BACHELOR’S OF SCIENCE IN SOCIAL WORK PROGRAM

DEPARTMENT OF SOCIAL WORK

ST. CLOUD STATE UNIVERSITY

FIELD EDUCATION MANUAL

2016
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Introduction

Welcome to the 2013-2014 edition of the St. Cloud State University Department of Social Work B.S. in Social Work 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, and forms used in the 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 BSW Field Education Director.

The Field Program is a partnership between the faculty and staff in the St. Cloud State Department of Social Work, the BSW 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.

BSW Social Work Faculty 2013-2014:

Sheila Moriarty, MSW, ABD
Assistant Professor and BS Field Education Director

Mary Pfohl, MSW, Ph.D.
Associate Professor

Patience Togo-Malm, MSW, Ph.D.
Associate Professor and BSW Program Director

Paula Watts-Zehringer, MSW, LSW
Assistant Professor

Anna Younsook Yeo, MSW, Ph.D.
Assistant Professor

Mission of the SCSU Department of Social Work

The mission of the Department of Social Work at St. Cloud State University is to use an anti-oppression lens, with a focus on race, class and gender, and to inform both its educational environment and educational programs. Faculty, staff, and students commit to an experiential and transformative educational process that will challenge them to think critically and analyze systemic inequalities in the United States and the world. This process will prepare professional social workers to work as change agents in a diverse world.
Administrative Structure and General Information

The Department of Social Work is administratively located in the School of Health and Human Services, which is under the direction of Dean Monica Devers. 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).

Accreditation

The Council on Social Work Education accredits the Social Work Program at St. Cloud State University. Graduates of the social work program receive a Bachelor of Science in Social Work. The social work program is based on a generalist model of social work practice with a liberal arts foundation.

BSW Program Mission - St. Cloud State University

*The mission of the BSW Program of St. Cloud State University is to use an anti-oppressive lens for all dimensions of diversity, with a focus on race, class and gender, to inform the environmental context of generalist social work education and practice. Faculty, staff and students commit to an experiential and transformative learning process within the values of the social work profession that will challenge them to think critically and analyze systemic inequalities in the United States and the world. This process will prepare professional generalist social workers to be change agents in a diverse world.*

SCSU Social Work Department Goals

*Revised October 10, 2013*

1. Educate social work students who are grounded in the liberal arts and understand the responsibilities of global citizenship.
2. Develop students’ identity as social workers who understand the connections between the well-being of individuals, families, groups, organizations, communities and the promotion of a just society.
3. Educate social work students to value cultural and global diversity, and to engage in anti-oppressive practice.
4. Foster a commitment in social work students to develop social policies that promote culturally competent and sustainable changes in service delivery.
5. Prepare social work students to integrate professional knowledge, skills, values, and the codes of ethics of the National Association of Social Workers, the International Federation of Social Workers and the International Association of Schools of Social Work necessary for generalist practice.
SCSU Bachelor’s Social Work Program Objectives

The social work program at St. Cloud State University is designed so that graduates meet the following objectives as the foundation for their entry-level generalist social work practice. Upon graduation social work majors will be able to:

1. Implement the values and ethics of the social work profession;
2. Practice generalist social work effectively at all levels, incorporating systems theory and integrating a strengths perspective;
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 means of oppression and discrimination, and advocate for social, economic, and political justice;
5. Use supervision, consultation, and collaboration to enhance social work practice within organizational structures and service delivery systems, as well as to seek necessary organizational change;
6. Analyze and formulate policy alternatives and understand how to influence social policies on all levels;
7. Apply research findings to practice and evaluate one’s own practice interventions;
8. Know the history of the social work profession and understand its relationship to contemporary issues;
9. Use all modes of communication skillfully and demonstrate critical thinking skills in all professional encounters.

Generalist Social Work Practice

The Bachelors of Science in Social Work program at St. Cloud State University (SCSU) is a professional course of study grounded in a liberal arts education. Students choosing this course of study will be educated in the practice of generalist social work practice. They will be prepared to enter the professional work world, and practice with many different populations in a variety of different settings. Their practice will be guided with an understanding of social work models and theories as well as a strong foundation of social work ethics.

“Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organization, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support and build on strengths and resiliency of all human beings. They engage in research informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies” (CSWE EPAS, 2008, p.7).
In the BSW program at SCSU, the students are prepared for generalist practice as defined by CSWE. They are oriented in an understanding of ecological systems perspective and the problem-solving model as understood from the strengths perspective. Students are grounded in the generalist practice model and are taught skills in engagement, assessment, intervention, and evaluation. Students are taught skills in work with individuals, families, groups, community, and a broader society. Students are educated regarding research modalities crucial to evidence-based practice. They also learn the importance of policy for Social Workers at both the micro and macro level.

The BSW program at SCSU bases its understanding of effective practice on the six core values as defined by the National Association of Social Workers: Service, Social Justice, Dignity and Worth of a Person, Competence, Integrity, and the Importance of Human relationships. These values represent our core understanding of what is social work practice and how this profession distinguishes itself from other professions. Within this framework, the BSW program teaches students to be ethical, empathic practitioners who work with clients from a strength-based perspective—honoring their stories and respecting their right to self-determination. Understanding and practicing these ideals is core to effective social work practice.

**Generalist Social Work Education and Field Education**

“Education is not preparation for life; education is life itself”

- John Dewey (1859-1952)

The BSW field education at SCSU happens in the fourth semester of the program and is offered in a placement of 480 hours in a semester block. The purpose of field education is to incorporate the theories, concepts, and practice skills the student has learned in the classroom into the work world. The students are given practical applications for the learning they received in the classroom.

**SW 442- Pre-Field Class (3 credits)**

This is a 3 credit class taken the semester before the field experience. Students are thoroughly prepared for their field experience through professional behavior and professional skills such as building resume, cover letters, interviews, and job searching. Students are taught how to effectively communicate with their supervisor, handle conflict, and practice safe behavior in the workplace. Students prepare a learning contract in this class that follows them into their field placement. The contract is how they manage their learning—focusing on competence in the 41 practice behaviors.

**SW 444- Field Placement (12 credits)**

This is the 480 hour block placement students take over the course of a semester. Once in an authorized field placement, students are immersed in professional practice. They work 30-32 hours a week shadowing, learning skills, and then being supervised in practice. They organize their learning through the learning contract that organizes activities across the 10 competencies. They meet weekly with a licensed social worker for supervision focusing on learning from their learning contract, seminar assignments, and processing events that happened in placement. Faculty liaisons visit the placement twice, once at the beginning of the semester and once at the
end. The Field Instructor works with the student to complete a mid-term and final evaluation scoring interns on their competence regarding the 41 practice behaviors.

