

### **Field Education within an Advanced Generalist Social Justice Perspective**

Field education is a vital and critical component in the training of advanced generalist social workers. Many students say that field is the most important and meaningful learning experience because it is where the “rubber hits the road.” Field instructors are the vital link in helping students apply and integrate classroom learning in social work practice settings. Because of the advanced generalist focus, field agencies are encouraged to provide a variety of learning activities for students that span the spectrum of advanced generalist practice. This could include working with individuals and families, groups, organizations and communities, attending and participating in staff and program planning meetings, and learning and helping to advocate for social policies that will empower and impact individuals, families, groups, organizations and communities in positive ways. We have learned as social workers that charity does not equal social justice but that empowerment of clients/constituents can help to bring about social change that leads to improved personal lives and stronger communities. Advanced generalist practice means we must be leaders in effecting change. We ask that field agencies collaborate with us in providing learning opportunities that can support students in learning these essential social work values and skills.

## MSW Courses and Prerequisites

### MSW required courses by semester and sequence – Foundation Year

#### Foundation SW Program

Fall Semester	Foundation Year	Credits
611	Generalist Social Work Practice I	3
614	Human Behavior and the Social Environment	3
622	Research I	3
613	Social Work with Marginalized Populations	3
	<b>Total Credits</b>	<b>12</b>
Spring Semester	Foundation Year	
612	Generalist Social Work Practice II	3
620	Integrated Social Work Practice Seminar	4
621	Social Welfare Policy	3
625	Field Placement I (300 Hours)	4
	<b>Total Credits</b>	<b>14</b>

#### Advanced Standing/Concentration SW Program:

Prerequisites: Completion of all foundation courses and pre-requisites or advanced standing status.

Fall Semester	Concentration Year	
630	Advanced Generalist Practice in Changing Communities	3
641	Advanced Generalist Practice with Organizations	3
633	Integrated Practice Seminar II	2
635	Field Placement II (300 hours)	4
699	Thesis (fall)	3
	<b>Total Credits</b>	<b>15</b>

Pre-requisites: Completion of 630, 641, 633, 635, 699 fall semester

Spring Semester	Concentration Year	
631	Advanced Generalist Practice with Vulnerable Individuals and Families	3
642	Advanced Policy Practice	3
643	Integrative Practice Seminar III	2
645	Field Placement III	4

699	Thesis (spring)	3
	<b>Total Credits</b>	<b>15</b>

## **Policies for All Department of Social Work Courses**

Students of any Department of Social Work should be aware of the following expectations, rights and responsibilities related to Social Work coursework.

1. As a student in any Social Work course you have a right to be treated with dignity and respect by the professor and by the other students in the room.
2. As a student in any social work course you have the right and responsibility to grow as a critical thinker. That is, to apply the critical reasoning skills to reflect on possible bias and conflicts with social work ethics and values in your thinking, to critically evaluate the sources of information that you make use of, and to value feedback from others to enhance your critical thinking skills.
3. As a student in any Social Work course you have the right to have your academic efforts supported by other students and by your professor and a responsibility to support the academic efforts of others. At times, support will mean being challenged.
4. As a student with a disability you have the right to accommodation to enable you to satisfy course objectives in this class. Express your needs privately to the faculty person and / or to Student Disability Services in Centennial Hall, Room 202.
5. As a student in any course you must abide by the University's Code of Conduct. This is available in the University Student Handbook and on line at <http://www.stcloudstate.edu/studenthandbook/code/conduct.asp>.
6. As a student in any course you must not intentionally or knowingly participate in academic dishonesty in the form of cheating, plagiarism or fabrication of work. This is described more fully as the first example of Prohibited Conduct in the University Student Handbook. Engaging in academic dishonesty will have negative consequences on the grade earned.
7. If you need to communicate with the professor, try all of these alternatives: visit the professor during the office hours; email a message to the address on page one of the syllabus; phone or FAX the professor at the numbers listed on page one of this syllabus.
8. If you are dissatisfied with your final grade in this class, consult the University Student Handbook for the Grade Appeals Process.
9. If you have other concerns about this class, please communicate them to the professor in person. You also should consult the University Student Handbook for the Student Complaint Process. The Department Office has forms on which you can document a concern to begin a resolution process.

10. Social Work professors expect assignments to be completed on time; this is consistent with professional responsibility. Your assignments will be graded down for lateness.
11. Social Work professors expect you to be pro-active in informing them beforehand if some unusual circumstance will cause you to be absent, miss an exam, or delay turning in an assignment. Any changes must be negotiated with the professor. Failure to do so will likely prevent you from being able to make up the work.
12. Social work professors also expect that you will not be absent from class. Social work is an interactive profession that is mirrored in the academic environment through conversations about the assignment reading material, lectures, class activities, guest speakers, etc. Therefore an attendance policy has been implemented that allows for only one absence without affecting the final grade.

## **MSW Program Course Descriptions**

### **Required Foundation (1<sup>st</sup> Year) Courses**

#### **SW 611 Generalist Social Work Practice I**

This course focuses on working with individuals, families, and small groups. It introduces the student to the theoretical and practice knowledge base of the profession and the integration of the knowledge base when working within the environment. Relevant theories on human development are integrated throughout in order to illuminate person-in-environment at all systemic levels. Students will develop social work practice skills including those used when interviewing, assessing and planning interventions and facilitating change. The course emphasizes the importance of ethics when practicing and the value base of the profession.

#### **SW 612 Generalist Social Work Practice II**

This course focuses on the knowledge base and skills necessary for social work practice with larger systems. Students develop assessment and intervention skills for addressing organizational and community problems using a problem solving model and drawing from ecological theory and strengths perspective. Students learn the skills necessary to be effective practitioners in organizations, including the different roles social workers must assume. The theoretical knowledge base illuminated includes the application of the strengths perspective, empowerment theory and an emphasis on ecological theory and problem solving with larger social systems.

#### **SW 613 Social Work with Marginalized Populations**

The purpose of this course is to critically examine Social work practice with a variety of diverse populations. It is designed to prepare social work students to be knowledgeable of biases based on diversity, such as race, culture, ethnicity, religion, sexual orientation, age, mental status, social and economic status, or disability and how these issues contribute to discrimination and oppression. This course will provide students with an understanding of the effect of the dominant culture on marginalized populations. Theories and issues of cultural competence, discrimination, oppression, and social justice are explored, including systemic oppression and strategies that advanced generalist practitioners can employ to decrease oppression on all system levels.

#### **SW614 Human Behavior in the Social Environment**

This course on Human Behavior in the Social Environment is theoretically grounded in the social work theories. The central focus of study is the person-in-environment and includes the family-in-environment, community-in-environment, organization-in-environment, and group-in-environment. An emphasis will be placed on using multiple perspectives and theories to examine social systems of all sizes. Learning will include an examination of the life-span, attachment theories, and relevant developmental theories. Other theories include critical theory, systems theory, psychodynamic theory, role theory, and others. Discussions will include issues of diversity related to the socio-economic status and the status of persons of color, lesbians and gay men, people with disabilities, women, the controversy surrounding IQ, and information on race, ethnicity, and gender.

The concepts of racism, sexism, heterosexism, ableism, and class oppression will be examined from the various theoretical perspectives.

### **SW 620 Integrated Social Work Practice Seminar**

The purpose of the foundation field integrated seminar is to provide the student a forum for the integration of academic learning with a community-based field placement. This seminar assists students in establishing a foundation of skills in working with individuals, families, and groups in preparation for the advanced year concentration. The seminar emphasizes the practical application of theoretical content in community-based practice. Social work practice issues, problems, and conflicts are explored. Through use of a social work professional learner support group, a student's knowledge base is expanded beyond the scope of the student's immediate experiences. Students learn about social work practice in various community settings and assist each other in critically assessing similarities and differences in the application of advanced social work knowledge, values and skills from one setting to another.

### **SW 621 Social Welfare Policy**

This course presents students with a comprehensive approach to understanding the complex economic, political, social, and cultural components of the United States social welfare policy and global welfare policy. Students will study the impact of social policy on individuals, families, and communities. This course will provide students with the understanding of how social policy affects the profession of social work and will provide them with the ability to analyze current programs and policies. Students will study the history of social welfare services, the role of policy in service delivery, and analyses of current social policy issues including welfare, discrimination, gender, immigration, disabilities, mental health and physical illness, and other issues. This course will assist students with the development of critical thinking skills to systematically analyze and understand social policies.

### **SW 622 Research I**

This course, the first in a series of three semesters of research study, provides Foundation students with basic knowledge about social science research methodology as it applies to social work. A primary focus of this course is to broaden students' knowledge and ability to use research in social work practice and learn methods to demonstrate effective social work practice. The ultimate goals of such research are to enhance human well-being, alleviate poverty and oppression, and promote social and economic justice. Explicit links are made between sound research and effective practice. A primary goal is to prepare the social work student to become beginning producers and critical consumers of social work research. Students will increase their competencies in the following areas: 1. Understanding quantitative and qualitative research designs, and the strengths and weaknesses of these methodologies. 2. Understanding program evaluation and its utilization in the field. 3. Understanding how to read research reports and how research is used to enhance practice, inform policy, and support the need for funding programs. Students will also increase their knowledge of the elements of culturally competent research and its application with diverse communities. Procedures for assuring the ethical conduct of research are emphasized, demonstrated and critiqued throughout the course.

### **Required Concentration/Advanced Standing (2<sup>nd</sup> Year Curriculum)**

#### **SW 630 Advanced Generalist Practice in Changing Communities**

This course focuses on social work practice in changing communities and understands that diverse populations exist in communities that require social action. The course emphasizes the social work methods, strategies and interventions used to address the issues that emerge in changing communities. This course will help students develop the social work knowledge, values, and skills to become effective change agents in diverse communities. This course provides students with a framework to analyze complex problems and communities, to identify strengths and weaknesses, access resources, and to develop and implement a planned change process. Students will develop an understanding for community development, community theory, community organizing, and grant writing. Change in communities will be examined through the strength and empowerment perspective as well as through a framework of cultural competency.

#### **SW 631 Advanced Generalist Practice with Vulnerable Individuals, Families and Small Groups**

This course builds on SW 611 Generalist Practice I and SW613 Social Work with Marginalized Populations. The course is designed to provide the student with knowledge that will bridge the gap between theory and practice in working with individuals and families. It is designed to teach the student to understand how theories, perspectives, and practice models can be used to strengthen assessment, interventions and practice with vulnerable individuals and families in multiple and diverse settings. Students will develop a theoretical knowledge base and focus on the application of theory in practice. Class lectures and discussions will focus on practice and how a theoretical lens can change the depth and breadth of practice, interventions, and outcomes.

#### **SW 633 Integrated Practice Seminar II**

This is the second Integrated Practice seminar for the MSW program. The focus of this seminar is leadership and macro social work practice. This course provides students with a framework to discuss their experiences in the field and how social work education impacts decisions and changes the lens through which vulnerable individuals and families are viewed. The course material focuses on leadership, theory and practice. Discussions will include the interface between culture, women, and leadership and examines obstacles such as ethnocentrism, prejudice and the glass ceiling. The course will provide students with an opportunity for self-examination of leadership qualities and skills and potential areas for change and growth.

#### **SW 641 Advanced Generalist Practice with Organizations**

This course is based on the premise that effective social work practice requires an understanding of organizations and a strong working knowledge of intervention strategies at the organizational level. This course will prepare students to work more effectively and responsively within administrative settings by providing a better understanding of how organizations influence: social workers, our clients and communities, the social problems we are trying to alleviate, and, how clients and social workers are both

impacted by, and influence, social policy. Emphasis will be placed on the ways that social structures such as race, age, gender, sexual orientation, class, culture and disability affect management practices and decision making. This course provides an overview of models and skills used in social work supervision which can be used in clinical and community practice settings. Theoretical perspectives and strategic planning concepts used to inform social work practice in organizations will be introduced.

### **SW 642 Advanced Policy Practice**

This course is the second of two courses in social policy. The course builds on the knowledge gained in SW 621: Social Welfare Policy. A primary emphasis of this course is to consider through a political advocacy lens, the multiple skills involved in the assessment, development and implementation of policy. With advocacy as a primary skill, the course provides the social work student with knowledge on how to use analytic skills in the analysis of social policy, and addresses the development of political skills, value clarifying skills, and the development of communication/organizing skills. It presents social policy as a means of intervention that allow social workers to become change agents in specific settings that cover the range of the micro, mezzo, and macro systems.

### **SW 643 Integrated Practice Seminar III**

This is the final Integrated Practice Seminar. The purpose of the seminar is to provide the student with a forum for a collegial discussion and processing of practice in the field. The material will facilitate the integration of social work theory and practice at the micro level. It will also further the students' understanding of the ethical foundation of the field by studying ethical dilemmas experienced by practitioners. The course is designed to help students develop an understanding of the integration of practice values, knowledge, skills, and competency relevant to the advanced generalist social worker.

