

**St. Cloud State University**  
**Department of Social Work**  
**Master of Social Work Program**

**FIELD EDUCATION**  
**MANUAL 2024-25**



Welcome to the 2024-25 edition of the St. Cloud State University Field Education Manual for Master of Social Work students. This manual has been designed to assist all persons involved in field education placements including students, field 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 MSW student, the field placement agency and staff, and the larger social service community. By working together in this dynamic relationship, we can ensure a quality field program for graduate students.

### 2024-25 Social Work Faculty/Staff

Dr. Sara DeVos  
Department Chair  
Professor  
[sara.devos@stcloudstate.edu](mailto:sara.devos@stcloudstate.edu)

Dr. Patience Togo Malm  
Professor  
[ptogo@stcloudstate.edu](mailto:ptogo@stcloudstate.edu)

Dr. Deola Brumbaugh-Johnson  
MSW Program Director  
Associate Professor  
[djohnson@stcloudstate.edu](mailto:djohnson@stcloudstate.edu)

Dr. Sheila Moriarty  
BSW Program Director  
Associate Professor  
[smmoriarty@stcloudstate.edu](mailto:smmoriarty@stcloudstate.edu)

Nicole Koehn  
Office Manager  
[nichole.koehn@stcloudstate.edu](mailto:nichole.koehn@stcloudstate.edu)

Dr. Consoler Teboh  
Title IV-E Child Welfare Program Director  
Associate Professor  
[cteboh@stcloudstate.edu](mailto:cteboh@stcloudstate.edu)

Dr. Younsook Anna Yeo  
Professor  
[yseo@stcloudstate.edu](mailto:yseo@stcloudstate.edu)

Sarah Meisinger  
Director of Field Education  
[semeisinger@stcloudstate.edu](mailto:semeisinger@stcloudstate.edu)

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

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

### **Mission of the MSW Program**

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

### **Administrative Structure and General Information**

The Department of Social Work is administratively located in the College of Health and Wellness Professions, which is under the direction of Dean Roxanne Wilson. The Administrative Office for the college is located in Brown Hall, Room 215. The Department of Social Work Administrative Office is located in 226 Stewart Hall. All faculty and staff use email as the official form of university communication. Contact information can be located on the Department's website (<http://www.stcloudstate.edu/socialwork>).

### **Goals of the MSW Program**

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

## Competencies and Practice Behaviors of the MSW Program

### Competency #1 – Demonstrate Ethical and Professional Behaviors

#### Foundation social work education prepares students to:

FPB 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.

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

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

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

#### Concentration social work education prepares students to:

CPB 1 - Employ multiple strategies of ethical reasoning to manage ethical dilemmas involving practice issues, ethical conflicts and personal values

CPB 2 - Communicate professional judgments to individuals, families, groups, organizations, communities, and colleagues in both verbal and written form.

CPB 3 - Effectively incorporate the use of appropriate technology to inform practice

CPB 4 - Demonstrate knowledge of skills for supervising workers and improving professional knowledge

CPB 5 - Identify and teach professional skills through a strengths perspective, areas for growth and self-assessment, while focusing on anti-oppressive relationships

### Competency #2 – Advance Human Rights and Social, Racial, Economic, and Environmental Justice

#### Foundation social work education prepares students to:

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

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

#### Concentration social work education prepares students to:

CPB 6 – Demonstrate an understanding of societal inequities fueling practice which empower individuals and communities to eliminate oppressive structural barriers.

CPB 7 - Create and/or advocate for policies that promote social, economic, and environmental justice and equity for individuals, families, groups, organizations, communities and colleagues.

CPB 8 - Demonstrate an understanding of the systemic barriers created/sustained/perpetuated by social, racial, economic, and environmental injustice and the necessary steps to dismantle these systems.

CPB 9 - Engage in systems change through advocacy in micro, mezzo, and macro advanced practice settings.

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

#### **Foundation social work education prepares students to:**

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

FPB 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.

#### **Advanced Generalist social work education prepares students to:**

CPB 10 - Demonstrate an understanding of the intersectionality of a societal structure and values, personal biases and values, and life differences in practicing through an anti-racist and anti-oppressive lens.

CPB 11 - Demonstrate cultural humility in practice, understanding the inequities of power and resources; and bring this knowledge and practice to work with individuals, families, groups, organizations, and communities.

CPB 12 - Engage in dismantling racism through intentional professional development activities including cultural competency training, community engagement, and policy advocacy and practice.

CPB 13 - Engage in critical self-reflection regarding personal privilege, biases, and professional development needs related to anti-racist practice, diversity, equity, and inclusion in all areas of practice.

### **Competency #4 – Engage in Practice-Informed Research and Research –Informed Practice**

#### **Generalist social work education prepares students to:**

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

FPB 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.

#### **Advanced Generalist social work education prepares students to:**

CPB 14 - Critically appraise and apply empirical evidence and practice experience to create strategies for change.

CPB 15 - Design, implement, and interpret evidence-based research that meets practice needs and contributes to practice dialogue.

CPB 16 - Understand the importance of literature pertinent to research especially, and use qualitative and quantitative research designs to inform practice.

### **Competency #5 – Engage in Policy Practice**

#### **Foundation social work education prepares students to:**

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

FPB 12 - Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

#### **Concentration social work education prepares students to:**

CPB 17 - Evaluate the impact of policies and regulations for their effectiveness in advancing social well-being in a local and/or global context.

CPB 18 - Provide leadership that promotes social policies and program practices that advance social welfare and enhance service delivery.

CPB 19 - Advocate for effective social policy to improve client systems.

### **Competency #6 – Engage with Individuals, Families, Groups, Organizations, and Communities**

#### **Foundation social work education prepares students to:**

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

FPB 14 - Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

#### **Concentration social work education prepares students to:**

CPB 20 - Develop culturally responsive relationships for practice with individuals, families, groups, organizations, communities, and colleagues.

CPB 21 - Integrate theory-based relational skills in all areas of client engagement.

CPB 22 - Maintain constant self-awareness to ensure effective client engagement .

### **Competency #7 - Assess Individuals, Families, Groups, Organizations, and Communities**

#### **Foundation social work education prepares students to:**

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

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

#### **Concentration social work education prepares students to:**

CPB 23 - Assess and utilize multi-level, strengths-based assessment data to inform a systematic and conceptually driven intervention process.

CPB 24 - Assess and develop services that reflect a cognizance of overall societal and community change and context.

CPB 25 - Synthesize and select relevant theories in all aspects of practice, such as assessment, intervention and evaluation.