**SW 445- Field Seminar (3 credits)**
Weekly, the students attend a seminar on campus. In the seminar, the students process their practicum experience with the Faculty Liaison and their peers. Students reflect on their weekly experiences, and discuss ways to cope with difficult practice situations. Students are assigned 6 ethic papers covering the different responsibilities Social Workers have in the practice world. They also work on a practice evaluation that measures their growth as a practitioner. Every week, students bring in cases for consultation so that students can become accustomed to problem solving difficult situations using the tools of practice and their experience of peers. The field seminar is the students’ last connection to the academic environment before they graduate and enter the professional world.

**BSW Program Courses and Prerequisites**

All students must complete the following courses as pre-requisites to getting into the social work major classes. All of these classes must be completed with a C- or higher. Additionally, students need at least a 2.6 G.P.A. before being considered for admission into the major.

In the first semester of social work major classes, students apply to the major. They must complete an application and interview for admission. The BSW program committee reviews the applicants and decides on students admitted to the major based on their scores on interview, admission letter, references, and grades. The BSW program typically admits 40 students each semester.

Once in the major, students need to maintain good standing academically and pass all classes with at least a C-. Students will not be considered for a field placement unless all of their classes have been satisfactorily completed and their G.P.A stands at a 2.6 or better.

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<th>Pre-Core Classes</th>
<th>Credits</th>
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<td>BIOL 103 Human Biology- Organization and general functioning of the human body. Reproduction; heredity; social implications of biological principles.</td>
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<td>HURL 201 Non-Oppressive Relationships- Development of practical skills for eliminating racism, sexism, and other oppressive elements from personal, professional, and public life.</td>
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<td>HURL 206 Understanding Oppression- Consultants from oppressed groups will share expertise on various contemporary human relations issues (racism, sexism, disabilities, poverty, religious oppression, homophobia, etc.)</td>
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<td>CEEP 262 or PSY 240 Human Growth and Development- A life span approach to growth and development; physical, intellectual, emotional, and social phases as related to total growth.</td>
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<td>Course Code</td>
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<td>STAT 193</td>
<td>Statistical Thinking</td>
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<td>SOC 160</td>
<td>Principles of Sociology</td>
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<td>SW 195</td>
<td>Democratic Citizenship</td>
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<td>SW 216</td>
<td>Introduction to Social Work</td>
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<td>SW 330</td>
<td>Human Interaction in Social Systems</td>
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<td>Practice I- Work with Individuals</td>
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<td>SW 411</td>
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<td>Practice III- Work with Communities</td>
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<td>SW 445</td>
<td>Field Work</td>
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**Policies for All Department of Social Work Courses**

All students in the Department of Social Work must know and adhere to 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](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.

Field Placement Information

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 students. We have a list of these agencies and organizations that students can access field opportunities. These sites are primarily available in St. Cloud and greater Minnesota, as well as a few in the Twin Cities metropolitan area.

Students are able to choose placements that are new or outside of immediate area. If a student is interested in a new placement, they must choose a placement that fulfills the program’s expectations for field placements stated in the field manual. They must sign a contract with the university. They must also agree to host the student the number of hours required within the time frame required, to communicate with BSW Field Director and Field Liaison regarding student program, and to participate in evaluation of the student’s learning. Students who choose placements out of state can attend field seminar through long distance learning options such as Adobe Connect. Field visits will happen through video conferencing as well.

The BSW program uses a block placement where students complete their entire practicum over the course of one semester- averaging 16-17 weeks. During that time, the student will intern 30-32 hours a week for a total of 480 hours. The only social work class they are obligated to during this semester is SW 445 Field Seminar, a three credit course which meets once a week for 2 hours and 40 minutes.
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 BSW Field Director.

Selection of field placement sites

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 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 a learning experience in which students have opportunities to gain generalist social work 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 outcomes and goals of the St. Cloud State University BSW 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 supporting student growth and development in core competencies of social work practice.

6. The agency must provide an on-site Field Instructor who is a licensed social worker and is willing to provide supervision. The only unlicensed social workers who will be allowed as Field Instructors are social workers who work for counties social services which are currently exempt from licensing requirements in the state of Minnesota. There may be exceptional situations in which the on-site Field Instructor is not a social worker, and we engage in those contracts only when we believe that the agency’s mission and work are in accordance with the principles of the BSW program and the 41 practice behaviors from CSWE. Additionally, we would work with the student, and agency to find additional supervision from a licensed social worker. These decisions will be made on a case-by-case basis. In situations where the Field Instructor 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.

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 BSW 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 but not limited to 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 BSW Advisory Committee.
2. The BSW Field Director contacts the potential placement agency 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.
3. Students can then interview, and be placed in this field placement agency. The field placement packet must be completed and signed by the student, and the BSW Field Director.

**Criteria for Selection of BSW Field Instructors and Task Supervisors**

**Field Instructors**
The Field Instructor is the social worker who has agreed to teach and monitor the student learning 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 BSW or MSW degree from a Council on Social Work Education accredited program and licensed by the MN Board of Social Work.
- Have a minimum of two years post BSW social work practice experience.
- Have experience and expertise in the type of social work practice(s) in which they are providing supervision.
- Support the educational outcomes of the Department of Social Work’s BSW Program.
- Have the capacity to stimulate and support students in the learning process.
- Be free of any NASW sanctions and social work licensing standards.
Task Supervisors
In some situations, a Task Supervisor may be assigned to work alongside a field instructor to provide support and task supervision for the BSW 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 field instructor (see policy for selection of an off-site BSW field instructor). If there is an off-site Field Instructor, the task supervisor serves as the day-to-day supervisor, mentor and teacher. The Field Instructor and the Task Supervisor should meet regularly (at least once a month). The student is primarily responsible to the Field Instructors 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.

Rules and Responsibilities of Practicum Participants

The BSW 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. Through their learning contract, 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 self-direct their learning in the field, making sure that the field instructor knows the different areas with which they need instruction.

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

1. Satisfactory completion of all pre-requisite BSW program courses and GPA of 2.6.
2. Familiarity with the BSW Field Manual.
3. Completion of SW 442 - A pre-field course designed to help prepare students for their practicum.
4. Completes the field placement packet which includes the following forms:
   a. Field placement finalization form
   b. Agency information form
   c. Supervisor data form
d. Student field agreement

5. Creates a learning contract (see appendix “X”) that she/he brings to the field instructor for revision, focusing on activities that will enhance the student’s learning in the 10 competency areas and 41 practice behaviors.

6. Choosing placement sites and scheduling interviews with potential placement sites.

7. Willingness to participate in a block placement which will take period over the course of 15-17 weeks at an average of 30-32 hours a week for a total of 480 hours.

