

**St. Cloud State University**

**Department of Social Work**

**Bachelor of Social Work Program**

**BSW FIELD EDUCATION MANUAL**

**2025-2026**



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Welcome to the 2023-2024 edition of the St. Cloud State University Field Education Manual for Bachelor of Social Work Students. This manual has been designed to assist all persons involved in field education placements including students, Field Agency Instructors, Task Supervisors, and other field agency staff. It is your primary guide for field education 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 education placements to be familiar with the manual, use it as a reference, and direct any questions to the Director of Field Education.

The Social Work Field Education Program is a partnership between the faculty and staff of 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 undergraduate students.

### **Mission of the Bachelor of Social Work (BSW) Program**

The mission of the BSW program at St. Cloud State University is to use an anti-oppressive lens for all dimensions of diversity, equity and inclusion, to inform the environmental context of generalist social work education and practice. Faculty, staff and students commit to building on a strong Liberal Arts education and an experiential and transformative learning process, as well as contributing to evidence-based practice that incorporates the core values of the social work profession. We empower our students to think critically, analyze, and [actively] challenge 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.

### **Administrative Structure**

The Department of Social Work is administratively located in the College of Health and Wellness Professions, which is under the direction of Dean Roxanne Wilson. The Department of Social Work office is located at Stewart Hall 226. All faculty and staff use email and voicemail for communication, and contact information can be found on the department's website at <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.

### **SCSU Department of Social Work Goals**

1. Educate social work students who are grounded in the liberal arts and understand their 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 Code 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.

### **Generalist Social Work Practice**

The Bachelor of Science in Social Work (BSW) 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. 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-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities, based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social, racial, economic, and environmental justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research informed practice and are proactive in responding to the impact of context on professional practice.” (CSWE EPAS, 2022, p. 17).

In the BSW program at SCSU, students are prepared for generalist practice as defined by the Council on Social Work Education (CSWE). They are oriented in an understanding of ecological systems perspective and the problem-solving model as understood from the Strengths Perspective. Students are taught skills in engagement, assessment, intervention, and evaluation. Students are taught skills to enable them to work with individuals, families, groups, organizations, and communities. Students are educated regarding research modalities crucial to evidence-based practice. They also learn the importance of understanding policy at both the micro, mezzo, and macro levels.

The foundation of the BSW program at SCSU is based on the six core values as defined by the National Association of Social Workers: service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These values represent the core understanding of the essence of social work and how the 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 strengths-based perspective, honoring their stories and respecting their right to self-determination. Understanding and practicing these ideals is core to effective social work practice.

### **Field Placement as a Signature Pedagogy in Social Work**

“Field education is the signature pedagogy for social work. Signature pedagogies are elements of instruction and socialization that teach future practitioners the fundamental dimensions of professional work in their discipline: to think, to perform, and to act intentionally, ethically, and with integrity.” (CSWE, 2022, p. 20)

### **Field Placement Terms/Details**

Field education is performed in the last semester of the BSW curriculum. Students are required to intern for a total of 480 hours over one semester. Students intern 30-32 hours per week over a period of 15-16 weeks. In addition to their internship hours, students attend a weekly Field Practicum Seminar class for 2 hours and 40 minutes.

#### **Selecting a Placement**

In the BSW Field Practicum, placements are not chosen for students. Part of the work of professionalism is to be able to find a job and the BSW program wants students to engage in that process of part of their placement. It is important that students have the autonomy to choose their own placement. The students have been trained in resume and cover letter construction. They have also learned about how to interview for jobs. When it comes time to choose the placement, the Field Director will talk with students individually and help them identify their areas of interest. Additionally, students are provided with an extensive list of the field placements that the program has successfully used in the past.

#### **Criteria for Getting a Placement**

When a student is ready for field placement, they must again submit a degree audit report to see if they are at the minimal grade point average of 2.5. They must have completed all of their classes including SW 442 Professional Development with a C- or better.

Students choose from a list of placement options and set up interviews. Students and field placement agencies arrange an interview to discuss possible field placement within the agency. If the agency and the student agree to a field placement, students will complete the Handshake entry to notify SCSU of the arrangement.

Students must sign a contract that sets out the expectations for the student in the placement setting. They also sign an agreement that they will follow all of the standards from the NASW

Code of Ethics. The agency for practicum may require that the student have a background check to make sure that they are clear of any problems regarding their criminal history. It is only then that the student is cleared to be placed in a BSW placement.

If a student completes all of these steps, they can start their placement. If, during the course of their placement, they fail to follow their agreement or the NASW Code of Ethics or they commit a crime, they are subject to re-evaluation and possible expulsion from their placement.

### **Students being monitored in placement**

Students are in placement 30-32 hours a week during their practicum. Their only weekly contact with the University is their weekly seminar which is a 3-credit class that is scheduled for 2 hours and, 40 minutes. It is crucial that the BSW program has a strong connection to the students in the field. The BSW program has a number of ways in which the student can be effectively monitored in the field.