CPB 26 - Develop contracts with individuals, groups, community members and other stakeholders to be equal partners in change efforts.

## **Competency #8 - Intervene with Individuals, Families, Groups, Organizations, and Communities**

### **Foundation social work education prepares students to:**

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

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

### **Concentration social work education prepares students to:**

CPB 27 - Critically evaluate, select, and apply mutually agreed upon interventions for all system levels utilizing an anti-oppressive perspective.

CPB 28 - Collaborate with multi-level systems.

CPB 29 - Develop, coordinate and implement culturally appropriate mechanisms and strategies for prevention and resolution of issues.

CPB 30 - Critically evaluate theory and evidence-based knowledge when applying it to various (micro, mezzo, macro) client systems' situations.

CPB 31 - Assess and develop services that reflect a cognizance of overall societal and community change and context.

## **Competency #9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

### **Foundation social work education prepares students to:**

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

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

### **Concentration social work education prepares students to:**

CPB 32 - Analyze, monitor, evaluate, and document intervention outcomes and effectiveness. CPB 33 - Formulate assessment and evaluation tools.

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

The Advanced Generalist Social Worker possesses a broad and multi-faceted theoretical understanding of client systems with a focus on person-situation-environment. Social workers with an Advanced Generalist degree integrate the social contexts of practice including the

psychological, socio-cultural and political environments that impact approaches, methods and means to enhance human well-being and to achieve social justice. Interventions may occur at the micro, mezzo or macro level. Advanced Generalist Social Workers develop a wide range of knowledge and skills that enable comprehensive social work practice that is especially pertinent in rural settings and to serve in leadership positions.

Social workers with a generalist background serve clients in various roles such as social broker, advocate, mediator, educator, active listener, reflector, conflict resolution expert, initiator and community organizer. Advanced Generalist Social Workers integrate these roles performing many simultaneously and possess the knowledge, skills, and abilities to address higher degrees of complexity experienced in client systems. Advanced Generalist Social Workers draw on and integrate their knowledge of multiple theories for assessment and intervention on behalf of client systems. They possess the ability to apply their knowledge and skill to effect change within organizations and communities. Critical analysis skills guide identification of the most appropriate interventions and ascertaining where the intervention ensues – with client, client group, agency, community, or policy. Advanced Generalist Social Workers integrate the values and ethics of the social work profession. They identify a responsibility to explore social justice issues and effect change for the client systems they serve as well as greater society. Direct practice, policy practice, and research practice are synthesized to assure short-term and long-term transformations of the environment. In their day-to-day practice, Advanced Generalist Social Workers apply the scientific research method to inform and evaluate the effectiveness of social work practice.

### **Field Education within an Advanced Generalist Program**

Field education is a vital and critical component in the training of Advanced Generalist Social Workers. Many students say it is the most meaningful learning experience. Students share that this is where they can integrate direct practice skills with clients while understanding the relationship of these individual situations with knowledge of the policy and funding issues that might influence the client's situation. Field Instructors help students apply and integrate classroom learning to social work practice with client systems. Because of the Advanced Generalist focus of our program, Field Agencies provide a variety of learning activities at micro, mezzo and macro levels including working with individuals, families, groups, organizations, and communities. Our program takes an empowerment-based approach to social justice. During their Field Placement, our students develop their abilities to apply theory to practice, analyze their environment, and synthesize their theoretical knowledge with information acquired in the field. Further, students are expected to develop as leaders in assessment, planning, intervention, and evaluation of effective practice grounded in social work values and ethics. They must demonstrate the ability to affect change at all levels within their communities, especially as these communities change and become more diverse. We ask the Field Instructors to collaborate with us to provide learning activities to address the knowledge, values and skills incorporated in the learning objectives of our Advanced Generalist Program including those that involve issues of social justice.



## **Field Placement Information**

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

#### **Field I - SW 615 and Field II – SW 625**

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

The Foundation Field Placement requires 150 hours in both the fall and spring semesters which is approximately 10 hours per week in one field site, per CSWE standards. Academic credit is never given for life experience or prior work experience. The Foundation Field Placement runs concurrently with MSW classes.

#### **Field III - SW 635 and Field IV - SW 645**

The purpose of the field placement in the Concentration year is to continue the practical application of practice values, ethics, knowledge and skills, and competency relevant to social justice-centered advanced generalist practice. In the Concentration Field Placement, students have the opportunity to select a field site that supports the students' preferred area of interest and to apply the principles of integrated practice. Students will learn how to work with client systems to improve their level of functioning in the social environment. They will also learn how to evaluate and improve practice and policies that will enhance the well-being of client systems, that will create social change, and that will lead to improved social and economic justice. The Concentration Field Placement requires 300 hours each semester for a total of 600 hours within one field site, which is approximately 20 hours per week, per CSWE standards. Academic credit is never given for life experience or prior work experience. The Concentration Field Placement runs concurrently with MSW classes.

## **Field Agency Placement Sites**

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

## **Field Placement Policies**

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

### **Selection of Field Agency Sites**

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

1. Commitment to actively participate as a community partner with St. Cloud State University Department of Social Work in providing an Advanced Generalist learning experience in which students have opportunities to gain practice experience with individuals, families, groups, communities, other organizations, and policy making bodies.
2. The agency's mission, purpose and practices are compatible with the NASW Code of Ethics.
3. The agency adheres to a non-discrimination policy with respect to race, age, color, religion, national origin, gender, disability, sexual orientation, or veteran status.
4. Willingness to assign activities to students that meet the educational objectives and goals of the St. Cloud State University MSW Program and the Field Seminar course.
5. The agency, or the department within the agency in which a student is assigned, has a social work focus.
6. Provides an on-site MSW Field Instructor with a minimum of two years of post MSW experience in a social work position and has expertise in the areas of practice in which the student requires in order to develop competence. There may be situations in which an on-site MSW Field Instructor is not available, but unique learning opportunities are available within an agency. In those situations, the SCSU Director of Field Education will work with an agency to locate an off-site supervisor, preferably affiliated with the agency in some way, who can provide the necessary MSW supervision. These decisions will be made on a case-by-case basis. In situations where the MSW Field Instructor does not meet the two-year requirement, SCSU may will provide supplemental social work supervision if the placement is deemed appropriate for the level of student learning and the goals of the placement can be achieved. The Social Work Department will continue to develop and expand the supervision resources available for field placements in consultation with the MSW Faculty and community members.