### **SW 699 Thesis (Fall)**

This is the first of a two courses and builds on the knowledge base of Social Work 622: Research I. It is designed to mentor the student through the process of writing the first three chapters of the research thesis required for graduation. The first three chapters are 1) introduction 2) review of literature 3) methodology. The course is an interactive course that requires class participation. During this course the student will complete the first three chapters of the research project, select a committee, successfully complete the proposal hearing and submit the required forms for research to the University IRB committee.

### **SW 699 Thesis (Spring)**

This is the second of a two-semester Thesis class that builds on Social Work 699 (fall semester) and SW 622 Research I. The purpose of this class is for the student to complete the thesis project. The student will complete chapters 3) Presentation of Data, 4) Data Analysis, 5) Summary. Students are expected to present the findings of their research at the University

## **Field Placement Information**

### **Purpose of Field Experience for MSW Students**

#### **Field I – SW 625**

The purpose of the foundation field placement is to provide students with practical experience in supervised direct practice activities across all client systems, including micro practice with individuals and families, group practice, and work with organizations and communities at the macro practice level. This initial field experience gives Foundation students the opportunity to apply generalist knowledge and skills learned in the classroom while developing a critical, self-reflective professional identity and apply social work values and ethics. A student in the Foundation Practicum will learn how to critically assess, implement and evaluate agency policies and practices.

The Foundation Practicum requires 300 hours in the spring semester which is approximately 20 hours per week in one field site, per CSWE standards. Under no circumstances is academic credit given for life experience or prior work experience. The Practicum runs concurrently with MSW classes.

#### **Field II – SW 635 and Field III - 645**

The purpose of the field placement in the concentration year is to continue the practical application of practice values, ethics, knowledge and skills, and competency relevant to social justice-centered advanced generalist practice. In the concentration year field placement, students have the opportunity to select a field site that supports the students' preferred area of interest and to apply the principles of integrated practice. Students will learn how to work with client systems to improve their level of functioning in the social environment. They will also learn how to evaluate and improve practice and policies that will enhance the well-being of client systems, that will create social change, and that will lead to improved social and economic justice. The Concentration Practicum requires 300 hours each semester for a total of 600 hours within one field site, which is approximately 20 hours per week, per CSWE standards. Under no circumstances is academic credit given for life experience or prior work experience. The Practicum runs concurrently with MSW classes.

#### **Field placements sites**

The Department of Social Work has developed a number of field placement sites to meet the learning needs and interests of individual MSW students. These agencies and organizations have agreed to interview students for possible field placement. Field placement sites are available in St. Cloud and greater Minnesota as well as in the Twin Cities metropolitan area. The next sections outline the policies, procedures and protocols in selecting and making the most from a field placement experience including criteria for a student to develop their own (new) field placement site.

#### **Field placement policies**

The following section outlines the policies that inform and guide field placements. If you have a question about a policy that is not contained in this section, please contact the MSW Field Coordinator.

**Selection of field placement sites**

Field sites are an integral part of the MSW student's graduate education. The criteria listed below are consistent with guidelines from the Council on Social Work Education and with the mission of the St. Cloud State University Department of Social Work. The MSW Program seeks formal affiliations with public and private non-profit agencies whose policies and programs are consistent with the mission of the MSW Social Work Department. In addition, community agencies and organizations are selected based on their ability to provide learning opportunities in which students can gain practice experience through guided instruction and supervision in activities and settings that reflect the learning needs of either Foundation or Advanced Standing students. The following criteria are used to assess an organization's capacity to provide appropriate field placements:

1. Commitment to actively participate as a community partner with St. Cloud State University Department of Social Work in providing an advanced generalist learning experience in which students have opportunities to gain practice experience with individuals, families, groups, communities, other organizations, and policy making bodies.
2. The agency's mission, purpose and practices are compatible with the NASW Code of Ethics.
3. The agency adheres to a non-discrimination policy with respect to race, age, color, religion, national origin, gender, disability, sexual orientation, veteran status or disability.
4. Willingness to assign activities to students that meet the educational objectives and goals of the St. Cloud State University MSW Program and the Field Practicum course.
5. The agency, or the department within the agency in which a student is assigned, has a social work focus.
6. Provides an on-site MSW Field Instructor with a minimum of two years of post MSW experience in a social work position and has expertise in the areas of practice in which the student requires in order to develop competence. There may be exceptional situations in which an on-site MSW Field Instructor is not available, but unique learning opportunities are available within an agency. In those situations, the SCSU MSW Field Coordinator will work with an agency to locate an off-site supervisor, preferably affiliated with the agency in some way, who can provide the necessary MSW supervision. These decisions will be made on a case-by-case basis. In situations where the MSW supervisor does not meet the two year requirement, the field liaison will supplement the supervision of the student as needed through more frequent meetings with the student and the supervisor if an off site supervisor is not available. We will also consult with MSW Advisory Committee to determine if any other supervision resources are available for the placement.
7. The agency allows time for the Field Instructor to provide a minimum of one hour per week individual supervision, to read and evaluate student progress, and to participate in SCSU sponsored orientation and trainings. Participation in any

- orientation and training activities sponsored by the MSW field program is required.
8. The field agency completes and renews the necessary paperwork and documentation required of all field agencies.
  9. Willingness and time to devote to students.
  10. Ability to serve in a teaching, mentoring and modeling role with students and organize learning tasks.
  11. As available, provides opportunities for students to learn about and practice with persons from marginalized populations including persons of color, people with disabilities, GLBT persons, and persons living in poverty.
  12. Provides the necessary structure and supports to enhance student learning such as administrative support help, a desk, phone, private space to see clients, etc.
  13. Be free of any NASW sanctions and any licensing sanctions if applicable.

### **Process for Selection of Field Agencies**

The potential field agency's capability to provide the necessary learning experiences and supervision is assessed and approved by the Department of Social Work field faculty and Field Advisory Committee in the following process:

1. Potential field placement agencies can be identified by community members, social work faculty, students, and members of the MSW Advisory Committee.
2. Identified agencies are sent information about the MSW Program along with criteria for selection of field placement sites.
3. Potential field placement sites complete the ***Field Agency Application*** and return this to the MSW Field Coordinator.
4. The application is reviewed and a copy of the Field Instructor's resume documenting graduation from a CSWE accredited MSW Program is requested.
5. The Field Coordinator contacts the potential placement agency, preferably in person, or by phone to review the application material and the required CSWE standards for field sites. An important determination is the agency's ability to provide the necessary learning experiences, time, and resources to meet the educational needs of students. A determination is made concerning the appropriateness of the learning experiences.
6. If this determination is mutually acceptable to the agency and the Field faculty and Advisory, then a ***Field Agency Contract*** is completed by the agency and returned to the Field Coordinator. Included in this contract is the commitment to notify the Field Coordinator of any changes that could potentially impact their ability to be a field site (E.g. No longer having an on-site MSW supervisor, NASW sanctions are placed upon the agency, etc.).
7. Students can then interview and be placed in this field placement agency. An ***Agreement to Place Contract*** is completed and signed by the student, the specific MSW field instructor and the Field Coordinator.

8. Field faculty assess and evaluate the match between the placement agency and the MSW Program formally once a year and have regular informal contact more frequently in a variety of ways.

## **Criteria for selection of MSW Field Instructors and Task Supervisors**

### **Field Instructors**

The MSW field instructor is the social worker who has contracted to teach and monitor learning processes and practice in the field agency and in the community. It is essential that they have sanction of the placement agency and the Department of Social Work to serve in this capacity. Additional criteria for selection of field instructors include:

- An interest, willingness and availability to work with students.
- Ability to organize learning tasks and serve in a teaching role in advanced generalist social work practice.
- Hold a MSW degree from a Council on Social Work Education accredited program.
- Have a minimum of two years post MSW social work practice experience.
- Have experience and expertise in the type of social work practice(s) in which they are providing supervision.
- If possible, have at least one year of supervision, field instruction, or task supervision experience.
- Support the educational objectives of the Department of Social Work's MSW Program.
- Have the capacity to stimulate and support students in the learning process.
- Be free of any NASW sanctions and social work licensing standards if applicable.

### **Task supervisors**

In some situations, a task supervisor may be assigned to work alongside a MSW field instructor to provide support and task supervision for the MSW student. This may occur when the task supervisor has expertise in a certain area related to the student's learning goals, but they may not have the degree or qualifications to provide sole field instruction. In other instances, a task supervisor may work in coordination with an off-site MSW field instructor (see policy for selection of an off-site MSW field instructor). If there is an off-site MSW Field Instructor, the task supervisor serves as the day-to-day supervisor, mentor and teacher. The MSW Field Instructor and the Task Supervisor should meet regularly (at least once a month). The student is primarily responsible to the MSW Field Instructor for completion of their Learning Contract and it is important for the Task Supervisor and the Field Instructor to work together closely to ensure that learning objectives are being monitored and met. Criteria for selection of task supervisors include:

- An interest and willingness to work with the student and field instructor in developing learning activities and monitoring student progress toward these goals.
- Experience and expertise in areas of practice designated within the learning contract.
- Skill in teaching.

- Ability to conceptualize and apply advanced generalist social work practice skills.

Completion of the required University paperwork is mandatory to provide documentation of field instructor's credentials. This paperwork is renewed annually.

### **Code of Ethics**

All practicum participants are expected to adhere to the National Association of Social Workers Code of Ethics. The Code outlines the values and ethical principles that are required of all social workers and social work students. All practicum participants are expected to be familiar with the Code of Ethics and use it as a guide for ethical social work practice. Violations of the Code could result in disciplinary action, lower performance grade, and possibly removal from the Practicum and the MSW Program. Certain violations of the Code of Ethics could place the student or other practicum participants at risk for civil or criminal action.

The following values and ethical principles are contained in the NASW Code of Ethics, and were approved by the 1996 NASW Delegate Assembly and revised by the 1999 Delegate Assembly. These principles set forth ideals to which all social workers should aspire. The complete NASW Code of Ethics can be found online at [www.socialworkers.org/pubs/code.asp](http://www.socialworkers.org/pubs/code.asp).

**Value:** *Service*

**Ethical Principle:** *Social workers' primary goal is to help people in need and to address social problems.*

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

**Value:** *Social Justice*

**Ethical Principle:** *Social workers challenge social injustice.*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

**Value:** *Dignity and Worth of the Person*

**Ethical Principle:** *Social workers respect the inherent dignity and worth of the person.*

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

**Value:** *Importance of Human Relationships*

**Ethical Principle:** *Social workers recognize the central importance of human relationships.*

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

**Value:** *Integrity*

**Ethical Principle:** *Social workers behave in a trustworthy manner.*

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

**Value:** *Competence*

**Ethical Principle:** *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

## **Roles and Responsibilities of Practicum Participants**

The MSW Program has developed roles and responsibilities for all participants involved in field practice in order to enhance the student field experience and to provide clarity and direction to practicum participants.

### **Field student role and responsibilities**

The student, as an adult learner, is the central person in the field placement experience and is expected to play an active role in planning and implementing her/his learning experiences in the field practicum. They are expected to actively seek out the types of learning experiences that will help them integrate their classroom learning and enable them to develop and expand their professional skills. The student is expected to mutually engage in this process with their Field Instructor.

The following specific student responsibilities are important for creating optimal learning conditions in the field placement:

1. Familiarity with the MSW Field Manual.
2. Following the Department of Social Work's timelines in completion of all requirements of the field instruction process including, but not limited to, the following forms:
  - a. **Field Placement Application** in the semester prior to beginning the field placement.
  - b. **Agreement to Place Contract** signed by the student, the field placement agency, and the MSW Field Coordinator.
  - c. **Learning Contract** is generally completed after 2 weeks for the Foundation Year and 3 weeks for the Concentration Year.
  - d. **Midterm Evaluation** after 150 hours for the Foundation Year and after 300 hours for the Concentration Year.
  - e. **Final Evaluation** after 300 hours for the Foundation Year and 600 hours for the Concentration Year.
  - f. **Hours Completed** at the end of each semester.
  - g. **Student Evaluation of Placement** at the completion of the field placement.
3. Actively participates in the field placement process by identifying her/his learning needs and preferences.
4. Scheduling interviews with potential placement sites and obtaining any additional information that will facilitate the selection process of a field agency.
5. Takes responsibility for arranging two in-person meetings and one conference call between the student, the agency field instructor and the faculty field liaison per placement.
6. Conducts oneself in a manner that demonstrates respect for and accountability to the field placement agency, client systems, the community, and professional and student colleagues.
7. Abides by field agency policies and procedures.
8. Adherence to the NASW Code of Ethics including following strict confidentiality and privacy laws and guidelines related to client data and information.