It is important that students are well monitored in their placements. This happens in the following ways:

1. Students attend a weekly seminar where the practicum is discussed the integration of practice and theory is referenced through their experiences.
2. Students are given one hour of weekly supervision with their Field Instructor.
3. The Faculty Field Liaison coordinates face to face visits with the Field instructor and student in the beginning of the block placement and at the end. At the midterm, the Faculty Field Liaison checks in with the Field Instructor via telephone regarding the student's progress.
4. There is a Student Evaluation that is done at the midterm and at the last 2 weeks of their practicum.
5. Student and Field Instructor are strongly encouraged to get in touch with Field Director and/or Faculty Field Liaison if there are concerns in the practicum.

### **Field Placement Agency Sites**

The Department of Social Work has developed relationships with a number of field placement sites to meet the learning needs and interests of social work students. Sites are available in the St. Cloud geographical area, as well as many other locations throughout the state.

Students are provided with a list of field placement agencies who have hosted social work students in the past. In the semester prior to their field placements, students attend SW 442 – Professional Development, which prepares them for their field placement. In this course, students develop a professional resume which they use to pursue a field placement. Under guidance, students select field agencies that interest them and approach the agencies requesting to be considered for a field placement. Students and field placement agencies arrange an interview to discuss possible field placement within the agency.

If the agency and the student agree to a field placement, the student will complete the

Handshake entry to notify SCSU of the arrangement. Documentation and contracts will then be prepared for agency and student signatures. Pre-placement forms and agreements will be completed prior to the field placement starting. The Director of Field Education will work with the student and field agency to ensure completion. Forms will be emailed from SCSU with prescribed due dates. To view the forms, visit the Department's website: <https://www.stcloudstate.edu/socialwork/fieldeducation>

Students may also pursue field placements with agencies who have not hosted social work students in the past. If a student is interested in a field placement with a new agency, the Director of Field Education in the Social Work Department will review the agency to determine if it is an appropriate field placement site for social work students. The Director of Field Education will visit and meet with the agency to ensure that the agency is willing and able to fulfill the program's expectations for field placements as stated in the field manual and as required by the Council on Social Work Education.

Out-of-state field placements are possible but must meet the requirements for field placements as stated in the field manual. In the event the field agency site is 100 miles away or more, the student may attend the Field Practicum Seminar via electronic media.

A signed Memorandum of Agreement between St. Cloud State University and the field placement agency must be in place prior to a student beginning their field placement.

The following criteria are used to assess an agency's appropriateness to host social work students for field placements:

1. Field agency is willing to partner with the SCSU Department of Social Work to provide a learning experience in which social work students will have opportunities to gain generalist social work practice experience through practice of the core competencies.
2. The agency's mission, purpose and practices are compatible with the National Association of Social Work 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. The agency is willing to assign activities to students that meet the educational outcomes and goals of the SCSU BSW Program.
5. The agency has a social work focus supporting student growth and development in core competencies of social work practice.
6. The agency can provide a field agency instructor who is a licensed social worker and who is willing to provide supervision to the student. County social service agency supervisors are exempt from licensing as directed by the State of Minnesota.
7. The agency is willing to allow time for the field agency instructor to provide a minimum of one hour per week for supervision, to participate in the evaluation of student progress and to participate in SCSU sponsored orientation and training.
8. The agency is willing to complete and renew the necessary paperwork and documentation required of all field agencies for field placements.
9. The agency is willing to devote time to support the learning of the student.



10. The agency has the ability to serve in a teaching, mentoring, and modeling role with students and organize learning tasks.
11. The agency is willing to provide opportunities for students to learn about and practice with people from marginalized populations including but not limited to persons of color, people with disabilities, LGBTQ2S+ persons, and persons living in poverty.
12. The agency has specific personal safety policies and procedures to ensure the personal safety of staff, interns, and clients.
13. The agency is willing to provide the necessary structure and support to enhance student learning such as a safe space to work and the items needed to carry out the duties they are expected to perform.
14. The agency is free of any NASW sanctions and any licensing sanctions, if applicable.

### **Guidelines for Setting up a New Field Placement**

Students who wish to intern at an agency that has not hosted a St. Cloud State University social work student in the past should first discuss this opportunity with the Director of Field Education. The following steps will be taken:

1. The Director of Field Education will speak with a representative from the prospective field agency and discuss the policies, procedures, and requirements for field placement agencies. The Director of Field Education will make sure that there is a licensed social worker within the agency to supervise the prospective intern.
2. The Director of Field Education will ask the Agency to complete and submit the *Application for Developing a Field Placement New to the Department of Social Work*. The Director of Field Education will make sure that the Agency meets the qualifications to become a Field Agency. The Agency will sign the *MNSCU Memorandum of Agreement between Agency and University*.

### **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. It is often difficult to distinguish between the roles of employee and intern in the same setting. However, there are circumstances where an internship at a place of employment may be allowed. Some of those circumstances may be:

- The employer provides a different set of tasks and learning opportunities separate from the student's regular assigned duties within the agency. Preferably, a student will complete their placement in an entirely different department or unit from the one in which they are employed.
- The Field Director determines that there are no other quality field placements in the area for the student to access.