7. The agency allows time for the Field Instructor to provide a minimum of one hour per week individual supervision, to read and evaluate student progress, and to participate in SCSU sponsored orientation. Participation in Field Education Orientation is required for new Instructors.
8. The Field Agency completes and renews the necessary paperwork and documentation required of all field agencies.
9. Willingness and time to devote to teaching and mentoring students.
10. Ability to serve in a teaching, mentoring, and modeling role with students and organize learning tasks.
11. As available, provides opportunities for students to learn about and practice with persons from marginalized populations including persons of color, people with disabilities, LGBT persons, and persons living in poverty.
12. Provides the necessary structure and supports to enhance student learning such as administrative support help, a desk, phone, private space to see clients, etc.
13. Be free of any NASW sanctions and any licensing sanctions if applicable.

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

#### **Field Instructors**

The MSW Field Instructor is the social worker who has been contracted to teach and monitor learning processes and practice in the field agency and in the community. Criteria for selection of a Field Instructor includes:

1. An interest, willingness, and availability to work with students.
2. An ability to organize learning tasks and serve in a teaching role in advanced generalist social work practice.
3. Holds an MSW degree from a Council on Social Work Education accredited program.
4. Has a minimum of two years post MSW social work practice experience.
5. Has experience and expertise in the type of social work practice(s) in which they are providing supervision.
6. Preferably has at least one year of supervision, field instruction, or task supervision experience.
7. Supports the educational objectives of the Department of Social Work's MSW Program.
8. Has the capacity to stimulate and support students in the learning process.
9. Is free of any NASW sanctions and social work licensing standards, if applicable.
10. Is willing to complete required Field Placement documents, including documentation of the Field Instructor's credentials.

#### **Task Supervisors**

In some situations, a Task Supervisor may be assigned to work alongside an MSW Field Instructor to provide support and task supervision for the MSW student. This may occur when the Task Supervisor has expertise in a certain area related to the student's learning

goals but may not have the degree or qualifications to provide sole field instruction. In other instances, a Task Supervisor may work in coordination with an off- site MSW Field Instructor. If there is an off- site MSW Field Instructor, the Task Supervisor serves as the day-to- day supervisor, mentor, and teacher. The MSW Field Instructor and the Task Supervisor should work in collaboration in the supervision of the student, to ensure that learning objectives are monitored and met. The student is responsible to both the MSW Field Instructor and the Task Supervisor for completion of their Learning Contract. Criteria for selection of a Task Supervisor includes:

1. An interest and willingness to work with the student and Field Instructor in developing learning activities and monitoring student progress toward these goals.
2. Has experiences and expertise in areas of practice designated within the Learning Contract.
3. Has skills in teaching.
4. Has the ability to conceptualize and apply Advanced Generalist Social Work practice skills.
5. Is willing to complete required Field Placement documents, including documentation of the Task Supervisor's credentials.

### **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 MSW 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.

### **Roles and Responsibilities of Field Education Participants**

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

#### **Field Education Student Roles and Responsibilities**

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

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

1. Read the MSW Field Education Manual.
2. Explore Field Placement opportunities with Field Placement Agencies, apply for Field Placements, Interview with Field Agencies, and select a Field Agency site for Field Education.
3. Follow the Department of Social Work's timelines in completion of documentation for the Field Education process.
4. Actively participate in the Field Education process by identifying their learning needs and preferences.
5. Coordinate meetings between themselves, their Field Instructor , the Faculty Field Liaison during their Field Placement.
6. Conduct themselves in a manner that demonstrates respect for and accountability to the field agency, client systems, the community, and professional and student colleagues.
7. Abide by Field Agency policies and procedures.
8. Adhere to the NASW Code of Ethics including following strict confidentiality and privacy laws and guidelines related to client data and information.
9. Adhere to the attendance policies for seminars and placements as established by the program. Attend and actively participate in all seminars.
10. Develop a Learning Contract, in collaboration with the Field Instructor and Field Faculty Liaison.

11. Prepare for and actively participate in weekly supervision with Field Instructor in which self-assessment and evaluation are expected.
12. Initiate and follow through with all learning activities developed in collaboration with Field Instructor.
13. Meet all obligations to the Field Agency, its clients, and community members and document practice hours completed.
14. Seek assistance from the Field Instructor, the Field Faculty Liaison and/or the MSW Field Director if any problems arise. Take action as soon as problems arise.
15. Complete an evaluation of the MSW Field Education Program, including the Field Agency, the Field Instructor, Task Supervisor, Field Faculty Liaison, and the MSW Field Director at the end of the semester. Offer feedback throughout the course of the Field Education experience.
16. Take responsibility to receive and respond to email at their SCSU email address.

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

A successful field education experience is directly correlated with a strong and effective working relationship between the Department of Social Work and the Field Agency and staff. The collaborative nature of the partnership and the key role of the Field Instructor and Task Supervisors cannot be emphasized enough. The success of the partnership is dependent on the commitment of the Field Agency to provide a quality field experience, the skills of the Field Instructor and Task Supervisor, and the support from the Department of Social Work. This section outlines the key responsibilities of the Field Agency, the Field Instructor, and Task Supervisor:

#### **Field Placement Agency**

By agreeing to host a MSW field student, the Field Placement Agency agrees to the following specific responsibilities:

1. Completes the required Department of Social Work documentation to document the appropriateness of the Field Placement Agency, the Field Instructor's credentials, and the agency's policy of non-discrimination.
2. Completes and signs the St. Cloud State University Memorandum of Agreement for Student Training Experience/Internship form.
3. Provides a qualified MSW Field Instructor in accordance with guidelines set forth by CSWE and the Department of Social Work.
4. Provides the necessary time for the Field Instructor and Task Supervisor, if any, to complete their responsibilities related to field education.
5. Provides the student with the necessary supports to complete their field placement including work-space, administrative support, and reimbursement for work-related expenses such as mileage.

6. Relates to the student in their student learner role and not as a paid employee. In some settings students may receive pay for their role as interns.
7. Offers the student opportunities to meet their learning objectives while learning to work within an organizational structure.
8. Familiarizes the student with the agency's personal safety policies and protocols. It is assumed that all human service agencies have policies and procedures to ensure the personal safety of staff and clients.