9. Adherence to the attendance policies for seminars and placements as established by the program. Students are required to attend and actively participate in all seminars.
10. Develops a Learning Contract, in collaboration with the agency Field Instructor, which is generally submitted to the Faculty Liaison two weeks after placement begins in the foundation year and three weeks after placement in the concentration year. Specific student tasks regarding development of the learning contract are described in the *Learning Contract* section.
11. Prepares for and actively participates in weekly field instruction supervision in which self-assessment and evaluation are expected.
12. Initiates and follows through with all learning activities developed in collaboration with agency Field Instructor.
13. Completes adequate recording to document the quality and effectiveness of the student's work as well as progress toward learning objectives, and shares this documentation with the Field Instructor.
14. Meets all obligations to the field placement agency, its clients, and community members and tracks and records practice hours within the field placement agency.
15. Seeks assistance from the agency Field Instructor, the Faculty Liaison and/or the MSW Field Coordinator if any problems arise. The student is responsible for taking such action as soon as any concerns arise.
16. Completes an evaluation of the MSW Field Education Program, including the host field agency, the field instructor and/or task supervisor, the faculty liaison, and the MSW Field Coordinator, at the end of the semester. Feedback is also welcome throughout the course of the field practicum.
17. Takes responsibility to receive and respond to email at the SCSU email address.

### **Responsibilities of the Field Placement Agency, Field Instructor and Task Supervisor**

A successful field placement experience is directly correlated with a strong and effective working relationship between the Department of Social Work and the field agency and staff. The collaborative nature of the partnership and the key role of field instructors and task supervisors cannot be emphasized enough. The success of the partnership is dependent on the commitment of the field agency to provide a quality field experience, the skills of the field instructor and task supervisor, and the support from the Department of Social Work. This section outlines the key responsibilities of the field agency, the field instructor, and task supervisor:

#### **Field Placement Agency**

By agreeing to host a MSW field student, agencies agree to the following specific responsibilities:

1. Completes the required Department of Social Work paperwork annually to document suitability of the field placement, the field instructor's credentials, and the agency's policy of non-discrimination.
2. Provides a qualified MSW field instructor in accordance with guidelines set forth by CSWE and the Department of Social Work.
3. Provides the necessary time for the field instructor and task supervisor, if any, to complete their responsibilities related to field instruction.
4. Provides the student with the necessary supports to complete their field placement including work space, administrative support, and reimbursement for work-related expenses such as mileage.
5. Relates to the student in their student learner role and not as a paid employee. In some settings students may receive pay for their role as interns.
6. Offers the student opportunities to meet their learning objectives while learning to work within an organizational structure.
7. Familiarizes the student with the agency's personal safety policies and protocols. It is assumed that all human service agencies have policies and procedures to ensure the personal safety of staff and clients.

### **Field Instructors and Task Supervisors**

Field instructors must have a MSW degree and a minimum of two years post MSW experience. In cases where this cannot be met additional supervision will be provided by the Field Liaison for the student if no other MSW supervision is available. These rare situations may occur in rural areas or with small specialized programs where no other MSWs are available who have knowledge of the program. One year of supervisory experience is recommended. It is the preference of the Department of Social Work that field instructors be licensed by the Minnesota Board of Social Work, or other appropriate jurisdiction if a student is placed out of state, although licensure for field instructors is not a requirement. Task supervisors may be assigned to work alongside a MSW field instructor to provide support and task supervision for the MSW student. This may occur when the task supervisor has expertise in a certain area related to the student's learning goals, but they may not have the MSW degree or qualifications to provide sole field instruction. A task supervisor may also be assigned when an off- site MSW field instructor has been approved. The field instructor, as the primary supervisor for the student at the field agency, is responsible for the following:

1. Completes Department of Social Work paperwork documenting required credentials.
2. Participates in the interviewing and acceptance process of potential field students and complete Department of Social Work paperwork.

3. Participates in field education orientation meetings and trainings offered by the Department of Social Work. These meetings and trainings may be offered at the field agency, at St. Cloud State University, at a community site and/or through electronic communication.
4. Orients students to agency structure and function, policies and procedures, student responsibilities and community resources.
5. Participates with the student in the development of the Learning Contract that specifies expectations for performance as well as methods for monitoring progress.
6. Provides the student with learning opportunities at either the generalist (Foundation Year) or advanced generalist (Concentration Year) level to enable the student to achieve the learning objectives developed in their Learning Contract. Learning opportunities are provided that enable a student to learn a broad range of social work interventions common to generalist-advanced generalist social work practice.
7. Provides a minimum of one hour per week of direct, educationally focused supervision that helps to integrate classroom learning with field, and addresses professional identity and social work values and ethics, and provides regular feedback to the student.
8. Monitors all assignments and provides direction, consultation and supervision to support student learning.
9. Coordinates supervision when a task supervisor is involved to maximize student learning and have clear reporting expectations. When other agency staff is involved with a student, the field instructor will coordinate the student's experience with all others involved.
10. Familiarizes her/himself with the MSW Field Manual and field placement policies, procedures, forms and due dates.
11. Meets with the student and faculty liaison in two face-to-face meetings at the beginning and at end of the field placement. One mid-placement conference call may take place in lieu of one of the face-to-face meetings.
12. Completes a formal written evaluation of the student at midterm and end of the field placement and recommends a grade (satisfactory or unsatisfactory). The final grade is given by the faculty liaison. If a task supervisor is also assigned, the field instructor has primary responsibility for evaluation of the student's performance with input from the task supervisor.

13. Promptly communicates any performance problems or concerns directly with the student and promptly communicates any serious concerns to the faculty liaison and/or Field Coordinator.
14. Provides feedback to the faculty liaison and the Field Coordinator regarding the structure, processes, organization, and procedures of the field program, including any recommendations for improvement.

### **Faculty Liaison role and responsibilities**

Every student field placement is assigned a faculty who serves as a liaison between the Department of Social Work, the student, the field instructor and other agency staff. Responsibilities of the faculty liaison include, but are not limited to, the following:

1. Teaches one or more sections of the Integrated Field Seminar Course.
2. May work with students in finding and securing field placements, including completion of required paperwork.
3. Reviews all field documents related to a specific student field placement and approves and signs off on the student learning contracts.
4. Provides orientation about the field program policies, procedures, expectations and timelines to the student, their field instructor, and task supervisor, if assigned.
5. Meets with the student, field instructor and task supervisor, if applicable, in two face-to-face meetings at the beginning and at end of the field placement. One mid-placement conference call may take place in lieu of one of the face-to-face meetings. Participates in other meetings and conference calls as needed.
6. Assists students and their field instructor in the development of the Learning Contract.
7. Makes her/himself available to the student and their field instructor for consultation, problem-solving during office hours and through phone and email contact. Assumes roles of mediator, advocate, consultant or administrator as needed.
8. Assists students in applying and integrating theory into practice.
9. Is involved in the ongoing assessment of the field placement agency, the field instructor, and the student's learning activities to ensure that the student's learning objectives and the Department of Social Work's expectations are being met.
10. Ensures completion of placement forms and agency evaluations.

11. Plans and teaches the field seminars with the overarching goals of helping to integrate graduate coursework with field and supporting development of a self-reflective professional identity for each student.
12. Assigns student grades.
13. Evaluates students, agency and field instructor, Field Coordinator, and makes recommendations for continued use of agency and field instructor.

### **MSW Field Coordinator role and responsibilities**

The Field Coordinator has primary responsibility for implementing and administering the policies and procedures governing the MSW Field Education Program. In addition, s/he is responsible for the following:

1. Provides direction in the design and development of the field education program including the development of new field placement agencies.
2. Works with students in finding and securing field placements, including completion of required paperwork.
3. Meets with and/or convenes the MSW and/or Field Advisory Committee for regular meetings and consults as needed on specific placement issues.
4. Organizes and plans the field instructor orientation and training program.
5. Intervenes when requested or needed to resolve any conflicts related to the field program that may arise between and among students, field instructors, community members, and faculty field liaisons.
6. Assumes responsibility for removing a student from placement if necessary.
7. Assumes responsibility for terminating a field placement agency if necessary.
8. Collaborates with faculty and the MSW Program Director in the assessment and implementation of the field education program.

### **MSW Advisory Committee role and responsibilities**

In order to improve the quality of the Field Education Program for students, faculty and field placement agencies, the MSW Program seeks ideas, feedback and guidance from the MSW Field Advisory Committee which at this time is part of the MSW Program Advisory Committee. The Committee is comprised of community agency staff, current and former field instructors, and faculty who meet two to three times throughout the school year. The responsibilities of the MSW Advisory Committee related to the field program include the following:

1. Reviews and provides input on policies and procedures related to field instruction.
2. Recommends potential field placement sites.
3. Serves as a liaison between community agencies and the Department of Social Work.
4. Serves as a consulting group related to emerging issues in the field.
5. Provides input on how to prepare students for social justice focused advanced generalist practice in diverse settings.
6. Provides input on the evaluation of the field education program.

### **Additional Expectations Related to Field Experience**

#### **Field placement within place of employment\***

Field instruction is an integral and core component of the MSW Program educational curriculum and the Department of Social Work strives to maintain the academic integrity of all components of the MSW Program. In order to maintain this academic integrity, and in order to provide an optimal environment for student field learning, students are discouraged from pursuing a field placement within their current place of employment.

The field program recognizes the difference in roles between employee and student – a student is placed in a field agency to learn while an employee is in an agency to work. However, when it can be documented that the student’s place of employment can provide a set of learning experiences that are different from their employment activities, that these learning activities support foundation or concentration year learning objectives for advanced generalist social work practice, and the field site meets all of the other criteria for selection of a field agency, an employment-based internship can be considered.

A student completes the Application for Internship at Place of Employment form. In this application the student outlines their usual salaried duties (formal job description), the new duties proposed for their field placement activities, the name of their employment supervisor, and the name of the proposed internship field instructor. The Field Coordinator or faculty liaison may request that all field internship participants meet

(This policy applies to salaried employment and not to stipends provided through grants or contracts obtained by the Department of Social Work or provided directly by organizations accepting students for field placements.)

in order to review the proposed plan to ensure that all criteria in this section will be met by the proposed plan. Not all employment situations will be approved for field placement

and decisions will be made on a case-by-case basis by the Field Coordinator according to the following criteria:

- The employer is in agreement and provides for a different set of tasks and learning opportunities separate from the student's regular assigned duties within the agency. Preferably, a student would complete their internship in an entirely different department or unit, and possibly location, from the one in which they are employed.
- The proposed agency must meet all other criteria for selection as a field agency as other placement agencies.
- The proposed field instructor cannot be the current or previous supervisor of the student.
- If approved, students are allowed to complete one internship at their place of employment. The second internship must be completed in a placement agency where the student is not employed.
- Field education must be educationally focused to meet the learning needs of the student and not agency focused.

#### **Off site MSW Field Instructor**

In order to help ensure guided field instruction and supervision that is aligned with social work values, ethics, skills, and knowledge, it is required that field instructors hold a MSW degree from a CSWE accredited program. In those cases when a potential field placement agency does not have a MSW on staff available to provide field instruction, but the potential placement agency is able to provide learning activities that meet all other MSW Program requirements, it may be possible for a student to receive field instruction from an off-site MSW social worker. These decisions will be made on a case-by-case basis according to the following criteria:

- Preferably, the off-site MSW field instructor is affiliated with the agency in some way such as serving on a board, committee or advisory group, or has a good working knowledge of the proposed placement agency.
- The off-site field instructor meets all of the other criteria for selection of field placement field instructors.
- Is available to provide a minimum of one hour of individual supervision per week.
- The agency is in agreement and actively supports use of an off-site MSW field instructor.
- The potential field agency designates an on-site task supervisor who will coordinate assigned learning activities, monitor the student's progress, and work closely with the off-site MSW field instructor.
- A detailed plan is developed between the on-site task supervisor and the off-site MSW field instructor specifying how they will work and communicate together regarding student learning needs.
- Both the task supervisor and off-site field instructor participate in all scheduled field visits and conference calls with the faculty liaison.
- The off-site MSW field instructor assists the student in integrating field experiences to social work theory and practice.

### **Time requirements and vacations**

Foundation Year students are required to complete 300 hours each for Field I, II and III. Concentration Year students are required to complete 300 hours each for Field II and III. These are standards set by the Council on Social Work Education. These hours are to be completed within the academic semester and students are not able to begin their internships early. It is possible for students to begin their internship one week prior to the beginning of the academic semester in order to participate in orientation and training-related activities planned by their field site. If there are additional orientation and/or training activities scheduled outside of this time frame, it is necessary for the student to discuss any potential changes to this schedule and obtain permission from the MSW Field Coordinator in order to make these changes.

The student is responsible for creating a schedule, in consultation with their field instructor that will enable them to complete the 300 field hour requirement each semester. As an example, since the semester is 15 weeks in length, the student will schedule approximately 20 hours per week each semester to fulfill this requirement. The field practicum is designed as a 15 week semester placement and the student is expected to continue in their field placement even if they have completed 300 hours prior to the end of the 15 week semester. Thus, if a student meets the 300 hour requirement prior to the end of the semester, she/he is still required to continue their field internship until the end of the semester.