- The student is not being paid to do work that requires at least an LSW.
- The student's field placement will be supervised by someone other than their employment supervisor.
- Prior to the field placement start date, the student will complete a Learning Agreement and review with their employer/field agency to ensure open communication if the employment or field placement are disrupted for any reason. The Plan will be submitted for review/approval to the Field Director.
- If the student is terminated from their employment position during the field placement semester, this may have direct consequences for continuing in the field placement.
- The agency and Field Instructor must meet all other criteria for selection as a field agency.

### **Off-Site BSW Field Supervisor**

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. When a field placement agency does not have a licensed BSW on staff available to provide field supervision, but the 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 supervision 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 perweek.
- The agency is in agreement and actively supports the use of an off-site BSW FieldInstructor.
- 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.
- Training will be offered 1-2 times a year, and Field Instructors and Task Supervisors will be encouraged to attend.

### **Time Requirements and Time Off**

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. The field placement begins at the start of the semester per the University's academic calendar.

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 per week for the duration of the semester and they are still obligated to the requirements of the Field Practicum 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 time off during their internship, they can do so by following the procedure of the agency for asking for time off. They must give proper notice and get Field Instructor or Task Supervisor permission before taking time off. They must also inform their Faculty Liaison of the time they are taking away from their internship and negotiate with their Faculty Liaison regarding time away from the Field Practicum Seminar.

### **Deferred Admission**

Admitted students 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 semesters. For example, the Social Work Program does not allow students to begin their studies during the summer term. All deferrals are subject to program approval. Please note the following action items related to deferring admission.

### **To Request a Deferral**

Students must contact the Director of Field Education if they intend to request a deferral. Students 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 requirements (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 procedures need to be followed for re-entry into the program.

### **Returning Students**

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 the 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 International Students have been away, they must contact the International Student Office to check their status eligibility.

### **Readmission**

Students who have been out for a year or more are required to complete the Readmission Form. A recent transcript must accompany the Readmission Form and must be submitted to the BSW Program Director at least one month before the end of the semester prior to the semester that the student intends to return. The application will be reviewed by the BSW 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 the student to register for classes if their request is approved.

After admission, students must schedule an appointment with their advisor to ensure a smooth transition into the program. In addition to this requirement, the student must also comply with the 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 request the time away from their Field Placement 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 Field Faculty Liaison, and the Director of Field Education. 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 accommodation in their field placement must make these requests known in advance to the Director of Field Education as well as Student Accessibility Services. The Student Accessibility Services office in Centennial Hall, Room 202 will make recommendations for appropriate accommodations and the BSW Director of Field Education 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](http://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 Director of Field Education so that the student's safety within their placement can be properly assessed.

### **Criteria Regarding the Safety of Interns in Placement:**

1. The Field Agency should have policy and procedures in place regarding the safety of employees and interns.
2. Interns should not be out in the community interacting with clients without supervision until the Intern has observed and feels comfortable with that process. Field Instructor and Intern should consult with Faculty Field Liaison about this activity if the Intern is feeling uncomfortable.
3. Field Instructor and Intern should create a safety plan when going out into the community and meeting with clients.
4. The agency must know have the Intern's phone number, know the address they are going to, the phone number of the client, and know when they are expected back.
5. Signs of an unsafe environment in the home include: the presence of knives or firearms, drugs such as methamphetamine or heroin in plain view, empty liquor or beer bottles in plain view, barking and growling dogs, unknown visitors who don't disperse when asked, and people in various states of undress.
6. Actions that would be unsafe in the community or within the agency include clients carrying weapons, highly agitated clients who don't respond to calming prompts, clients who expose themselves, clients who threaten interns or other workers, clients who appear drunk or high, and clients who throw things.
7. Actions within the agency that constitute unsafe working conditions include Field Instructors ignoring Intern concerns, Field Instructors refusing to speak to Interns when angry, Field Instructors yelling at Interns, harassment of intern by other workers, and Field Instructors who are unwilling to provide supervision.

## **Covid-19 Statement**

St. Cloud State University (SCSU), in coordination with state and local health departments, is closely monitoring the spread of COVID-19 and following the State of Minnesota's laws and guidelines to keep everyone safe. We have developed a list of ways that all of us can participate to assure our campus is safe for living and learning. I expect that all of us will honor and respect ourselves and each other by following the "Keep the Pack Safe" guidelines in our classroom. As a reminder:

1. Face masks/coverings are currently optional on campus.
2. Wash your hands frequently and use the hand sanitizers available to you.
3. Practice physical distancing at all times:
  - a. Be sure to sit in the designated classroom seats marked for safe distancing.
  - b. Remain 6 feet apart at all times.
  - c. Greet each other without shaking hands.
4. If you are not feeling well, be sure to call the SCSU Medical Clinic for assistance at (320) 308-3193 or email [myhealthservices@stcloudstate.edu](mailto:myhealthservices@stcloudstate.edu).
5. If you test positive, please call SCSU Medical Clinic at (320) 308-3193 for contact tracing. It is important that the university keeps an accurate count of positive cases.
6. If you are not feeling well, do not come to class that day. You can contact the professor to make alternative arrangements.
7. In regard to internship placements, students should adhere to the policies of that agency.
8. If the agency does not have a strong COVID-19 response and you are worried about your safety, please contact the Social Work Field Director for problem solving.
9. Placement hours will stay at 480 hours for students. If they lose significant time at placement due to COVID-19, the Social Work Field Director will meet with you, your Faculty Field Liaison, and your Field Instructor to discuss possible accommodation.
10. BSW Students engaging in BSW Field Practicum (and all MSW students in SW 615, SW 625, SW 635 and SW 645) will need to complete the University Attestation Process found here: <https://www.stcloudstate.edu/emergency/covid19/student-information/attestation-instructions.aspx>