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

Field Instructors must have a MSW degree and a minimum of two years post MSW experience. One year of supervisory experience is preferred. It is the preference of the Department of Social Work that Field Instructors be licensed by the Minnesota Board of Social Work, or other appropriate jurisdiction if a student is placed out of state, although licensure for Field Instructors is not a requirement. Task Supervisors may be assigned to work alongside an MSW Field Instructor to provide support and task supervision for the MSW student. This may occur when the Task Supervisor has expertise in a certain area related to the student's learning goals, but they may not have the MSW degree or qualifications to provide sole field instruction. A Task Supervisor may also be assigned when an off-site MSW Field Instructor has been approved. The Field Instructor, as the primary supervisor for the student at the field agency, is responsible for the following:

1. Completes Department of Social Work paperwork documentation, including providing information about credentials.
2. Participates in the interviewing and acceptance process of potential field students.
3. Participates in Field Education orientation as offered by the Department of Social Work.
4. Orients students to agency structure and function, policies and procedures, student responsibilities and community resources.
5. Participates with the student in the development of the Learning Contract that specifies expectations for performance as well as methods for monitoring progress.
6. Provides the student with learning opportunities at either the Generalist (Foundation) or Advanced Generalist (Concentration) level to enable the student to achieve the learning objectives developed in their Learning Contract. Learning opportunities are provided that enable a student to learn a broad range of social work interventions common to generalist-advanced generalist social work practice.
7. Provides a minimum of one hour per week of direct, educationally focused supervision that helps to integrate classroom learning with Field Experience and addresses professional identity and social work values and ethics and provides regular feedback to the student.
8. Monitors all assignments and provides direction, consultation and supervision to support student learning.



9. Coordinates supervision when a Task Supervisor is involved to maximize student learning and have clear reporting expectations. When other agency staff is involved with a student, the Field Instructor will coordinate the student's experience with all others involved.
10. Familiarizes themselves with the MSW Field Education Manual and field placement policies, procedures, forms and due dates.
11. Meets with the student and Field Faculty Liaison at the beginning, mid-point, and end of the field placement.
12. Completes a formal written evaluation of the student at mid-point and end of the field placement and recommends a satisfactory or unsatisfactory grade. The final grade is given by the Field Faculty Liaison. If a Task Supervisor is also assigned, the Field Instructor has primary responsibility for the evaluation of the student's performance with input from the Task Supervisor.
13. Promptly communicates any performance problems or concerns directly with the student and promptly communicates any serious concerns to the Field Faculty Liaison and/or Director of Field Education.
14. Provides feedback to the Field Faculty Liaison and the Director of Field Education regarding the structure, processes, organization, and procedures of the field program, including any recommendations for improvement.

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

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

1. Teaches one or more sections of the Integrated Field Seminar Course.
2. May work with students in finding and securing field placements, including completion of required paperwork.
3. Reviews all field documents related to a specific student field placement and approves and signs off on the student learning contracts.
4. Provides orientation about the field program policies, procedures, expectations and timelines to the student, their Field Instructor, and Task Supervisor, if assigned.
5. Meets with the student, Field Instructor, and Task Supervisor, if applicable, in two face-to-face meetings (one at the beginning and one at the conclusion of the field placement). A phone conference will also be held at the mid-point of the field placement. Participates in other meetings and conference calls as needed.
6. Assists students and their Field Instructor in the development of the Learning Contract.
7. Makes her/himself available to the student and their Field Instructor for consultation, problem-solving during office hours and through phone and email

- contact. Assumes roles of mediator, advocate, consultant, and administrator as needed.
8. Assists students in applying and integrating theory into practice.
  9. Is involved in the ongoing assessment of the field placement agency, the Field Instructor, and the student's learning activities to ensure that the student's learning objectives and the Department of Social Work's expectations are being met.
  10. Ensures completion of placement forms and agency evaluations.
  11. Plans and teaches the field seminars with the overarching goals of helping to integrate graduate coursework with field and supporting development of a self-reflective professional identity for each student.
  12. Assigns student grades.
  13. Evaluates students, agency and Field Instructor, Field Director, and makes recommendations for continued use of agency and Field Instructor.

### **MSW Field Director Role and Responsibilities**

The MSW Field Education Director has primary responsibility for implementing and administering the policies and procedures governing the MSW Field Education Program. In addition, they are responsible for the following:

1. Provides direction in the design and development of the field education program including the development of new field placement agencies.
2. Works with students in finding and securing field placements, including completion of required paperwork.
3. Meets with and/or convenes the MSW faculty and community members for regular meetings and consults as needed on specific placement issues.
4. Monitors and ensures that the policies of the MSW Field Program are being met.
5. Provides ongoing communication and support to Field Instructors and Task Supervisors including organizing and implementing the Field Agency orientation and training program.
6. Intervenes when requested or needed to resolve any conflicts related to the field program that may arise between and among students, Field Instructors, community members, and Field Faculty Liaisons.
7. Assumes responsibility for removing a student from placement if necessary.
8. Assumes responsibility for terminating a field placement agency if necessary.
9. Collaborates with faculty and the MSW Program Director in the assessment and implementation of the field education program.

### **MSW Advisory Committee Role and Responsibilities**

In order to improve the quality of the Field Education Program for students, faculty and fieldplacement agencies, the MSW Program seeks ideas, feedback and guidance from community members who have hosted MSW students. This group is comprised of

community agency staff, current and former Field Instructors, and faculty who meet two to three times throughout the school year. The responsibilities of this group related to the field program include the following:

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

### **Field Education Policies**

#### **Field Placement Within Agency of Employment**

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

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

To be considered, the student must complete a Employment Based Field Practicum Learning Plan, including the proposed description of the activities that the student will be performing in an internship. The Learning Plan is reviewed and approved by the Director of Field Education.

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

Not all employment situations will be approved for field placement and decisions will be made on a case-by-case basis by the Director of Field Education according to the following criteria:

1. The employer must be in agreement and provide for tasks and learning opportunities separate from the student's regular assigned duties within the agency. Preferably, a student will complete their internship in an entirely different department or unit, and possibly location, from the one in which they are employed.
2. The proposed agency must meet all criteria for selection as a Field Agency.
3. The proposed Field Instructor cannot be the current employment supervisor of the student.
4. Prior to the field placement start date, the student will complete the Learning Plan and review with their employer/field agency to ensure open communication if the employment or field placement are disrupted for any reason.
5. 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.
6. Students are allowed to complete only one field experience at their place of employment. The second field experience must be at an agency where the student is not employed.
7. Field education must be educationally focused to meet the learning needs of the student, and not agency focused.