The student is also responsible for observing agency working hours. Students are excused from field during university-scheduled breaks and during exams. The Department of Social Work recognizes that student absences can potentially create challenges for field agencies and client. It is the responsibility of the student to work with their field instructor and arrange for coverage of their client and agency responsibilities while on break. If the student's field responsibilities occasionally require them to work during non-regular work hours, then it is expected that the agency would allow the student to take compensatory time off within a short period of time. The student would not be allowed to accumulate this time in order to shorten the length of their field internship. The student and their field instructor should keep records documenting the completion of field placement hours each semester. At the conclusion of the field placement, the *Hours Completed* form is signed by the student, the field instructor and task supervisor, if applicable.

### **Attending Conferences as Field Time**

While placed in their internship, students may have opportunities to attend conferences, seminars, trainings or other types of professional development. If these activities relate to the learning objectives and support professional growth and development, the student may include the hours spent in these activities toward internship hours. The student should consult with their individual field instructor and obtain permission at the earliest possible date to attend activities held during internship hours.

### **Strike Situations\***

There may be unusual circumstances that arise in which employees within a field agency go on strike. The student is not an agency employee and would not represent her/himself as being either in support of, or against, this labor action. However, as an individual citizen, a student has the right to determine what actions they may wish to take. Should such an event occur, this situation should be discussed with the field instructor, the faculty liaison and the MSW Field Coordinator. Whatever decisions are made, it will be necessary for the student to complete all field requirements and credits.

\* Adapted from the *Field Education Manuals* of the Graduate Social Work Program at the University of Wisconsin, Milwaukee and the University of Minnesota-Twin Cities.

### **Disability accommodations**

Students with documented disabilities who need reasonable accommodations in their field placement must make these requests known in advance to the MSW Field Coordinator as well as Student Disability Services. The Student Disability Services office in Centennial Hall, Room 202 will make recommendations for appropriate accommodations and the field faculty will work with a student to locate a field agency that can provide these accommodations. The SCSU link to this information is: [www.stcloudstate.edu/sds/studentright.asp](http://www.stcloudstate.edu/sds/studentright.asp).

### **Liability/malpractice insurance**

All social work students, while enrolled in field internships, are covered by the St. Cloud State University professional liability insurance policy. The student may also have coverage by their field agency, depending on the site. The student should discuss liability coverage with their field instructor. Students are also encouraged to consider obtaining professional liability coverage through NASW.

### **Personal safety**

In every social service agency, there is a level of risk associated with working with clients. This could include physical danger posed by clients or by people with whom clients associate. This risk could include physical danger in the field placement setting, on home visits, or in other community settings. While a relatively rare occurrence, violence against social workers does happen, and this risk may increase when working with clients with serious mental health problems or with involuntary clients. Students are strongly encouraged to discuss their personal safety with their field instructor and to review the personal safety policies of their field placement agency. In the event that personal safety policies do not exist, students are strongly encouraged to discuss safety guidelines and protocols with their field instructor. If an agency would like assistance in developing safety protocols, the Department of Social Work can suggest resources for this purpose.

### **Automobile Insurance**

If an automobile is needed to perform field placement responsibilities, the student's personal automobile insurance carrier is the primary coverage in the event the student has an accident. Any additional coverage would be the responsibility of the field placement agency.

### **Criminal Background Checks**

Many field agencies require criminal background checks. If this is the case, it is the responsibility of the student to work with their field agency in completion of the background check. The MSW Program has no control over what kind of background check is required by the agency in which you are planning to be placed. The MSW Program does not wish to obtain a copy of this information. If a criminal background check is required, it should be kept by the agency in which you are placed. We simply want to know that you have fulfilled this requirement. It should be noted that if you do not pass the background check you may have difficulty obtaining licensure as a social worker since a background check is required before taking the social work licensure exam.

### **HIPAA**

The Health Insurance Protection and Portability Act of 1996 requires specific kinds of training for individuals who, as employees or students, have contact with protected health information. If a field agency collects and uses data that falls under HIPAA regulation, then it is the responsibility of the field agency to provide students with agency-appropriate HIPAA training.

### **Steps for Resolving Problems in Placement**

A student who is experiencing a problem with your field placement agency that is interfering with their ability to achieve their learning objectives should take the following steps:

1. Discuss the problem with their Field Instructor and attempt to resolve the problem.
2. If the student feels unable to discuss the problem with their Field Instructor, or there are serious and extenuating circumstances that prevent the student from discussing the problem with their Field Instructor (e.g. the student believes that they are experiencing harassment or there is a serious ethics violation on the part of the Field Instructor), the student should discuss the problem with the MSW Field Coordinator.
3. If the problem has the potential to be resolved, the MSW Field Coordinator will arrange a meeting with the student, the Field Instructor and the MSW Field Coordinator in an effort to reach resolution.
4. If these steps fail to resolve the problem, and the student is unable to complete their learning objectives in their assigned field placement, the student will complete the form, ***Request to Change Field Placement***.
5. Should this process result in a student changing their field placement, the student is encouraged to work with their Field Instructor to make this change with the least disruption of service possible to clients with whom the student may be working. If possible, the student should complete a termination process with their clients.

### **Student grievance procedures**

If a student has a complaint or grievance with their field practicum agency that cannot be resolved through discussion with the parties involved, the student is encouraged to consult with the Field Coordinator. If the problem cannot be satisfactorily resolved, the student may choose to follow the official student complaint procedure by going to [www.stcloudstate.edu/studenthandbook](http://www.stcloudstate.edu/studenthandbook) to resolve their complaint.

### **Terminating a field placement early**

A student's field practicum may be terminated for any of the following reasons:

- Poor academic performance.
- Lack of students' ability to follow work-related policies.
- Lack of the necessary knowledge base for entry level practice.
- Failure of the student to meet the expectations for ethical practice.

Prior to terminating a field placement, all attempts will be made to resolve the problem and provide the student with the necessary supports to continue their internship. If these attempts fail, it may be necessary for a field placement to be terminated early. A plan to resolve these problems would need to be completed before the student could begin another field placement. It is possible that this could delay a student completing the MSW Program with their cohort.

### **Changing field placements**

Students are placed in a field agency for one semester in the foundation year and in a separate field agency for two semesters in the concentration year, and they are expected to remain in these placements. Occasionally, a field placement does not meet the needs of the student or, the Department of Social Work, or the field placement agency. Reasons might include changes in agency personnel, instability in an agency due to loss of funding, unavailability of quality learning experiences, lack of required supervision or possible ethics violations on the part of the student or the field agency. Students are encouraged to attempt to resolve problems in their field placements when first identified with the assistance of their field instructor and the MSW Field Coordinator. Many times problems can be resolved in this way. In the event that a problem in the field placement is not able to be resolved, it is possible for a student to change field agencies.

### **Field agency's policy of non-discrimination**

In accordance with the Council of Social Work Education standards, each field agency is required to have a policy of non-discrimination that corresponds to the NASW Code of Ethics. In addition, the Department of Social Work seeks affiliations with public and non-profit field agencies whose programs are consistent with the mission of the Department of Social Work. All field agencies are required to submit their policy of non-discrimination along with their MSW Field Application Form. Included in the Appendix are the Department of Social Work's non-discrimination policy and the Department's GLBT position statement.

## **Field Placement Selection Procedures for Students**

### *Foundation (1<sup>st</sup>) Year*

All 1<sup>st</sup> year Foundation students must complete a 300 hour field placement in spring semester. Students are encouraged to begin planning for their placement upon admission into the MSW Program in the spring or in the beginning of the fall semester. Selection of a field placement includes completion of the following procedures in accordance with MSW Program due dates:

- Students complete a Field Placement Application with an attached resume.
- Students then meet with a field faculty/their adviser to begin development of a placement plan based on student interests, locale preference, experience, and faculty knowledge of field placement sites.
- Students are given a list of agencies that have agreed to interview students for possible placement.
- Students are also encouraged to meet with prospective field agencies in field fairs held on the St. Cloud State University campus.
- Students who may wish to propose a new field site must follow the Guidelines for Setting Up Your Own (New) Field Placement.
- Students are expected to select possible field sites which are different from their past work and internship experiences unless the student can present compelling reasons to do otherwise.
- Students are encouraged to pursue field placements in which they are not employed. If a student wishes to consider completing a field placement in their current place of employment, they must first read the Guidelines for Field Placement in Place of Employment.
- A placement plan is developed by the student in collaboration with field faculty/advisor. The plan includes a recommended list of placements for each student.
- The student contacts 2-3 potential field placement agencies and completes an interview with the Agency Supervisor and provides this person with a copy of their resume.
- If the student has more than one choice s/he is willing to consider, following these interviews, the students complete a **Choice of Placement Form** listing their choices in order of preference and submit to the MSW Field Coordinator.
- If an agency has more than one choice the agency is willing to consider, the agency also complete an **Agency Choices for MSW Student Placement** form and submit this to the MSW Field Coordinator.
- Agency supervisors and students do not make final choices at the time of the interview.
- Final selections and approval of placements are made by the MSW Field Coordinator.
- Students and field placement agencies are notified of final placement decisions by the Field Coordinator. Except in extraordinary circumstances, students are expected to accept the field assignment made by the field faculty.
- An **Agreement to Place Contract** is completed by the MSW Field Coordinator and signed by the student and the field instructor. The student is responsible for making sure that this contract is signed and returned to the Field Coordinator by MSW Program due dates.

*Concentration Year*

All social work students must complete an approved field placement in the concentration year of the MSW Program. Students follow the same procedures as the foundation year placements with the exception that a different timeline is followed. Each 1<sup>st</sup> year student begins the placement selection process for the fall semester placement in March prior to fall semester. Advanced standing students begin the field placement selection process once they are admitted into the MSW Program.

## **Guidelines for Setting up your Own (new) Field Placement**

There may be some situations in which a student may wish to develop their own new field placement in order to maximize learning opportunities. Students must discuss this intention with the MSW Field Coordinator before taking any actions to develop their own field placement. The following is a list of requirements for students wanting to develop a field placement:

1. Become familiar with the policies, procedures and timelines for field placements in the MSW Field Manual.
2. Speak with a representative from the prospective field agency and discuss the policies, procedures and requirements for field placement agencies.
3. Complete and submit the *Application for Developing a Field Placement New to the Department of Social Work*

## **Orientation and Training for New Field Instructors**

Orientation to the MSW Field Program will be required for all new field instructors and identified task supervisors are also encouraged to attend. Orientation may occur in one of several ways including: 1) a face-to-face meeting with the faculty liaison, the field instructor and the student at the beginning of the field placement, 2) an on-campus or community-based group field orientation and training, and/or 3) an electronic field orientation through an online power point or CD-Rom. Geographic considerations will be taken into account when planning orientations for new field instructors as well as previous field orientations with other MSW Programs in Minnesota.

For the 2008-2009 academic year, an initial on campus field orientation and training is scheduled at the beginning of the fall semester and a second training on how to provide supervision was offered in conjunction with St. Benedict during Spring semester. Topics for field trainings will include: identifying student and field instructor learning styles, field supervision, giving effective feedback and evaluation, and social work values and ethics. In the field orientation and training at the beginning of the semester, as well as in internship evaluations, field instructors will have the opportunity to provide suggestions for future training topics that would increase their effectiveness as field instructors.

## **Field Evaluation**

Evaluation of field should be a continual process that occurs throughout the field internship and includes evaluation of the student, the field placement experience and the MSW Field Program. This evaluation occurs in a variety of ways and culminates in the final evaluation at the end of the internship semester. Evaluation is an integral part of social work education and practice and the field internship evaluation lays the foundation for self-assessment and reflection that continues throughout one's professional social work career. These evaluation procedures are outlined in the sections below.

### *Evaluation and monitoring student progress*

Student evaluation and monitoring occurs throughout the field internship and helps to ensure that the student is progressing toward their educational goals. It also helps to ensure that all parties involved in the education of the student (student, field instructor and faculty liaison) are working collaboratively and maintaining good communication in support of the student's educational goals. Specific evaluation protocols include:

### *The learning contract*

The learning contract is developed collaboratively between the student, their field instructor and the faculty liaison at the beginning of the field internship. The objectives for the learning contract correspond to the Foundation and Concentration Year program objectives.

### *Purpose of the learning contract*

The purpose of the learning contract is to provide a road map of the student's educational experiences with specific learning activities designed to meet the Foundation or Concentration Year objectives. The learning contract provides a way for the student, in collaboration with their field instructor and faculty liaison, to individualize their learning needs within a framework of required competencies designated by the Department of Social Work in accordance with the Council on Social Work Education standards. A *Sample Learning Contract* is available on the Department of Social Work website.