8. Takes responsibility for helping to arrange two in-person meetings and one conference call between the student, Field instructor and the Faculty Liaison per placement.

9. 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.

10. Abides by field agency policies and procedures.

11. Adherence to the NASW Code of Ethics including following strict confidentiality and privacy laws and guidelines related to client data and information.

12. Attends and completes the requirements of SW 445 - A 3 credit field seminar that weekly.

13. Prepares for, organizes learning needs, and actively participates in weekly field instruction supervision in which self-assessment and evaluation are expected.

14. Initiates and follows through with all learning activities developed in collaboration with the field instructor in the learning manual.

15. 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.

16. Seeks assistance from the agency Field Instructor, the Faculty Liaison and/or the BSW Field Education Director if any problems arise. The student is responsible for taking such action as soon as any concerns arise.

17. Completes an evaluation of their experience in the student evaluation of placement.

18. Participate in the mid-term and final field evaluation done with the Field Instructor and the Field Liaison.

19. 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 BSW field student, agencies agree to the following specific responsibilities:

1. 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.

2. Completes and signs the St. Cloud State University Memorandum of Agreement for Student Training Experience/Internship form (See Appendix “X”).

3. Provides a qualified field instructor as specified in the field manual in accordance with guidelines set forth by CSWE and the Department of Social Work.

4. Provides the necessary time for the field instructor and task supervisor, if any, to complete their responsibilities related to field instruction.

5. 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.

6. 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.

7. Offers the student opportunities to meet their learning objectives while learning to work within an organizational structure.

8. 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 for BSW Students agree to the following responsibilities:

1. Complete 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. Attends Field Instructor orientation and trainings offered by the Social Work Department.

5. Orients students to agency structure and function, policies and procedures, student responsibilities and community resources.

6. Participates with the student in the development of the learning contract that specifies expectations for performance as well as methods for monitoring progress.
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. 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.

9. Familiarizes her/himself with the field Manual and field placement policies, procedures, forms and due dates.

10. 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.

11. 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 students’ performance with input from the task supervisor.

12. Promptly communicates any performance problems or concerns directly with the student, and promptly communicates any serious concerns to the faculty liaison and/or Field Director.

13. Provides feedback to the faculty liaison and the Field Director 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 a section of the Field Seminar Course.
2. 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 face-to-face meetings. Participates in other meetings and conference calls as needed.
3. Assists students and their field instructor in the development and application of the Learning Contract.
4. 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.
5. Assists students in applying and integrating theory into practice.
6. 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.
7. Ensures completion of placement forms and agency evaluations.
8. 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.

9. Assigns student grades for the field placement and seminar.

10. Evaluates students, agency and field instructor, Field Director, and makes recommendations for continued use of agency and field instructor.

BSW Field Education Director Roles and Responsibilities

The BSW Field Director has primary responsibility for implementing and administering the policies and procedures governing the BSW Field Education Program. In addition, she/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. Assists students in preparing a professional cover letter and resume.

3. Work with students regarding professional interview skills.

4. Will work with students in finding and securing field placements, including completion of required paperwork.

5. Reviews all field documents related to a specific student field placement and approves and/or signs off on the student learning contracts.

6. Provides orientation about the field program policies, procedures, expectations and timelines to the student, their field instructor, and task supervisor, if assigned.

7. Meets with and/or convenes with the BSW and/or Field Advisory Committee for regular meetings and consults as needed on specific placement development and issues.

8. Provides ongoing communication and support to field instructors and task supervisors including organizing and implementing the field instructor orientation and training program.

9. 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.

10. Consults with faculty liaisons regarding field placement settings, student progress, or other aspects of the field education program.

11. Assumes responsibility for removing a student from placement if necessary.

12. Assumes responsibility for terminating a field placement agency if necessary.

13. Collaborates with faculty and the BSW Program Director in the assessment and implementation of the field education program.

BSW Advisory Committee Role and Responsibilities

In order to improve the quality of the Field Education Program for students, faculty, and field placement agencies, the BSW Program seeks ideas, feedback and guidance from the BSW Field Advisory Committee which, at this time, is part of the BSW Program Advisory Committee. The Committee is comprised of community agency staff, current and former field instructors, and faculty who meet a minimum of two times throughout the regular academic year. The responsibilities of the BSW 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 and BSW field instructors.
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 generalist practice in diverse settings.
6. Provides input on the evaluation of the field education program.

**Code of Ethics**

All students and Field Instructors 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 2008 Delegate Assembly. These principles set forth ideals to which all social workers should apply. The complete NASW Code of Ethics can be found online at 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, 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.
Social Work Core Competencies- 2015

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

1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
4. Use technology ethically and appropriately to facilitate practice outcomes; and
5. Use supervision and consultation to guide professional judgment and behavior.

2. Engage Diversity and Difference in Practice
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers will:

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

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

9. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and

10. engage in practices that advance social, economic, and environmental justice.

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

11. use practice experience and theory to inform scientific inquiry and research;

12. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

13. use and translate research evidence to inform and improve practice, policy, and service delivery.

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

14. identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

15. assess how social welfare and economic policies impact the delivery of and access to social services;

16. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

17. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

18. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

19. collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

20. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

21. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

22. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

23. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

24. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

25. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

26. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and

27. facilitate effective transitions and endings that advance mutually agreed-on goals.

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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

28. select and use appropriate methods for evaluation of outcomes;

29. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

30. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

31. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Additional Expectations and Policies Related to Field Experience

Field placement within place of employment

BSW students are generally discouraged from pursuing a field placement within their current place of employment. Employers and employees often confuse the roles of employee and intern. Keeping those roles distinct is often quite difficult.

However, there are circumstances where an internship at a place of a student’s employment can be allowed. The following are those circumstances:

- 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 placement in an entirely different department or unit, and possibly location, from the one in which they are employed.

- The proposed agency and Field Instructor must meet all other criteria for selection as a field agency as other placement agencies.

Off-site BSW 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 BSW or MSW degree from a CSWE accredited program and be licensed in Minnesota except for those exempt by the Board of Social Work. In those cases when a potential field placement agency does not have a BSW on staff available to provide field instruction, but the potential placement agency is able to provide learning activities that meet all other BSW Program requirements, it may be possible for a student to receive field instruction from an off-site BSW social worker. These decisions will be made on a case-by-case basis according to the following criteria:

- Preferably, the off-site BSW 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 face to face supervision per week.
- The agency is in agreement and actively supports use of an off-site BSW 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 BSW field instructor.
- Both the task supervisor and off-site field instructor participate in all scheduled field visits and conference calls with the faculty liaison.
- Trainings will be offered 1-2 times a year, and Field Instructors and Task Supervisors will be encouraged to attend.