#### **Off Site MSW Field Instructor**

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

1. Preferably, the off-site MSW Field Instructor is affiliated with the field placement 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.
2. The off-site MSW Field Instructor meets all of the other criteria for selection of Field Instructors.
3. Is available to provide a minimum of one hour of individual supervision per week or two hours every other week.
4. The field agency is in agreement and supports the use of an off-site MSW Field Instructor .
5. The potential field agency designates an on-site Task Supervisor who will coordinate the assigned learning activities, monitor the student's progress, and work closely with the off-site MSW Field Instructor .
6. A detailed plan is developed between the on-site Task Supervisor and the off-site MSW Field Instructor specifying how they will work and communicate together regarding the student's learning needs.

7. Both the Task Supervisor and the off-site MSW Field Instructor participate in field visits and conference calls with the students and Field Faculty Liaison.
8. The off-site MSW Field Instructor assists the student in connecting field experiences to social work theory and principles.

### **Time Requirements and Vacations**

Foundation Year students are required to complete 150 hours each for Field I and II and 300 hours each for Field III and IV. Concentration Year students are required to complete 300 hours each for Field III and IV. These are standards set by the program in accordance with the Council on Social Work Education policy. These hours are to be completed within the academic semester and students are not able to begin their internships early. It is possible for students to begin their internship two weeks prior to the beginning of the academic semester in order to participate in orientation and training-related activities planned by their field site. If there are additional orientation and/or training activities scheduled outside of this time frame, it is necessary for the student to discuss any potential changes to this schedule and obtain permission from the Director of Field Education in order to make these changes.

The student is responsible for creating a schedule, in consultation with their Field Instructor that will enable them to complete either the 150 or 300 field hour requirement each semester. As an example, since the semester is 15 weeks in length, the student will schedule approximately 20 hours per week each semester to fulfill this requirement for 300 hour semester internships. The field practicum is designed as a 15 week semester placement and the student is required to continue in their field placement even if they have completed 300 hours prior to the end of the 15 week semester. Thus, if a student meets the 300 hour requirement prior to the end of the semester, she/he is still required to continue their field placement until the end of the semester.

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

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

While in their internship, students may have opportunities to attend conferences, seminars, trainings or other types of professional development. If these activities relate to the learning

objectives and support professional growth and development, the student may include the hours spent in these activities toward internship hours. The student should consult with their Field Instructor and obtain permission at the earliest possible date to attend activities held during internship hours. The student should also place these learning activities on their Learning Contract.

### **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 should 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 accommodations 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, will make recommendations for appropriate accommodations and the field faculty will work with a student to locate a field agency that can provide these accommodations. 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 internships, are covered by the St. Cloud State University professional liability insurance policy. The student may also have coverage by their field agency, depending on the site. 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. MSW students have a module on safety in preparation for their placement during MSW Field Orientation (MSW Field Manual, 2021).

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 (MSW Field Manual, 2021).

If a student is feeling threatened or unsafe at their internship, they should discuss these concerns with their Field Faculty Liaison and/or the Director of Field Education so that the student's safety within their placement can be properly assessed (MSW Field Manual, 2021).

### **Procedures**

If a student experiences an event that threatens their safety, they should bring that issue to their Field Instructor, Faculty Field Liaison, or Field Director as soon as possible. If it is first brought to the attention of the Field Instructor, it is important that a MSW Program representative is included immediately. It is necessary to assess whether the student's internship is still a safe and effective learning environment.

The Field Director and the Field Instructor must be in agreement regarding the standards of safety in the agency. If the Field Director decides that the safety of the student is in jeopardy and the Field Instructor disagrees, then the student is removed from the placement and a new placement is found. It is crucial that the MSW Program and the Field Agency come up with a shared plan of safety for the student. If that can't be accomplished, then the placement will be terminated

### **Criteria**

Regarding the safety of interns in placement, the following criteria apply:

1. 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 Intern is feeling uncomfortable.
3. Field Instructor and Intern should create a safety plan when going out into the community and meeting with client.
4. When an intern goes out, the agency must have the Intern phone number, know the address they are going to, phone number and address of 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 state of undress.
6. Actions that would be unsafe in the community or within the agency: clients carrying weapons, 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.

### **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 automobile crash. Any additional coverage would be the responsibility of the field placement agency.

### **Criminal Background Checks**

Most field agencies require a criminal background study prior to the start of a field

experience. If this is the case, it is the responsibility of the student to work with their field agency in completion of the background check. Field agencies may vary in the types of background checks they require. If a criminal background study is required, it will be kept by the field agency. If the field agency asks the student to obtain their own background study, the student may contact the College of Health and Wellness Professions for assistance in this process. The Department of Social Work will not request or require a copy of the background study. However, if students do not pass their background check, it is strongly suggested that they consult with the MSW Program Director, as students may have difficulty obtaining licensure as a social worker as a background check is required before taking the social work licensure exam. Unsuccessful completion of the criminal background study could also prevent completion of the MSW Program. Students with extenuating circumstances should discuss this with the MSW Program Director and the Director of Field Education.

### **HIPAA**

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

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

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

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

### **Student Grievance Procedures**

If a student has a complaint or grievance with their field 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:

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

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

\*Students who withdraw from their internship without prior approval from the Director of Field Education will fail their mandatory field internship which is required for graduation from the MSW Program.

### **Changing Field Placements**

Students participate in a field experience in a field agency for two semesters in the foundation year and in a different field agency for two semesters in the concentration year, and they are expected to remain in these placements. Occasionally, a field experience does not meet the needs of the student or, the Department of Social Work, or the field placement agency. Reasons might include changes in agency personnel, instability in an agency due to loss of funding, unavailability of quality learning experiences, lack of required supervision or possible ethics violations on the part of the student or the field agency. Students are encouraged to attempt to resolve problems in their field placements when first identified with the assistance of their Field Instructor, their Field Faculty Liaison, and the Director of Field Education. Often, problems can be resolved in this way. In the event that a problem in the field placement is not able to be resolved after collaboration with the above referenced individuals and the decision is made to end the field placement, the Director of Field Education will assist the student in locating a new field 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. All field agencies must make their policy of non-discrimination available to the Department of Social Work.

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

All Foundation students must complete 150 hour field placements in both Fall and Spring semesters for a total of 300 hours (an average of 10-12 hours per week).

All Concentration students must complete 300 hour field placements in both Fall and Spring semesters for a total of 600 hours (an average of 20-22 hours per week).