## **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. Additional coverage may be available through the field placement agency. It is the student's responsibility to seek out information from the field placement agency regarding insurance coverage in the event of an accident.

## **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 completed through the University, the student is responsible for working with the Director of Field Education in completing the process with the Bureau of Criminal Apprehension. As this can be a lengthy process, the student should undertake this process as soon as possible after securing the field placement.

### **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 in person on a weekly basis. If the student is more than 100 miles away, technology may be used to allow the student to connect from a remote location.

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 research and work with the Director of Field Education to ensure that the placement site meets the requirements of the SCSU Department of Social Work's Field Education Program. Technology may be used to allow the student to connect to their Field Practicum Seminar from a remote location. Field Placement site visits would also be conducted using technology and would not be done in person.

### **Long Distance Placements for Faculty Liaisons**

It is expected that Faculty Liaisons will visit placement sites twice during the semester. However, if the student's field placement agency is more than 100 miles away but less than 150 away, the Faculty Liaison will only be expected to visit once in person; the other visit may be conducted through the use of technology. If the student's field placement is more than 150 miles away, the Faculty Liaison will provide both placement site visits with the student and Field Instructor through the use of technology.

### **HIPAA**

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

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

A student who is experiencing a problem with their 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 Faculty Liaison or the Director of Field Education.

3. If the problem has the potential to be resolved, the Field Faculty Liaison will arrange a meeting with the student and the Field Instructor in an effort to reach a resolution; the Director of Field Education will be included as needed.
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 their Field Faculty Liaison and Director of Field Education 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 Director of Field Education. 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 support 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 an unusual situation where the Director of Field Education will allow a placement to be disrupted without just cause. Students are encouraged to attempt to resolve problems in their field placements when first identified with the assistance of their Field Instructor, Faculty Liaison, and the Director of Field Education. In many cases, problems can be resolved in this manner.

Occasionally, a field placement may 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 Director of Field Education 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.

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

Orientation to the BSW Field Program is offered for all new Field Instructors and Task Supervisors. An on-campus or community-based group field orientation, or online training will be available at the beginning of the semester. Field Instructor training contains a number of elements including: the supervision of interns, an overview of the learning contract, safety in the practicum, handling conflicts, dealing with intern crisis, and the structure of the weekly supervision.

### **Contact with Field Instructors**

Ongoing contact with Field Instructors happens in a number of ways. First, there are the field visits at the beginning and end of the block placement. At the mid-term, an email is sent out with instructions on filling out the field evaluation and urging Field Instructors to call and let the Faculty Field Liaison know how the student is progressing. Additionally, once a year free training with C.E.'s attached is offered to all Field Instructors as a means of thanking them for their service. The training can range from ethics to cultural humility to safety in the placement.

## **Evaluation of Student Practicum Performance**

The evaluation of students 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 students in SW 442 - Professional Development and then brought to the placement to be refined between the student and the Field Instructor. The Learning Contract consists of the nine Core Competencies and the twenty 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 Supervisor in 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 or Zoom 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 required to take the lead in organizing the learning. The student organizes the Learning Contract, and the Field Instructor serves as a resource for the different competency areas.

### **Field Experience Evaluation**

The Field Experience Evaluation is completed by the student and their Field Instructor at the midterm of the field placement and at the end of the field placement. 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 thirty-one behaviors and is scored on a five-point scale.

### **Field Site Visits and Phone Conferences**

An on-site or Zoom 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 meeting, the student reviews the Learning Contract that they have developed in collaboration with their Field Instructor and discusses their goals for internship. The conference call is scheduled at midterm after the student and the Field Instructor have completed the mid-term evaluation. The Field Instructor and the Faculty Liaison discuss student progress on the learning activities. A final on-site visit near the end of the placement is held where the student, their Field Instructor, and the Faculty Liaison discuss the student's final progress on their Learning Contract. 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 Education Program. A Student Evaluation of Field Placement is given to the student toward the end of their experience. Students have an opportunity to comment on the quality of field education offered at their placement site.