### *Foundation year learning contracts*

Foundation year learning contracts are individual learning plans designed in accordance with the following Foundation Year learning objectives:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
6. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions

- among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
  9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
  10. Use communication skills differentially across client populations, colleagues, and communities.
  11. Use supervision and consultation appropriate to social work practice.
  12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

#### *Concentration year learning contracts*

Concentration year learning contracts are individual learning plans designed in accordance with the following Concentration Year learning objectives:

1. Use multiple theories for advanced generalist practice with populations and systems of all sizes, especially with vulnerable individuals and families in changing communities.
2. Integrate knowledge of social work values and ethics into advanced generalist practice with vulnerable individuals and families.
3. Conceptualize and implement collaborative partnerships with relevant community, state and federal organizations.
4. Conduct multi-dimensional assessments of complex issues that involve individuals and families, with an understanding of issues of diversity, discrimination, social and economic injustice, culture, spirituality, economics, and social relationships of all types.
5. Use a range of theoretical paradigms to evaluate the effectiveness of practice interventions with vulnerable individuals and families.
6. Apply analytical frameworks to policy development to improve services and expand programs for individuals and families in communities with scarce resources.
7. Demonstrate effective leadership skills in human service organizations including application of leadership theories and ethics, cultural sensitivity, and interpersonal problem solving skills.

#### *Weekly supervision*

The student meets weekly with their field instructor to evaluate student progress related to their Learning Contract as well as their adjustment to the field setting. The student is given feedback by their field instructor, as well as by other field placement staff that may be working with the student. The student is also responsible for giving feedback about supervision and their field setting. If a Task Supervisor is also working with a student, there are regular supervision meetings scheduled between the student and the Task Supervisor.

#### *Completion of Student Evaluation Form*

The **Field Evaluation Form**, which is included in the learning contract, is completed by the student and their field instructor during the midterm of the field placement (in the

middle of spring semester for Foundation students and at the end of fall semester for Concentration students). Completion of this form at the midterm of the internship provides an opportunity to evaluate student progress and to make adjustments in the Learning Contract activities if needed. This form serves as the springboard for discussion about student progress during the midterm meeting in which the student, their field instructor and the faculty liaison participate. Any revisions to the Learning Contract are noted and the midterm the student's *Evaluation Form and learning contract* is placed in the student's field file.

At the end of the field internship, the student and their field instructor complete the final *Field Evaluation Form and Learning Contract*. This final evaluation reflects student progress on their entire internship experience with a focus on completion of the Learning Contract activities. This final evaluation is reviewed during the last field visit at the end of the internship in spring semester. If the student is graduating, this form is placed in the student's permanent file and kept for one year. If the student is not graduating, it is placed in the student's field file and given to the field instructor for the next placement.

#### *Field visits and phone conferences*

An on-site field internship visit involving the student, their field instructor and the faculty liaison occurs at the beginning and the end of the field placement for foundation students and also at the end of the first semester and before ending the program for concentration/advanced standing students. A conference call is done mid way through the field placement for foundation students and at the beginning of the placement for concentration/advanced standing students. During the initial contact, the student reviews the Learning Contract that they have developed in collaboration with their field instructor. There is a discussion of the learning activities the student is doing that support fulfillment of either the foundation or concentration objectives and a discussion of strengths and areas for improvement in the evaluation portion. For concentration/advanced standing students beginning of the year conference call is scheduled by the student in which the student, their field instructor and the faculty liaison discuss student progress on the learning activities. A final on-site visit is held in which the student and their field instructor evaluate the student's final progress on their Learning Contract and a final grade is recommend. In addition to these scheduled visits, any of the parties involved in the field internship may request an on-site visit or phone conference call if needed.

#### *Grading procedures for field*

The field internship course is graded on a satisfactory/unsatisfactory basis. The field instructor confers with and recommends a grade to the faculty liaison. The responsibility for the assignment of student grades rests exclusively with the faculty liaison. Students are assessed and graded on their performance in their field placement which is measured significantly in relation to progress made on learning activities to achieve MSW Program objectives. Students are assigned a grade for field each semester in which they are registered for a field course.

#### *Student evaluation of field placement experience*

Student evaluation of their field placement experience is an integral part of the evaluation process of the field program. A student's perception of their field placement and their learning experiences is an important component in maintaining a high quality internship program. Students should provide feedback to their field instructor and the faculty liaison throughout the internship in field supervision meetings, in the integrated field seminar and during the scheduled on-site visits and conference calls. In addition to this, students complete the ***Student Evaluation of Field Placement*** form at the end of their internship. In this questionnaire, students have the opportunity to provide feedback about their field placement experience according to a number of criteria. This form is completed by the student and returned to the Field Coordinator in the Department of Social Work before the student receives a final grade. The feedback given by the student in this form will not be shared with the field placement agency. However, as stated previously, students are encouraged to provide ongoing feedback to their field instructor throughout their field placement. Any problems or concerns about their field placement should be shared with their field instructor, preferably, and also shared in the field seminar class or with their faculty liaison.

*Field Instructor evaluation of internship experience*

The field instructor evaluation of their field placement experience is also an integral part of the evaluation process of the field program. This evaluation tool, ***Field Agency Evaluation of Field Placement***, is designed to gather feedback concerning the MSW field placement experience from the perspective of the field instructor, with input from the task supervisor if applicable. The feedback will be used to assess and improve upon the MSW field program. Field instructors are also encouraged to share their feedback with their student. These evaluation forms are returned to the MSW Field Coordinator.

## Field Forms

The following forms may also be accessed at  
<http://www.stcloudstate.edu/socialwork/graduate-forms.asp>

### Required Forms:

Field Placement Application-Foundation Year

Field Placement Application Form-Concentration/Advanced Standing Year

MSW Program Field Agency Contract

Agreement to Place Contract

Learning Contract Directions

Field Evaluation and Learning Contract-Foundation Year

Field Evaluation and Learning Contract-Concentration/Advanced Standing Year

Number of Field Hours Completed Form

Student Evaluation of Field Placement

Field Agency Evaluation of Field Placement

### Additional Forms that May be Needed:

Application for Developing a Field Placement New to the Department of Social Work

Field Agency Application

Internship at Place of Employment Application

Student Choice of Placement Form

Agency Choice for MSW Student Placements Form

Request to Change Field Placement Form

**Field Placement Application – Foundation Year  
MSW Program  
St. Cloud State University**

Date:

Name:

Address:

Home Phone:

Work Phone:

Cell:

SCSU Email:

**Education**

Undergraduate Degree:

Major(s):

College or University:

Year Graduated:

Previous Graduate Degree:

Major (s):

College or University:

Year Graduated:

**Work Experience (list most recent first)**

Paid Experience		Length of Time	Hours Per Week
1			
2			
3			
4			

Volunteer Experience (including internships)		Length of Time	Hours Per Week
1			
2			
3			
4			

Do you drive? Yes  No  Do you have access to a car? Yes  No

Please identify any languages that you speak/sign fluently (other than English)

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Do you hold any licenses? Yes  No  if yes, please provide the following information:

Title of license	Licensing state	License #
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Are there any special needs or desires that you want considered in community and host agency selection? Yes  No  (if Yes, please explain)

List, in order of preference, all the cities, towns, and geographic areas that can be considered in selecting your placement.

1. 2. 3.

Review the MSW Field Placement sites on the social work department website and indicate below the three sites that interest you the most in order of preference.

1.  
2.  
3.

If there is a site not on the placement list that interests you, please indicate this below:

If there is additional information you would like to provide about yourself that might impact selection of a field practicum site, please do so here:

### Consent for Release of Information

I hereby authorize the St. Cloud State University Department of Social Work to release the information provided in this field practicum application to potential field placement agencies.

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Field Placement Application – Concentration /Advanced Standing Year  
MSW Program  
St. Cloud State University**

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

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

Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_ Cell: \_\_\_\_\_

SCSU Email: \_\_\_\_\_

**Education**

Undergraduate Degree \_\_\_\_\_ Major (s) \_\_\_\_\_

College or University \_\_\_\_\_ Year Graduated \_\_\_\_\_

Previous Graduate Degree \_\_\_\_\_ Major (s) \_\_\_\_\_

College or University \_\_\_\_\_ Year Graduated \_\_\_\_\_

**Work Experience (list most recent first)**

Paid Experience	Length of time	Hours/week
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____

Volunteer Experience (including internships)	Length of time	Hours/week
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____

4. \_\_\_\_\_

### Career Interests

Please check **five** fields of practice that are your highest priority for entering upon completion of the MSW Program (place a 1 for first preference, 2 for second preference, etc.)

- |   |   |
|---|---|
| <input type="checkbox"/> Aging  | <input type="checkbox"/> Homelessness               |
| <input type="checkbox"/> Agency management/administration   | <input type="checkbox"/> Hospice/death & dying      |
| <input type="checkbox"/> Alcohol/Chemical Dependency  | <input type="checkbox"/> Mental health              |
| <input type="checkbox"/> Case management  | <input type="checkbox"/> Occupational/industrial    |
| (Indicate adult <input type="checkbox"/> child <input type="checkbox"/> or both <input checkbox"="" type="checkbox/&gt;)&lt;/td&gt; &lt;td&gt;&lt;input type="/> Peace & social justice |   |
| <input type="checkbox"/> Child Welfare  | <input type="checkbox"/> Poverty                    |
| <input type="checkbox"/> Community organization and planning  | <input type="checkbox"/> Public assistance/welfare  |
| <input type="checkbox"/> Corrections/criminal justice   | <input type="checkbox"/> Public policy and advocacy |
| <input type="checkbox"/> Disabilities/developmentally disabled  | <input type="checkbox"/> Rehabilitation             |
| <input type="checkbox"/> Family services  | <input type="checkbox"/> Schools                    |
| <input type="checkbox"/> Group work   | <input type="checkbox"/> Veterans/PTSD              |
| <input type="checkbox"/> Health/medical   | <input type="checkbox"/> Violence against women     |
| <input type="checkbox"/> HIV/AIDS   | <input type="checkbox"/> Other (please explain)     |
| <input type="checkbox"/> Immigrants/refugees  | <input type="checkbox"/> Other                      |
| <input type="checkbox"/> Lesbian/gay/bisexual/transgendered/queer   |   |

Are there any special needs or desires that you want considered in community and host agency selection? Yes  No  (if Yes, please explain)

Do you drive? Yes  No  Do you have access to a car? Yes  No

Please identify any languages that you speak/sign fluently (other than English) \_\_\_\_\_

Do you hold any licenses? Yes  No  if yes, please provide the following information:

Title of license \_\_\_\_\_ Licensing state \_\_\_\_\_ License # \_\_\_\_\_



**MSW PROGRAM FIELD AGENCY CONTRACT  
ST. CLOUD STATE UNIVERSITY**

This contract serves as an agreement between the St. Cloud State University Department of Social Work and the community agency serving as a field placement site for MSW students. The contract will be in effect from the date of signature unless either party seeks dissolution of the agreement.

The Social Work Program agrees to the following provisions:

- To ensure that students seeking internships have a minimum of two years post Bachelor's Degree social work or social service experience.
- To provide the agency with an understanding of the Department of Social Work's expectations of the student intern, agency field instructor and faculty liaison.
- To assist students and field instructors in developing a learning contract that will specify measurable student learning activities that correspond to the Foundation or Concentration objectives for the MSW Program.
- To designate a faculty liaison who will meet with the student and agency field instructor twice during the internship to review the student's learning contract and to assist in the student's evaluation.
- The faculty liaison will be available during the internship to discuss any questions or concerns that the student, agency, or field instructor may have regarding the internship.
- To provide the agency field instructor information about the MSW Program to facilitate their work in helping the student integrate theory and practice.
- To grade the student's internship (Satisfactory or Unsatisfactory) carefully considering the recommendations of the agency field instructor.
- To provide information about the MSW curriculum and the most current research about field instruction and learning to field instructors and task supervisors in a combination of seminars, electronic communication (e.g. email, online discussion groups, etc.), and in-person meetings.

The agency agrees to the following provisions:

- Complete the required Department of Social Work paperwork annually to document suitability of the field placement, the field instructor's credentials, and the agency's policy of non-discrimination.
- Provide a qualified MSW field instructor in accordance with guidelines set forth by CSWE and the Department of Social Work. If an on-site MSW field

instructor is not available, the agency will work closely in identifying an off-site MSW field instructor that meets the criteria outlined in the MSW Field Manual.

- Provide the necessary time for the field instructor and task supervisor, if any, to complete their responsibilities related to field instruction.
- Provide the student with the necessary supports to complete their field placement including work space, administrative support, and reimbursement for work-related expenses such as mileage.
- Relate to the student in their student learner role and not as a paid employee.
- Offer the student opportunities to meet their learning objectives while learning to work within an organizational structure.
- Familiarize the student with the agency's personal safety policies and protocols. It is assumed that all human service agencies have policies and procedures to ensure the personal safety of the staff and other clients.
- Inform the MSW Field Coordinator if any sanctions are placed on the agency by NASW and to remove itself from consideration for placements until such sanctions are removed.

#### Provision for Termination of Internships:

A student's field practicum may be terminated for such reasons as poor academic performance, lack of a student's ability to follow work-related policies, failure on the part of the student, field instructor or field agency to meet the expectations for ethical practice, or other problems that make it advisable for the student to discontinue his/her internship.