- Students are given access to a list of field agencies that have hosted students in the past.
- Students may propose a new field experience agency by following the Guidelines for Setting up a New Field Placement.
- Students are encouraged to select field agencies which are different from their past work and internship experiences unless the student can present compelling reasons to do otherwise.
- Students are encouraged to pursue field placements in which they are not employed. If a student wishes to consider completing a field placement in their current place of employment, they should familiarize themselves with the Guidelines for Field Placement in Place of Employment.
- Students contact potential field placement agencies and provide the agencies with their resume and a cover letter clearly stating that they are applying for a social work internship, the number of hours they are expected to complete in their internship, as well as the length of time of the proposed internship. Students request a meeting with those field agencies to discuss an internship.
- When the student has been offered an internship, they must enter their field placement information on Handshake. Entering their field placement information on Handshake initiates the documentation process, in which the Memorandum of Agreement between the field agency and SCSU, as well as other social work documents are signed prior to the field experience starting. Students cannot begin their field experience until the documents have been signed and received by the Department of Social Work.
- Students and field agencies decide on a start date and determine a schedule for the field experience hours to be completed.

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

There may be some situations in which a student may wish to complete their field experience at an agency that has not been utilized by the Department of Social Work for field placements in the past. To have their agency considered for field placement, the student should contact the Director of Field Education with the name and the location of the agency so that the agency can be assessed for appropriateness for field placement.

The Director of Field Education will then assess the agency for placement and contact the prospective field agency to discuss the policies, procedures, and requirements for field placement agencies to determine if the agency is interested in, and appropriate for field placement. The Director of Field Education will then contact the student to advise of the approval or denial of the suggested field agency for their field placement.

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

Orientation to the MSW Field Program is required for all new Field Instructors and identified Task Supervisors are also encouraged to attend. In person or online field orientation and training is held at the beginning of the academic year. In addition, the Director of Field Education will meet individually with agencies who would like more individualized orientation. An initial face-to-face meeting between the student, Field Instructor and Field Faculty Liaison will also be held at the beginning of the field placement to familiarize the agency with the field experience and to establish communication with the field agency.

Topics for field trainings can include identifying student and field instructor learning styles, field supervision, giving effective feedback and evaluation, and social work values and ethics. Field Instructors are encouraged to provide suggestions for future training topics that would increase their effectiveness as field Instructors.

## **Field Evaluation**

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

### **Evaluation and Monitoring Student Progress**

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

### **The Learning Contract**

The Learning Contract is developed collaboratively between the student, their Field Instructor and the Field Faculty Liaison at the beginning of the field experience. The objectives for the Learning Contract correspond to the Foundation and Concentration Year program objectives.

## **Foundation and Concentration Field Placements**

### **Learning Contract Directions**

### **St. Cloud State University**

Purpose: The purpose of the Learning Contract is to provide a road map of the student's educational experiences with specific learning activities designed to meet the Foundation or Concentration Year Objectives and Practice Behaviors. The Learning Contract provides a way for the student, in collaboration with their Field Instructor and Field Faculty Liaison, to individualize their learning needs within a framework of required competencies designated by the Department of Social Work in accordance with the Council on Social Work

Education standards.

Completing the Learning Contract:

1. The Learning Contract form is available in the Field Education Manual.
2. Typing of the Learning Contract is preferred, however, Learning Contracts completed in ink will also be accepted.
3. The Learning Contract is to be completed by the student in collaboration with their Field Instructor and Task Supervisor (if applicable).
4. Identify major learning assignments with as much specificity as possible. Each assignment should correspond to the identified learning objective and should be measurable in some way.
5. The Field Faculty Liaison can assist in the development of learning activities if needed.
6. The Learning Contract must be signed by the Field Instructor and Task Supervisor (if applicable) and the student. It is then submitted to the Field Faculty Liaison for signature and then given to the Director of Field Education.
7. The Learning Contract should be completed within the first two weeks (Foundation Students) to three weeks (Concentration Students) of the field practicum.

Using the Learning Contract:

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

### **Learning Contract – Foundation Year**

Foundation Year Learning Contracts are individual learning plans designed in accordance with the following Foundation Year learning objectives:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its

- contemporary structures and issues.
6. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.
  7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
  8. Analyze, formulate, and influence social policies.
  9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
  10. Use communication skills differentially across client populations, colleagues, and communities.
  11. Use supervision and consultation appropriate to social work practice.
  12. Function within the structure of organizations and service delivery systems and seek

Foundation Year Learning Contracts are designed in accordance with the following Foundation Year Practice Behaviors:

**Competency #1 – Demonstrate Ethical and Professional Behavior**

FPB 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

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

FPB 3 - Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication

FPB 4 - Use technology ethically and appropriately to facilitate practice outcomes

FPB 5 - Use supervision and consultation to guide professional judgment and behavior

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

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

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

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

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

FPB 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.

**Competency #4 – Engage in Practice-Informed Research and Research –Informed Practice**

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

FPB 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.

**Competency #5 – Engage in Policy Practice**

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

FPB 12 - Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

**Competency #6 – Engage with Individuals, Families, Groups, Organizations, and Communities**

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

FPB 14 - Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**Competency #7 - Assess Individuals, Families, Groups, Organizations, and Communities**

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

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

**Competency #8 – Intervene with Individuals, Families, Groups, Organizations, and Communities**

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

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

**Competency #9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

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

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

## **Learning Contract – Concentration Year**

### *Concentration Year Learning Contracts*

Concentration Year Learning Contracts are individual learning plans designed in accordance with the following Concentration Year learning objectives:

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

Concentration Year Learning Contracts are designed in accordance with the following Concentration Year Practice Behaviors:

**Competency #1 – Demonstrate Ethical and Professional Behavior**

CPB 1 - Employ multiple strategies of ethical reasoning to manage ethical dilemmas involving practice issues, ethical conflicts and personal values

CPB 2 - Communicate professional judgments to individuals, families, groups, organizations, communities, and colleagues in both verbal and written form

CPB 3 - Effectively incorporate the use of appropriate technology to inform practice

CPB 4 - Demonstrate knowledge of skills for supervising workers and improving professional knowledge CPB 5 - Identify and teach professional skills through a strengths perspective, areas for growth and self-assessment, while focusing on anti-oppressive relationships.

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

CPB 6 – Demonstrate an understanding of the intersectionality of a culture’s structure and values, personal biases and values, and life difference in practicing through an anti-oppressive lens

CPB 7 - Demonstrate an understanding of culturally competent practices with diverse populations through an anti-oppressive lens

CPB 8 - Develop and maintain a practice for maintaining cultural competence

CPB 9 - Advocate at multiple levels to reduce disparities for oppressed groups

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

CPB 10 - Demonstrate an understanding of the intersectionality of a societal structure and values, personal biases and values, and life differences in practicing through an anti-racist and anti-oppressive lens.