## **Required Documents for BSW Field Education Experience**

### **Prior to Beginning Field Placement**

- a. Social Work Code of Ethics Agreement
- b. Field Agency Contract
- c. Internship Supervisor Data Sheet

- d. Agency Information Form
- e. Student Internship Agreement
- f. Learning Contract
- g. Student Evaluation of Field Placement
- h. BSW Field Hours
- i. BSW Field Placement Evaluation Form (at mid-point and end of field placement)

## **Field Agency Instructors and Task Supervisors Roles and Responsibilities**

### **Field Agency Instructors**

By accepting a social work student as a supervisee, a Field Agency Instructor agrees to:

1. Teach and monitor student learning and practice in the field agency, including providing consistent feedback regarding performance while adhering to the NASW Code of Ethics.
2. Hold an interest, willingness, and availability to work with students in developing social work skills and have experience and expertise in the type of social work practice in which they are providing supervision.
3. Possess the ability to organize learning tasks and serve in a teaching role in generalist social work practice.
4. Hold a BSW or MSW degree from a Council on Social Work Education accredited educational institution and be licensed by the Minnesota Board of Social Work and provide documentation to support these and be free of any NASW sanctions and social work licensing restrictions.
5. Have a minimum of two years post BSW social work practice experience.
6. If the student is placed out of state, the BSW program will adhere to the licensing requirements of that state.
7. Have experience and expertise in the type of social work practice in which they are providing supervision.
8. Support the educational outcomes of the SCSU Department of Social Work BSW Program.

9. Assist in the composition and implementation of the student's Learning Contract, which specifies the tasks that the student will carry out within the agency to demonstrate competency in the core competencies.
10. Participate in agency site visits with the student and the SCSU Department of Social Work faculty liaison.
11. Evaluate student's progress toward goals as specified on the student's Learning Contract by completing a formal written evaluation of the student's performance mid-placement and at the end of the field placement; recommending a satisfactory or unsatisfactory rating for the student's overall practice performance.
12. Provide one hour of direct, educationally focused social work supervision per week to the student, including addressing the student's professional identity, social work values and ethics, and connecting classroom learning with field experiences; consistently providing constructive feedback to the student regarding their practice.
13. Complete documentation required by the Department of Social Work.
14. Orient students to agency structure and function, policies and procedures, student responsibilities with emphasis on the agency's personal safety policies and protocols.
15. Promptly communicates any performance problems or concerns directly with the student, and promptly communicates any serious concerns to the Faculty Liaison and/or the Director of Field Education.
16. Provides feedback to the Faculty Liaison and/or the Director of Field Education regarding the structure, processes, organization, and procedures of the Field Education Program, including any recommendations for improvement.
17. Review the BSW Field Manual.

### **Task Supervisors**

In some situations, an agency may have individuals performing social work functions who do not hold social work degrees from a Council on Social Work Education accredited educational institution and who are not licensed by the Minnesota Board of Social Work. Task Supervisors may still provide day to day supervision to students but may not serve as their sole Field Instructor. A Field Agency Instructor must be designated to work with the Task Supervisor to ensure that student learning objectives are being monitored and met.

By accepting a social work student as a supervisee, Task Supervisors agree to:

1. Have the ability to demonstrate generalist social work practice skills.
2. Hold an interest, willingness, and availability to work with students in developing social work skills and have experience and expertise in the type of social work practice in which they are providing supervision.

3. Teach and monitor student learning and practice in the field agency, including providing consistent feedback regarding performance, in partnership with the Field Agency Instructor.
4. Support the educational outcomes of the SCSU Department of Social Work BSW Program.
5. Assist in the composition of the student's learning contract, which specifies the tasks that the student will carry out within the agency to demonstrate competency in the core competencies, in partnership with the Field Agency Instructor.
6. Participate in agency site visits with the student and the SCSU Department of Social Work Faculty Liaison.
7. Evaluate student's progress toward goals as specified on the student's learning contract.
8. Consult regularly with the Field Instructor regarding the student's progress.
9. Review the BSW Field Manual.

### **Student Role and Responsibilities**

Students are central in their field placement experience and are expected to play an active role in planning and implementing their learning experiences within their field placements. 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 Agency Instructor and/or Task Supervisor are aware of the competency areas in which they need instruction.

By accepting a field placement at an agency, the student is responsible for the following:

1. Satisfactory completion of all pre-requisite BSW program courses, with a GPA of 2.5, including the completion of SW 442 – Professional Development, which is held the semester prior to field placement.
2. Requesting a field agency placement with an agency of their choice, including preparing a resume and cover letter, presenting themselves as potential social work interns to field agencies, participating in interviews with field agencies, and securing a commitment from an agency to host them for a field placement.
3. Developing a Learning Contract, a document that outlines the learning goals of the placement, activities in the 9 core social work competencies and the practice behaviors; with the assistance of the Field Agency Instructor and the Faculty Liaison.
4. Participating in a block field placement for one semester at the rate of 30-32 hours per week over the course of 15-16 weeks.