Time requirements and vacations
The BSW field practicum is 480 hours and is completed within a semester block. The student will be at their field placement for 30-32 hours a week through the course of the semester.

If a student completes their hours before the semester is finished, they are still obligated to continue at their internship site for at least 8 hours for the duration of the semester and they are still obligated to the requirements of the field seminar. The student is required to adhere to the working hours of the agency, and should be aware of these expectations before they begin their internship.

If a student is interested in taking vacation time during their internship, they can do so by following the procedure of the agency for asking time off. They must give proper notice and get field instructor or task supervisor permission before taking the time. They must also inform their field liaison of the time they are taking away from their internship and negotiate with their Field Liaison regarding time away from field seminar.
Deferred Admission
Admitted student who would like to postpone their placement may do so by requesting to defer their admission. Students may request a deferral up to one semester from their original application term (i.e. from fall to spring). Be aware that the program may not approve deferral or may not accept applications for particular terms. For example, the Social Work Program does not allow students to begin their studies in the summer term. All deferrals are subject to program approval. Please note the following action items if you plan to defer your admission.

To Request a Deferral
Contact the BSW Field Director about your intent. You will be required to complete the Request for Deferred Admission Form. This is found in the student handbook. Students will also be informed of any additional required documentation. If approved, the program will update the students’ admission/application term. It is important to follow up with other Administrative requirement (i.e. Financial Aid) that might impact the student as a result of not taking a semester off. If a student wishes to defer beyond one semester then they will be considered as a Returning Student and the appropriate procedure need to be followed.

Returning Student
Students planning to return to the Social Work Program who have attended St. Cloud State University in the past, and who have been away from University for more than a period of one semester, will need to formally notify the BSW Program Director that they wish to return. Students will be required to submit the appropriate form (i.e. Readmission, or Reinstatement) to the Program Director for the Program committee consideration.

Special note: No matter how long an international student has been away, such students must always contact the International Student office to check their status eligibility.

Readmission
Students who have been out for more than a year or more will have to complete the Readmission Form. To be considered a completed form including a recent transcript be submitted to the BSW Program Director at least one month prior to the end of the semester that you intend to return. The application will be reviewed by the Program Committee to determine whether student can be readmitted or not. The student will be notified of the Program’s decision by the end of the academic year in time to enable student to register for classes.

After admission, student will have to schedule an appointment with an Advisor to ensure smooth transition into the program. In addition to this requirement student must also comply with University readmission policy.

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
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 BSW Field Education Director. 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 BSW Field Education Director as well as Student Disability Services. The Student Disability Services office in Centennial Hall, Room 202 will make recommendations for appropriate accommodations and the BSW Field Education Director will work with a student to locate a field agency that can provide these accommodations.

Final ADA compliance is the shared responsibility of the field agency and St. Cloud State University. The SCSU link to this information is: www.stcloudstate.edu/sds/studentright.asp.

**Liability/Malpractice Insurance**
All social work students, while enrolled in field placements, 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. Students in SW 442 will have a module on safety in preparation for their placement.

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.

If a student is feeling threatened or unsafe at their internship, they should discuss these concerns with their Faculty Liaison and/or the BSW Field Director so that the student’s safety within their placement can be properly assessed.

**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. Students should not transport clients without coverage from the field placement.

**Criminal Background Checks**
Some 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. If a criminal background check is required, it should be kept by the agency in which the student is placed.

If the field agency wants the criminal background check to happen through the university, the student is responsible to giving the BSW field education director notice so that the student and the field director can work together to complete the process with the Bureau of Criminal Apprehension. It generally takes 3 weeks for the process to be completed.

**Long Distance Placements for Students**
Often during block internships, students are interested in field placement opportunities further away from school for a number of reasons. The BSW Program will make efforts to honor students’ requests and learning goals in this area. The student is still expected to attend the field practicum seminar on a weekly basis. The only circumstance under which this is waived is if the student is more than 100 miles away. Under those circumstances, the student must attend at least 50% of the seminar periods in person, but can Skype or equivalent technology into the classroom the other 50%, if they can find a peer willing to bring in a laptop and connect with them. The professor field practicum seminar instructor will not be responsible for making sure that connection happens. The student will still be held to attendance expectations.

If the student is more than 100 miles away, it suggested that they look at finding a Field Seminar at a university closer to them, particularly if they are still in the MNSCU system. In this situation, the student would do the field practicum seminar with the other school, but the BSW Field Director at St. Cloud State would be responsible for the field visits.

If the student chooses to complete the field placement out of state, they, like all students, will have the primary responsibility of securing their internship. However, they will not have the advantage of local connections and placement sites that have a history of working with SCSU.
They will have to do their own search and then work with the BSW Field Director on making sure that the placement site meets the requirements of our program.

We encourage the student to find a comparable BSW program in their area, if possible for seminar class, but if that is not possible, we can use Skype or Adobe Connect as options in connecting those students to the classroom long distance.

**Long Distance Placements for Faculty Liaisons**

It is expected that Faculty Liaisons will visit a site twice during the semester. However, if the student's field placement agency is more than 100 miles but less than 150 away, the Faculty Liaison will only be expected to visit once in person- the other visit happening by Skype or Adobe Connect or other video technology. If the student’s field placement is interning at a site more than 150 miles away, the Faculty Liaison will provide both field visits with student and Field Instructor by Skype or Adobe Connect.

**HIPAA**

The Health Insurance Protection and Portability Act of 1996 require 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 field liaison or the BSW Field Director.
3. If the problem has the potential to be resolved, the BSW Field Director will arrange a meeting with the student and the Field Instructor 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 work with the BSW Field Director to find another placement.

**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 Director. 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 BSW Program with their cohort.

**Changing Field Placements**

Students are placed in a field agency after much planning. It is unusual situation where the BSW Field Director will allow a placement to be disrupted. Students are encouraged to attempt to resolve problems in their field placements when first identified with the assistance of their field instructor, Field Liaison, and the BSW Field Director. Many times problems can be resolved in this way.

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. In these circumstances, the field director will inform the student, field instructor, field agency, and faculty liaison of the decision to terminate and change placements. Each party involved is expected to work towards appropriate and timely closure of the first placement prior to the change in placement.

**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.

**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 BSW Field Director 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 BSW Field Manual.
2. The BSW Field Director will speak with a representative from the prospective field agency and discuss the policies, procedures and requirements for field placement agencies.

3. The agency must have a licensed social work to provide supervision or access to a licensed social work willing to assist with supervision.

4. Once expectations are clarified and the placement fits the criteria of the practicum, students are encouraged to contact the agency for a placement interview.

Orientation and Training for New Field Instructors

Orientation to the BSW Field Program is required for all new field instructors. Task supervisors are also encouraged to attend. An on-campus or community-based group field orientation and training is held at the beginning of the academic year and again mid-year.