CPB 11 - Demonstrate cultural humility in practice, understanding the inequities of power and resources; and bring this knowledge and practice to work with individuals, families, groups, organizations, and communities.

CPB 12 - Engage in dismantling racism through intentional professional development activities including cultural competency training, community engagement, and policy advocacy and practice.

CPB 13 - Engage in critical self-reflection regarding personal privilege, biases, and professional development needs related to anti-racist practice, diversity, equity, and inclusion in all areas of practice.

**Competency #4 – Engage in Practice-Informed Research and Research –Informed Practice**

CPB 14 - Critically appraise and apply empirical evidence and practice experience to create strategies for change.

CPB 15 - Design, implement, and interpret evidence-based research that meets practice needs and contributes to practice dialogue.

CPB 16 - Understand the importance of literature pertinent to research especially, and use qualitative and quantitative research designs to inform practice.

**Competency #5 – Engage in Policy Practice**

CPB 17 - Evaluate the impact of policies and regulations for their effectiveness in advancing social well-being in a local and/or global context.

CPB 18 - Provide leadership that promotes social policies and program practices that advance social welfare and enhance service delivery.

CPB 19 - Advocate for effective social policy to improve client systems.



### **Competency #6 – Engage with Individuals, Families, Groups, Organizations, and Communities**

CPB 20 - Develop culturally responsive relationships for practice with individuals, families, groups, organizations, communities, and colleagues.

CPB 21 - Integrate theory-based relational skills in all areas of client engagement.

CPB 22 - Maintain constant self-awareness to ensure effective client engagement .

### **Competency #7 - Assess Individuals, Families, Groups, Organizations, and Communities**

CPB 23 - Assess and utilize multi-level, strengths-based assessment data to inform a systematic and conceptually driven intervention process.

CPB 24 - Assess and develop services that reflect a cognizance of overall societal and community change and context.

CPB 25 - Synthesize and select relevant theories in all aspects of practice, such as assessment, intervention and evaluation.

CPB 26 - Develop contracts with individuals, groups, community members and other stakeholders to be equal partners in change efforts.

### **Competency #8 – Intervene with Individuals, Families, Groups, Organizations, and Communities**

CPB 27 - Critically evaluate, select, and apply mutually agreed upon interventions for all system levels utilizing an anti-oppressive perspective.

CPB 28 - Collaborate with multi-level systems.

CPB 29 - Develop, coordinate and implement culturally appropriate mechanisms and strategies for prevention and resolution of issues.

CPB 30 - Critically evaluate theory and evidence-based knowledge when applying it to various (micro, mezzo, macro) client systems' situations.

CPB 31 - Assess and develop services that reflect a cognizance of overall societal and community change and context.

### **Competency #9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

CPB 32 - Analyze, monitor, evaluate, and document intervention outcomes and effectiveness.

CPB 33 - Formulate assessment and evaluation tools.

### **Field Supervision**

The student meets weekly with their Field Instructor to evaluate student progress related to their Learning Contract as well as their adjustment to the field setting. The student is given feedback by their Field Instructor, as well as by other field placement staff that may be working with the student. The student is also responsible for giving feedback about supervision and their field setting. If a Task Supervisor is also working with a student, there are regular supervision meetings scheduled between the student and the Task Supervisor. When an offsite Field Instructor is located in a different geographic area, supervision may occur electronically.

### **Completion of Student Evaluation Form**

The Learning Contract document contains the evaluation form that is completed by the student and their Field Instructor at the mid-point and at the conclusion of the field placement. Completion of this form at the mid-point of the field placement provides an opportunity to evaluate and discuss student progress during the mid-point meeting in which the student, the Field Instructor and the Field Faculty Liaison participate. During this meeting, any concerns about student progress should be discussed and adjustments made to the Learning Contract to enhance student learning for the remainder of their field placement.

At the conclusion of the field placement, the student and their Field Instructor complete the final Learning Contract evaluation. This final evaluation reflects student progress on their entire internship experience with a focus on completion of the Learning Contract activities. This final evaluation is reviewed during the final field placement visit at the end of the internship in spring semester. Students' Learning Contract and evaluations are kept in their student field placement files for one year following graduation.

### **Field Placement Visits**

At the beginning of a student's field placement, a meeting is held between the student, the Field Instructor, and the Field Faculty Liaison at the field agency. At this meeting, the Learning Contract is developed and the terms of the field placement are discussed. At the mid-point of the internship, a phone conference is held to review student progress. Adjustments to the Learning Contract are made, as needed and the strengths that the student has shown, as well as areas for further development are discussed with the student. At the conclusion of the field placement, a final meeting is held with the same parties to discuss the overall performance of the student. The student, Field Instructor, and Field Faculty Liaison may request additional meetings, as needed to resolve any special issues that may arise.

### **Grading Procedures for Field Placements**

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

### **Student Evaluation of Field Placement Experience**

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

### **Field Instructor Evaluation of Field Placement Experience**

The Field Instructor provides an evaluation of their field placement experience as an integral part of the evaluation process of the field program. This evaluation tool, ***Field Agency Evaluation of Field Placement***, is designed to gather feedback concerning the MSW field placement experience from the perspective of the Field Instructor, with input from the Task Supervisor, if applicable. The feedback will be used to assess and improve the MSW Field Education Program. Field Instructors are also encouraged to share their feedback with their student.

### **MSW Field Education Documents**

Completed Prior to Field Placement Starting:

1. Agency Field Instructor Data Sheet (Appendix A)
2. Field Agency Information Form (Appendix B)
3. Student Internship Agreement (Appendix C)
4. Agreement to Place Contract (Appendix D)
5. Field Agency Contract (Appendix E)
6. Code of Ethics Agreement (Appendix F)

**Appendix A**

MSW Field Practicum  
**Field Instructor Data Sheet**  
St. Cloud State University Department of Social Work  
College of Health and Wellness Professions

Name:  
Position/Title:  
Agency Name:  
Agency Address:  
Phone:  
E-mail:

Field Instructor Educational Background:

BSW  Other Bachelor's (Specify)  \_\_\_\_\_  
MSW  Other Master's (Specify)  \_\_\_\_\_  
PhD/DSW  Other (Specify)  \_\_\_\_\_

Field Instructor Professional Background:

Number of years in human service:  
Number of years in this agency:  
Number of years in above stated position:

Other specific training (describe type and amount):

Are you licensed as a social worker in the state of Minnesota?