5. Conducting themselves in a manner that demonstrates respect for and accountability to the field placement agency, client systems, the community, and professional and student colleagues, including abiding by field agency policies and procedures.
6. Familiarity with the BSW Field Manual and the requirements of the field placement.
7. Adhering to the NASW Code of Ethics, including following strict confidentiality and privacy laws and guidelines related to client data and information.
8. Attending and completing the requirements of SW 445 – Field Practicum Seminar, which is held weekly over the course of the field agency placement.
9. Seeking assistance from the Agency Field Instructor, Task Supervisor, Faculty Liaison, and/or the Director of Field Education if they have any concerns that arise during the field placement.
10. Initiating and following through with all learning activities specified in the Learning Contract.
11. Actively participating in weekly field supervision with the Field Agency Instructor, including coming prepared to the meeting with questions and items to process. Self-assessment and self-reflection are also expected during supervision.
12. Completing the required documentation of the university and Social Work Department to set up the field placement, managing the Learning Contract, completing self-evaluations, and providing evaluation of the field agency at the end of the field placement.
13. Actively participates in the initial agency site visit with the Field Agency Instructor and the Faculty Liaison at the beginning of the semester, a mid-semester check in meeting, and a final site visit at the end of the field placement.
14. Maintaining and responding to email at their SCSU email address.

### **Faculty Liaison Role and Responsibilities**

Each student in a field education placement is assigned a Faculty Liaison who serves as a liaison between the student, the Field Agency Instructor and the Department of Social Work.

Responsibilities of the Faculty Liaison include the following:

1. Planning and teaching the Field Practicum Seminar with the overarching goals of helping to integrate academic coursework with the field education experience, applying and integrating theory into practice, and supporting the development of a self-reflective professional identity for the student.

2. Meeting in person with the student and Field Agency Instructor at the Field Agency at the beginning of the field placement, meeting by phone at the midterm point of the field placement and having a final meeting at the end of the field placement.
3. Assisting students and the Field Agency Instructor in the development and application of the Learning Contract.
4. Making themselves available to the student and the Field Agency Instructor for consultation and problem solving through phone and email contact. Assuming the role of mediator, advocate, consultant, and administrator, as needed.
5. Being involved in the ongoing assessment of the Field Placement Agency, the Field Agency Instructor, and the student and their learning activities to ensure that the student's learning objectives and the Department of Social Work's expectations are being met.
6. Ensuring completion of documentation needed for placement and the evaluation of the placement.
7. Assigning student grades for the field placement and Field Practicum Seminar.
8. Evaluating the student, the Field Agency, the Field Agency Instructor, the Director of Field Education and making recommendations for the continued use of the Field Agency and Field Agency Instructor for future field experience placements.

### **Director of Field Education Role and Responsibilities**

The SCSU Department of Social Work Director of Field Education holds primary responsibility for implementing and administering the policies and procedures of the Field Education Program. Responsibilities of the Director of Field Education include the following:

1. Providing direction in the design and development of the Field Education Program including the development of new field education placement sites.
2. Assisting students in preparing themselves for field education, including helping them prepare a professional resume and cover letter for application to an agency for field placement, and developing professional interview skills.
3. Assisting students in exploring their professional goals and helping them select a field education opportunity that contributes to their professional career goals.
4. Obtaining signatures on required agreements from students and their field placement agencies.
5. Reviewing and approving the Learning Contracts for all students participating in field education placements.

6. Providing orientation to the Field Education Program, including policies, procedures, expectations and timelines to students and their field agencies.
7. Convening with the BSW Field Education Advisory Committee for meetings and consultations regarding field agency placement development.
8. Providing ongoing communication and support to Field Agency Instructors, including providing a Field Agency Instructor Orientation training to acclimate new Field Agency Instructor to the field education process.
9. Intervening when requested or needed to resolve conflicts related to the Field Education Program that may arise between and among students, Field Agency Instructors, Faculty Liaisons, and community members.
10. Consulting with Faculty Liaisons regarding field education agencies, student progress, or other aspects of the Field Education Program.
11. Removing a student from a field education placement, as necessary.
12. Terminating a field placement agency from participating in the Field Education Program, as necessary.
13. Collaborating with the Department of Social Work faculty and the Program Director in the assessment and implementation of the Field Education Program.

### **Code of Ethics**

All field placement participants are expected to adhere to the National Association of Social Workers Code of Ethics. The Code outlines the values and ethical principles that are required of all social workers and social work students. All field placement 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 Field Placement and the BSW Program. Certain violations of the Code of Ethics could place the student or other field placement 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 2021 Delegate Assembly. These principles set forth ideals to which all social workers should aspire. The complete NASW Code of Ethics can be found online at:

[www.socialworkers.org/pubs/code.asp](http://www.socialworkers.org/pubs/code.asp).

#### **Value: Service**

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

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



**Value:** *Social Justice*

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

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

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

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

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

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

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

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

**Value:** *Integrity*

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

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers should take measures to care for themselves professionally and personally. 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.

## **Council on Social Work Education (CSWE)**

### **Social Work Core Competencies 2022**

Competencies are measurable practice behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes. Students must acquire and demonstrate the following competencies during their social work education:

#### **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:

PB 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.

PB 2 - Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication.

PB 3 - Use technology ethically and appropriately to facilitate practice outcomes.

PB 4 - Use supervision and consultation to guide professional judgment and behavior.

#### **2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

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 class, age, 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:

PB 5 – Advocate for human rights at the individual, family, group, organizational, and community system levels.

PB 6 - Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

### **3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**

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:

PB 7 – Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.

PB 8 – Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

### **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:

PB 9 - Apply research findings to inform and improve practice, policy, and programs.