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.

Evaluation of Student Practicum Performance

The evaluation of student in the field happens in many different 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. The different evaluation procedures are outlined in the sections below.

The Learning Contract

The learning contract is developed with the student in SW 442 and then brought to the placement to be refined between the student and the Field Instructor. The learning contract consists of the 10 areas of competency and the 41 practice behaviors therein. In SW 442, students learn more deeply about the practice behaviors that are crucial to effective practice. They create a learning contract where they assign measurable and specific goals and activities to complete related to each competency area during their field practicum. Once in the practicum environment, the learning contract is vital to weekly supervision. The student should work with their Field Instructor on making sure that attention is given in supervision to the activities in the different competency areas. The student uses the learning contract to achieve a level of competence in all areas of practice. It should define the weekly supervision with their Field Instructor.

Weekly Supervision

The student meets weekly with their Field Instructor in a face to face meeting to evaluate student progress related to their Learning Contract as well as their adjustment to the field setting. In the BSW program, the student is encouraged to take the lead in organizing the learning. The student
organizes the learning contract and the Field Instructor serves as the resource for the different competency areas.

Field Practicum Evaluation
The Field Practicum Evaluation is completed by the student and their field instructor during the midterm of the field placement and at the end of the field experience. 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. The evaluation covers all of the 41 practice behaviors, and is scored on a five point scale ranging from student has not met expectation to student has met expectation to student has exceeded expectation.

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. A conference call is done midway through the field placement between the Faculty Liaison, the Field Instructor, and the student.

During the initial contact, the student reviews the Learning Contract that they have developed in collaboration with their Field Instructor and discusses student’s goals for internship. The conference call is scheduled at the mid-term after the student and the Field Instructor have completed the evaluation. The 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 with the Faculty Liaison. At that time, the Field Instructor recommends the student as passing or not passing the practicum.

Student Evaluation of Field Placement Experience
Student evaluation of their field placement experience is part of the evaluation process of the field program. A Student Evaluation of Field Placement is given to the student toward the end of their experience. They have an opportunity to comment on the quality of field education offered at their placement site.

Required Forms for the BSW Field Practicum

- Learning Contract
- Field Placement Finalization Form
- Internship Supervisor Data Form
- Agency Information Form
- Student Field Agreement form
- MNSCU Memorandum of Agreement between Agency and University
- Field Practicum Evaluation
- Student Evaluation of Field Experience

Advisory Board BSW Field- 2013
### Appendix A

**Learning Contract**

**St. Cloud Field Practicum**

**Learning Contract**

**Student Name_____________________________**

**Field Placement____________________________**

**Objective 1: Demonstrate Ethical and Professional Behavior.**

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

<table>
<thead>
<tr>
<th>Goals</th>
<th>Activities</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making,</td>
<td></td>
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</tbody>
</table>
ethical conduct of research, and additional codes of ethics as appropriate to context.

2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.

4. Use technology ethically and appropriately to facilitate practice outcomes.

5. Use supervision and consultation to guide professional judgment and behavior.

### Objective 2: Engage Diversity and Difference in Practice.

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

<table>
<thead>
<tr>
<th>Goals</th>
<th>Activities</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</td>
<td></td>
<td></td>
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<tr>
<td>2. Present themselves as learners and engage clients and constituencies as experts of their own experiences Tolerate</td>
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</table>
ambiguity in resolving ethical conflicts.
3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

<table>
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<tbody>
<tr>
<td>Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers will:</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Goals</th>
<th>Activities</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</td>
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<tr>
<td>2. Engage in practices that advance social, economic, and environmental justice.</td>
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</table>

<table>
<thead>
<tr>
<th>Objective 4: Engage In Practice-informed Research and Research-informed practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers will:</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Goals</th>
<th>Activities</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use practice experience and theory to inform scientific inquiry and research.</td>
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</tbody>
</table>
2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
3. Use and translate research evidence to inform and improve practice, policy, and service delivery.

**Objective 5: Engage in Policy Practice.**
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers will:

<table>
<thead>
<tr>
<th>Goals</th>
<th>Activities</th>
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</thead>
<tbody>
<tr>
<td>1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</td>
<td>2. Assess how social welfare and economic policies impact the delivery of and access to social services.</td>
</tr>
<tr>
<td>2. Assess how social welfare and economic policies impact the delivery of and access to social services.</td>
<td>3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</td>
</tr>
</tbody>
</table>

**Objective 6: 6. Engage with Individuals, Families, Groups, Organizations, and Communities**
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and
apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers will:

<table>
<thead>
<tr>
<th>Goals</th>
<th>Activities</th>
<th>Evidence</th>
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</thead>
</table>
| 1. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and  
2. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. | | |

**Objective 7: Assess Individuals, Families, Groups, Organizations, and Communities.** Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experience and affective reactions may affect their assessment and decision-making. Social workers will:

<table>
<thead>
<tr>
<th>Goals</th>
<th>Activities</th>
<th>Evidence</th>
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</thead>
</table>
| 1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.  
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. | | |
3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

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

<table>
<thead>
<tr>
<th>Goals</th>
<th>Activities</th>
<th>Evidence</th>
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</thead>
<tbody>
<tr>
<td>1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</td>
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</tr>
<tr>
<td>2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</td>
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<tr>
<td>3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</td>
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</table>
4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

5. Facilitate effective transitions and endings that advance mutually agreed-on goals.

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

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

<table>
<thead>
<tr>
<th>Goals</th>
<th>Activities</th>
<th>Evidence</th>
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<tbody>
<tr>
<td>1. Select and use appropriate methods for evaluation of outcomes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.</td>
<td></td>
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<tr>
<td>4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</td>
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Appendix B

BSW Field Placement Finalization Form

SEMESTER: FALL ___ SPRING ___ 20____

Student’s Name: ____________________________________________________________

Student’s Home Address During Field Practicum: ____________________________________________

Student’s Home Phone during Field Practicum: _________________________________________

Student’s E-mail: _________________________________________________________________

Agency Name: _____________________________________________________________________

Agency Address: ____________________________________________________________________

Agency Fax Number: __________________________

Field Instructor’s Name: _____________________________________________________________

   Phone: ______________________________

   E-mail: _____________________________

Name(s) of Person(s) who interviewed you: ___________________________________________

Describe the assignments and opportunities you will be given at this placement:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

This section to be completed by SCSU BSW Field Coordinator

Field Instructor’s understanding of the assignments student will be given at this placement
and how those match the student’s expressed goals and needs:

____________________________________________________________________
____________________________________________________________________

Date Placement Finalized: ______________________________________________________

Field Coordinator’s Signature: _________________________________________________
Appendix C