Prior to terminating a field placement, all attempts will be made to resolve the problem and provide the student with the necessary supports to continue their internship. If these attempts fail, it may be necessary for a field placement to be terminated early.

In the case of an internship termination, all three parties (agency, school, and student) will meet to discuss the termination.

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

#### Agency Representative:

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

Signature \_\_\_\_\_

#### SCSU MSW Field Coordinator:

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

Signature \_\_\_\_\_

**Agreement to Place Contract  
St. Cloud State University Department of Social Work  
MSW Program**

This contract establishes a relationship between the agency, and the student named below, and the University, for the purposes outlined in the MSW Field Manual. By signing this contract, each party has read, and agrees to the roles and responsibilities of the student, the field agency, the field instructor and the faculty liaison, outlined in the MSW Field Manual.

Name of Student: (please print) \_\_\_\_\_ Phone:  
\_\_\_\_\_

Student Address: (please print) \_\_\_\_\_

Email: (please print) \_\_\_\_\_

Name of Agency: (please print) \_\_\_\_\_

Agency Address: (please print)

MSW Field Instructor: (please print) \_\_\_\_\_

Phone: \_\_\_\_\_ Email: (please print) \_\_\_\_\_

Task Supervisor (if applicable): (please print) \_\_\_\_\_

Phone: \_\_\_\_\_ Email: (please print) \_\_\_\_\_

Student Placement Level (check one): Foundation  Concentration

Beginning Date: \_\_\_\_\_ Ending Date: \_\_\_\_\_

\_\_\_\_\_  
MSW Field Instructor  
(Signature)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student  
(Signature)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Task Supervisor (if applicable)  
(Signature)

\_\_\_\_\_  
Date

\_\_\_\_\_  
MSW Field Coordinator  
(Signature)

\_\_\_\_\_  
Date

**Foundation and Concentration Field Placements  
Learning Contract Directions  
St. Cloud State University**

Purpose: The purpose of the learning contract is to provide a road map of the student's educational experiences with specific learning activities designed to meet the Foundation or Concentration Year objectives. The learning contract provides a way for the student, in collaboration with their field instructor and faculty liaison, to individualize their learning needs within a framework of required competencies designated by the Department of Social Work in accordance with the Council on Social Work Education standards.

The forms that follow are tools designed to individualize learning plans within the framework of social work competencies designated by the Department of Social Work in accordance with the Council on Social Work Education.

**Completing the Learning Contract:**

1. Learning Contract forms are available in the Field Manual and are also available online at our website <http://www.stcloudstate.edu/socialwork>
2. Word processing or typing of the Learning Contract is preferred. Learning Contracts completed in ink will also be accepted.
3. The Learning Contract is to be completed by the student in collaboration with their Field Instructor and Task Supervisor (if applicable).
4. Identify major learning assignments with as much specificity as possible. Each assignment should correspond to the identified learning objective and should be measurable in some way.
5. The faculty liaison can assist in the development of learning activities if needed.
6. The Learning Contract must be signed by the Field Instructor and Task Supervisor (if applicable) and the student. It is then submitted to the Faculty Liaison for signature and then given to the MSW Field Coordinator.
7. The Learning Contract should be completed within the first two weeks (foundation students) to three weeks (concentration/advanced standing students) of the field practicum.

**Using the Learning Contract**

1. The Learning Contract will be reviewed by the Faculty Liaison, the Field Instructor and the student during the first field visit.
2. It should be used as a guide for ensuring that learning objectives are being met and it should be referred to periodically during supervision meetings between the student and their field instructor.
3. It is used as a reference when completing the midterm and final student evaluations.
4. Additions and changes can be made to the Learning Contract throughout the semester in collaboration between the student and their field instructor.

*Foundation year learning contracts*

Foundation year learning contracts are individual learning plans designed in accordance with the following Foundation Year learning objectives:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
6. Apply the knowledge and skills of a social work perspective to practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communication skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

*Concentration year learning contracts*

Concentration year learning contracts are individual learning plans designed in accordance with the following Concentration Year learning objectives:

1. Use multiple theories for advanced generalist practice with populations and systems of all sizes, especially with vulnerable individuals and families in changing communities.
2. Integrate knowledge of social work values and ethics into advanced generalist practice with vulnerable individuals and families.

3. Conceptualize and implement collaborative partnerships with relevant community, state and federal organizations.
4. Conduct multi-dimensional assessments of complex issues that involve individuals and families, with an understanding of issues of diversity, discrimination, social and economic injustice, culture, spirituality, economics, and social relationships of all types.
5. Use a range of theoretical paradigms to evaluate the effectiveness of practice interventions with vulnerable individuals and families.
6. Apply analytical frameworks to policy development to improve services and expand programs for individuals and families in communities with scarce resources.
7. Demonstrate effective leadership skills in human service organizations including application of leadership theories and ethics, cultural sensitivity, and interpersonal problem solving skills.

June 30, 2009

**Field Evaluation and Learning Contract-Foundation Year  
Department of Social Work  
St. Cloud State University**

Student \_\_\_\_\_ Semester/Year \_\_\_\_\_  
\_\_\_\_\_

Field Agency \_\_\_\_\_  
Address/City/State/Zip: \_\_\_\_\_

Field Instructor \_\_\_\_\_  
Phone: \_\_\_\_\_ Fax \_\_\_\_\_  
Task Supervisor (if applicable) \_\_\_\_\_ Phone: \_\_\_\_\_  
\_\_\_\_\_ Fax: \_\_\_\_\_

Faculty Liaison \_\_\_\_\_  
Phone \_\_\_\_\_ Fax \_\_\_\_\_

**Instructions:** Student evaluation and feedback is an ongoing aspect of the field placement experience and happens formally through the regular supervision meetings and in many informal ways. By the end of the semester, the student is expected to demonstrate beginning mastery in the application of advanced generalist social work knowledge learned in the classroom. The student is expected to be able to apply this knowledge to practice situations, to continue forming a professional social work identity, and to demonstrate beginning mastery in a variety of social work practice and roles. This evaluation should reflect the student's performance measured against the Foundation year objectives and learning goals. The Foundation Learning Objectives are listed at the top of each grid section. Please evaluate student performance for each of the Learning Objectives and related activities and assignments specified in the student's Learning Contract in the Field Instructor evaluation and comments section at the Mid-Term and Final review. (Note: The grid allows for expansion as you comments in the computer version of this contract.) An expandable summary section is also provided at the end of the Learning Contract for mid-term and final comments.

**Student performance is evaluated according to the following rating criteria.**

*Outstanding:* Student consistently demonstrates a high level of competency

*Very good:* Student performance is above average in some areas

*Good/average:* Student performance consistently meets expectations

*Unsatisfactory:* Student is below the average level of expected performance on a consistent basis.

*No basis for judgment/opportunity (NBJ):* The student has not had the opportunity to perform or field instructor has no opportunity to evaluate.

**Foundation Learning Objective 1:** Apply critical thinking skills within the context of professional social work practice.

Student learning objectives/activities	Observable/measurable outcomes and target dates	Field instructor evaluation/comments	Ratings		Student evaluation/comments
			M-T	Final	
		Mid-Term	___ Outstanding ___		Mid-Term
			___ Very Good ___		
			___ Good/Average ___		
			___ Unsatisfactory ___		
			___ NBJ ___		
		Final			Final

**Foundation Learning Objective 2:** Understand the value base of the profession and its ethical standards and principles, and practice accordingly.

Student learning objectives/activities	Observable/measurable outcomes and target dates	Field instructor evaluation/comments	Ratings		Student Evaluation/comments
			M-T	Final	
		Mid-Term	___ Outstanding ___		Mid-Term
			___ Very Good ___		
			___ Good/Average ___		
			___ Unsatisfactory ___		
			___ NBJ ___		
		Final			Final

**Foundation Learning Objective 3:** Practice without discrimination and with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

Student learning objectives/activities	Observable/measurable outcomes and target dates	Field instructor evaluation/comments	Ratings		Student evaluation/comments
			M-T	Final	
		Mid-Term	___ Outstanding ___		Mid-Term
			___ Very Good ___		
			___ Good/Average ___		
			___ Unsatisfactory ___		
			___ NBJ ___		
		Final			Final

**Foundation Learning Objective 4:** Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.

Student learning objectives/activities	Observable/measurable outcomes and target dates	Field instructor evaluation/comments	Ratings		Student evaluation/comments
			M-T	Final	
		Mid-Term	___ Outstanding ___	___	Mid-Term
			___ Very Good ___	___	
			___ Good/Average ___	___	
			___ Unsatisfactory ___	___	
			___ NBJ ___	___	
		Final			Final

**Foundation Learning Objective 5:** Understand and interpret the history of the social work profession and its contemporary structures and issues.

Student learning objectives/activities	Observable/measurable outcomes and target dates	Field instructor evaluation/comments	Ratings		Student evaluation/comments
			M-T	Final	
		Mid-Term	___ Outstanding ___	___	Mid-Term
			___ Very Good ___	___	
			___ Good/Average ___	___	
			___ Unsatisfactory ___	___	
			___ NBJ ___	___	
		Final			Final

**Foundation Learning Objective 6:** Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.

Student learning objectives/activities	Observable/measurable outcomes and target dates	Field instructor evaluation/comments	Ratings		Student evaluation/comments
			M-T	Final	
		Mid-Term	___ Outstanding ___	___	Mid-Term
			___ Very Good ___	___	
			___ Good/Average ___	___	
			___ Unsatisfactory ___	___	
			___ NBJ ___	___	
		Final			Final

**Foundation Learning Objective 7:** Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.

Student learning objectives/activities	Observable/measurable outcomes and target dates	Field instructor evaluation/comments	Ratings		Student evaluation/comments
			M-T	Final	
		Mid-Term	___ Outstanding ___ ___ Very Good ___ ___ Good/Average ___ ___ Unsatisfactory ___ ___ NBJ ___		Mid-Term
		Final			Final

**Foundation Learning Objective 8:** Analyze, formulate, and influence social policies.

Student learning objectives/activities	Observable/measurable outcomes and target dates	Field instructor evaluation/comments	Ratings		Student evaluation/comments
			M-T	Final	
		Mid-Term	___ Outstanding ___ ___ Very Good ___ ___ Good/Average ___ ___ Unsatisfactory ___ ___ NBJ ___		Mid-Term
		Final			Final

**Foundation Learning Objective 9:** Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.

Student learning objectives/activities	Observable/measurable outcomes and target dates	Field instructor evaluation/comments	Ratings		Student evaluation/comments
			M-T	Final	
		Mid-Term	___ Outstanding ___ ___ Very Good ___ ___ Good/Average ___ ___ Unsatisfactory ___ ___ NBJ ___		Mid-Term
		Final			Final

**Foundation Learning Objective 10:** Use communication skills differently across client populations, colleagues, and communities.

Student learning objectives/activities	Observable/measurable outcomes and target dates	Field instructor evaluation/comments	Ratings		Student evaluation/comments
			M-T	Final	
		Mid-Term	___ Outstanding ___	___	Mid-Term
			___ Very Good ___	___	
			___ Good/Average ___	___	
			___ Unsatisfactory ___	___	
			___ NBJ ___	___	
		Final			Final

**Foundation Learning Objective 11:** Use supervision and consultation appropriate to social work practice.

Student learning objectives/activities	Observable/measurable outcomes and target dates	Field instructor evaluation/comments	Ratings		Student evaluation/comments
			M-T	Final	
		Mid-Term	___ Outstanding ___	___	Mid-Term
			___ Very Good ___	___	
			___ Good/Average ___	___	
			___ Unsatisfactory ___	___	
			___ NBJ ___	___	
		Final			Final

**Foundation Learning Objective 12:** Function within the structure of organizations.

Student learning objectives/activities	Observable/measurable outcomes and target dates	Field instructor evaluation/comments	Ratings		Student evaluation/comments
			M-T	Final	
		Mid-Term	___ Outstanding ___	___	Mid-Term
			___ Very Good ___	___	
			___ Good/Average ___	___	
			___ Unsatisfactory ___	___	
			___ NBJ ___	___	
		Final			Final

Mid-Term Field Supervisor(s) summary of student strengths and areas for growth.

_____	_____	_____	_____
MSW Field Instructor	Date	Student Intern	Date
_____	_____	_____	_____
Task Supervisor (if applicable)	Date	Faculty Liaison	Date

Final Field Supervisor(s) summary of student strengths and areas for growth.