PB 10 - Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

## **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:

PB 11 - Use social justice, anti-racist, anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.

PB 12 - Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, 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:

PB 13 - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituents.

PB 14 - 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:

PB 15 - Apply theories of human behavior and person-in-environment, as well as other culturally responsive and inter-professional conceptual frameworks, when assessing clients and constituencies.

PB 16 - Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

## **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:

PB 17 - Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.

PB 18 - Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

## **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. Socialworkers will:

PB 19 - Select and use culturally responsive methods for evaluation of outcomes.

PB 20 - Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

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

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

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

**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:

Goals	Activities	Evidence
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		

<p>additional codes of ethics as appropriate to context.</p> <ol style="list-style-type: none"> <li>2. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</li> <li>3. Use technology ethically and appropriately to facilitate practice outcomes.</li> <li>4. Use supervision and consultation to guide professional judgment and behavior.</li> </ol>		
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## **Objective 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

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, ore create privilege and power. Social workers will:



Goals	Activities	Evidence
<ol style="list-style-type: none"> <li>1. Advocate for human rights at the individual, family, group, organizational, and community system levels.</li> <li>2. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.</li> </ol>		

### **Objective 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**

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:

Goals	Activities	Evidence
<ol style="list-style-type: none"> <li>1. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.</li> <li>2. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.</li> </ol>		

#### **Objective 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 to knowing. They also understand the processes for translating research findings into effective practice. Social workers will:

Goals	Activities	Evidence
<ol style="list-style-type: none"> <li>1. Apply research findings to inform and improve practice, policy, and programs.</li> <li>2. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.</li> </ol>		

**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:

Goals	Activities	Evidence
<ol style="list-style-type: none"><li>1. Use social justice, anti-racist, anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.</li><li>2. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.</li></ol>		

**Objective 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:

Goals	Activities	Evidence
<ol style="list-style-type: none"><li>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</li><li>2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</li></ol>		

## 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:

Goals	Activities	Evidence
<ol style="list-style-type: none"><li>1. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and inter-professional conceptual frameworks, when assessing clients and constituencies.</li><li>2. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.</li></ol>		

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### **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:

Goals	Activities	Evidence
1. Engage with clients and constituencies to critically choose		

<p>and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.</p> <p>2. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.</p>		
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### **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:

Goals	Activities	Evidence
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<ol style="list-style-type: none"> <li>1. Select and use culturally responsive methods for evaluation of outcomes.</li> <li>2. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.</li> </ol>		
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\_\_\_\_\_  
Student Signature

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

\_\_\_\_\_  
Agency Field Instructor Signature

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

\_\_\_\_\_  
Faculty Liaison/Seminar Instructor Signature

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



**BSW Field Practicum**  
**Field Hours Completed**  
St. Cloud State University Department of Social Work  
College of Health and Wellness Professions

This form is to be used to document the number of field hours you have completed. This form should be signed by you and your Field Instructor and returned to your Faculty Liaison by the end of the semester of your field internship. This form must be completed before grades can be given.

Name:

Internship site:

Field Instructor:

Task Supervisor (if applicable):

Faculty Liaison:

Number of Hours Completed	
Month #1	
Month #2	
Month #3	
Month #4	
Month #5	
Total	

Student Signature:

Field Instructor Signature:

Task Supervisor Signature (if applicable):

Date:

**St. Cloud State University  
Department of Social Work  
BSW Field Placement Evaluation Form**

**Name of Student**

**Semester & Year**

**Name of Agency**

**Name of Agency Field Instructor**

**Name of Agency Task Supervisor (if applicable)**

**Name of Faculty Field Liaison**

Listed in this evaluation are the 9 social work competencies established by the Council on Social Work Education that social work students should practice and demonstrate over the course of their field experience. Please rate the student on their accomplishments within each competency using the key below. The standard by which a student is to be compared is that of an entry-level social worker.

Please complete the evaluation at midterm and at the end of the internship prior to meetings with the faculty field liaison. Both midterm and final evaluations should be made on the same evaluation form. Please indicate areas of strength, and areas in which the student needs to focus their learning efforts; comments are welcomed. Students will also evaluate themselves on this form at both midterm and at the end of the field experience.

5	Student has excelled in this area
4	Student is functioning above expectations for interns in this area
3	Student has met the expectations for interns in this area
2	Student has not met the expectations in this area, but it appears that student will do so in the near future
1	Student has not met the expectations in this area, and it appears that student will not do so in the near future
NA	Not applicable, as the student has not had the opportunity to demonstrate competence in this area

**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.*

		Midterm							Final					
1.1	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.	5	4	3	2	1	NA		5	4	3	2	1	NA
1.2	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	5	4	3	2	1	NA		5	4	3	2	1	NA
1.3	Use technology ethically and appropriately to facilitate practice outcomes.	5	4	3	2	1	NA		5	4	3	2	1	NA
1.4	Use supervision and consultation to guide professional judgment and behavior.	5	4	3	2	1	NA		5	4	3	2	1	NA

**Agency Field Instructor Comments**

Midterm:

Date:

Final:

Date:

**Student Comments**

Midterm:

Date:

Final:

Date:

**Objective 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

*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.*

		Midterm						Final					
2.1	Advocate for human rights at the individual, family, group, organizational, and community system levels.	5	4	3	2	1	NA	5	4	3	2	1	NA
2.2	Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	5	4	3	2	1	NA	5	4	3	2	1	NA

**Agency Field Instructor Comments**

Midterm:

Date:

Final:

Date:

**Student Comments**

Midterm:

Date:

Final:

Date:

**Objective 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**

*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.*

		Midterm							Final					
3.1	Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	5	4	3	2	1	NA		5	4	3	2	1	NA
3.2	Engage in practices that advance social, economic, and environmental justice.	5	4	3	2	1	NA		5	4	3	2	1	NA

**Agency Field Instructor Comments**

Midterm:

Date:

Final:

Date:

**Student Comments**

Midterm:

Date:

Final:

Date:

**Objective 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.*

		Midterm						Final					
4.1	Apply research findings to inform and improve practice, policy, and programs.	5	4	3	2	1	NA	5	4	3	2	1	NA
4.2	Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	5	4	3	2	1	NA	5	4	3	2	1	NA

**Agency Field Instructor Comments**

Midterm:

Date:

Final:

Date:

**Student Comments**

Midterm:

Date:

Final:

Date:

**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.*

		Midterm						Final					
5.1	Use social justice, anti-racist, anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.	5	4	3	2	1	NA	5	4	3	2	1	NA
5.2	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	5	4	3	2	1	NA	5	4	3	2	1	NA

**Agency Field Instructor Comments**

Midterm:

Date:

Final:

Date:

**Student Comments**

Midterm:

Date:

Final:

Date:

**Objective 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.*

		Midterm						Final					
6.1	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	5	4	3	2	1	NA	5	4	3	2	1	NA
6.2	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	5	4	3	2	1	NA	5	4	3	2	1	NA



**Agency Field Instructor Comments**

Midterm:

Date:

Final:

Date:

**Student Comments**

Midterm:

Date:

Final:

Date:

**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.*

		Midterm						Final					
7.1	Apply theories of human behavior and person-in-environment, as well as other culturally responsive and inter-professional conceptual frameworks, when assessing clients and constituencies.	5	4	3	2	1	NA	5	4	3	2	1	NA
7.2	Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	5	4	3	2	1	NA	5	4	3	2	1	NA

**Agency Field Instructor Comments**

Midterm:

Date:

Final:

Date:

**Student Comments**

Midterm:

Date:

Final:

Date:

**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.*

		Midterm						Final					
8.1	Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.	5	4	3	2	1	NA	5	4	3	2	1	NA
8.2	Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	5	4	3	2	1	NA	5	4	3	2	1	NA

**Agency Field Instructor Comments**

Midterm:

Date:

Final:

Date:

**Student Comments**

Midterm:

Date:

Final:

Date:

**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.*

		Midterm						Final					
9.1	Select and use culturally responsive methods for evaluation of outcomes.	5	4	3	2	1	NA	5	4	3	2	1	NA
9.2	Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	5	4	3	2	1	NA	5	4	3	2	1	NA

**Agency Field Instructor Comments**

Midterm:

Date:

Final:

Date:

**Student Comments**

Midterm:

Date:

Final:

Date:

**MIDTERM Evaluation (to be completed only at midterm of field placement)**

**Agency Field Instructor**

Please check one of the following at the midterm evaluation:

- ☐ Student is excelling by performing above expectations for a field placement student.
- ☐ Student is meeting the expectations of a field placement student.
- ☐ Student is functioning somewhat below the expectations of a field placement student. It is questionable whether this student will be ready for beginning level social work practice by the end of field placement.
- ☐ Student is functioning below or far below the expectations of a field placement student. There are considerable concerns that this student will not be ready for beginning level social work practice by the end of field placement.

Comments:

**FINAL Evaluation (to be completed only at the end of field placement)**

**Agency Field Instructor**

Please check one of the following at the final evaluation:

- ☐ Student has excelled in field placement by performing above expectations for field placement students. If a position were open at this agency for a beginning level social worker, this student would be highly considered for this position.
- ☐ Student has met the expectations of the field placement. Student is ready for beginning level social work practice.

- ☐ Student is not yet ready for beginning level social work practice.
- ☐ Student is not ready for beginning level social work practice and has demonstrated serious problems in performance and/or understanding the role and expectations of a beginning level social worker.

Comments:

Agency Field Instructor Signature

Agency Task Supervisor Signature (if applicable)

Agency

Date

**Student**

My Agency Field Instructor and Field Faculty Liaison have discussed the final evaluation with me, and I have received a copy.

_____	The Agency Field Instructor and Field Faculty Liaison have discussed the Final Evaluation with me, and I have received a copy.
_____	I agree with the evaluation.
_____	I do not agree with evaluation.
_____	I do not agree with the evaluation and will provide a written response regarding my disagreement to both the Agency Field Instructor and the Field Faculty Liaison.
_____	I would like to request a meeting with the Agency Field Instructor and Field Faculty Liaison to discuss my written response.

Student Signature

Date