Internship Supervisor Data Form

St. Cloud State University
BSW Program
Internship Supervisor Data Sheet

1. Name
2. Position/Title:
3. Agency:
4. Address:
5. Phone: (   )-
6. Email:
7. Fax#
8. Education:  ___BSW  ___Other Bachelor’s Please specify________________
   ___MSW  ___Other Master’s Please specify________________
   ___Ph.D/DSW  ___Other Please Specify________________________

9. Professional background:
   a. Number of years in human service________
   b. Number of years in this agency__________
   c. Number of years in above stated position________

10. Other specific training_____________________________________________

11. Are you licensed as a social worker in Minnesota?
   LSW______  LISW_______
   LGSW______  LICSW_______

12. Do you hold any other professional license? (Specify)

13. How many SCSU social work BSW student interns have you been instructor for in
    the last five years?__________________________________________

14. How many student interns from other majors and/or institutions have you served as
    field instructor for in the last five years?________________________

15. Date Form was completed__________
Appendix D

Agency Information Form

St. Cloud State University
BSW Program
Agency Information Form

Agency: ________________________________

Address: ________________________________

_____________________________________

Contact Person/Title: ________________________________

Phone: (   )-

Email: ___________________   Agency Fax: __________________________

1. Provide a job description for a BSW social work student 480 hour field placement (may be provided here or on a separate sheet).

2. Describe the agency mission, services provided, etc...

3. Describe the process through which an intern must go through to apply for a field placement.

4. List any special conditions a prospective intern must meet to be accepted for a field placement (e.g. background check, automobile, language fluency).

5. How often would your agency be interested in hosting an intern (every semester, once a year, every other year, occasionally, etc...)

Date this form was completed__________
Appendix E

Student Field Agreement

ATTACHMENT A
STUDENT TRAINING EXPERIENCE/INTERNSHIP AGREEMENT

Name of College/University: _____________________________________________________
Name of University Program ("the Program"): ______________________________________
Type of Training Experience/Internship: __________________________________________
Dates of Training/Internship: __________________________________________________
Student's Name: ___________________________ Phone #: ______________
Average number of hours to be worked by the Student each week: _________
Facility Name and Address: ______________________________________________________
Location Where Training will Occur (if different from Facility’s Address above): ______
Facility Representative’s Name: _______________________ Phone #: ____________

Activities/Job tasks and skills the Student will learn:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Tools and Equipment the Student will use:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

STUDENT RESPONSIBILITIES

In exchange for the opportunity to participate in the training experience/ internship at the Facility, the Student agrees to:

1. Keep regular attendance and be on time, both at school and at the Facility’s training site. The Student will promptly notify the Facility’s training site if unable to report. The Student’s placement will automatically terminate if the student terminates his/her enrollment in the Program or is no longer enrolled as a student at the University.
2. Demonstrate honesty, punctuality, courtesy, a cooperative attitude, desirable health and grooming habits, desirable/required dress and a willingness to learn; and
3. Furnish the coordinating University instructor with all necessary information and complete all necessary reports requested by the instructor. Submitting falsified reports is cause for immediate expulsion from the Program; and
4. Conform to all rules, regulations, and policies including health, safety, and work environment of the Facility, follow all instructions given by the Facility and always conduct myself in a safe manner; and
5. Consult with the University instructor/lab assistant about any difficulties arising at the Facility’s training site; and
6. Be present at the Facility’s training site on the dates and for the number of hours agreed upon; and
7. Not terminate his/her participation in the training experience at the Facility without first consulting with the University’s instructor/lab assistant.

The Student also understands and agrees that:
   a. placement and participation in this training experience is not employment with the University or Facility;
   b. the student is not covered by the University worker’s compensation coverage; and
   c. the student will not receive any money or compensation or benefits of any kind from the University in exchange for his/her participation in the training experience.

The Student also understands that the Facility does not promise or guarantee any future employment for the student.

The Student understands that he/she is responsible for providing his or her own health insurance and for any and all medical expenses incurred by him/her related to any injury, loss or illness sustained by him/her while participating in the training experience at the Facility.

Student’s Signature: __________________________________________

Student’s Name (please print): ______________________________________

Date: _______________________________________________________

St. Cloud State University, part of the Minnesota State Colleges and Universities system, is an Equal Opportunity employer and educator.

Appendix F
MNSCU Memorandum of Agreement between Agency and University

STATE OF MINNESOTA

MINNESOTA STATE COLLEGES AND UNIVERSITIES

ST. CLOUD STATE UNIVERSITY

MEMORANDUM OF AGREEMENT

FOR STUDENT TRAINING EXPERIENCE/INTERNSHIP

This Agreement is made between the State of Minnesota acting through its Board of Trustees of the Minnesota State Colleges and Universities, on behalf of St. Cloud State University, St. Cloud, Minnesota ("the University") and __[Facility Name]__________, __[City]__________, __[State]__________ ("the Facility"). This Agreement, and any written changes and additions to it, shall be interpreted according to the Laws of the State of Minnesota.

The purpose of this Memorandum of Agreement is to outline the terms of the training/internship experience for students of the University and to identify the responsibilities of the University and the Facility.

A. THE PARTIES UNDERSTAND THAT:
1. The University has a(n) [fill in name of program] Program (the “Program”) for qualified students enrolled in the University; and
2. The University has been given authority to enter into Agreements regarding academic programs; and
3. The Facility has facilities for providing a suitable training experience that meets the educational needs of students enrolled in the Program of the University; and
4. It is in the general interest of the Facility to provide a training site where University students can learn and develop skills and qualifications needed to achieve the student’s occupational goals and satisfy the Program requirements while assisting in the development of trained personnel to meet future area employment needs; and
5. The University and the Facility want to cooperate to furnish a training experience at the Facility for students of the University enrolled in the Program.

B. RESPONSIBILITIES OF EACH PARTY
1. The University agrees to:
   a. make arrangements with the Facility for a training experience at the Facility that will support the student’s occupational goals and meet any applicable Program requirements.
   b. make periodic visits to the Facility’s training site to observe the student or receive periodic reports from the Facility and/or the student, and discuss the student’s
performance and progress with the student and any site supervisor at the Facility, as needed.
c. discuss with the Facility any problems or concerns arising from the student’s participation.
d. notify the Facility in the event the student is no longer enrolled in the Program at the University.
e. keep any necessary attendance and progress records as set forth in the University attendance policy.
f. assist in the evaluation of the student’s performance in the training experience.

2. The Facility agrees to:
   a. cooperate with the University in providing a mutually agreeable training experience at the Facility that supports the student’s educational and occupational goals.
   b. consult with the University about any difficulties arising at the Facility’s training site that may affect the student’s participation.
   c. assist in the evaluation of the student’s performance and provide time for consultation with the University concerning the student, as needed.
   d. sign the weekly work report to verify the student’s attendance.