Recommended grade:  Satisfactory  Unsatisfactory

Signatures

_____	_____	_____	_____
MSW Field Instructor	Date	Student Intern	Date
_____	_____	_____	_____
Task Supervisor (if applicable)	Date	Faculty Liaison	Date
_____		_____	
MSW Field Coordinator		Date	

**Field Evaluation and Learning Contract  
Concentration/Advance Standing Year  
Department of Social Work  
St. Cloud State University**

Student \_\_\_\_\_ Semester/Year \_\_\_\_\_  
\_\_\_\_\_

Field Agency \_\_\_\_\_  
Address/City/State/Zip: \_\_\_\_\_

Field Instructor \_\_\_\_\_  
Phone: \_\_\_\_\_ Fax \_\_\_\_\_

Task Supervisor (if applicable) \_\_\_\_\_ Phone: \_\_\_\_\_  
\_\_\_\_\_ Fax: \_\_\_\_\_

Faculty Liaison \_\_\_\_\_  
Phone \_\_\_\_\_ Fax \_\_\_\_\_

**Instructions:** Student evaluation and feedback is an ongoing aspect of the field placement experience and happens formally through the regular supervision meetings and in many informal ways. The mid year evaluation is an opportunity for formal written evaluation to take place. This evaluation is completed at the end of the first semester of the placement. By the end of the semester, the student is expected to demonstrate beginning mastery in the application of concentration year advanced generalist social work knowledge learned in the classroom. The student is expected to be able to apply this knowledge to practice situations, to continue forming a professional social work identity, and to demonstrate beginning mastery of a variety of social work practice knowledge, skills and roles. This evaluation should reflect the student's performance measured against the Concentration year objectives and learning goals. The Concentration Learning Objectives are listed at the top of each grid section. Please evaluate student performance for each of the Learning Objectives and related activities and assignments specified in the student's Learning Contract in the Field Instructor evaluation and comments section at the Mid-Term and Final review. (Note: The grid allows for expansion as you comments in the computer version of this contract.) An expandable summary section is also provided at the end of the Learning Contract for mid-year and final comments.

***Student performance is evaluated according to the following rating criteria.***

***Outstanding:*** Student consistently demonstrates a high level of competency

***Very good:*** Student performance is above average in some areas

***Good/average:*** Student performance consistently meets expectations

***Unsatisfactory:*** Student is below the average level of expected performance on a consistent basis.

***No basis for judgment/opportunity (NBJ):*** The student has not had the opportunity to perform or field instructor has no opportunity to evaluate.

**Concentration Learning Objective 1: Use multiple theories for advanced generalist practice with populations and systems of all sizes, especially with vulnerable individuals and families in changing communities..**

Student learning objectives/activities	Observable/measurable outcomes and target dates	Field instructor evaluation/comments	Ratings	Student evaluation/comments
			M-T Final	
		Mid-Term	___ Outstanding ___ ___ Very Good ___ ___ Good/Average ___ ___ Unsatisfactory ___ ___ NBJ ___	Mid-Term
		Final		Final

**Concentration Learning Objective 2: Integrate knowledge of social work values and ethics into advanced generalist practice with vulnerable individuals and families.**

Student learning objectives/activities	Observable/measurable outcomes and target dates	Field instructor evaluation/comments	Ratings	Student Evaluation/comments
			M-T Final	
		Mid-Term	___ Outstanding ___ ___ Very Good ___ ___ Good/Average ___ ___ Unsatisfactory ___ ___ NBJ ___	Mid-Term
		Final		Final

**Concentration Learning Objective 3: Conceptualize and implement collaborative partnerships with relevant community state and federal organizations.**

Student learning objectives/activities	Observable/measurable outcomes and target dates	Field instructor evaluation/comments	Ratings		Student evaluation/comments
			M-T	Final	
		Mid-Term	___ Outstanding ___	___	Mid-Term
			___ Very Good ___	___	
			___ Good/Average ___	___	
			___ Unsatisfactory ___	___	
			___ NBJ ___	___	
		Final			Final

**Concentration Learning Objective 4:** Conduct multidimensional assessments of complex issues that involve individuals and families with an understanding of issues of diversity, discrimination, social and economic justice, culture, spirituality, economics and social relationships of all types..

Student learning objectives/activities	Observable/measurable outcomes and target dates	Field instructor evaluation/comments	Ratings		Student evaluation/comments
			M-T	Final	
		Mid-Term	___ Outstanding ___	___	Mid-Term
			___ Very Good ___	___	
			___ Good/Average ___	___	
			___ Unsatisfactory ___	___	
			___ NBJ ___	___	
		Final			Final

**Concentration Learning Objective 5:** Use a range of theoretical paradigms to evaluate the effectiveness of practice interventions with vulnerable individuals and families.

Student learning	Observable/measurable outcomes and target dates	Field instructor	Ratings	Student

objectives/activities		evaluation/comments	M-T	Final	evaluation/comments
		Mid-Term	___ Outstanding ___	___	Mid-Term
			___ Very Good ___	___	
			___ Good/Average ___	___	
			___ Unsatisfactory ___	___	
			___ NBJ ___	___	
		Final			Final

**Concentration Learning Objective 6:** Apply analytical frameworks to policy development to improve services and expand programs for individuals and families in communities with scarce resources.

Student learning objectives/activities	Observable/measurable outcomes and target dates	Field instructor evaluation/comments	M-T	Ratings	Final	Student evaluation/comments
		Mid-Term	___ Outstanding ___	___	Mid-Term	
			___ Very Good ___	___		
			___ Good/Average ___	___		
			___ Unsatisfactory ___	___		
			___ NBJ ___	___		
		Final			Final	

**Concentration Learning Objective 7:** Demonstrate effective leadership skills in human services organizations including application of leadership theories and ethics, cultural sensitivity, and interpersonal problem solving skills.

Student learning objectives/activities	Observable/measurable outcomes and target dates	Field instructor evaluation/comments	M-T	Ratings	Final	Student evaluation/comments



Signatures

\_\_\_\_\_  
MSW Field Instructor                      Date

\_\_\_\_\_  
Student Intern                                      Date

\_\_\_\_\_  
Task Supervisor (if applicable)                      Date

\_\_\_\_\_  
Faculty Liaison                                      Date

\_\_\_\_\_  
MSW Field Coordinator                      Date



**Number of Field Hours Completed Form  
MSW Program  
St. Cloud State University**

At the end of your field placement, please list the number of hours you have completed, have your field instructor sign this form and then return it to your faculty liaison by the end of the last semester of the field internship. This form must be completed before grades can be given. Thank you.

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

Internship site: \_\_\_\_\_

Field Instructor: \_\_\_\_\_

Task Supervisor (if applicable): \_\_\_\_\_

Faculty Liaison: \_\_\_\_\_

Number of hours completed:

August \_\_\_\_\_

September \_\_\_\_\_

October \_\_\_\_\_

November \_\_\_\_\_

December \_\_\_\_\_

January \_\_\_\_\_

February \_\_\_\_\_

March \_\_\_\_\_

April \_\_\_\_\_

May \_\_\_\_\_

Total: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Field Instructor Signature: \_\_\_\_\_

Task Supervisor Signature (if applicable): \_\_\_\_\_

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

**Student Evaluation of Field Placement  
St. Cloud State University  
MSW Program**

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Foundation Year: \_\_\_\_\_ Concentration Year: \_\_\_\_\_ Advanced

Standing: \_\_\_\_\_

Field Agency: \_\_\_\_\_

Field Instructor: \_\_\_\_\_

Task Supervisor (if applicable): \_\_\_\_\_

SCSU Faculty Liaison: \_\_\_\_\_

Agency has previously had MSW students in placement? Yes  No

Don't know

Field Instructor has previously supervised MSW students? Yes  No

Don't know

Task Supervisor has previously supervised MSW students? Yes  No

Don't know

Did your agency provide you with opportunities to work with: (check all that apply?)

Individuals  families  groups  organizations  community systems  
 Diverse populations (Specify all that apply)

Other disciplines (Specify all that apply) \_\_\_\_\_  
 Other organizations (Specify all that apply)

**Instructions:**

This feedback form is designed to gather feedback concerning your field placement that will be used to assess and improve upon the MSW field program. Please complete and submit to your faculty liaison. Students are also strongly encouraged to submit this feedback form to your field instructor and task supervisor, but this is not required. Use additional sheets of paper for comments if needed. Read each of the following statements, and give a rating that best fits with your experience. "5" is high and "0" is low.

Please evaluate your **field agency (or field unit if in a large agency)** in terms of the following:

**Agency Learning Environment:**

1. Quality of your orientation to your field placement?

High		Adequate		Low
5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
				0 <input type="checkbox"/>

2. Quality of your interaction with and acceptance from other staff throughout your internship?

High		Adequate		Low
5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
				0 <input type="checkbox"/>

3. Adequate resources available to you for practice (e.g. office space, phone, supplies, etc.)

High		Adequate		Low
5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
				0 <input type="checkbox"/>

4. Access to agency technology.

High		Adequate		Low
5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
				0 <input type="checkbox"/>

5. Access to agency records.

High		Adequate		Low
5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
				0 <input type="checkbox"/>

6. Opportunities for additional training at or through your agency

High		Adequate		Low
5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
				0 <input type="checkbox"/>

7. Safe learning environment

High		Adequate		Low
5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
				0 <input type="checkbox"/>

Other comments regarding agency learning environment:

**Field Instruction:**

Please rate field instruction on the following items. If a task supervisor was also assigned, please respond to items in the following section regarding task supervision.

8. Supervision meetings with field instructor were held on a regular basis

How often did you meet with your field instructor?

\_\_\_\_\_ hours/week structured    \_\_\_\_\_ hours/week unstructured

9. Field instructor was easily accessible
- |                            |                            |                            |                            |                            |                            |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| High                       |                            | Adequate                   |                            |                            | Low                        |
| 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | 0 <input type="checkbox"/> |
10. Field instructor was clear and consistent about expectations for this internship
- |                            |                            |                            |                            |                            |                            |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| High                       |                            | Adequate                   |                            |                            | Low                        |
| 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | 0 <input type="checkbox"/> |
11. Field instructor encouraged questions, independence and critical thinking
- |                            |                            |                            |                            |                            |                            |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| High                       |                            | Adequate                   |                            |                            | Low                        |
| 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | 0 <input type="checkbox"/> |
12. Field instructor facilitated learning of specific practice skills and techniques
- |                            |                            |                            |                            |                            |                            |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| High                       |                            | Adequate                   |                            |                            | Low                        |
| 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | 0 <input type="checkbox"/> |
13. Field instructor used learning contract as a learning tool
- |                            |                            |                            |                            |                            |                            |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| High                       |                            | Adequate                   |                            |                            | Low                        |
| 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | 0 <input type="checkbox"/> |
14. Field instructor provided adequate feedback about performance and progress toward learning goals
- |                            |                            |                            |                            |                            |                            |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| High                       |                            | Adequate                   |                            |                            | Low                        |
| 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | 0 <input type="checkbox"/> |
15. Field instructor encouraged identification with and practice of professional values
- |                            |                            |                            |                            |                            |                            |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| High                       |                            | Adequate                   |                            |                            | Low                        |
| 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | 0 <input type="checkbox"/> |
16. Field instructor discussed and helped to integrate theoretical models into practice during my internship.
- |                            |                            |                            |                            |                            |                            |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| High                       |                            | Adequate                   |                            |                            | Low                        |
| 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | 0 <input type="checkbox"/> |

What specific techniques did your field instructor use to assess your learning and performance (e.g. process recordings, written case notes or other documentation, taped interviews, etc.)? Briefly describe:

**If a task supervisor was assigned, please complete the following items. If you did not have a task supervisor, please skip the items in this section and move to item # 21.**

17. Meetings with task supervisor were held on a regular basis

How often did you meet with your task instructor?

\_\_\_\_\_ hours/week structured    \_\_\_\_\_ hours/week unstructured

18. My task supervisor was easily accessible.

High		Adequate		Low
5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
				0 <input type="checkbox"/>

19. My task supervisor provided clear work direction and expectations.

High		Adequate		Low
5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
				0 <input type="checkbox"/>

20. There was adequate communication between my field instructor, task supervisor and myself

High		Adequate		Low
5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
				0 <input type="checkbox"/>

Other comments re: task supervision:

### **Learning Opportunities and Responsibilities**

21. Field agency encouraged an advanced generalist social work practice model

High		Adequate		Low
5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
				0 <input type="checkbox"/>

22. Field agency provided opportunities for advanced generalist practice

High		Adequate		Low
5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
				0 <input type="checkbox"/>

23. Clients, groups and/or projects relevant to my learning goals were available to me

High		Adequate		Low
5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
				0 <input type="checkbox"/>

24. Learning activities were appropriate to my learning level

High		Adequate		Low
5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
				0 <input type="checkbox"/>

25. Opportunities were provided to work with diverse populations

High		Adequate		Low
5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
				0 <input type="checkbox"/>

26. I was able to apply and integrate theoretical material with my field assignments

High		Adequate		Low
5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
				0 <input type="checkbox"/>

Other comments re: learning opportunities and responsibilities

27. Overall, how satisfied were you with your field placement experience:

High		Adequate		Low
5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
				0 <input type="checkbox"/>

28. I would recommend this placement to other students:

High		Adequate		Low
5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
				0 <input type="checkbox"/>

Any other comments:

Thank you!