LSW  LISW   
LGSW  LICSW

License #: \_\_\_\_\_

Do you hold any other professional license(s)? (Please specify):

How many SCSU Master of Social Work (MSW) student interns have you supervised in your role as Field Instructor in the last five years?

How many student interns from other majors/schools have you served as the Field Instructor for in the last five years?

---

**Field Instructor Name/Signature**

---

**Date**

**Appendix B**

**MSW Field Practicum**  
**Field Agency Information Form**  
St. Cloud State University Department of Social Work  
College of Health and Wellness Professions

Agency:  
Address:  
Phone:  
E-mail:

Provide a job description for an MSW social work student 300- or 600-hour field placement (may be provided here or on a separate sheet).

Describe the agency's mission and services provided.

Describe the field application process for a prospective social work student.

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

How often is your agency interested in hosting an intern (every semester, every other year?)

Required Field Agency Documents:\*

- \_\_\_\_\_ Copy of Field Instructor Degree(s)
- \_\_\_\_\_ Copy of Current Field Instructor Resume or CV
- \_\_\_\_\_ Copy of Field Agency Non-Discrimination Policy
- \_\_\_\_\_ N/A – Documents provided to Social Work Dept. within Past Two Years

\*email documents to [socialwork@stcloudstate.edu](mailto:socialwork@stcloudstate.edu)

---

**Field Instructor Name/Signature**

---

**Date**

**Appendix C**

MSW Field Practicum  
**Student Internship Agreement**  
St. Cloud State University Department of Social Work  
College of Health and Wellness Professions

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

Field Education/Internship Experience: Master of Social Work Internship

Dates of Field Experience:

Hours per week:

Student:

Field Agency:

Field Agency Instructor:

Field Agency Task Supervisor (if applicable):

**Student Responsibilities:**

In exchange for the opportunity to participate in a field experience at the above referenced agency, the student agrees to:

1. Be present at the internship site on the dates, times and the number of hours agreed upon. The student will promptly notify the agency if unable to report.
2. Demonstrate honesty, punctuality, courtesy, a cooperative attitude, desirable health and grooming habits, required dress, and a willingness to learn.
3. Furnish the faculty liaison with all necessary information and complete all necessary reports requested by the faculty liaison.
4. Conform to all rules, regulations, and policies including health, safety, and work environment of the agency, follow all instructions given by the agency, and always conduct themselves in a safe manner.
5. Consult with the faculty liaison about any difficulties arising at the field agency site.
6. Not terminate their participation in the internship prior to the agreed upon end date without first consulting with the faculty liaison.
7. Not terminate their participation in the internship prior to the agreed upon end date without notifying the field agency instructor.
8. Conform to all applicable provisions of the University Code of Conduct.

**The student also understands and agrees that:**

1. Placement and participation in this field experience is not employment with St. Cloud State University or the field agency.
2. The student is not covered by St. Cloud State University's worker's compensation coverage.
3. The field agency does not promise or guarantee any future employment for the student.
4. The student is responsible for providing their own health insurance and for any and all medical expenses incurred by them related to any injury, loss, or illness sustained by them while participating in field education at the agency.

---

**Student** **Date**

---

**Field Agency Instructor** **Date**

---

**Task Supervisor (if applicable)** **Date**

---

**Faculty Liaison** **Date**

---

**Director of Field Education** **Date**

**Appendix D**

**MSW Field Practicum  
Agreement to Place Contract**

St. Cloud State University Department of Social Work  
College of Health and Wellness Professions

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

Name of Student:

Phone:

Student Address:

Student SCSU Email:

Name of Field Agency:

Field Agency Address:

MSW Field Instructor:

Phone:

E-mail:

Task Supervisor (if applicable):

Phone:

E-mail:

Student Placement Level (check one): Foundation  Concentration

Placement Start Date:

Placement End Date:

**Signatures/Dates:**

Student:

Field Instructor:

Task Supervisor (if applicable):

Director of Field Education:



## **Appendix E**

### **MSW Field Practicum**

### **Field Agency Contract**

St. Cloud State University Department of Social Work  
College of Health and Wellness Professions

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

The Social Work Program agrees to the following provisions:

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

The field agency agrees to the following provisions:

- Complete the required Department of Social Work paperwork annually to document suitability of the field placement, the field instructor's credentials, and the agency's policy of non-discrimination.
- Provide a qualified MSW field instructor in accordance with guidelines set forth by CSWE and the Department of Social Work. If an on-site MSW field instructor is not available, the agency will work closely in identifying an off-site MSW field instructor that meets the criteria outlined in the MSW Field Manual.
- Provide the necessary time for the field instructor and task supervisor, if any, to

complete their responsibilities related to field instruction.

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

#### Provision for Termination of Internships:

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

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

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

Agency Name:

Address:

#### **Signatures/Dates:**

Agency Field Instructor:

Task Supervisor (if applicable):

Director of Field Education:

**Appendix F**

MSW Field Practicum  
**NASW Code of Ethics Agreement**

St. Cloud State University Department of Social Work  
College of Health and Wellness Professions

The core foundation of social work practice is in our ability to not only assist people in need, but also to do no harm. Social workers interact with people in their most vulnerable moments. Therefore, it is crucial that the profession holds itself to high standards regarding professional behavior. Toward that end, the National Association of Social Workers (NASW) has adopted a comprehensive set of values and ethics.

As an MSW student entering into field practicum, the Social Work department at St. Cloud State University expects that you hold yourself to the professional standards adopted by the NASW. Before beginning your placement, you must agree to the following:

That you understand and adhere to the six core values of Social Work including: Service, Competence, Social Justice, Dignity and Worth of a Person, The Importance of Human Relationships, and Integrity.

That you be aware of the Code of Ethics in the following areas:

Responsibilities to Clients, Responsibilities to Colleagues, Responsibilities in Practice Settings, Responsibilities as Social Work Professionals, Responsibilities to the Social Work Profession, and Responsibilities to the Broader Society.

That you endeavor to follow the Code of Ethics to the best of your ability while in your field practicum, both in your practice setting and in the classroom.

That you understand that failure to follow the Code of Ethics can result in disciplinary action by the department including, but not limited to, removal from your placement, and/or removal from the MSW program.

I agree to adhere to all of the above statements:

---

**Student Name (Printed)**

---

**Student Signature**

---

**Date**