3. LIABILITY
   Each party agrees that it will be responsible for its own acts and the results thereof to the extent authorized by law and shall not be responsible for the acts of the other party and the results thereof. The University’s liability shall be governed by the provisions of the Minnesota Tort Claims Act, Minnesota Statutes, Section 3.732 et seq., and other applicable law.

4. TERM OF AGREEMENT
   This Agreement is in effect from (Month/day), 20(Year) or when fully executed, and shall remain in effect until (Month/day), 20(Year). This Agreement may be terminated by giving at least seven (7) days advance oral notice to the other parties, with a follow up letter confirming termination delivered to the other party on or before the actual termination date.

5. FINANCIAL CONSIDERATION
   a. The University and the Facility each agree to bear their own costs associated with this Agreement and that no payment is required by either University or the Facility to the other party.
   b. The Facility is not required to reimburse the University faculty or students for any services rendered to the Facility or its customers pursuant to this Agreement.

6. CHANGES OR ADDITIONS TO THE AGREEMENT
   Any changes or additions to this Agreement must be in writing and signed by authorized representatives of each party.

7. ASSIGNMENT
Neither the University nor the Facility shall assign or transfer any rights or obligations under this Agreement without first obtaining the written consent of the other party.

8. **AMERICANS WITH DISABILITIES ACT (ADA) COMPLIANCE**
The Facility agrees that in fulfilling the duties of this Agreement, the Facility is responsible for complying with the Americans with Disabilities Act, 42 U.S.C. Chapter 12101, et seq., and any regulations promulgated to the Act. The College/University IS NOT responsible for issues or challenges related to compliance with the ADA beyond its own routine use of facilities, services, or other areas covered by the ADA.

9. **MINNESOTA GOVERNMENT DATA PRACTICES ACT**
The State of Minnesota has laws (the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13 (“the Act”)) that classify the University’s written and electronic information as public, private or confidential. Except as otherwise provided in law or University policy, data on students is private and may not be shared with any other party. If the Facility receives a request from a third party for any data provided to the Facility by the University, the Facility agrees to immediately notify the University. The University will give the FACILITY instructions concerning the release of the data to the requesting party before the data is released and the Facility agrees to follow those instructions.

_In signing this Memorandum of Agreement, we agree to work together to assist the student in learning and/or applying the tasks and skills identified. We understand that the Individualized Training Plan for the student can be modified or dissolved at any time upon the mutual agreement of the Facility and University._

**FACILITY**

__________________________________
Authorized Facility Representative

Title ____________________________ Date: _______________________

Date ____________________________

**ST. CLOUD STATE UNIVERSITY**

Provost: __________________________

AS TO FORM AND EXECUTION

By: (authorized College/University signature)

Title: ____________________________ Date: _______________________

 Appendix G
The standard by which an intern is to be compared is that of a new beginning-level social worker. The 10 competencies specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>The intern has excelled in this area</td>
</tr>
<tr>
<td>4</td>
<td>The intern is functioning above expectations for interns in this area</td>
</tr>
<tr>
<td>3</td>
<td>The intern has met the expectations for interns in this area</td>
</tr>
<tr>
<td>2</td>
<td>The intern has not as yet met the expectations in this area, but this gives indications s/he will do so in the near future</td>
</tr>
<tr>
<td>1</td>
<td>The intern has not met the expectations in this area, and does not give indications s/he will do so in the near future</td>
</tr>
<tr>
<td>n/a</td>
<td>Not applicable, as the intern has not had the opportunity to demonstrate competence in this area</td>
</tr>
</tbody>
</table>

Please record mid-semester and end of semester ratings on the same form. Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas in which the student needs improvement. There is also a space for students to be able to comment on the competencies as well. Both the field supervisor and the student should fill out the form before meetings with the field faculty liaison. This form will be turned in to the field faculty at the end of the practicum.

**PROFESSIONAL AND ETHICAL BEHAVIOR**

**Competence #1: Intern Demonstrates Ethical and Professional Behavior:**
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their judgment and behavior. Social workers understand the profession’s history, its mission and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

<table>
<thead>
<tr>
<th></th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context</td>
<td>5</td>
</tr>
<tr>
<td>1.2</td>
<td>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</td>
<td>5</td>
</tr>
<tr>
<td>1.3</td>
<td>Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication</td>
<td>5</td>
</tr>
<tr>
<td>1.4</td>
<td>Use technology ethically and appropriately to facilitate practice outcomes</td>
<td>5</td>
</tr>
<tr>
<td>1.5</td>
<td>Use supervision and consultation to guide professional judgment and behavior</td>
<td>5</td>
</tr>
</tbody>
</table>

Comments: Midterm- Date

Final- Date

Student Comments: Midterm- Date

Final- Date

DIVERSITY IN PRACTICE

Competence #2: Intern Engages Diversity and Difference in Practice:
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

<table>
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<th>Midterm</th>
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</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels</td>
<td>5 4 3 2 1 na</td>
</tr>
<tr>
<td>2.2</td>
<td>Present themselves as learners and engage clients and constituencies as experts of their own experiences</td>
<td>5 4 3 2 1 na</td>
</tr>
<tr>
<td>2.3</td>
<td>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</td>
<td>5 4 3 2 1 na</td>
</tr>
</tbody>
</table>

Comments: Midterm- Date________

Final- Date________

Student Comments: Midterm- Date __________

Final- Date________

HUMAN RIGHTS AND JUSTICE

<table>
<thead>
<tr>
<th>Competence #3: Intern Advances Human Rights and Social, Economic, and Environmental Justice</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Competence #4: Intern will Engage In Practice-informed Research and Research-informed Practice:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research finding into effective practice.</td>
</tr>
</tbody>
</table>
**POLICY PRACTICE**

**Competence #5: Intern will Engage in Policy Practice:**

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

<table>
<thead>
<tr>
<th>Midterm</th>
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</thead>
<tbody>
<tr>
<td>5.1</td>
<td><strong>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services</strong></td>
</tr>
<tr>
<td>5.2</td>
<td><strong>Assess how social welfare and economic policies impact the delivery of and access to social services</strong></td>
</tr>
<tr>
<td>5.3</td>
<td><strong>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice</strong></td>
</tr>
</tbody>
</table>
RESEARCH

Competence #6: Intern will Engage with Individuals, Families, Groups, Organizations, and Communities:

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

<table>
<thead>
<tr>
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<th>Midterm</th>
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<tbody>
<tr>
<td>6.1</td>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</td>
<td>5</td>
</tr>
<tr>
<td>6.2</td>
<td>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies</td>
<td>5</td>
</tr>
</tbody>
</table>

Comments: Midterm- Date__________

Final- Date__________

Comments: Midterm- Date__________

Final- Date__________
ASSESSMENT

Competence #7: Intern Assesses Individuals, Families, Groups, Organizations, and Communities:
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experience and affective reactions may affect their assessment and decision-making.