**Field Agency Evaluation of Field Placement  
St. Cloud State University  
MSW Program**

Student's Name: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

Foundation Year: \_\_\_\_\_ Concentration Year: \_\_\_\_\_ Advanced

Standing: \_\_\_\_\_

Field Agency: \_\_\_\_\_

Field Instructor: \_\_\_\_\_

Task Supervisor (if applicable): \_\_\_\_\_

SCSU Faculty Liaison: \_\_\_\_\_

Agency has previously had MSW students in placement?      Yes                  No

Field Instructor has previously supervised MSW students?      Yes      No

Task Supervisor has previously supervised MSW students?      Yes      No

Students were provided opportunities to work with: (check all that apply)

individuals    families    groups    organizations    community systems  
 diverse                  populations                  (Specify                  all                  that                  apply)

\_\_\_\_ other disciplines (Specify all that apply) \_\_\_\_\_

\_\_\_\_ other                  organizations                  (Specify                  all                  that                  apply)

**Instructions:**

This evaluation tool is designed to gather feedback concerning the MSW field placement experience in your agency. Your feedback will be used to assess and improve upon the MSW field program. Your feedback will be reviewed by field faculty within the Department of Social Work and will be confidential. You are encouraged to share your feedback with your student and they are also encouraged to share their feedback with you. Please complete and submit this form to the MSW Field Coordinator by May 8, 2008. Read each of the following statements, and circle rating that best fits with your experience. "5" is high and "0" is low.

Please evaluate your **field agency (or field unit if in a large agency)** in terms of the following:

**Agency Learning Environment:**

1. Quality of the student's orientation to their field placement?

High		Adequate			Low
5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>

2. Quality of the student's interaction with and acceptance from staff other than the field instructor throughout their internship?

High		Adequate		Low
5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
				0 <input type="checkbox"/>

3. Adequate agency resources available to student for practice (e.g. office space, phone, supplies, etc.)

High		Adequate		Low
5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
				0 <input type="checkbox"/>

4. Student's access to agency technology.

High		Adequate		Low
5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
				0 <input type="checkbox"/>

5. Student's access to agency records.

High		Adequate		Low
5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
				0 <input type="checkbox"/>

6. Opportunities for additional training for student at or through your agency

High		Adequate		Low
5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
				0 <input type="checkbox"/>

7. Safe learning environment provided for student

High		Adequate		Low
5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
				0 <input type="checkbox"/>

Other comments regarding agency learning environment:

**Field Instruction:**

Please rate field instruction on the following items. If a task supervisor was also assigned, please respond to items in the following section regarding task supervision.

8. Supervision meetings with student were held on a regular basis

How often did you meet with your student for supervision?

\_\_\_\_\_ hours/week structured    \_\_\_\_\_ hours/week unstructured

9. I (field instructor) was easily accessible to the student

High		Adequate			Low
5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>

10. Clear and consistent expectations for this internship were communicated to student

High		Adequate			Low
5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>

11. Student was encouraged to ask questions, work independently and think critically

High		Adequate			Low
5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>

12. Field agency facilitated learning of specific practice skills and techniques for student

High		Adequate			Low
5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>

13. The learning contract was used as a learning tool

High		Adequate			Low
5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>

14. Student was given adequate feedback about their performance and progress toward learning goals

High		Adequate			Low
5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>

15. Student was encouraged to identify with and practice professional values



Other comments re: task supervision:

### Learning Opportunities and Responsibilities

22. Field agency supported an advanced generalist social work practice model

High		Adequate		Low
5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
				0 <input type="checkbox"/>

23. Field agency provided opportunities for advanced generalist practice

High		Adequate		Low
5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
				0 <input type="checkbox"/>

24. Clients, groups and/or projects relevant to the student's learning goals were available to them

High		Adequate		Low
5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
				0 <input type="checkbox"/>

25. Learning activities appropriate to the student's learning level were made available

High		Adequate		Low
5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
				0 <input type="checkbox"/>

26. Opportunities were provided to work with diverse populations

High		Adequate		Low
5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
				0 <input type="checkbox"/>

Other comments re: learning opportunities and responsibilities

SCSU field faculty liaison: Please provide responses and ratings regarding the field faculty liaison for the following areas:

How many times did the SCSU field liaison meet with you and your student: \_\_\_ Phone  
\_\_\_ In person

Was this number of visits adequate \_\_\_ Yes \_\_\_ No (if no, please explain)

27. Faculty liaison provided adequate orientation to the MSW Field Program

What specific ways did the field faculty provide this orientation: \_\_\_ In person meetings \_\_\_ In person orientation with student present \_\_\_ \_\_\_ Handouts and

other written materials about field (e.g. agency orientation checklist, sample learning contracts, social work theoretical models and frameworks, etc.) \_\_\_

Phone consultation

\_\_\_ Electronic transmission of training materials such as through email \_\_\_

Through the Department of Social Work website \_\_\_ Others (please describe)

28. Faculty liaison adequately interpreted the Advanced Generalist curriculum

High		Adequate			Low
5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>

29. Faculty liaison demonstrated sufficient familiarity with agency policies and procedures to assist with field instruction planning

High		Adequate			Low
5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>

30. Faculty liaison assisted in the completion of the learning contract.

High		Adequate			Low
5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>

31. Faculty liaison assisted in problem identification within the internship (if applicable)

High		Adequate			Low
5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>

32. Faculty liaison assisted in problem solving and resolution (if applicable)

High		Adequate			Low
5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>

33. Faculty liaison maintained focus on the educational objectives for field learning

High		Adequate			Low
5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>

34. Faculty liaison demonstrated ethical social work values in all interactions

High		Adequate			Low



## **ADDITIONAL FORMS THAT MAY BE NEEDED**

**Application for Developing a Field Placement  
New to the Department of Social Work  
St. Cloud State University**

Date:

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Student applicant information

Name:

Address:

Home Phone:            Work Phone:    Cell:

SCSU Email:

---

Potential Field Agency Information

Name of agency/organization:

Address:

Name of potential field instructor:

Phone:

Email:

Does the field instructor hold a MSW degree with at least 2 years post MSW experience?

0 Yes 0 No

Can the field instructor provide at least 1 hour of supervision per week? 0 Yes 0 No

Describe the potential internship experience/activities:

Please read and sign:

Once you have found a new field agency that meets these requirements, and is willing to host you as a student, please notify the MSW Field Coordinator. The Field Coordinator will contact the agency and ask them to complete the Field Agency Application and submit the necessary documentation. The Field Coordinator needs to ensure that the field agency meets CSWE and the SCSU Department of Social Work requirements to serve as a field agency.

The Department of Social Work must approve the field agency before you can make plans to begin the placement. This process can take up to two months to complete.

Once an agency has been approved, you may schedule an interview with the agency and follow the same procedures as outlined for all students in the MSW Field Manual.

Signature of student applicant: \_\_\_\_\_ Date: \_\_\_\_\_

For office use only

Date agency contacted:

Agency approved  Yes  No      Date of approval:

**Field Agency Application  
MSW Program  
St. Cloud State University**

Name of agency/organization:

Address:

Phone:

Email:

Website:

Primary contact person:

Name(s) of staff who will be providing supervision:

Part 1: Agency/organization description:

A. Agency/Organization mission statement and purpose:

B. Services provided:

C. Type of agency/organization (e.g. private non-profit, school, county agency, etc.):

D. Client population being served:

E. What methods of service or intervention are being used (e.g. mental health assessment and treatment, casework, community organizing, policy analysis, etc.):

F. Describe the experience and educational background of the MSW staff person who will be supervising the student (this is a Council on Social Work Education requirement for our program). Please attach a resume:

G. If a staff with a MSW degree is not available on site, is there an off site MSW staff person affiliated with your organization who is available for supervision? This person could be an MSW in an agency-affiliated program, a board member, an agency consultant, etc. If applicable, please describe the experience and educational background of the off-site MSW who will be supervising the student. Please attach a resume:

H. A minimum of one hour per week of individual MSW supervision is needed. Is your agency/organization able to provide this?

**Please include a copy of your agency/organization non-discrimination policy.**

Part 2: Student and Field Placement Description:

A. Please describe the learning experiences that will be available to the student as well as what tasks and responsibilities could be assigned to the student:

B. Which agency clients will the student be involved with?

C. What resources will be available to the student (E.g. administrative/support staff, office, desk, phone, email, etc.)?

D. List any special conditions or qualifications a student must meet to be accepted for a field placement (E.g. language fluency, background check, automobile):

E. If a student must use their own automobile, is mileage reimbursed and is the student covered by the agency's insurance policy?

0 Yes 0 No

F. Will there be opportunities for students to work with persons from diverse and marginalized groups (E.g. people of color, GLBT identified, persons living in poverty, with disabilities, etc.)? Please explain:

Submitted by:

\_\_\_\_\_  
Agency/Organization Director  
(Signature)

\_\_\_\_\_  
Date

Please return a copy of this form electronically or a paper version to:

Sandra Chesborough, MSW Field Coordinator  
St. Cloud State University  
Department of Social Work  
226 Stewart Hall  
720 Fourth Avenue South  
St. Cloud, MN 56301-4498  
sjchesborough@stcloudstate.edu  
Thank You!

**Internship at Place of Employment Application**  
**St. Cloud State University**  
**Department of Social Work**  
**MSW Program**

**Please review the *Field Placement within Place of Employment* section of the MSW Field Manual before completing this form. The criteria outlined in that section must be met before a placement within employment will be considered. This form should be completed by the student in consultation with, and with the agreement of, their current supervisor for employment as well as the proposed internship field instructor.**

Please describe your current employment including the following information:

Student Name:

Agency:

Agency address:

Phone:

Email:

Job Title:

Job hours:

Your current job title:

Will there be a reduction of your job hours during your internship? Yes  No

Please provide as much detail as possible regarding change or lack of change in job schedule, including coverage of your current responsibilities and current clients:

Name of current supervisor:

Supervisor's Phone number:

Supervisor's Email:

Description and details of your current job responsibilities:

Name of location of current work site:

Name and location of proposed internship field site:

Name of proposed internship field instructor:

Phone:

Email:

Will your internship be paid? Yes  No  Will your salary continue? Yes  No

Please describe the duties you expect to perform during your internship and explain how these will be different from your current job responsibilities:

Please explain why completing an internship at your current place of employment is important or necessary to you:

Please explain how interning at your current place of employment will support (or not) your MSW Program goals and objectives:

What new and significant learning do you expect to gain as a result of this field placement? Please be as specific as possible:

Signatures (By signing this form, I attest that I have been involved in the development of an internship plan within this student's current place of employment, and that I have read and am in agreement with the Field Placement Within Place of Employment section of the MSW Field Manual):

Student \_\_\_\_\_ Date \_\_\_\_\_

Current Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Proposed Field Instructor \_\_\_\_\_ Date \_\_\_\_\_

Agency/Dept. Director \_\_\_\_\_ Date \_\_\_\_\_

This application has been \_\_\_approved\_\_\_ not approved by the Department of Social Work, St. Cloud State University.

Faculty Advisor \_\_\_\_\_ Date \_\_\_\_\_

Faculty Field Liaison \_\_\_\_\_ Date \_\_\_\_\_

MSW Field Coordinator \_\_\_\_\_ Date \_\_\_\_\_

**Student Choice of Placement  
MSW Program  
St. Cloud State University**

**Name of Student:**

**Phone:**

**Student Address:**

**Email:**

**Student Placement Level** (check one): **Foundation**  **Concentration**

**My previous placement was with** (if applicable):

**Have you ever worked or completed another type of internship at any of these agencies?**  **Yes**  **No** **If yes, please give agency name and dates of employment/internship.**

**Please list below your agency choices in order of preference. Only list those agencies in which you have interviewed. Do not list an agency in which you are not willing to be placed.**

**First Choice Agency**

Name of Agency:

Agency Address:

MSW Field Instructor:

Phone:

Email:

**Second Choice Agency**

Name of Agency:

Agency Address:

MSW Field Instructor:

Phone:

Email:

**Third Choice Agency**

Name of Agency:

Agency Address:

MSW Field Instructor:

Phone:

Email:

Additional notes, if needed:

**Please complete and return to the MSW Field Coordinator**

**Agency Choices for MSW Student Placements**  
**MSW Program**  
**St. Cloud State University**

Name of Agency:

Agency Address:

MSW Field Instructor(s):

Phone:

Email:

Number of MSW students you are able to accept for \_\_\_ Spring 200\_ (1<sup>st</sup> year  
 Foundation students)  Fall & Spring Semester 200

Foundation Students

Concentration Students

**MSW Students acceptable for placement in this agency**

(Please list students in order of preference)

1.

2.

3.

**Students who would not work out in this agency. (Please indicate reason)**

1.

2.

Please return a copy of this form to:

MSW Field Coordinator, Department of Social Work

720 Fourth Avenue South, SH 226

St. Cloud, MN 56301-4498

Fax: 320-308-1604