<table>
<thead>
<tr>
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<th>Midterm</th>
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</thead>
<tbody>
<tr>
<td>7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</td>
<td>5 4 3 2 1 na</td>
<td>5 4 3 2 1 na</td>
</tr>
<tr>
<td>7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies</td>
<td>5 4 3 2 1 na</td>
<td>5 4 3 2 1 na</td>
</tr>
<tr>
<td>7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</td>
<td>5 4 3 2 1 na</td>
<td>5 4 3 2 1 na</td>
</tr>
<tr>
<td>7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies</td>
<td>5 4 3 2 1 na</td>
<td>5 4 3 2 1 na</td>
</tr>
</tbody>
</table>

Comments: Midterm- Date __________

Final- Date __________
### INTERVENTION

**Competence #8: Intern Intervenes with Individuals, Families, Groups, Organizations, and Communities:**

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

<table>
<thead>
<tr>
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<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</td>
<td>5 4 3 2 1 na</td>
<td>5 4 3 2 1 na</td>
</tr>
<tr>
<td>8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</td>
<td>5 4 3 2 1 na</td>
<td>5 4 3 2 1 na</td>
</tr>
<tr>
<td>8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes</td>
<td>5 4 3 2 1 na</td>
<td>5 4 3 2 1 na</td>
</tr>
<tr>
<td>8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies</td>
<td>5 4 3 2 1 na</td>
<td>5 4 3 2 1 na</td>
</tr>
<tr>
<td>8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals</td>
<td>5 4 3 2 1 na</td>
<td>5 4 3 2 1 na</td>
</tr>
</tbody>
</table>

Comments: Midterm- Date _________
EVALUATION

**Competence #9: Intern Evaluates Practice with Individuals, Families, Groups, Organizations, and Communities:**

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

<table>
<thead>
<tr>
<th></th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1</td>
<td>Select and use appropriate methods for evaluation of outcomes</td>
<td>5 4 3 2 1 na</td>
</tr>
<tr>
<td>9.2</td>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</td>
<td>5 4 3 2 1 na</td>
</tr>
<tr>
<td>9.3</td>
<td>Critically analyze, monitor, and evaluate intervention and program processes and outcomes</td>
<td>5 4 3 2 1 na</td>
</tr>
<tr>
<td>9.4</td>
<td>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels</td>
<td>5 4 3 2 1 na</td>
</tr>
</tbody>
</table>

Comments: Midterm- Date________

Final- Date________
Overall Evaluation at MIDTERM:

Please check one of the following at the midterm evaluation. At the final evaluation do NOT complete this section.

- This intern is excelling in field placement by performing above expectations for interns.
- This intern is meeting the expectations of a field placement intern.
- This intern is functioning somewhat below the expectations of a field placement intern. There is a question whether this intern will be ready for beginning level social work practice by the end of placement.
- This intern is functioning below the expectations of a field placement intern. There is considerable concern that this intern will not be ready for beginning level social work practice by the end of placement. This intern should perhaps be encouraged to pursue another major.

Comments/elaboration:

FINAL OVERALL EVALUATION:

Please check one of the following at the final evaluation. At the midterm evaluation do NOT complete this section.

- This intern has excelled in field placement by performing above expectations for interns. If an appropriate position were open at this agency, for a beginning level social worker, this intern would be considered among the top candidates for this position.
- This intern has met the expectations of the field placement. This intern is ready for beginning level social work practice.
- This intern is not yet ready for beginning level social work practice.
☐ This intern is not yet ready for beginning level social work practice, and has demonstrated serious problems in performance, and perhaps should be encouraged to pursue another major.

Comments/elaboration:

Signature of Agency Field Instructor _______________________________________________________

Agency ______________________________________ Date ____________________

The following section should be completed by the intern:

My agency supervisor and faculty supervisor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

I agree with the evaluation ☐
I do not agree with evaluation ☐

Intern’s Signature ___________________________ Date ______________________

☐ If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. A meeting between the student, agency supervisor, and faculty supervisor should then be held to discuss the disagreement.

Appendix H

Student Evaluation of Placement

Student Evaluation of Placement Agency

Name of Student ______________________________ Semester ______________

Name of Agency ______________________________

1. Please identify two aspects of the placement that you really liked.
2. Please identify two aspects of the placement that you believe could be changed.

3. Please comment in general about the supervisor you had.

4. Please rate your experience on the following supervisory skills:

<table>
<thead>
<tr>
<th></th>
<th>1= not at all</th>
<th>2= not often</th>
<th>3= no opinion</th>
<th>4= often</th>
<th>5= frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Instructor was available.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Instructor was able to articulate agency procedures.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Instructor was able to explain values and ethical practices.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Instructor demonstrated valuable social work skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Instructor met with you weekly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Instructor met with you to complete evaluations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comment on any of the rated experiences above.

5. Will you leave this internship with confidence in your ability to step into a beginning level social work position? Why or why not?

6. Would you recommend this placement site to other students? Why or why not?

Assess your growth in learning with regards to each of the departmental objectives. Rate your learning on the scale and comment if you wish.

1= not at all  2= not often  3= no opinion  4= often  5= frequently

1. Identifies as a professional social worker and conducts him/herself accordingly, through the use of supervision, collaboration, and consultation.

   1  2  3  4  5
Comments:

2. Applies social work value and ethical principles to guide her/his practice.

   1  2  3  4  5

Comments:

3. Applies critical thinking to inform and communicate professional judgments.

   1  2  3  4  5

Comments:

4. Practice with respect, knowledge, and skill related to clients’ age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, region, religion, sex, and sexual orientation.

   1  2  3  4  5

Comments:

5. Understand the forms and means of oppression and discrimination, and advance human rights and social, political, and economic justice.

   1  2  3  4  5

Comments:


   1  2  3  4  5

Comments:

7. Integrate knowledge of human behavior and social environment into generalist social work practice.

   1  2  3  4  5

Comments:
8. Engage in creative policy practice to advance social, political, and economic well-being and to advance effective social work practice.

   1  2  3  4  5

   Comments:

9. Engage in skillful communications and historical analysis in order to respond to contexts that shape practice.

   1  2  3  4  5

   Comments:

10. Practice generalist social work effectively with individuals, families, groups, organizations, and communities through engagement, assessment, intervention, and evaluation.

    1  2  3  4  5

    Comments: